January 25, 2016

The Honorable Joy Hofmeister
State Superintendent of Public Instruction
Oklahoma State Department of Education
Oliver Hodge Building
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

Dear Superintendent Hofmeister:

Please find enclosed the reports of the English language arts and mathematics committees assembled by the South Central Comprehensive Center (SC3) to compare the Oklahoma Academic Standards and Common Core State Standards in these content areas, as prescribed by 70 O.S. § 11-103.6a (G.1).

The SC3 mission is to provide high quality/high impact technical assistance that helps build or expand the capacity of the state education agency (SEA), intermediary agencies, and other educational systems in Arkansas, Louisiana, New Mexico, and Oklahoma to implement, support, scale-up, and sustain reform efforts to improve teaching and learning. Thank you for the opportunity to fulfill our role in making education stronger in Oklahoma.

Thank you for the opportunity to fulfill our role in making education stronger in Oklahoma.

Please contact me if you should have questions regarding this report. The SC3 team looks forward to our continued partnership.

Sincerely,

Belinda Biscoe Boni, Ph.D.
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Associate Vice President, Public and Community Services
College of Continuing Education
University of Oklahoma
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Norman, OK 73019-5050
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Office: 405.325.1711
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Cc: Dr. Cindy Koss, Dr. Jeanene Barnett, Dr. Donna Richardson, Ms. Sarah Hall, Dr. Jennifer Watson, Dr. Kerri White
Oklahoma Academic Standards/Common Core State Standards Comparison Analysis Reports

submitted to

Oklahoma State Department of Education
State Superintendent of Public Instruction
Joy Hofmeister

January 25, 2016
Introduction

The South Central Comprehensive Center (SC3) is pleased to provide this report comparing the final draft of the Oklahoma subject matter standards in English language arts (ELA) and mathematics with the standards that were adopted by the Oklahoma State Board of Education prior to adoption of House Bill 3399 (i.e., the Common Core State Standards [CCSS]) in accordance with 70 O.S. § 11-103.6a (G.1). The analysis was completed by a committee of educators from common education and higher education with expertise spanning the grades of Pre-Kindergarten (PK)-12, with approximately equal representation of backgrounds in English language arts and mathematics. Résumés and curricula vitae for committee members are available in the appendix.

As required by the statute, this report compares the standards in ten areas.

- Effective preparation for active citizenship and postsecondary education or the workforce (G.1.a)
- Subject matter content (G.1.b)
- Sequence of subject matter content and relationship to measurement of student performance and the application of subject matter standards (G.1.c)
- Developmental appropriateness of Grade-level expectations, academic content, and instructional rigor (G.1.d)
- Clarity for educators and parents (G.1.e)
- Exemplars tied to the standards (G.1.f)
- Measurability of student proficiency in the subject matter (G.1.g)
- Pedagogy (G.1.h)
- Development of critical thinking skills (G.1.i)
- Demonstration of application of acquired knowledge and skills (G.1.j)

These areas have been grouped into five broader categories to aid in analysis.

- Rigor
- Progression/Coherence
- Clarity
- Measurability
- Pedagogy
Guiding questions* aligned to each category of criteria were provided to the committee members prior to their analysis. Committee members reviewed the CCSS and Oklahoma Academic Standards on their own and made notes to share in the committee’s face-to-face meetings. Committee members convened for face-to-face review meetings for two days. The committee systematically discussed each category of the comparison and drafted this report. Committee members signed-off on the final report before submitting it to the Oklahoma State Department of Education.

Committee members would like to express their appreciation to the Standards Writing Committees, the Oklahoma State Department of Education, and all stakeholders who provided feedback on the standards. The thoughtfulness with which the standards were written and revised is evident and reflects a dedication to the diverse student population of Oklahoma. The comparative analysis provided by the committee is presented separately for English language arts and mathematics.

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* Some guiding questions were drawn from the College and Career Readiness and Success Center at the American Institutes for Research and from Achieve, Inc.
English Language Arts

Rigor

- Effective preparation for active citizenship and postsecondary education or the workforce (G.1.a)
- Subject matter content (G.1.b)
- Development of critical thinking skills (G.1.i)

Guiding Questions

Do the standards represent the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs?

Do the (9-12) standards reflect Oklahoma’s high school graduation requirements in English language arts and Mathematics?

Do the standards demand students engage in processes that require analysis, synthesis, evaluation, and creativity?

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Analysis</td>
<td>Oklahoma Academic Standards (OAS) provide a framework of skills and knowledge that prepares learners for diverse pathways. These rigorous standards establish a solid foundation in all aspects of literacy and incorporate higher order thinking skills as students engage in research, decipher and create multimodal texts, and become independent readers and writers. <strong>The inclusive approach toward historical, social, and cultural connections to content grounds learners in the knowledge needed for further study, work, and citizenship engagement.</strong></td>
</tr>
<tr>
<td>PK-4</td>
<td>Standard 3: Critical Reading and Writing. In reading, students “comprehend, interpret, evaluate, respond to a variety of complex</td>
</tr>
<tr>
<td>Examples and/or Comments</td>
<td>In Grades 2 and 3, students are expected to interact with literature</td>
</tr>
<tr>
<td>Oklahoma Academic Standards</td>
<td>Common Core State Standards</td>
</tr>
<tr>
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</tr>
<tr>
<td>texts... from a variety of historical, cultural, ethnic, and global perspectives.” In writing, students “write for varied purposes and audiences in all modes.” As early as Grade 1, students are introduced to writing in narrative (1.3.W.1), informative (1.3.W.2), opinion (1.3.W.3) modes, and multimodal products (Standard 7).</td>
<td>from diverse cultures, but not in Grade 4, where comparison between texts begins to focus on distinctions between genres.</td>
</tr>
<tr>
<td>In Standard 6: Research, students will engage in inquiry to acquire, refine, and share knowledge. This inquiry process integrates reading and writing by having students identify research questions from material they are discussing (PK) and reading to answer those questions. Even PK and K learners engage in thought processes that help they decide “who can answer my questions?” By Grade 1, learners begin to create graphic models/presentations of research findings, and Grades 2-4 through reports/projects.</td>
<td>Students write for varied purposes (informative, opinion, narrative); they are expected to use digital tools, but not to create multimodal products.</td>
</tr>
<tr>
<td>These examples show how the standards support students in the early grades to develop critical thinking skills and engage in practices that will prepare them for active citizenship, and college and careers.</td>
<td>Research processes and skills are located only in the CCSS Writing Standards for K-5. Students collect information to answer a question, but there is no attention to how good research questions are generated. Research in early Grades often is tied to recalling information from personal experience.</td>
</tr>
<tr>
<td><strong>5-8 Examples and/or Comments</strong></td>
<td><strong>Social, historical, and cultural perspectives in literature are not mentioned in CCSS standards Grades 5-8. Emphasis continues to be on analysis of elements <em>within</em> text or <em>among</em> texts, independent of context.</strong></td>
</tr>
<tr>
<td>In Grades 5-8, students “evaluate how the point of view and perspectives affect text [interpretation].”</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
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<tbody>
<tr>
<td>Students write for varied purposes at rigorous levels and in varied formats, including multimodal products. They develop multimodal literacy through analysis of both the content and techniques unique to the medium. Research standards for reading and writing are rigorous and appropriately scaffolded for Grades 5-8.</td>
<td>Students write for varied purposes (informative, opinion, narrative) at rigorous levels; they are expected to use digital tools, but not specifically to create multimodal products. Research standards are rigorous and appropriately scaffolded, as outlined in the writing standards.</td>
</tr>
<tr>
<td>9-12 Examples and/or Comments</td>
<td>In Grades 10-12, students “evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ . . . choices.” Students write for varied purposes at rigorous levels and in varied formats, including multimodal products. They develop multimodal literacy through analysis of both the content and techniques unique to the medium. Through high school, students increase their skills in selecting the best media form to convey the message and in analyzing the impact form has on meaning. Research standards for reading and writing are rigorous and appropriately scaffolded for Grades 9-12. Competency in conducting research in any discipline or in the workplace is supported by setting expectations that students can generate viable research questions independently.</td>
</tr>
</tbody>
</table>
Progression/Coherence

- Sequence of subject matter content (G.1.c)
- Developmental appropriateness of Grade-level expectations, academic content, and instructional rigor (G.1.d)

Guiding Questions

Are the progressions meaningful and appropriate across the grades or grade spans? Is the amount of content manageable for a specific grade level?

Do the standards convey a unified vision of the discipline? Do they establish connections among the major areas of study, especially those required for high school graduation?

Have choices been made about what is most important for students to learn at each grade level?

<table>
<thead>
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<th>Oklahoma Academic Standards</th>
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</thead>
<tbody>
<tr>
<td>General Analysis</td>
<td></td>
</tr>
<tr>
<td>OAS present a full range of perspectives, academic content, and skills developmentally appropriate for ELA PK-12 education. Rigorous Grade-level standards interpret eight overarching standards designed to reinforce the recursive nature of language arts learning, a nonlinear process that involves the continuous refinement of concepts and skills. Learning expectations are sequenced by age and grade level into coherent and interlinked standards that present a unified whole.</td>
<td>CCSS allow for instructional rigor, are developmentally appropriate, and set college-and-career ready expectations for K-12. The CCSS are tied to CCR anchor standards. Informational reading and literary reading standards in CCSS are addressed in separate strands, reflecting an isolated rather than an integrated view of literacy. In Grades 6-12, CCSS encompass reading and writing standards for literacy in history, social science, science, and technical subjects, which extend beyond the scope of language arts curriculum.</td>
</tr>
<tr>
<td>PK-4 Examples and/or Comments</td>
<td></td>
</tr>
<tr>
<td>OAS emphasize the complex and interconnected cognitive functions involved in reading and writing by identifying standards for Reading and Writing Processes (including Reading Foundations) and Critical Reading and Writing.</td>
<td>No PK standards. CCSS incorporate reading and writing processes into the overall reading and writing standards.</td>
</tr>
<tr>
<td>Oklahoma Academic Standards</td>
<td>Common Core State Standards</td>
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<tr>
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</tr>
<tr>
<td>Standard 2: Reading Foundations speaks to the developmental appropriateness of the standards, addressing the foundational skills of phonological awareness, print concepts, phonics/word study, and fluency that students must master for continued progress in English language arts across the grades.</td>
<td>Reading Standards: Foundational Skills (K-5) set standards for print concepts, phonological awareness, phonics/word recognition and fluency, comparable to the OAS.</td>
</tr>
<tr>
<td>As students progress through grade levels, expectations encompass the content of the previous grades. For example, in Standard 2: Reading Foundations fluency is emphasized in Grades 2-4 (2.2.F.2 - 4.2.F.2), with the assumption that the complexity of texts increases as students advance to later Grades.</td>
<td>Articulation of standards at each grade span provides for vertical progression of skills. The sequence of skills is developmentally appropriate with clear distinctions as instructional rigor increases.</td>
</tr>
<tr>
<td>In Standard 2: Reading and Writing Process, students develop and strengthen their writing (PK.2.W - 4.2.W.4) by engaging in a recursive process that includes planning, prewriting, drafting, revising, editing, and publishing. By nature, acquiring language arts knowledge and skills is a recursive learning process. Throughout Standard 2, students revisit concepts again and again as they use language at increasingly sophisticated levels of writing. Mode-specific focus begins at Grade 3.</td>
<td>Application of the writing process begins in Grade 3.</td>
</tr>
</tbody>
</table>

| 5-8 Examples and/or Comments | OAS emphasize the complex and interconnected cognitive functions involved in reading and writing by identifying standards for Reading and Writing Processes (including Reading Foundations) and Critical Reading and Writing. | Articulation of standards at each grade span provides for vertical progression of skills. The sequence of skills is developmentally appropriate with clear distinctions as instructional rigor increases. |
## Expectations for Language Skills and Writing Competence

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
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</thead>
<tbody>
<tr>
<td>Expectations for language skills from grade-to-grade are appropriate and clearly delineated; areas of emphasis for each grade are plainly expressed.</td>
<td>Clusters (e.g., Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition) delineating anchor standards for each strand reinforce coherence of the internal organization of the CCSS.</td>
</tr>
<tr>
<td>Mode-specific focus for each grade continues, contributing to the clear sequencing of writing skills. In Grade 5, the grade-level focus in writing is that students will clearly state an opinion supported with facts and details (5.3.W.3), and by Grade 8 students will focus on developing arguments that introduce a claim, recognize opposing viewpoints, organizing supports using credible sources.</td>
<td>Grade 5-8 writing expectations are appropriate for each grade level and skills are well-sequenced. No grade-level focus is identified.</td>
</tr>
<tr>
<td><strong>9-12 Examples and/or Comments</strong></td>
<td><strong>Examples and/or Comments</strong></td>
</tr>
<tr>
<td>OAS emphasize the complex and interconnected cognitive functions involved in reading and writing by identifying standards for Reading and Writing Processes (including Reading Foundations) and Critical Reading and Writing.</td>
<td>Articulation of standards at each grade span provides for vertical progression of skills. The sequence of skills is developmentally appropriate with clear distinctions as instructional rigor increases.</td>
</tr>
<tr>
<td>Expectations for language skills and writing competence from Grade-to-Grade are appropriate and increasing rigor is delineated clearly. By Grades 11-12th, students should be able to embed narrative elements skillfully for support and development of other modes of writing.</td>
<td>Grade 9-12 writing expectations are appropriate for each grade level and skills are well-sequenced.</td>
</tr>
</tbody>
</table>
English Language Arts

Clarity

- Clarity for educators and parents (G.1.e)

Guiding Questions

Are the standards clearly written and presented in an easy-to-use format that is accessible to the general public?

Are the standards specific enough that educators can use them to design curriculum, instructional practice, and assessment?

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Analysis</strong></td>
<td>The individual strands and standards of the CCSS are written clearly and should be accessible to both educators and parents. However, the organization and coding of the CCSS create ease-of-use issues for educators as they design curriculum aligned to the standards.</td>
</tr>
<tr>
<td>The organization and formatting of the code used to delineate PK-12 grade-level standards in OAS provide clarity and will result in ease of use by teachers, parents, and students. OAS are delineated using a code that lists the grade level, the standard, the strand, and the sub-strand of the content to be mastered. Standards statements are written with verbs that indicate specifically what learning students must demonstrate and at what depth. This highly schematic and logical presentation is easily accessible by all stakeholders.</td>
<td></td>
</tr>
<tr>
<td><strong>PK-4 Examples and/or Comments</strong></td>
<td>An example of the high utility of the coding system of these standards is in Standard 4: Vocabulary. There is a uniform code for the acquisition of academic, content-specific vocabulary. For example, PK.4.R.1 indicates prekindergarten, whereas 4.4.R.1 indicates fourth Grade. This commonality in the coding system facilitates tracking of a standard across Grade bands.</td>
</tr>
<tr>
<td><strong>5-8 Examples</strong></td>
<td>The standards code is very clear and can be accessed easily by teachers, students, and parents. One example is the uniformity of the coding system across Grade levels. Although consistent, the complexity of the coding system makes the standards unnecessarily complex. A specific example of added complexity is the consistent use of standards across different grade levels.</td>
</tr>
<tr>
<td>and/or Comments</td>
<td>Oklahoma Academic Standards</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>example is found in Grades 5-8 where students will write narratives incorporating literary elements appropriate to grade level. The standard (3.W.1) for this skill retains the same coding from grade to grade, and as a result, the progression of the skill can be easily traced across the grade band and into Grade 9.</td>
<td>complexity is the separate presentation of informational and literary reading standards, which inhibits the planning of instruction using both types of text.</td>
</tr>
<tr>
<td>9-12 Examples and/or Comments</td>
<td>The standards code is very clear and can be accessed easily by teachers, students, and parents. One example is found in Grades 9-12 where narrative writing retains the same standard code (3.W.1) as previous grades, but requires students to embed narratives in other modes of writing.</td>
</tr>
</tbody>
</table>
English Language Arts

**Measurability**

- Relationship to measurement of student performance and the application of subject matter standards (G.1.c)
- Measurability of student proficiency in the subject matter (G.1.g)
- Demonstration of application of acquired knowledge and skills (G.1.j)

**Guiding Questions**

*Is each standard measurable, observable, or verifiable in some way?*

*Are the standards specific enough to convey the level of performance expected of students?*

<table>
<thead>
<tr>
<th></th>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Analysis</strong></td>
<td>All the standards are verifiable and can be assessed using methods appropriate to the language process, skill, or content (relationship of the measurement to the subject). Key portions of standards can be measured on statewide summative assessments. All standards can be measured at the classroom level through rubrics, portfolios, observations, demonstrations or by other means, both formatively and summatively. The actual documents students are required to produce (research papers, multimodal projects, independent reading/writing, speaking components) allow students to demonstrate highly measureable skills and content.</td>
<td>All the standards are verifiable and can be assessed using methods appropriate to the language process, skill, or content. All standards can be measured at the classroom level through rubrics, portfolios, observations, demonstrations or by other means, both formatively and summatively. <strong>The CCSS emphasize performance-based tasks that bundle several standards together as demonstrations of learning, and therefore may be best assessed most often at the classroom level.</strong></td>
</tr>
<tr>
<td><strong>PK-4 Examples and/or Comments</strong></td>
<td><strong>Standard 8: Independent Reading and Writing</strong> provides a good example of the application of acquired knowledge and skills by expecting that students can select appropriate text for academic and measurement of independent reading of informational and literary texts is tied to the types of texts students can read and the range of complexity for the specific grade level; criteria are easily measured. No measurement of</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
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<tbody>
<tr>
<td>personal purposes, and read and write independently. Both components of this standard can be measured in multiple ways (statewide summative assessments and schoolwide or classroom formative and summative methods).</td>
<td>students’ ability to select texts based upon purpose for reading (application of acquired knowledge) is expected.</td>
</tr>
</tbody>
</table>

| 5-8 Examples and/or Comments | In Grades 5-8, students recognize and explain how various grammatical elements, such as prepositions and coordinating/subordinating conjunctions, affect the meanings of sentences. Assessments for this standard can include standardized tests, as well as students’ writings and class discussions. | Students “explain the function of phrases and clauses in general and their function in specific sentences.” Assessments for this standard could include standardized tests, but since students must “explain . . . in general,” this standard is an example of a concept that may be assessed best at the classroom level. |

| 9-12 Examples and/or Comments | In Grades 9-12, students “compare the methods the authors use to achieve similar or different purposes” (3.R.1). Assessments for this standard on a statewide summative assessment might include specific questions about two passages; at the local level, students can write analyses, have class discussions or create multimodal products. | Students analyze multiple interpretations of a story, drama or poem (e.g., live or recorded versions) and evaluate how each version interprets the source text. In this example, the student’s proficiency of the subject matter will best be measured over a period of time at the classroom level only. |
Pedagogy

- Exemplars tied to the standards (G.1.f)
- Pedagogy (G.1.h)

Guiding Questions

Are exemplars, samples, and guiding documents available to assist educators in developing or selecting their own curriculum and instructional practices?

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Analysis</strong></td>
<td><strong>The CCSS provide a Key Design Considerations guide for navigating</strong></td>
</tr>
<tr>
<td>The OAS provide Guiding Principles to assist educators in interpreting the standards at each</td>
<td>the standards and an explanation of how the College and Career Ready anchor standards are</td>
</tr>
<tr>
<td>grade level, in understanding what knowledge and skills are taught at the previous Grade</td>
<td>linked to Grade band standards. In Grades 6-12, standards for Literacy in History/Social</td>
</tr>
<tr>
<td>and at the next Grade, and in setting a purpose for learning. Guiding Research and an</td>
<td>Studies, Science, and Technical Subjects are presented. Appendices detail research supporting</td>
</tr>
<tr>
<td>extensive glossary give educators common understanding of terms and concepts used or</td>
<td>key elements of the standards (Appendix A), text exemplars and sample performance tasks</td>
</tr>
<tr>
<td>referenced in the standards. Instructional Design Considerations and Navigating the Vertical</td>
<td></td>
</tr>
<tr>
<td>Alignment documents provide insights for planning. A Grammar Supplement, Genre Guidance</td>
<td>(Appendix B), and samples of student writing (Appendix C).</td>
</tr>
<tr>
<td>chart, and Text Complexity measurement tables are included in the standards' appendices,</td>
<td>Research-based pedagogies, including the teaching of reading components identified by the</td>
</tr>
<tr>
<td>but specific exemplars of texts are not provided.</td>
<td>International Literacy Association and the National Reading Panel, as well as the teaching</td>
</tr>
<tr>
<td>Research-based pedagogies, including the teaching of reading components identified by the</td>
<td>of writing through the application of the Writing Process, are explicit in the CCSS. Specific</td>
</tr>
<tr>
<td>International Literacy Association and the National Reading Panel, as well as the teaching</td>
<td>instructional methods for any particular standard are not suggested.</td>
</tr>
<tr>
<td>of writing through the application of the Writing Process, are explicit in the OAS. Specific</td>
<td></td>
</tr>
<tr>
<td>instructional methods for any particular standard are not suggested.</td>
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</tr>
</tbody>
</table>
### English Language Arts

<table>
<thead>
<tr>
<th>PK-4 Examples and/or Comments</th>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text Complexity measurement scales provide reading ranges that are appropriate for PK-4. Genre guidance establishes genre benchmarks for the end of Grade 3.</td>
<td>Exemplar texts and examples of levels of proficiency for student writing are provided for K-4.</td>
</tr>
<tr>
<td>5-8 Examples and/or Comments</td>
<td>Text Complexity measurement scales provide reading ranges that are appropriate for Grades 5-8. Genre guidance establishes genre benchmarks for the ends of Grades 5th and Grade 8.</td>
<td>Exemplar texts and examples of levels of proficiency for student writing are provided for Grades 5-8.</td>
</tr>
<tr>
<td>9-12 Examples and/or Comments</td>
<td>Text Complexity measurement scales provide reading ranges that are appropriate for Grades 9-12. Genre Guidance establishes genre benchmarks for the end of Grade 12.</td>
<td>Exemplar texts and examples of levels of proficiency for student writing are provided for Grades 9-12.</td>
</tr>
</tbody>
</table>
The following table demonstrates the similarities and differences of the Oklahoma Academic Standards and Common Core State Standards in Mathematics. These are general comments that will be explained and expounded upon in the sections below related to each of the five broad categories.

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Both Oklahoma Academic Standards and Common Core State Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Represent “real-world” standards written by Oklahomans for the Oklahoma context</td>
<td>• Represent high-quality standards with high expectations for all students</td>
<td>• Represent “ideal-world” standards written for a national context</td>
</tr>
<tr>
<td>• Are easy to read and aesthetically pleasing; will be easy for educators to reference and share with students and families</td>
<td>• Have a goal of college- and career-readiness for all students who master the standards</td>
<td>• Are wordy in many cases</td>
</tr>
<tr>
<td>• Do not explain relationship between standards and objectives</td>
<td>• Would benefit from minor revisions (including some confusing terminology) to enhance clarity and coherence and to balance rigor with developmental appropriateness</td>
<td>• Explain organization of standards into clusters and domains</td>
</tr>
<tr>
<td>• Separates and/or duplicates a few objectives, hindering the fluidity of the document</td>
<td>• Are specific and measurable</td>
<td>• Demonstrate depth of content</td>
</tr>
<tr>
<td>• Are organized with similarity to NCTM expectations</td>
<td>• Include process and mathematical practice expectations</td>
<td>• Do not organize high school content into courses, but do provide pathways for acceleration to access high school content earlier</td>
</tr>
<tr>
<td>• Organize high school content into courses, which is useful for teachers and vertical articulation</td>
<td>• Organize standards into mathematical strands with progressions across the grade levels that are similar</td>
<td>• Target fluency throughout early Grades</td>
</tr>
<tr>
<td>• Include Pre-Kindergarten learning standards</td>
<td>• Use verbs from Bloom’s taxonomy to indicate level of rigor in instruction and student performance</td>
<td>• Include STEM standards for advanced students only</td>
</tr>
<tr>
<td>• Include time and money standards</td>
<td>• Include a glossary for critical term definitions</td>
<td>• Incorporate a heavy emphasis on statistics and probability</td>
</tr>
<tr>
<td>• Demonstrate appropriately challenging rigor with differentiated support at high school</td>
<td></td>
<td>• Include grade level introductions that connect prior content to current expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leave less room for interpretation at early Grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate appropriately challenging rigor with differentiated support at high school</td>
</tr>
</tbody>
</table>

The South Central Comprehensive Center at the University of Oklahoma is funded by the United States Department of Education.
### Mathematics

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Both Oklahoma Academic Standards and Common Core State Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Do not yet include ancillary resources and supports for educators</td>
<td>● Assume math knowledge and experiences exist prior to school entrance</td>
<td>rigor with differentiated support at early Grades</td>
</tr>
<tr>
<td>● Include a systematic process for review and revision at least once every six years, which could benefit from a research/feedback loop regarding the impact of the standards on student learning</td>
<td>● Focus on the importance of fractions in their various forms</td>
<td>● Are augmented by ancillary materials and supports for educators, including exemplars and high-quality sample instructional activities</td>
</tr>
<tr>
<td></td>
<td>● Focus on Algebra-readiness in 8th Grade content</td>
<td>● Do not include a systematic process for review and revision over time</td>
</tr>
<tr>
<td></td>
<td>● Demonstrate appropriately challenging rigor with differentiated support at middle Grades</td>
<td></td>
</tr>
</tbody>
</table>
Rigor

- Effective preparation for active citizenship and postsecondary education or the workforce (G.1.a)
- Subject matter content (G.1.b)
- Development of critical thinking skills (G.1.i)

Guiding Questions

Do the standards represent the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs?

Do the (Grade 9-12) standards reflect Oklahoma’s high school graduation requirements in English language arts and Mathematics?

Do the standards demand students to engage in processes that require analysis, synthesis, evaluation, and creativity?

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Analysis</td>
<td></td>
</tr>
<tr>
<td>(G.1.a) The standards represent content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs.</td>
<td>(G.1.a) The standards represent content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs.</td>
</tr>
<tr>
<td>(G.1.b) The standards represent content for grade-level learning from Pre-Kindergarten through Grade 7, as well as Pre-Algebra, Algebra I, Geometry, and Algebra II, which are common for Grades 8 through high school. These represent the minimum requirements for high school graduation.</td>
<td>(G.1.b) The standards represent content for grade-level learning from K-Grade 8, as well as high school content, including content strands that could be combined for courses including Algebra I, Geometry, and Algebra II and beyond. These represent the minimum requirements for high school graduation with additional content beyond the minimum requirements; however, the absence of Pre-kindergarten expectations is notable in the Oklahoma context.</td>
</tr>
<tr>
<td>(G.1.i) Mathematical Actions and Processes demand students engage in processes that require analysis, synthesis, evaluation, and creativity.</td>
<td>(G.1.i) Standards for Mathematical Practices demand students engage in processes that require analysis,</td>
</tr>
<tr>
<td>(G.1.a) Level of rigor is not consistent across grade bands.</td>
<td></td>
</tr>
</tbody>
</table>
For example, there appears to be more demand at the middle grades than at the elementary grades. While the content expresses intent to find a balance between rigor and developmental appropriateness, this is not always accomplished. However, the high school courses appear to have found this balance very well.

- (G.1.b) The document specifies that the standards are the minimum expectations for students by the end of each grade or course and that time has been left for additional study in other topics (Introduction, Page 3). This leaves much flexibility to teachers and instructional leaders at the district or classroom level to establish what content goes beyond the minimum that should be taught. If teachers and instructional leaders do not specify this within classroom and district expectations, the default minimum could leave students unprepared for later learning.

<table>
<thead>
<tr>
<th>Examples and/or Comments</th>
<th>PK-4</th>
<th>Common Core State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• K.N.1.1 is an example of demonstrating appropriate balance of rigor.</td>
<td>• No Pre-Kindergarten learning standards provided, although some standards and objectives that are included in OAS Pre-Kindergarten appear in CCSS Kindergarten.</td>
</tr>
<tr>
<td></td>
<td>• Data standards capitalize on the natural curiosity of Early Childhood students (e.g., PK.D.1 and K.D.1).</td>
<td>• CCSS is lacking rigor on time and graphs across this Grade band (e.g., 2.MD.9 and 2.MD.10).</td>
</tr>
<tr>
<td></td>
<td>• Some standards and objectives lack rigor, which could limit potential of students (e.g., K.N.1.5, K.N.2, 1.N.2, and 3.N.2.2).</td>
<td></td>
</tr>
<tr>
<td>Oklahoma Academic Standards</td>
<td>Common Core State Standards</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>5-8 Examples and/or Comments</strong></td>
<td>5-8 Examples and/or Comments</td>
<td></td>
</tr>
<tr>
<td>● Critical thinking is required to solve mathematical and real-world problems (e.g., 5.N.3).</td>
<td>● Critical thinking is required to solve word problems, although it is unclear if real-world problems are required (e.g., 5.NF.2).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Some standards lack rigor, which could limit potential of students (e.g., no expectation to convert fractions to decimals and vice versa beyond tenths and hundredths, which is a requirement in 4.NF.6)</td>
<td></td>
</tr>
<tr>
<td><strong>9-12 Examples and/or Comments</strong></td>
<td>9-12 Examples and/or Comments</td>
<td></td>
</tr>
<tr>
<td>● A1.N.1.1, A1.N.1.2, and A2.N.1.2 are examples of objectives that find the right balance of rigor.</td>
<td>● N-RN, N-Q, N-CN are beyond the level of rigor expected for students in Algebra I, but perhaps attainable for students in Algebra II with great support structures.</td>
<td></td>
</tr>
<tr>
<td>● Standards are included for Algebra 1, Geometry, and Algebra 2, which are the minimum courses expected to prepare students for college credit bearing-courses or the workforce. The State may benefit from developing standards for Probability and Statistics, Trigonometry, and other courses approved for college admission requirements to ensure rigor and consistency across districts.</td>
<td>● STEM standards are included and identified with (+). These are not expectations for Algebra I, Geometry, or Algebra II. The entire cluster of Vector and Matrix Quantities (N-VM) is included, but not essential to student preparedness for College credit-bearing courses or the workforce.</td>
<td></td>
</tr>
</tbody>
</table>
Mathematics

 Progression/Coherence

- Sequence of subject matter content (G.1.c)
- Developmental appropriateness of Grade-level expectations, academic content, and instructional rigor (G.1.d)

Guiding Questions

Are the progressions meaningful and appropriate across the grades or grade spans? Is the amount of content manageable for a specific grade level?

Do the standards convey a unified vision of the discipline? Do they establish connections among the major areas of study, especially those required for high school graduation?

Have choices been made about what is most important for students to learn at each grade level?

<table>
<thead>
<tr>
<th>Oklahoma Academic Standards</th>
<th>Common Core State Standards</th>
</tr>
</thead>
</table>
| General Analysis | (G.1.c) In general, the progressions are meaningful and appropriate, with the amount of content being manageable for each grade level or course. However, Pre-Algebra is a counterexample of a course where the content is too dense and wide to be taught to depth of understanding within one year for students who enter the course on grade level at Grade 8.  
  o Sequencing across grade levels parallels the sequencing of the Common Core State Standards. Even when content is in a different grade level, it tends to be in the same order.  
  o Verbs are used to clarify the level of rigor expected at each grade level with similar content; occasionally, the verbs for one Grade seem lower level than the verb used in the prior Grade or course. | (G.1.c) In general, the progressions are meaningful and appropriate, with the amount of content being manageable for each grade level or course. However, there are no progressions provided for high school content within the standards. The conceptual categories need to be subdivided and regrouped in order to create courses, which provides a strong possibility for poor progression and coherence.  
  o Sequencing across grade levels parallels the sequencing of the Oklahoma Academic Standards. Even when content is in a different grade level, it tends to be in the same order. | (G.1.d) The standards convey a unified vision of mathematics and attempt to show the connections between number sense & systems, operations, relationships, expressions & equations, functions, geometry, and statistics & probability. However, the change in...
Oklahoma Academic Standards | Common Core State Standards
---|---
• (G.1.d) The standards convey a unified vision of mathematics and attempt to show the connections between number sense & operations, algebraic thinking & algebra, geometry & measurement, and data & probability.
  o For the most part, this attempt is successful; however, there are a few examples provided below where the connections are unclear. In these cases, the disconnectedness creates a feeling of “piecey-ness” of the standards and their objectives, as well as between standards within a grade level and across grade levels within a grade band.
  o Occasionally, objectives of the standards are duplicative.
• (G.1.d) Although it appears that choices have been made about what content is most important at each grade level, an introductory statement for each grade level would make this more explicit.
  o It is evident that input from stakeholders about these choices has been considered and incorporated from previous drafts of the standards.

Common Core State Standards
• terminology of conceptual categories across and between Grade bands leads to a lack of clarity on those connections.
  o Examples of “contradictory” concepts will be provided in some Grade bands below. These examples cut into the coherence across an individual Grade band.
• (G.1.d) Choices have been made about what content is most important at each grade level.

| PK-4 Examples and/or Comments | PK-4 Examples and/or Comments |
---|---
• Some objectives seem duplicative or overlapping, which will likely cause some confusion (e.g., PK.A.1.1 and PK.GM.2.3 - same task of sorting in both with potentially different levels of | • Some contradictions seem to exist within a grade level of standards, particularly when examples appear to limit rather than clarify the standard (e.g., 3.OA.1 and 3.OA.5) |
Mathematics

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>student performance expected; 2.GM.1.1 and 2.GM.1.3 - ‘rhombi’ included in one but not the other).</td>
<td></td>
</tr>
<tr>
<td>● Some objectives do not link directly to their associated standard, but rather indicate skills leading up to the standard (e.g., PK.N.2).</td>
<td></td>
</tr>
<tr>
<td>5-8 Examples and/or Comments</td>
<td>5-8 Examples and/or Comments</td>
</tr>
<tr>
<td>● Pre-Algebra: The content appears to be presented in the appropriate sequence; however, it is too much content for one year for students who have a minimum level of mastery of prior year standards.</td>
<td>● Grade 8: The content appears to be presented in the appropriate sequence; however, it is too much content for one year for students who have a minimum level of mastery of prior year standards.</td>
</tr>
</tbody>
</table>
Mathematics

Clarity

- Clarity for educators and parents (G.1.e)

Guiding Questions

Are the standards clearly written and presented in an easy-to-use format that is accessible to the general public?

Are the standards specific enough that educators can use them to design curriculum, instructional practice, and assessment?

<table>
<thead>
<tr>
<th>General Analysis</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(G.1.e) The standards are clearly written and presented in an easy-to-use format that is accessible to the general public with few exceptions.\n  o An expanded glossary with math-specific terminology would be helpful. Notations of which words are included in the glossary are missing.\n  o The document is visually pleasing, and a quick glance provides the big idea of the grade level standards.\n</td>
<td></td>
</tr>
</tbody>
</table>
### Oklahoma Academic Standards

versa, rather than reading them in conjunction with one another.
- Language is generally specific enough to aid educators in development of student report cards or competency progression charts. It is also worded in such a way that instructional leaders and teachers would know what is expected to be included in curriculum and lesson design and whether it is being taught appropriately.
- Ancillary documents, such as expanded glossaries, examples, counterexamples, and philosophical statements about the connections between standards and objectives, would improve the clarity of the standards themselves.
- A few cases of grammar and word choice may lead to mathematically imprecise interpretation.

### Common Core State Standards

- The document includes more examples, footnotes, and clarifying statements to further explain the purpose or intent of the standards (e.g., using the terms ‘numbers’ and ‘numerals’ appropriately).

### PK-4 Examples and/or Comments

- Some standards and objectives use words and phrasing that may lead to imprecise mathematical terminology (e.g., K.N.3 ‘fair share’; 2.GM.2.3 ‘containers’; 3.GM.1.1 and 3.GM.1.2 ‘3D figures’; 3.GM.2.4 ‘common benchmarks’; 3.GM.2.6 ‘needed to pack’).
- Some standards and objectives will require additional explanation and support for teachers to understand the depth of student performance expected.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>(e.g., K.N.2.1 - decomposition does not necessarily presume addition and subtraction, which may be expected; 3.N.2.5 and 4.N.1.5 ‘use of technology’).</td>
<td></td>
</tr>
<tr>
<td><strong>5-8 Examples and/or Comments</strong></td>
<td><strong>5-8 Examples and/or Comments</strong></td>
</tr>
</tbody>
</table>
| ● Some standards and objectives will require additional explanation of terminology and/or expectations for student performance (e.g., 5.N.1.4 ‘use of technology’; 5.D.1.1 ‘leveling out’; 6.N.3.2 ‘unit rate’ of ratios; 6.GM.3.1 ‘benchmarks’). | ● Some standards are so long and inclusive of content that it is unclear what the focus is and the level of rigor expected (e.g., 7.EE.3).  
● Some standards include examples that appear to the limit the scope of the standard unnecessarily (e.g., 7.G.3 specifies ‘right’ figures in both examples, which may lead educators to believe that other figures should not be considered). |
| **9-12 Examples and/or Comments** | **9-12 Examples and/or Comments** |
| ● Some standards and objectives use words and phrasing that may lead to imprecise mathematical terminology or understanding (e.g., A1.F.2 ‘their rates of change’; A1.D.3 ‘interpret graphs’ - data and functions are discrete or continuous, as visualized on graphs). | ● G.CO.13 - Word order makes it unclear what mathematics is expected.  
● G.CO.9-G.CO.11 - Non-specific requirement of proofs may lead to overuse or underuse of proofs in instruction. |
Mathematics

Measurability

- Relationship to measurement of student performance and the application of subject matter standards (G.1.c)
- Measurability of student proficiency in the subject matter (G.1.g)
- Demonstration of application of acquired knowledge and skills (G.1.j)

Guiding Questions

Is each standard measurable, observable, or verifiable in some way?

Are the standards specific enough to convey the level of performance expected of students?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(G.1.c; G.1.g) Each standard is measurable, observable, or verifiable in some way - formatively, summatively, or both.</td>
<td>(G.1.c; G.1.g) Each standard is measurable, observable, or verifiable; however, the lack of consideration during the writing process for HOW the standards would be measured is evident in the word choice at some grade levels.</td>
</tr>
<tr>
<td></td>
<td>o Some standards are written with language that expresses an intention of measurement at the formative level as opposed to summative. For example, “develop the concept” is language that would indicate measurement at the time of initial learning.</td>
<td>o Some standards are written with language that expresses an intention of measurement at the formative level as opposed to summative. For example, “develop definitions” is language that would indicate measurement at the time of initial learning.</td>
</tr>
<tr>
<td></td>
<td>o Most standards and objectives are worded specifically for measurement through statewide summative assessments. Some standards and objectives could be more meaningful to classroom instruction if the focus were on formative and/or classroom level assessments.</td>
<td>o Identification of “STEM” standards as not being for all students and therefore not assessed indicates that some standards are not as important for instruction.</td>
</tr>
<tr>
<td></td>
<td>o A strength of the document is that it does not include standards or objectives marked as “not assessed” (as in previous iterations of Oklahoma standards and</td>
<td>o (G.1.c; G.1.j) The majority of standards are specific enough to convey the level of performance expected of students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o It is unclear how student with disabilities, English language learners, and students with previous low performance will access the grade level content</td>
</tr>
<tr>
<td>Oklahoma Academic Standards</td>
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</tr>
<tr>
<td>CCSS), which indicates that all standards are important for instruction.</td>
<td>and demonstrate their growth toward the standards.</td>
<td></td>
</tr>
<tr>
<td>o Ancillary documents that include “I Can” statements, building blocks between standards,</td>
<td>o Examples embedded in the standards as well as exemplars provided in the appendices and</td>
<td></td>
</tr>
<tr>
<td>and lesson-level learning goals would assist educators in knowing how to assess the</td>
<td>ancillary resources make it clear what is expected of students and teachers.</td>
<td></td>
</tr>
<tr>
<td>standards in a formative and intermediate manner prior to summative assessments.</td>
<td>o In most cases, the specificity of the standards leaves little question for content limits of</td>
<td></td>
</tr>
<tr>
<td>● (G.1.c; G.1.j) Generally, the standards are specific enough to convey the level of</td>
<td>summative assessments.</td>
<td></td>
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<tr>
<td>performance expected of all students.</td>
<td></td>
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<tr>
<td>o It is unclear how student with disabilities, English language learners, and students</td>
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<td>with previous low performance will access the grade level content and demonstrate their</td>
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<tr>
<td>growth toward the standards.</td>
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<tr>
<td>o Verbs of Bloom’s Taxonomy express the level of student performance expected. In some</td>
<td></td>
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<tr>
<td>cases, the verbs chosen are out of sequence between grade levels.</td>
<td></td>
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<tr>
<td>o It is unclear how technology will be used as part of the measurement process and how</td>
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<td></td>
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<tr>
<td>that will impact the level of student performance expected on some standards.</td>
<td></td>
<td></td>
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<tr>
<td>o Ancillary documents would assist educators in delineating expected levels of</td>
<td></td>
<td></td>
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<tr>
<td>performance for all students throughout the learning process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK-4 Examples and/or Comments</td>
<td>Oklahoma Academic Standards</td>
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<tr>
<td></td>
<td>● The use of Bloom’s taxonomy makes the standards more measurable (ex: ‘compose and decompose’; ‘draw conclusions’).</td>
<td>● Frequent use of the verb ‘understand’ without clarifying objectives makes it difficult to assess students’ knowledge and skill with the domain (e.g., 3.NF.1).</td>
</tr>
<tr>
<td></td>
<td>● Similar objectives within the same Grade may cause confusion on the level of student performance expected (PK.A.1.1 and PK.GM.2.3 - same task of sorting in both with potentially different levels of student performance expected).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● In ancillary documents, Early Childhood “friendly” terms or “I Can” statements would be beneficial in explaining standards to students and for posting in the classroom setting.</td>
<td></td>
</tr>
<tr>
<td>9-12 Examples and/or Comments</td>
<td>● G.RL.1 - Use of geometric tools is expected by the standard, but it is not included in the objectives. It is assumed that this is because it would be difficult to measure the use of geometric tools on a statewide summative assessment; however, classroom teachers could measure a student’s performance with geometric tools and classroom instruction would likely benefit from this expectation.</td>
<td>● G.C.1 - ‘Prove that all circles are similar’ is an example of a standard that is difficult to measure.</td>
</tr>
</tbody>
</table>
Mathematics

Pedagogy

- Exemplars tied to the standards (G.1.f)
- Pedagogy (G.1.h)

Guiding Questions

Are exemplars, samples, and guiding documents available to assist educators in developing or selecting their own curriculum and instructional practices?

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>General Analysis</td>
<td>(G.1.f; G.1.h) Exemplars, samples, examples, and guiding documents are not yet available to assist educators in developing or selecting their own curriculum and instructional practices.</td>
</tr>
</tbody>
</table>
- Ancillary resources will be needed to provide clarity for teachers. These should include information about the level and type of technology usage at various grade bands (e.g., 3.N.2.5 and 7.A.4.2). |
- Curriculum frameworks and resources, such as those available at [http://scimathmn.org/stemtc/](http://scimathmn.org/stemtc/) will be valuable to Oklahoma educators implementing these standards. |
- The exclusion of examples and sample instructional activities may prove problematic without additional resources. |
- The wording of the standards document does not tell teachers how to teach, but rather provides teachers with opportunities for creativity and flexibility. Educators should be empowered as professionals to make high-quality decisions about curriculum and instruction. |

- (G.1.f; G.1.h) Exemplars, samples, examples, and guiding documents are available as an appendix and in various other resources from a variety of providers. |
- Curriculum frameworks and resources, such as those available at [https://www.illustrativemathematics.org/](https://www.illustrativemathematics.org/) are valuable to educators implementing the CCSS and provide an example of how additional guidance documents offer clarity and direction for classroom teachers as they interpret the standards. |
- (G.1.f; G.1.h) Detailed examples are included within the standards. Sometimes, these examples provide clarity on what is meant by the standard (e.g., 3.OA.5), and sometimes they are so specific that they limit the creativity of teachers (e.g., 1.G.2). |
Mathematics

<table>
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<tr>
<td>instruction. A variety of resources to support educators in this decision-making process will make the standards implementable at the classroom level.</td>
<td></td>
</tr>
<tr>
<td>• (G.1.f; G.1.h) Limiting examples are rarely included within the standards, which allows freedom for teacher creativity and accounts for diverse learners. Additional examples might be beneficial in ancillary documents to explain big concepts.</td>
<td></td>
</tr>
<tr>
<td>o For example, it is important to note that some students will benefit from learning about base 10 and number bonds in addition and subtraction instruction (K.N.2 and 1.N.2); therefore, these examples would provide additional information for teachers about possible approaches to instruction.</td>
<td></td>
</tr>
</tbody>
</table>
Résumés and curricula vitae for committee members are included as follows:

- Belinda Blevins-Knabe, Ph.D.
- Summer Boismier, B.A.
- Nita Cochran, M.Ed.
- Robert Con Davis-Undiano, Ph.D.
- Priscilla L. Griffith, Ph.D.
- Paula Kedy, M.A.
- Erin Nation, Ed.D.
- Charles Pack, M.S.
- Lucy Trautman, M.S.
- Jennifer W. Watson, Ph.D.
- Kerri White, Ed.D.
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EDUCATION

1975-1981 University of Texas at Austin, Ph.D.
Developmental Psychology
1972-1975 University of Texas at Austin, B.A.
(Magna Cum Laude), Psychology

PROFESSIONAL POSITIONS

1981-1986 Assistant Professor, Department of Psychology
University of Arkansas at Little Rock
1986-1999 Associate Professor, Department of Psychology
University of Arkansas at Little Rock
2001- 2007 Chair, Department of Psychology
University of Arkansas at Little Rock
1999-Present Professor, Department of Psychology
University of Arkansas at Little Rock

PUBLICATIONS

references during free play in family childcare settings. Early Child Development and Care. DOI:
10.1080/03004430.2015.1077819

Austin, A. Blevins-Knabe, B., & Lokteffk M. (2012). Early mathematics and phonological
awareness in two child care settings. Early Child Development and Care DOI:
10.1080/03004430.2012.716832

Austin, A, Blevins-Knabe, B, Ota, C., Rowe, T., & Lindauer, S. (2010). Mediators of
preschoolers’ early mathematics concepts. Early Child Development and Care,
DOI: 10.1080/03004430.2010.520711


**PRESENTATIONS AND POSTERS (selected)**


Blevins-Knabe, B. (2009, April). *Mother’s knowledge, the home environment, and young children’s performance on number tasks*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.


Blevins-Knabe, B., Selig, J., Mansell-Whiteside, L. (2005, April). *Parenting, maternal math skills and preschool mathematical development*. In B. Blevins-Knabe (Chair), Promoting preschool mathematical development in low income children. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.


**COURSES TAUGHT**

Introductory Psychology, Developmental Psychology (undergraduate and graduate), Adolescent Psychology, Infancy, Cognitive Development, Research Methods

Online courses include Introductory Psychology, Developmental Psychology, Adolescent Psychology, and Research Methods
**PROFESSIONAL SERVICE**

Co-Chair of Program Committee for the 1990 meeting of the Southwestern Society for Research in Human Development


Member of the Editorial Board for *Developmental Psychology* (1998-2004)

Local Arrangements Co-Chair for the 2000 meeting of the Southwestern Society for Research in Human Development.


Local Arrangements Co-Chair for the 2010 meeting of the Southwestern Society for Research in Human Development.

Program Committee Co-Chair for the 2014 meeting of the Southwestern Society in Human Development

Secretary-Historian, Southwestern Society for Research in Human Development (2010-2014)

Reviewer for *Child Development, Developmental Psychology, Early Childhood Research Quarterly, Early Child Development and Care*

**SELECTED UNIVERSITY and DEPARTMENTAL SERVICE**

2015-present Parishmentarian for the College of Communication and Social Science

2015-present member of the Faculty Senate

2013-present University Core Council-Chair

2013-present Faculty Senate Committee for Online Education-member

2013-2014 member of the College Governance Committee

2013-present Co-Director of Academy for Teaching and Learning

2013-present Faculty development sessions for online faculty, Co-organizer with Elisabeth Sherwin
2013-2015 Treasurer for Phi Kappa Phi

2015-present  Vice President of Phi Kappa Phi

2012-2013- Developed online First Year Experience Course with Elisabeth Sherwin

2009- 2013 - In charge of assessment of the Introductory Psychology course. This course is part of the core requirements for the university and the assessment is of the objectives for the core.

2010-present  Member of the UALR Institutional Review Board

2012-  Member Critical Thinking Task Force

2010-2011 Member of a team of social science faculty that proposed, organized, and ran a summer institute for high school students.

**GRANTS**


Identifying Fit: Variables that Predict Best Outcomes in Online Teaching (2013, September). Academic Partnership Research Grant, with Elisabeth Sherwin (Co-PI). Amount $5,000.

Improving Student socialization to Enhance Retention. (2008, January) Technology grant with Elisabeth Sherwin and Robert Corwyn (co-PIs) University of Arkansas at Little Rock, AR. Amount $3225.

**EVALUATION PROJECTS**

Evaluation of the Chaplaincy program of the Arkansas State Police (1999, January)

Evaluation for the UALR Science Academy (2007, November)

**PROFESSIONAL ORGANIZATIONS**

American Psychological Society
Jean Piaget Society
Society for Research in Child Development
Society for Research in Human Development
National Association of Mathematics Teachers
National Association for the Education of Young Children
Education

Master's Degree in English Education 2016 (anticipated)
*University of Oklahoma, Norman, OK*
  • Certified to teach secondary-level (6-12) English/language arts, advanced placement, composition, and reading courses

Bachelor's Degree in English 2009
*University of Oklahoma, Norman, OK*
  • Minor in history
  • Graduated summa cum laude

Teaching Experience

English Teacher
*Middle School of Piedmont, Piedmont, OK*  Aug. 2015-Present
  • Seventh grade ELA, Pre-AP ELA 7

  • Honors English I, English II

Reading Tutor
*Longfellow Middle School, Norman, OK*  Jan. 2014-May 2014
  • Conducted responsive group/individual multi-literacy activities for students in grades 6-8
  • Helped students practice decoding, close reading/comprehension strategies, and fluency
  • Taught differentiated, engaged, and reflective reading strategies via experiential, two-sided learning

Other Work

Graduate Assistant, *College of Education Dean’s Office-OU*  June 2014-Aug. 2014
  • Collecting and processing research data for faculty
  • Preparing presentation materials and assisting faculty with presentations
  • Copy- and content-editing academic texts for publication

Professional Development

Events Attended 2015
  • AP Institute at the University of Tulsa, Primary Sources Workshop sponsored by the Library of Congress, EdCamp OKC

Events Attended 2014
  • SOEA Spring Convention, OEA CCSS/OAS Webinar: Literacy Across the Curriculum
NITA COCHRAN  
131 S. Flood, Norman, Ok, 73069 | 405-366-5839 | ncochran@norman.k12.ok.us

EDUCATION  
University of Oklahoma  
Masters in Education  
1988

East Central State College  
B.S. Math Education  
1968

AWARDS/GRANTS  
Mathematics and Science Partnerships Program, -- Title II, Part B -- $240,000  
2008

MAA Outstanding Oklahoma Teacher Award  
2001

Norman Public School Foundation Grant  
2000

WORKING EXPERIENCE  
Mathematics Coordinator for Norman Public Schools  
Responsible for math curriculum grades pre-K through high school  
2002 to 2016

Provide professional development opportunities for district teachers  
2004

Implemented standards-base reform math curriculum  
Ongoing

Evaluate and share data from state testing with a focus on Standards & new PASS Revisions  
Facilitated the development of math benchmarks for grades 1 through 5, 7, 8, Algebra I,  
Geometry  
2007 to present

Monitor the implementation of benchmark assessments  
Ongoing

Oklahoma Core Curriculum Tests Scores 5th Grade: 2002 - 80% passing, 2008 - 97% passing  
Facilitated textbook adoption grades pre-K through high school  
2004 & 2010

Launched mathetude.com  
Clearinghouse of ideas, actions, and results from around the world  
2008

Public School System, Norman, Oklahoma  
Principal of Norman Summer High School  
1976 to 2016

Assistant principal for Norman Summer School  
1993, 1999-2000

Math Teacher at Norman High School/Norman North High School  
Math department chair  
1995-2002

Assistant Principal at West Mid High (approx. 950 students)  
1991-1995

Responsible for discipline of 500 students  
Supervised and evaluated tenured and non-tenured teachers  
Communicated quarterly with faculty on discipline referrals (referrals were reduced by 50%)  
Math Teacher at N.H.S (5 yrs) and Central Mid High (11 yrs)  
Math department chair  
1976-1991

Site teacher of the year (1985)  
Elected to Norman Public Schools Staff Development Committee

RELATED EXPERIENCE  
Oklahoma Mathematics Consortium  
2002 to present

Oklahoma Math Alliance  
2015 to present

2007 & 2010

Elementary Mathematics Specialists Certification Committee  
Oklahoma State Regents for Higher Education  
2009 to 2013

Alignment of Mathematics (PASS & Common Core Standards) Committee  
Oklahoma State Department of Education  
2010
Item and Bias Review for Algebra I
Oklahoma State Department of Education 2010

Item and Bias Review for Geometry
Oklahoma State Department of Education 2013

Item and Bias Review for High School Mathematics
Partnership for Assessment of Readiness for College and Career 2013

Elementary Mathematics Specialists Conference
Association of Mathematics Teacher Educators, Louisville, Kentucky 2010

Standards Validation committee – Algebra I
Oklahoma State Department of Education 2009

Standards Setting Committee – Geometry
Oklahoma State Department of Education 2008

Standards Setting Committee – Algebra I
Oklahoma State Department of Education 2007

PRESENTATIONS
Math Trends
Get Fit Conference, Norman Public Schools 2010

Mathematics Specialists
Oklahoma State Regents for Higher Education 2009

Math Magic
Encyclo-Media, Oklahoma City, Oklahoma 2009

PROFESSIONAL DEVELOPMENT
iObservation training: foundational knowledge of Marzano’s Art and Science of Teaching
Norman Public Schools 2010 –ongoing

McREL Technology with Classroom that Works
Longfellow Middle School, Norman Schools 2010

Nat’l Conference, Washington D.C.
National Conference of Supervisors of Mathematics 2009

Todd Whitaker
Norman Public Schools 2008

MEMBERSHIPS
Phi Delta Kappa (local chapter officer eight years)
President 2000-01, Program Vice President 1998-00
National Council Supervision of Teachers of Mathematics
National Council Teachers of Mathematics
Association for Supervision and Curriculum Development
Robert Con Davis-Undiano

February 2015

PRESENT POSITION:  Executive Director, *World Literature Today*  
(Humanities Center at the Univ. of Oklahoma)  
Neustadt Professor of Comparative Literature  
Presidential Professor of English  
The University of Oklahoma

CONTACT:  *World Literature Today*, Univ. of Oklahoma  
630 Parrington Oval, Suite 110, Norman, OK 73019  
405/325-4531;  rcdavis@ou.edu  
Fax: 405/325-7495

HOME ADDRESS:  3901 Chamberlyne Way, Norman, OK 73072  
Phone: 405/329-1745

EDUCATION:  1979 Ph.D., American Studies, University of California, Davis  
1973 M.A., English, Univ. of Calif., Davis  
1971 B.A., English, Calif. State Univ., Hayward

PREVIOUS POSITIONS:  2005-2009 Dean, Univ. of Oklahoma Honors College  
(simultaneously Exec. Dir. at *WLT*)  
1980-Pres.  Assist. Professor, Dept. of English, Univ. of Oklahoma  
1980:  Visiting Assist. Professor in Comparative Literature, Univ. of California, Davis  
1978-80:  Lecturer, Comparative literature, California  
1974-75:  Fulbright Teaching Fellowship, American Lit., Univ. of Pisa (Italy)

AWARDS, ELECTED POSITIONS, AND FELLOWSHIPS (selected):  
2014 Outstanding Faculty for the Greek Community, Univ. of Oklahoma  
2012 Outstanding Faculty of the Univ. of Oklahoma (Faculty of the Year Award).  Chosen by the entire OU Student Body.  
2011 Outstanding Faculty for the Greek Community, Univ. of Oklahoma  
2010 Outstanding Faculty for the Greek Community, Univ. of Oklahoma  
2009 Outstanding Faculty for the Greek Community, Univ. of Oklahoma  
2008 Outstanding Faculty for the Greek Community, Univ. of Oklahoma
2007 Outstanding Faculty for the Greek Community, Univ. of Oklahoma
2006 National Collegiate Scholars Assoc., Distinguished Member Award
2006 Latino Greek Council, Univ. of Oklahoma created award in honor of RC Davis-Undiano: “RC Davis Organizational Excellence Award”
2006: 2005-2006 Outstanding Chapter Advisor, Greek Affairs, OU
2005: Distinguished Service Award, Univ. of Oklahoma Student Association, Student Congress
2005: 2004-2005 Outstanding Faculty Member Award, Greek Affairs, OU
2005: 2004-2005 Outstanding Chapter Advisor, Greek Affairs, OU
2005: President’s Distinguished Faculty Mentoring Program Outstanding Mentor Award
2004 Otis Sullivant Award for Perceptivity ($10,000), Univ. of Oklahoma
2004 Outstanding Chapter Advisor, Latino Greek Council, Univ. of Oklahoma
2003 University Continuing Education Assoc. Excellence in Teaching Award (National Teacher of the Year)
2002 UCEA Region V Excellence in Teaching Award
2000 Certificate of Appreciation, Latino Achievement and Heritage Celebration, OU
1999 Presidential Professor of English, OU
1999 Neustadt Professor, OU
1999/2000 Certificate of Appreciation, McNair Scholars Program, OU
1999 Certificate of Appreciation, Bizzell Library Society, OU
1997 Inducted as Honorary Fellow, Golden Key National Honor Society
1994 Kenneth E. Crook Annual Faculty Award, Oklahoma ($500)
1994 "Well-Spring Award," Student Association of Graduates in English Studies, OU
1993-1997: Representative to the National Delegate Assembly of the Modern Language Association
1993: Rufus G. Hall Faculty Achievement Award, OU ($500)
1992: "Well-Spring Award," Student Association of Graduates in English Studies, OU
1990: Centennial Foundation Grant, OU ($13,000)
1989: Senior Faculty Summer Fellowship, OU ($6,000)
1988: Distinguished Lectureship, OU ($3,708)
1987: Senior Faculty Summer Fellowship, OU ($5,000)
1984: Arts and Sciences Summer Fellowship, OU ($3,500)
1981: Junior Faculty Summer Fellowship, OU ($3,000)
1976: Outstanding Teacher Award, Univ. of Calif. ($200)
1974-1975: Fulbright Teaching Fellowship, Univ. of Pisa (Italy)

PUBLICATIONS:

Books:


Book Collections (all refereed):


General Editor of Two Important University Press Book Series:

Chicana and Chicano Visions of the Americas:
Editor of this nationally recognized book series published by the University of Oklahoma Press. Distinguished volumes by Leroy V. Quintana, Demetria Martínez, Carlos Morton, Rigoberto González, Denise Chávez, and six volumes by Rudolfo Anaya.

Introducing Ethnic Studies:

Oklahoma Project for Discourse & Theory:

Journals Guest Edited:


College English, guest editor for October 1987.


Refereed Journal Articles:


Refereed Book Chapters:


37. "A Manifesto for Oppositional Pedagogy: Freire, Merod, Bourdieu,


Book Reviews and Occasional Pieces (unrefered):

Many brief articles and reviews in Hispanic Magazine 1999-pres.


"Introduction" [to the new book-review section], GENRE 14,2 (1981):269-270.

CONFERENCE PAPERS:
1995: ""The Cask of Amontillado, Freemasonry, and Reading Politically," SCMLA (October), Houston.
1989: "The Options Opened by Cultural Studies," Southern Illinois Univ. including week-long series of lectures I gave on related topics.

PANEL MODERATOR AND RESPONDENT:
1984: Discussion Leader of MLA Convention Special Session: Contemporary Narrative Theory and the Yale Critics.
1982: Discussion Leader of MLA Convention Special Session: Jacques
1978: Discussion Leader of MLA Convention Special Session: The Family as a Structure in Literature.
1977: Discussion Leader of MLA Convention Special Session: Narcissism and the Family.

SCHOLARLY SERVICE:
1991: Two-day faculty seminar on pedagogy and cultural studies, Dillard University, New Orleans.
1990: Co-Director of "Crossing the Disciplines: Cultural Studies in the 1990s," national conference held at the University of Oklahoma.
1988: Week-Long Faculty Seminars on Contemporary Criticism and Theory, Knox College, Illinois.
1986: Week-Long Faculty Seminars on Contemporary Criticism and Theory, Knox College, Illinois.
1985: Frequent Reader for College English.
1985: Co-Founder and Co-Director of the Oklahoma Project for Discourse & Theory--Book Series with Univ. of Oklahoma Press.
1984: Co-Director of National Conference on Contemporary Genre Theory and the Yale School, OU.
1984: Frequent Reader (approx. 7 ms. per year) for Univ. of Illinois Press.
1983: Member of Advisory Board of Fabula (France).
1981: Associate Editor and Book-Review Editor of GENRE.
1981: Reader for PMLA.

UNIVERSITY SERVICE:
2004: Search Committee, College Education, OU
2004: Search Committee, Honor’s College, OU
2002-04: Chair of Executive Committee, College of Liberal Studies, OU
1993-95: Faculty Senate
1993- : Faculty Fellow, College of Liberal Studies, OU.
1992-93: Committee A, College of Liberal Studies, Oklahoma.
1992-95: Director of Undergraduate Studies, Oklahoma.
1990-91: Undergraduate Committee, Oklahoma.
1989-91: Awards Committee, College of Liberal Studies, Oklahoma.
1989-91: Committee A, College of Liberal Studies, Oklahoma.
1988- : Executive Committee, College of Liberal Studies, Oklahoma.
1988-90: Carl Albert Award Selection Committee, Oklahoma.
1988-89: Promotion and Tenure Committee, Oklahoma.
1986-87: Research Council, Oklahoma.
1983-84: Faculty Senate, Oklahoma.
1981-85: Director of Graduate Studies in English, Oklahoma.
1980-92: Dept. of English various committees: Graduate, Undergraduate, Placement, Awards, Policy, etc.

LANGUAGES: Reading knowledge of Italian, Spanish, and French.
Priscilla L. Griffith, Ph.D.
Ruth G. Hardman Endowed Chair in Education
Director of the Oklahoma Writing Project
Director of the Hardman Center for Children with Learning Differences
The University of Oklahoma
405-325-3534
pgriffith@ou.edu

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Major</th>
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</thead>
</table>
| Ph.D.  | Univ. of Texas at Austin               | Curriculum and Instruction  
major course work in reading  
education/supporting course work in  
statistics and research |
| M. Ed  | Prairie View A&M University            | Elementary Education                                                  |
| B. S.  | University of Texas at Austin          | Elementary Education                                                  |

HONORS AND SCHOLARSHIPS

- **Distinguished Program in Teacher Education**, Association of Teacher Educators, while Department Head of Curriculum and Instruction, University of Arkansas, 2001.
- **Award of Excellence** International Reading Association, for state association achievement as President of the Florida Reading Association, 1998
- **Horizon Award**, International Reading Association, outstanding contributions to student membership growth as President of the Florida Reading Association, 1998.
- **President's Cup**, International Reading Association, outstanding contributions to membership growth as President of the Florida Reading Association, 1998.
- **President's Club**, International Reading Association, outstanding achievements as President of the Florida Reading Association, 1998.
- **Outstanding Undergraduate Teaching Award**, University of South Florida, 1995.
- **Teaching Incentive Plan Award**, University of South Florida, recognized excellent teaching in the College of Education, 1995.
- **Alumni Professor Award**, University of South Florida Alumni Association, recognition of outstanding teaching, distinguished service, and contributions to the faculty member’s discipline, 1993
- **Annie Webb Blanton Scholarship**, Delta Kappa Gamma Honor Society for Women Educators, 1983.
- **Delta Kappa Gamma Honor Society for Women Educators**, Alpha State/Texas.
• **National Honor Society**, Lanier High School, Austin, Texas, outstanding scholarship.

**Professional Leadership**

• **Commission on Graduate Education**, Association of Teacher Educators, 2012-present.

• **Director** of the **Oklahoma Writing Project**, 2003-present. From 2005-2014 provided 252,270 program contact hours to schools, teachers, and students in Oklahoma.


• **Director** of the **Hardman Center for Children with Learning Differences**, 2007-present. Provides outreach across Oklahoma to parents, teachers, and schools/disseminates results of applied research to close the gap between best and current practices in literacy education. From 2008-2012 provided 7,740 professional development contact hours to 135 teachers in 14 counties in Oklahoma.

• **Commission on Urban Education**, Association of Teacher Educators, 2007-2010.

• **Board Member** (2002-2009), **Conference Chair** (2004-2005), **President** (2006-2007), Oklahoma Reading Association.

• **Co-editor, The Reading Teacher** (circulation of 63,000), International Reading Association, 1999-2003.

• **Director, Teach for Arkansas**, University of Arkansas, 2000-2001. Teacher education project to deliver pre-service teacher education to the delta region of Arkansas, funded by SBC Foundation and Walton Family Foundation.

• **President, Florida Organization of Teacher Educators in Reading**, International Reading Association, 1993-1994.

• **Board Member** (1990-1999), **Conference Chair** (1996), **President** (1997-1998), Florida Reading Association.

**Academic and Professional Employment History**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Role/Responsibility</th>
<th>Unit</th>
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<tbody>
<tr>
<td>current</td>
<td>Ruth G. Hardman Chair in Education &amp; Professor with Tenure</td>
<td>Jeannine Rainbolt College of Education, Univ. of OK (OU)</td>
</tr>
<tr>
<td>2001-2007</td>
<td>Department Chair &amp; Professor with Tenure &amp; Graduate Coordinator</td>
<td>Instructional Leadership &amp; Academic Curriculum, OU</td>
</tr>
<tr>
<td>1999-2001</td>
<td>Department Head &amp; Professor with Tenure</td>
<td>Curriculum &amp; Instruction, Univ. of Arkansas</td>
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</tbody>
</table>

Courses Taught: Theories of Reading/Literacy (graduate), Models of Instruction (graduate), Culture, Language and Literacy (graduate; developed course), Analysis of Teaching and Learning (graduate), Theory and Research in Education (graduate), Proseminar in ILAC (graduate), Teaching Writing in Elementary Classrooms (graduate; developed course), Foundations of Language and Literacy Development and Assessment (undergraduate), Literature and Writing across the Curriculum (undergraduate, developed course)
Courses Taught: Correlates of the Reading Process (graduate), Emergent and Developmental Literacy (undergraduate), Literacy Strategies for Middle Level Learners (undergraduate)

<table>
<thead>
<tr>
<th>1998-1999</th>
<th>Department Co-chair</th>
<th>Childhood Language Arts and Reading, University of South Florida (USF)</th>
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<tbody>
<tr>
<td>1993-1999</td>
<td>Associate Professor with Tenure Graduate Advisor</td>
<td>Childhood Language Arts and Reading, USF</td>
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<tr>
<td>1988-1993</td>
<td>Assistant Professor with Tenure</td>
<td>Childhood Language Arts and Reading, USF</td>
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</tbody>
</table>

Courses Taught: Early Literacy Learning (undergraduate), Reading for the Child (undergraduate), Corrective Reading (undergraduate), Teaching Elementary School Language Arts (undergraduate), Remediation of Comprehension Problems (graduate), Classroom Diagnosis of Reading Problems (graduate), Remediation of Reading and Writing Vocabulary Problems (graduate), Teaching Writing in the Elementary School (undergraduate), Language and Learning in Childhood Education (graduate), Reading as a Symbolic Process (graduate), Advanced Graduate Seminar in Reading/Language Arts (graduate).

Programs Developed: M. A. in Elementary Education, “Literacy in a Diverse Society” emphasis leading to ESOL certification in Florida.


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<tr>
<td>1982-1986</td>
<td>Assistant Instructor/Research Assistant</td>
<td>Center for the Study of Cognitive Science, University of Texas at Austin</td>
</tr>
<tr>
<td>1968-1982</td>
<td>Elementary School Teacher</td>
<td>Public Schools in Texas</td>
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**Doctoral Committee Work**

<table>
<thead>
<tr>
<th>Chaired</th>
<th>Member</th>
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<tbody>
<tr>
<td>• Mary Draper (USF: graduated Dec. 1998; Provost, Clearwater Christian College)</td>
<td>• Linda Evans (USF, graduated August 1997)</td>
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<tr>
<td>• Richard Gaspar (USF: graduated August 1997; Professor, Hillsborough Community College)</td>
<td>• John Headlee (USF, graduated Dec. 1990; deceased)</td>
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<td>• Mary Hayes (USF: graduated Dec. 1995; Professor, Clearwater Christian College, deceased)</td>
<td>• Linda Houck (USF, graduated May 1995)</td>
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<td></td>
<td>• Karen Ivers (USF, graduated May 1994)</td>
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<td></td>
<td>• Robert Riley (USF, graduated May 1993)</td>
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</tbody>
</table>
Olga Maldonado (USF: graduated August 1997; Professor and Chair, University of Puerto Rico)
Elizabeth Moore (USF: graduated Dec. 1996; National Board Certified Teacher Pinellas (FL) School District)
Theron Thompson (USF: graduated May 1998; Professor, Western Kentucky University)
Chris Goslin (OU: graduated Dec. 2006; Professor, Utah Valley University)
Sylvia Hurst (OU: graduated May 2007; Professor, University of Central Oklahoma)
Candace Bird (OU: graduated May 2010; US Department of Defense)
Joan Charles (OU: graduated Dec. 2007; Teacher, Department of Defense Schools)
Linda Dugan (OU: graduated Dec. 2006; School Counselor, Savannah, GA)
Tsai-Fu (Tony) Tsai (OU: graduated Dec. 2008; University, Taiwan)
Show-Mei (Susan) Lin (OU: graduated May 2009; Professor, Tennessee State University)
Rosie Bumgarden (OU: graduated May 2015, Univ. of Alabama)
Charlene Huntley (OU: graduated May 2012; Professor, Oral Roberts University) **finalist for IRA Outstanding Dissertation Award; winner of ATE Distinguished Dissertation Award**
Rhonda Morris (OU: graduated Dec. 2012; Reading Specialist, Moore, OK PS)
Jenn Stepp (OU graduated Aug. 2014, Professor, Texas A&M San Antonio)
Martha Linbocker (OU: coursework)

<table>
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<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1996</td>
<td>Virginia Rose</td>
<td>USF, graduated Dec. 1991</td>
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<td></td>
<td>Josie Saavedra</td>
<td>USF, graduated 1995</td>
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<td></td>
<td>Hilaire Tavenner</td>
<td>USF, graduated 1993</td>
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<td></td>
<td>Deborah Willig</td>
<td>USF, graduated 1993</td>
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<td></td>
<td>Paula Zielonka</td>
<td>USF, graduated 1992</td>
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<td></td>
<td>Julie Collins</td>
<td>OU: graduated 2007</td>
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<td></td>
<td>Kelly Courtney-Smith</td>
<td>OU: graduated 2008</td>
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<td></td>
<td>Dana Cesar</td>
<td>OU: graduated 2006</td>
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<td></td>
<td>Kim Harris</td>
<td>OU: graduated 2006</td>
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<td></td>
<td>Vicki Hinkle</td>
<td>OU: graduated 2007</td>
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<td>Rozlyn Miller</td>
<td>OU: graduated 2008</td>
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<td></td>
<td>Mary McCoy</td>
<td>OU: graduated 2003</td>
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<td>Janette Wetsel</td>
<td>OU: graduated 2004</td>
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<td>Janise McIntyre</td>
<td>OU: graduated 2008</td>
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<td></td>
<td>Su-Hua Huang</td>
<td>OU: graduated 2008</td>
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<td>Bonner Slayton</td>
<td>OU: graduated 2013</td>
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<td>Danny Wade</td>
<td>OU: graduated 2008</td>
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<td>Phylics Issacs</td>
<td>OU: graduated 2009</td>
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<td></td>
<td>Klaudia Lorinczova</td>
<td>OU: graduated 2010</td>
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<td></td>
<td>Karin Perry</td>
<td>OU: graduated 2010</td>
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<td></td>
<td>Stephanie White</td>
<td>OU: graduated 2013</td>
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<td></td>
<td>Allison Geary</td>
<td>OU: dissertation</td>
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<td>Karin Martin</td>
<td>OU: dissertation</td>
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<td></td>
<td>Megan Eeg</td>
<td>OU: graduated 2013</td>
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<td></td>
<td>Anayai Cooper</td>
<td>OU: dissertation</td>
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<td></td>
<td>Starlynn Nance</td>
<td>OU: graduated 2012</td>
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<td>Mohanad Shukry</td>
<td>OU, graduated 2013</td>
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<td>Yanrong Qi</td>
<td>OU, dissertation</td>
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<td></td>
<td>Carrie Miller-DeBour</td>
<td>general exams</td>
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<td>Hitomi Kambara</td>
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<td>Janet Burns</td>
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<td>Staci Vollmer</td>
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<td>Niccole Rech</td>
<td>dissertation</td>
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</table>

Ed.S. Committee Chaired
- Claudia Maynard (graduated 1993)
SCHOLARSHIP

Citations: From 1987 to the present my work has been cited over 150 times by over 80 different authors in over 50 different journals and books.


Monographs

Book Chapters

Juried Journal Articles
Juried Journal Articles


**Conference Proceedings**


Technical Reports


- *Recognized for excellence by the American Educational Research Association, Division H.

Other Non-Juried


**Literary Pieces in the Oklahoma Writing Project Summer Institute Anthology—Priscilla Griffith sole author**

- “Two Scary Dog Stories: Story 1: A Stroll on Yefe Nof; Story 2: Okay, Just Don’t bite Me,” 2015
- “Becoming Canadian in Paris and a Big Spender in Zagreb,” 2014
- “Writing from Mentor Text,” 2013
- “Applying the Writing Process,” 2013
- "A Tribute to Bella," 2011
- "Responses to Quick Writes: Snippets from My 2010 Summer Institute Journal," 2010
- "If I Had a Super Power," 2009
- "Snippets from the 2009 Summer Institute," 2009
- "A History with the Writing Project," 2009
- "A Memorable Train Ride to Mons," 2007
- "Some Real Good Seeing,"
- "A Suburban Tale of Terror and Wal-Mart Justice," 2005
- "A Step Back in Time," 2004
- "Narcolepsy," 2004
- "Tales of Shoes and Dogs," 2004
- "Patterns," 2004

**Nonprint Media**


**Presentations at National/International Conferences**
• Griffith, P. L. & Pummer, A. (2015, November). Building capacity and extending our reach through advanced, open, and virtual institutes and other leadership opportunities. Presentation at the annual meeting of the National Writing Project, Minneapolis.
• Griffith, P. L. (November 2014) Statewide writing contest aids recruitment and publicity. Presentation at the annual meeting of the National Writing Project, National Harbor, MD.

children: The cycle of progress monitoring and coaching. Professional Clinic presented at the annual meeting of the Association of Teacher Educators. Dallas, TX.


Eleventh International Literacy and Education Research Network Conference on Learning, Havana, Cuba.


- University of Arkansas Curriculum and Instruction Faculty (Priscilla Griffith, Department Head). (2001, February). The University of Arkansas Master of Arts in Teaching Program. Presentation at the annual meeting of the Association of Teacher Educators. New Orleans. (Program received the Outstanding Program in Teacher Education for 2001).


presented at the annual meeting of the National Social Science Association. New Orleans, Louisiana.


• **Griffith, P. L.** (1986, December). The role of phonological and lexical information in word recognition and in spelling. Paper presented at the meeting of the National Reading Conference. Austin, Texas.


**Presentations at Regional Conferences**


Presentations at State and Local Conferences:


• Connery, L., **Griffith, P. L.**, Plummer, A. (2013, October). Job embedded writing professional development that works. Norman Public Schools Get Fit Conference, Norman, OK.


• **Griffith, P. L.** (2001, October). From text to teacher. Presentation at the Florida Reading Association, Miami, FL (Invited featured speaker).


**Grants** (over $9,000,000 in external funding)

- 2015-2016, SEED: Professional Development in a High-Need School, National Writing Project, $20,000.
- 2015-2016, Leaders ACHIEVE, Improving Teacher Quality, Oklahoma State Regents for Higher Education, Principal Investigator, $70,000.
- 2014-2015, Writing Our Academic Future, W. F. Kellogg Foundation and National Writing Project, Principal Investigator, $15,000
- 2014-2016 SEED: Leadership Development Grant, National Writing Project, Principal Investigator, $20,000
- 2013-2014 Promoting Effective Writing Instruction in High-Need Schools, National Writing Project, Principal Investigator, $40,000
- 2013 Travel Grant to send teachers to the National Writing Project meeting, Principal Investigator, $3,000.
- 2012-2013 Teacher Leadership Development, National Writing Project, Principal Investigator, $20,000.
- 2012-2013 Promoting Effective Writing Instruction in a High-Need School, National Writing Project, Principal Investigator, $20,000.
- 2008-2012, Improving Teacher Quality No Child Left Behind, Oklahoma State Regents for Higher Education, Principal Investigator, $497,000.
- 2004-2012, National Writing Project, Principal Investigator, $395,000
- 2000-2001 Teach for Arkansas, SBC Foundation, Project Director, $220,000,
- 2000-2001 Teach for Arkansas, Walton Family Foundation, $357,000.

**Service to the University of Oklahoma**
• Member of NCATE Steering Committee, University of Oklahoma, 2001 to 2004.
• Member of the Dean’s EPD Advisory Committee, University of Oklahoma, 2001 to 2007.
• Member of Commencement Committee, University of Oklahoma, 2001 to 2004.
• Member of the Early Steps to Literacy Consortium, University of Oklahoma, 2001 to 2004.
• Director of the Oklahoma Writing Project, 2003-present.
• Member of the Academic Appeals Board, College of Education, University of Oklahoma, 2003 to present.
• Member of the Faculty Appeals Board, University of Oklahoma, 2003 through 2007.
• Member of the Search Committee for the George Kaiser Family Foundation/Tulsa Community Foundation Professorship in Infant/Toddler Education, 2005-2006.
• Member of the Campus Tenure Committee, University of Oklahoma, 2007 to 2013; Committee Chair, 2011-2012
• Faculty Marshal, University of Oklahoma Commencement, 2007.
• Member of the University Libraries Committee, University of Oklahoma, 2007 to 2010.
• Member of the Jeannine Rainbolt College of Education Expanded Ad Council, University of Oklahoma, 2009 to present.
• Member of the Graduate Council, University of Oklahoma, 2010 to 2013.
• Graduate Council representative to the Faculty Senate, University of Oklahoma, 2010 to 2013.
• Chair of the Jeannine Rainbolt College of Education CEDAR Advisory Committee, 2011 to 2013.
• Chair of the Search Committee for Elementary Education Coordinator, Department of Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education, 2012-2013.
• Member of the Athletics Council, University of Oklahoma, 2012 to present.
• Member of the Academic Review Committee, University of Oklahoma Athletics Department. 2012-present.

SERVICE TO THE UNIVERSITY OF ARKANSAS AND UNIVERSITY OF SOUTH FLORIDA
• Member of the All University Judiciary, University of Arkansas, 2000-2002.
• NCATE/Program Review Coordinator for combined NCATE, Florida Department of Education, Florida State University System Board of Regents review - Department of Childhood/Language Arts/Reading, University of South Florida. (Folio review Fall 1994; On-site review Spring 1995)
• Member of the University Research Council, University of South Florida, member 1993-1996.
• Member of the Advanced Graduate Policy Committee, College of Education, University of South Florida, 1994-1996.
• Member of committee to select Distinguished Research Professors, University of South Florida, 1995-1996.

**SERVICE TO PROFESSIONAL ORGANIZATIONS/GOVERNMENT AGENCIES**

**American Educational Research Association**
- Nominating Committee for position of Vice President of Division C, 2000 election
- Reviewed program proposals, 2011

**American Psychological Association**
- Guest Reviewer, *Journal of Educational Psychology*, 1997

**Association of Childhood Education International**
- Member of Minority Education Concerns Committee, Association for Childhood Education International, 1992-1995.
- Member of Research Committee, 1990-1992
- Reviewed program proposals, 1991; 2004

**Association of Teacher Educators**
- Commission on Graduate Education, 2012-present
- Association Development Committee, 2012-present
- Commission on Urban Education, 2007 to 2010
- Reviewed program proposals, 2004
- Professional Journal Committee, 2003-2007
- Standards and Performance Committee member, term beginning 1999-2002

**Florida Department of Education**
- Reviewed curriculum folios of teacher education programs seeking Florida Department of Education approval, 1992-1993

**Florida Reading Association**
- President Florida Reading Association (elected March 1995). Through its local reading councils and special interest councils, the Florida Reading Association represents over 8000 literacy educators in the state. The association employs a legislative advocate who is based at the state capitol in Tallahassee. The 97-98 budget was $177,773. During tenure as President, the association received the President’s Award, Student Membership Award, Award of Excellence, Horizon Award, and President’s Cup from the International Reading Association. Enrolled in the International Reading Association’s President’s Club as a result of these achievements.
- Conference Chair of the 34th Florida Reading Association Conference (October 17-20, 1996). Planning for this conference took 18 months and included the coordination of 31 people on six committees. For the first time, an overview of the conference was available on a web page. Approximately 1900 literacy
educators from across the state of Florida attended the conference, which consisted of over 100 concurrent sessions, 19 featured speakers, approximately 70 exhibit booths, and eight meal functions. The conference profits totaled $77,000.

- **International Journal of Learning**
  - Reviewer of conference proceedings 2004

- **International Reading Association**
  - State Coordinator (Oklahoma) for Exemplary Reading Program Award, 2003-2005.
  - Publications Committee, 1998-2003
  - President of Florida Organization of Teacher Educators in Reading, 1993-1994
  - Guest Reviewer, *Reading Research Quarterly*, 1988

- **Kappa Delta Pi**

- **Literacy Research Association/National Reading Conference**
  - Field Coordinator, 2007 to present.

- **Merrill-Palmer Quarterly: A Journal of Developmental Psychology**
  - Guest Reviewer, 1992

- **National Writing Project**
  - Urban Sites Network 2012 Conference Planning Committee

- **Oklahoma State Department of Education**
  - Oklahoma Core Curriculum Test Grades 5 and 8 Science and Writing Standard Setting, 2013
  - Higher Education/Career Tech Advisory Committee, 2013-present

- **Oklahoma State Regents for Higher Education**
  - OSRHE Annual Reading Conference, Conference Planning Committee, 2008-present

- **Oklahoma Reading Association**
  - Board Member, 2002 to 2009
  - Parliamentarian, 2003-2004
  - 2006 Conference Chair (largest attendance in history of the association)
  - Vice President-elect, 2004-2005
  - Vice President 2005-2006
• President, 2006-2007
• U. S. DoE
  • Reviewed Field-Initiated Grant Proposals, 1996

SERVICE TO THE COMMUNITY/SCHOOLS
• Member of the Board of the Oklahoma Celebration of Reading, 2006-2007.
• Member of Norman (OK) Public Schools Bond Task Force, 2005-2006.
• Member of Norman (OK) Public Schools Citizens Advisory Committee, 2002-2004.
• Member of the School Advisory Committee for Maniscalco Elementary School, Hillsborough County, FL. 1997-1999.
• Member of the District Reading Task Force for Hillsborough County Schools (Tampa, FL), 1998-1999.
• Member of the steering committee for Omnibus Study - Visions of Tomorrow - The Class of 2002 (A longitudinal study of kindergarten students as they progress through thirteen years of schooling), 1989-1992.

PROFESSIONAL PEER REVIEWS:
• Texas Tech University, Promotion to Professor, 2000
• Mississippi State University, Promotion to Professor and Tenure, 2001
• University of North Carolina at Greenboro, Promotion to Associate Professor and Tenure, 2000
• California State University, Fullerton, Outstanding Professor Award, 2000
• University of Arkansas, Promotion to Professor, 2001
• University of Dayton, Interim Review Promotion to Associate Professor and Tenure, 2006
• University of Texas at San Antonio, Promotion to Associate Professor and Tenure, 2006
• St. Xavier University, Tenure, 2006
• New Mexico State University, Promotion to Associate Professor and Tenure, 2006
• University of Wisconsin, Promotion to Associate Professor and Tenure, 2006.
• Texas Tech University, Promotion to Associate Professor and Tenure, 2008
• Wichita State University, Promotion to Associate Professor with Tenure, 2009
• University of Kansas, Promotion to Associate Professor with Tenure, 2009
• University of South Florida, Promotion to Professor, 2011
• Kent State University, Promotion to Associate Professor with Tenure, 2011
• Auburn University, Promotion to Professor, 2012
• University of Kansas, Promotion to Professor, 2014

EDUCATIONAL CONSULTING
• Austin Independent School District (Austin, TX).
  • Workshops for teachers supervising student teachers in their classrooms (1982).
• Hillsborough County School District (Tampa, FL).
  • Inservice on writing to kindergarten paraprofessionals (1989).
  • Inservice on literature-based reading strategies for at-risk students (1989).
  • Inservice on strategies for using big books (1992).
• Charleston County School District (Charleston, SC).
  • Reviewed applications for test development consultant position (1988-89).
• Pinellas County School District (Clearwater, FL).
  • Inservices on teaching readiness skills, using big books, storytelling, and
    literature-based reading instruction to ECIA Chapter I para-professionals (1990-91).
• Citrus County School District (Inverness, FL).
  • Language arts inservice to K-6 teachers (1989-90).
• Hernando County School District (Brookville, FL).
  • In-service on language arts readiness to K-1 teachers (1989).
• Diocese of St. Petersburg Office of Catholic Schools (St. Petersburg, FL).
  • In-service on reading models, and K-2 literature-based reading instruction (1990-91).
• KinderCare Learning Centers, Inc. (Montgomery, AL).
  • Wrote whole language booklet for teachers (1992).
• Scott Foresman Addison Wesley Publishing Co. (Glenview, IL).
  • Early literacy advisor and consulting author for Reading 2000.
• Rogers School District (Rogers, AR)
  • External reviewer for Grace Hill Elementary School, A Charter School (2000-2001)
• Leap into Learning, Inc. (Omaha, NE)
  • External reviewer for Phonological and Phonemic Awareness Curriculum Guide
• Moore Public Schools (Moore, OK)
  • Series of workshops on phonemic awareness, assisting English Language
    Learners; discussion leader for Teachers as Readers group (2003-2004)
  • Common Core State Standards writing professional development (2012-2014)
• Gear UP, Oklahoma City Public Schools (Oklahoma City, Oklahoma)
  • Workshop on reading for high school teachers (2003)
• Oklahoma Department of Human Services
  • Workshops on Writing for Oklahoma Department of Human Resources (2005-2006)
• Center for Early Childhood Professional Development, Oklahoma College of
  Continuing Education
  • Consulting for Early Reading First Grant
• Western Michigan University
  • Consulting for Early Reading First Grant
• Ft. Hays State University
  • Consulting on writing for professional publication
• Norman Public Schools
- Common Core State Standards writing professional development (2012-2014)
- Noble Public Schools
  - Common Core State Standards writing professional development (2012-2013)
Paula J. Kedy

1911 Muirfield Drive    Ada, Ok    74820    580-436-9223

Experience

Director of Curriculum and Instruction, Ada City Schools, 2004-Present
District Director/AVID, Ada City Schools, 2012-2016
District Director/NMSI, Ada City Schools, 2014-2016
Classroom Teacher/English Department Chair, Ada High School, 1984-2004
Classroom Teacher, Wanette Public Schools, 1983
Classroom Teacher, Moore Public Schools, 1977-1983
Curriculum Designer/Presenter, Oklahoma Energy Resources Board, 2000-2005
Curriculum Designer, Pontotoc County Career Discovery Program, 2015
Oklahoma State Department of Education School Improvement Team, 2009-2012

Recognition

Oklahoma Supreme Court Teacher of the Year, 2004
Oklahoma Teacher of the Year, Semi-Finalist, 1988
Ada City Schools Teacher of the Year, 1988
Moore West Mid-High Teacher of the Year, 1979
Oklahoma Energy Resources Board, Outstanding Educator, 2004
Curriculum Alignment/Curriculum Mapping Instructional Leadership Award, 2014

Community Involvement

Mercy Hospital Strategic Planning Board, 2014-Present
Pontotoc County Career Discovery Program Steering Committee, 2009-2016
Wear Red for Women/Heart Health Steering Committee, 2016
Abba's Tables, 2014-2015
Chamber of Commerce Leadership

Education

East Central University, B. A. Ed., 1976
East Central University, M.A. Ed., 1981
University of Central Oklahoma, 1978-1980
University of Oklahoma, 1982
ERIN GRAY NATION, ED.D.
12016 SURREY LANE • YUKON, OKLAHOMA  73099
ERIN.NATION@YMAIL.COM

EDUCATION

**Ed.D. in School Administration**
Oklahoma State University; Stillwater, Oklahoma
August 2010-November 2015
Research Interests: *Parent engagement and involvement; Parent education; Early Childhood Education*
GPA: 4.0 (based on a 4.0 scale)

**M.Ed. in Guidance and Counseling**
University of Central Oklahoma; Edmond, Oklahoma
Graduated with Honors
August 2007-May 2009
GPA: 4.0 (based on 4.0 scale)

**B.S. in Human Development and Family Science**
Oklahoma State University; Stillwater, Oklahoma
August 2002-July 2006
Area of Concentration: *Child and Family Services*
Graduated Summa Cum Laude
GPA: 3.955 (based on 4.0 scale)

EMPLOYMENT

**School Counselor**
Piedmont Public Schools, Piedmont, Oklahoma
August 2015-present

**Kindergarten Teacher**
Piedmont Public Schools, Piedmont, Oklahoma
August 2012-August 2015

**Director of Early Childhood and Family Education**
Oklahoma State Department of Education; Oklahoma City, Oklahoma
August 2006-August 2012
*Oklahoma state leader for the Parents as Teachers program and Oklahoma Teacher of the Year State Coordinator*

MEMBERSHIPS

American School Counselor Association
Early Childhood Association of Oklahoma
Junior League of Oklahoma City
Kappa Kappa Gamma, Oklahoma City Alumni Chapter
- *Membership Development Chair, June 2010-June 2011*
- *President-elect, June 2011-June 2012*
- *President, June 2012-June 2014*
- *Moms and Tots co-chair, June 2015-present*
Kappa Omicron Nu Honor Society
Mortar Board
National Association of Early Childhood Specialists in State Departments of Education
National Association of the Education of Young Children
National Society of Collegiate Scholars
Oklahoma State University Alumni Association
Order of Omega
Phi Eta Sigma Honor Society
Phi Kappa Phi

COMMUNITY INVOLVEMENT AND VOLUNTEER WORK
Heartland Lab Rescue
Junior League of Oklahoma City
   *Remarkable Shop volunteer, 2010-2011*
   *Mistletoe Market volunteer, 2010 and 2011*
   *KIPP Reach College Preparatory volunteer, 2011-2012*
Kappa Kappa Gamma, Oklahoma City Alumni Chapter
   *Philanthropy Task Force Chair, Fall 2009*
   *Philanthropic Project committee co-chair, Fall 2010*
Kappa Kappa Gamma Foundation
   Leadership Academy held each September
   *Participant, 2008; Facilitator-in-Training, 2009; Facilitator, 2010; Facilitator, 2011*
   *leadTODAY*
   *Small group facilitator, January 2013*
Putnam City North High School, Class of 2002
   *10-year reunion chair*

REFERENCES
Available upon Request
Curriculum Vitae

Charles Edward Pack, II
Tahlequah High School
November 2015

Contact Information
Chuck Pack
104 South Harrison Ave
Tahlequah, OK  74464
chuckpack@gmail.com
918-931-9142

Personal Information
DOB:  November 21, 1969
Married: Latricia D. Pack, OD on May 23, 1992
Children: Mason (16) and Morgan (12)
Faith:  Ordained Southern Baptist Deacon

Professional Preparation
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<th>Institution</th>
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<td>National Board of Professional Teaching Standards</td>
<td>AYA Mathematics</td>
<td>2007</td>
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<td>Oklahoma State Department of Education</td>
<td>Alternative Certification</td>
<td>1999</td>
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<td>Oklahoma State University</td>
<td>M. S. Statistics</td>
<td>1994</td>
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<td>Southeastern Oklahoma State University</td>
<td>B. S. Magna Cum Laude Mathematics &amp; Physics</td>
<td>1992</td>
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Work Experience

Tahlequah Public Schools
1999-present
High School Mathematics Teacher
(PreAP Geometry, PreAP Precalculus, and AP Statistics)

1999-present
Mathematics Tutor for Cherokee County Boys & Girls Club

2004-present
Site Instructional Technology Coordinator

2007-present
District Mathematics Curriculum Coordinator

2008-present
Mathematics Department Chair

Northeastern State University
1997-1999
Instructor of Mathematics

1996-1997
Clinic Manager, College of Optometry University Clinics

1995-1996
Optician, College of Optometry

1994-1995
Lecturer of Mathematics

Southeastern Oklahoma State University (Summers)
1992-1994
Instructor of Mathematics, Region VI Math/Science Center

1989-1995
Assistant Instructor Oklahoma Academy of Math and Science

Oklahoma State University
1993-1994
Statistical Learning Laboratory Supervisor

1992-1993
Graduate Teaching Assistant

United States Department of Agriculture
1988-1992
Computer Clerk, Agricultural Research Station
Professional Affiliations

National Council of Teachers of Mathematics
2002-Present Member
Oklahoma Council of Teachers of Mathematics
2015-2016 President Elect
2009-2015 Board of Directors - District 4
2002-Present Member
Mathematical Association of America
2011-2013 Member
1989 Southeastern Oklahoma State University - Founding Charter President
National Education Association
1999-Present Member
2007 Republican Leaders Conference - Charter Member
2011 National Delegate
Oklahoma Education Association
1999-Present Member
2008-2012 Board of Directors - Zone NE-C
2009-Present Budget Committee
2007-2009 Legal & Corporate Services Committee
2007-2009 Oklahoma Republican Educators Caucus - State Chair
Tahlequah Education Association
1999-Present Member
2005-2008 President
2005-2008, 2011-Present Chief Negotiator
2004-2012 State Delegate
2011-Present First Vice-President

Synergistic Activities

- Taskforce to develop a non-AP high school statistics course description, guiding documents, and course competencies to be approved by the Oklahoma State Department of Education and the Oklahoma State Regents for higher education. The team worked to develop an acceptable college-track course to follow Algebra II.
- TLE Development Team: Diagnostics Tools workgroup team member to identify appropriate diagnostic tools to measure student growth for the statewide teacher-leader evaluation system.
- Participant for the Oklahoma Office of Educational Quality and Accountability (OEQA) Advanced Mathematics Content Advisory Committee (CAC) to review test materials related to a draft assessment framework. March 2015.
- Panelist for the Learning First Alliance representing the teacher perspective of the roll out of the Common Core State Standards and the PARCC assessments in Washington, DC. The LFA is a group of educators, parents and policymakers representing more than ten million members from coast to coast that are sharing what is already working in public schools--and sparking a national conversation about how to make it work for children in every school. March 2015.
- National Education Association Teacher Ambassador for the Smarter Balanced Assessment Consortium. An initiative funded by the Leona M. and Harry B. Helmsley Charitable Trust to form the first formal partnerships between the two common assessment consortia and the National Education Association (NEA) and the American Federation of Teachers (AFT), which together represent the majority of the U.S. teaching workforce to further deepen the critical participation of teachers in the design and rollout of the new, higher standards that have been designed to improve college and career readiness among American students. 2014
- Geometry Item Review for Oklahoma ACE (Achieving Classroom Excellence) End-of-Instruction (EOI) high-stakes Geometry test. Original participant for the first items developed to be field tested in Oklahoma during spring 2007. Subsequent summers have been spent on continual committee work to review items for appropriate PASS alignment, Depth of Knowledge, bias, and relevance for Oklahoma students. 2007 to Present.
- Geometry and Algebra II PASS Standards Review Committee. Worked in committee to rewrite Oklahoma state standards for learning in Geometry and Algebra II. December 2006.
- Oklahoma State Teacher of the Year Finalist. One of twelve finalists for the highly competitive and widely respected positions. 2005.
- Tahlequah Public Schools District Teacher of the Year. 2004-2005.
- Professional Development facilitator for Norman Public Schools leading secondary math teachers to enrich their understanding of the Common Core Statistics strand and its implementation in their classrooms through hands-on activities. June 2014
- Teaching Channel. I was selected to have the Teaching Channel visit my classroom to film my students working on a Common Core lesson in my classroom, as well as our department’s professional learning community collaborating to implement the new standards in our district. 2014
- State Educator Mathematics Item Review Committee for the Partnership for the Assessment of Readiness for College and Careers (PARCC). This committee reviewed and edited items that will be used to assess student understanding of the Common Core State Standards and their readiness for college and careers. March 2013. July 2013.
- Selected to represent Oklahoma as a member of the Educator Leader Cadre (ELC) for the 22 state PARCC consortium. Our task was to communicate the PARCC mission and process of implementing the Common Core State Standards and the PARCC assessments. June 2012 to July 2013.
- Teacher guest for Oklahoma Academic All-State recipient. Every year, the Oklahoma Foundation for Excellence asks each of its 100 Academic All-Staters to invite one teacher who has had a great influence on his or her educational career to attend the awards banquet. Mr. Joseph McCarter (2006), Mr. Max Megee (2011), Mr. Zachary Shaffer (2012), and Mr. Tristan LaCombe (2014) have extended this honor to me.
- Selected to speak on behalf of all Oklahoma teachers in the “Stand Up for Public Education” campaign sponsored by the Oklahoma Education Association. This major media blitz aired thirty-second commercials across Oklahoma's major markets, along with advertisements in leading newspapers, and prominent billboards in a statewide pro-public education campaign. 2012.
- CTB/McGraw-Hill Publishing Editorial Advisory Board member. This board lends our knowledge and experience to help CTB develop creative, high quality next-generation assessments. Responsibilities include: provide general guidance on the direction and type of next generation K-12 assessments to meet the Common Core Standards and other emerging assessment requirements; providing expert review of CTB proprietary assessments during the development process; and providing additional feedback in specific areas of expertise as needed. January 2011 – December 2014.
- Consultant for the Education Policy Improvement Center. Based in Oregon, EPIC is nationally recognized as a leader in the field of College and Career Readiness. EPIC provides research and tools to empower states, districts, schools, and teachers to prepare students for success beyond high school. Worked with EPIC staff and two other consultants to create scoring guides for high school mathematics courses aligned to the Common Core State Standards for Mathematics. Fall 2011.
- National Education Association Feedback Panel on The PARCC Model Content Frameworks for Mathematics. As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing model content frameworks for mathematics to serve as a bridge between the Common Core State Standards and the PARCC assessments. July 2011.
- Panelist for a community education forum following the movie, "Waiting for Superman," hosted by Northeastern State University. Fall 2010.
- Common Core State Standards Initiative K-12 Standards Development Team - Mathematics Work Team. The Work Group for K-12 standards development was composed of individuals representing multiple stakeholders and a range of expertise and experience in assessment, curriculum design, cognitive development, early childhood, early
numeracy, child development, English-language acquisition and elementary, middle, and postsecondary education. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. 2009 to 2010.

- National Education Association Feedback Panel on The Common Core State Standards Initiative. The initiative was a joint effort by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) in partnership with Achieve, Inc., ACT and the College Board. Governors and state commissioners of education from across the nation committed to leading a state-led process to develop a common core of state standards in English-language arts and mathematics for grades K-12. August 2009.

- Oklahoma Energy Resource Board (OERB) Master Teacher. The OERB is funded through a voluntary tax on the Oklahoma Oil and Natural Gas Producers and conducts workshops for Oklahoma educators aligned to Oklahoma PASS. I served as a Master Teacher for the CORE Energy Math program. 2008 to 2010.


- Tahlequah Public Schools District AvancEd Accreditation Committee - Subcommittee Chair. 2009.

- Alternative Certification Cadre Master Teacher. Oklahoma Education Association initiative to provide relevant and intense professional development to the growing number of alternatively certified teachers in the state of Oklahoma. 2009.

- Oklahoma Priority Academic Student Skills (PASS) Pre-K to 8th Grade State Mathematics Review Committee. The committee worked over the course of several months to revise the state standards to increase rigor and align skills with national expectations. This was a major overhaul of Oklahoma math standards. 2008.

- Friend of Education Award recipient, Oklahoma Education Association. Received for service as a "proponent" representing all Oklahoma teachers on a ballot initiative endeavor. The HOPE (Helping Oklahoma Public Education) coalition circulated petitions across the state to obtain 238,000 registered voter signatures in 60 days. The measure appeared on the November 2010 ballot as State Question 744 asking the voters the amend the Oklahoma constitution to require minimum funding standards for per pupil expenditures. 2008 to 2010.

- Mentor to National Board of Professional Teaching Standards Candidates in Northeast Oklahoma. 2008 to Present.

- "Barbie Bungee Drop", Linear regression workshop presentation to minority teacher candidates at Northeastern State University's Celebration of Teaching. 2004.


- Tahlequah Public Schools District North Central Accreditation Committee - Subcommittee Chair. 2003.


- Received two grants from the Tahlequah Public Schools Foundation to purchase graphing calculators and presentation hardware totaling $1458. 2001 and 2002.

- Received a $5,000 grant from the Oklahoma State Department of Education Gifted and Talented Section for a "First Time Materials and Equipment Grant for AP Statistics." 2001.

- Developed two courses, Advanced Placement Statistics and PreAP Geometry, for Tahlequah High School laying the foundation for numerous PreAP and AP courses at the school. 2000 to 2001.

- Tahlequah High School Site Improvement Plan Committee. 2001 to 2009.

- “Developing Mathematics and Science Reasoning”, a project funded by the Oklahoma State Regents for Higher Education; participated in a two-week workshop for elementary, middle, and high school teachers of math and science. 2001.

- “Advanced Placement Summer Institute”, a project funded by the Oklahoma State Department of Education, the College Board, and the University of Tulsa; participated in a weeklong workshop for Advanced Placement Statistics teachers as a College Board AP Fellow recipient (Carnegie Fellowship). 2001.

- “Advanced Placement Vertical Teams”, a project funded by the Oklahoma State Department of Education, and the College Board; participated in a two-day curriculum workshop on vertical teaming in Norman, Oklahoma annually from 1999-2011.

Publications/Presentations


Collaborators and Other Affiliations

(i) Collaborators

Mr. Levi Patrick, Director, Secondary Mathematics Education, Oklahoma SDE
Ms. Sonya Fitzgerald, Assistant Director of State Testing, Oklahoma SDE
Dr. Adam Molnar, Assistant Professor, Department of Statistics, Oklahoma State University
Dr. Kerri White, Oklahoma State Department of Education, Former Assistant State Superintendent
Ms. Niky Shobert, Math Coordinator, K20 Center, University of Oklahoma
Ms. Sally Valenzuela, Director, Publishing Strategic Initiatives at CTB/McGraw-Hill
Ms. Alicia de Gonzales, Program Administrator, Educational Policy Improvement Center
Ms. Jacqueline Sturdivant, Director, STEM Publishing at CTB/McGraw-Hill
Ms. Catherine Gewertz, Assistant Editor, Education Week.
Mr. Joel Robison, Oklahoma State Department of Education, Chief of Staff
Dr. Nicholas Migliorino, Founder and President of School Connect
Mr. Jeff Thorne, Tahlequah High School, Principal
Ms. Linda Hampton, Oklahoma Education Association, President
Ms. Lela Odom, Oklahoma Education Association, Executive Director
Mr. Paul Hurst, Putnam City Public Schools, Superintendent (Retired)
Ms. Lisa Presley, Tahlequah Public Schools, Superintendent
Dr. Karen Carey, Associate Professor of Education, Northeastern State University
Dr. Brett Elliot, Professor of Mathematics, Southeastern Oklahoma State University
Dr. Latricia Pack, Professor of Optometry, Chief of Contact Lens Clinic, Northeastern State University
Dr. Wendell Wyatt, Associate Professor of Mathematics, Northeastern State University (Retired)
Rev. Ron Rice, First Baptist Church, Tahlequah (Retired)
Rev. Buddy Hunt, First Baptist Church, Tahlequah

Rev. Buddy Hunt, First Baptist Church, Tahlequah
(ii) Graduate Advisors
    Dr. Mark Payton, Oklahoma State University
    Dr. David Weeks, Oklahoma State University (Retired)

(iii) Thesis Advisor and Postgraduate-Scholar Sponsor
    Dr. Mark Payton, Oklahoma State University
Lucy Trautman, M.S.
3969 Outlaw Lake Road
Marlow, OK 73055
405-824-3163
lucytraut@ou.edu

Education
- State University of New York, Geneseo, New York M.S., August 1977
  - Major Area: Education with Reading Specialization
  - Minor Area: Special Education
- Houghton College, Houghton, New York, B.A. May 1975
  - Major Area: Education and Spanish
  - Minor Area: Psychology

Experience
- Literacy Technical Assistance Coordinator, Central and South Central Comprehensive Centers, University of Oklahoma College of Continuing Education, 2012 to 2015
- Senior Research Associate, E-TEAM Educational Training, Evaluation, Assessment and Measurement, University of Oklahoma College of Continuing Education, 2002 to 2015
- Literacy Assessment Technical Assistance Coordinator, Striving Readers Comprehensive Literacy Center, University of Oklahoma College of Continuing Education, 2011 to 2014
- Literacy Technical Assistance Coordinator, Mid-Continent Comprehensive Center, University of Oklahoma College of Continuing Education, 2005 to 2012
- Field Operations Coordinator, Region VII Comprehensive Center, University of Oklahoma College of Continuing Education, 2001 to 2005
- Adjunct Instructor for Graduate Practicum Experiences in Reading, Arizona State University, 1999
- Educational Consultant and Director of Tutoring, The Menta Group, Phoenix, Arizona, 1990-1995
- Reading Specialist and Educational Therapist, Institute for Behavioral Services, Naperville, Illinois, 1986-1990
- Grade 3 Classroom Teacher, West Chicago Public School, Winfield, Illinois, 1979-1980
- Title I Reading Specialist, Belmont Central Schools, Belmont, New York, 1977-1979
- New York State Migrant Center Instructor and Curriculum Writer, Geneseo, New York, 1975-1977
- Title I Reading Instructor, Dansville Public Schools, Dansville, New York, 1975-1977

Certifications
- Arizona - Elementary K-8 and Reading K-12 Certification
- Illinois - Teacher K-9 Certification
- New York - Nursery, K-6 and Reading K-12 Certification

Specialized Training
- Classroom Assessment Scoring System (CLASS) PreK Certified Affiliate Trainer
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Certified Trainer
- Early Language & Literacy Classroom Observation (ELLCO)
- Early Reading Diagnostic Assessment (ERDA) Certified Trainer
- Framework for Understanding Students from Poverty
• Intel Teach to the Future Program Master Teacher
• Instructional Coaching Institute
• Language Essentials for Teachers of Reading and Spelling (LETRS) Institutes
• Oklahoma Techmasters Level 2 Technology Certification
• Peabody Picture Vocabulary Test (PPVT) Certified Trainer
• Strategic Instruction Model (SIM) Reading & Writing Strategies Training Institute
• Texas Primary Reading Inventory (TPRI) Certified Trainer

**Publications**

- *Early Literacy Quick Assessment (ELQA) Teacher’s Guide*, University of Oklahoma Outreach, 2015
- *Smart Start Oklahoma School Readiness Study Preliminary Report*, University of Oklahoma E-TEAM, 2014
- *Energizing Readiness Classroom Observation Report*, University of Oklahoma E-TEAM, 2011
- *WIDA Standards to Common Core State Standards Alignment Study*. University of Oklahoma E-TEAM, 2011
- *Evaluation of the No Child Left Behind Act of 2001 State Grant Program Title II, Part A Professional Development Programs Coordinated Through the Oklahoma State Regents for Higher Education*. University of Oklahoma E-TEAM, 2004

**Presentations**

- *Early Literacy Quick Assessment (ELQA) Professional Learning*, Oklahoma City Public Schools, Oklahoma City, Oklahoma, 2015
- *ELQA in Action Professional Learning*, Oklahoma SCORE Grant, Moore, Oklahoma, 2015
- *Using the Early Literacy Quick Assessment (ELQA) to Accelerate Child and Program Outcomes*, Indian Education Summit, Norman, Oklahoma, 2015
- *Smart Start School Readiness Study Report*, Oklahoma Partnership For School Readiness, Oklahoma City, Oklahoma 2014
- *Early Literacy Quick Assessment (ELQA) Professional Learning*, Lawton Public Schools, Lawton, Oklahoma, 2014
- *ELQA Professional Learning for Literacy Coaches*, Neuhaus Education Center, Houston, Texas, 2014
• Using ELQA Data to Inform Instruction, Neuhaus Education Center, Houston, Texas, 2013
• Early Literacy Quick Assessment (ELQA) Overview, Oklahoma State Literacy Team, Oklahoma City, Oklahoma, 2013
• Using Assessment Data to Inform Instruction and Intervention, Oklahoma REAC3H, Oklahoma City, Oklahoma, 2013
• Improving Reading Comprehension in the Elementary Grades, Arkansas Association of Alternative Educators Conference, Rogers, Arkansas, 2011
• MC3 Adolescent Literacy KnowledgeBase: A Tool for Knowledge Sharing. 33rd Southwest Regional IRA Conference, Oklahoma City, Oklahoma, 2010
• Adolescent Literacy: Creating Comprehensive Programming through Federal, State, and Local Partnerships. Association of Teacher Educators, Dallas, Texas, 2010
• Early Literacy Assessment Professional Development: Interpreting Assessment Results and Interventions. Mid-Del School District, Midwest City, Oklahoma, 2009
• Linking TNT & TEKS: Alignment of the Project TNT Curriculum to State Academic Standards. Southwest Prevention Center, Norman, Oklahoma, 2008
• Progress Monitoring in Preschool. Oklahoma Reading Association Conference, Oklahoma City, Oklahoma, 2006
• Early Literacy Assessment Professional Development. National Schoolwide Institute, San Antonio, Texas, 2005
• Using Assessment Data to Inform Instruction. Illinois No Child Left Behind Statewide Conference, Chicago, Illinois, 2004
• Reading Success Network. 30th Southwest IRA Regional Conference, Oklahoma City, 2003
• Project Soar: Students Online and Reading. Western Heights Public Schools, Oklahoma City, Oklahoma, 2003
• Prevention/Intervention: A Way of Thinking. Columbus Enterprise Elementary, Oklahoma City, Oklahoma, 2002
• Toward A Common Language: Standards Related to Multicultural Storytelling. Middle School Language Arts Symposium, Norman, Oklahoma, 2001
• Hands on Books: Matching the Right Child with the Right Book, at the Right Time. International Reading Association, San Diego, California, 1999
• From the Chalkboard to the Keyboard: Enhancing Literacy Through the Use of Curriculum Software. Arizona Reading Association, Tucson, Arizona, 1998
• Helping Students Succeed in Content Area Reading. Association of Christian Schools International. Phoenix, Arizona, 1996
• How Do You Reach the Hard-to-Teach Child? Challenge Academy, Phoenix, Arizona, 1995
• Assuring Readiness for Learning through Language Processing and Visualization. Learning Disabilities Association of Arizona, Mesa, Arizona, 1994
• Multi-Sensory Approach to Learning to Read. Arizona Reading Association, Mesa, Arizona, 1993
• Learning by Doing: How to Make Your Curriculum More Hands-On. Southwest Education Center, Phoenix, Arizona, 1992
Jennifer W. Watson, Ph.D.
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Oklahoma City, OK 73118
Home: (405) 840-3462
Cell: (405) 919-1153
Jenniferwatson52@gmail.com

EDUCATION
1991  Master of Arts in English, University of Central Oklahoma, Edmond, OK. Summa cum laude, Outstanding Graduate Student in English, UCO Outstanding Graduate Student nominee.
1976  Master of Education in Secondary Language Arts, Oklahoma City University. Triple emphasis in English, journalism, speech.
1974  Bachelor of Arts in English, Oklahoma City University. Great Plan Scholar, Banning Scholar, E.K. Gaylord Communications Scholar. Minor in philosophy/religion.

Other Training: Literacy Design Collaborative; Mathematics Design Collaborative; MAX Teaching for Reading & Writing in the Content Areas; Kagan Cooperative Learning Institute; Ruby Payne, A Framework for Understanding Poverty Institute; Robert Marzano Institutes, including Academic Vocabulary, Art and Science of Teaching, Coaching Classroom Instruction, Effective Supervision, Formative Assessment and Standards-Based Grading, Instructional Rounds; National Center for Research in Vocational Education Summer Institutes.

PROFESSIONAL
2015  Literacy Technical Assistance Coordinator, Central and South Central Comprehensive Centers, University of Oklahoma

2012-  School Improvement Consultant and Project Director, Kentucky Middle Grades Schools of Innovation, Southern Regional Education Board
2011  Assistant State Superintendent, Office of Instruction, Oklahoma State Department of Education
2005-  Team Leader, Curriculum and Effective Schools, Oklahoma State Department of Education
2011  Director of Language Arts, Oklahoma State Department of Education

2004-  2005

1987-  Coordinator, Secondary Language Arts, Putnam City Independent School District, Oklahoma City, OK
1984-  Public Relations Manager, South Community Hospital (Southwest Medical Center), Oklahoma City, OK
1982- Public Relations Coordinator, Presbyterian Hospital, Oklahoma City, OK
1984

1980- Director of Communications, Kimray, Inc., Oklahoma City, OK
1982

1976- Journalism and English Teacher, Oklahoma City Public Schools, Oklahoma City, OK
1980

RELATED PROFESSIONAL
Co-Chair, Oklahoma English Language Arts Standards Writing Team.

English Language Arts Committee Facilitator, Oklahoma Regents for Higher Education review of Oklahoma Priority Academic Student Skills.

Served as Adjunct Professor of Education at Southern Nazarene University and Oklahoma City University; Adjunct Professor of Humanities, Rose State College (Outstanding Adjunct Professor Award) and at Oklahoma State University-OKC.

Frequent presenter at local, state, and national conferences, institutes, and workshops.
Kerri K. White, Ed.D.

**Education Policy Executive** - Changing the Lives of Children
Through Adult Learning, Systems Improvement, and Reform Implementation

**PASSIONS AND EXPERTISE**

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<td>Leadership Development</td>
<td>Systems Integration</td>
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**PROFESSIONAL EDUCATION**

EdD School Administration 2013
Educational Leadership
Research Focus: The Role of Culture in School Improvement Planning
Oklahoma State University, Stillwater, Oklahoma 74078

MA Educational Leadership, Summa Cum Laude 2004
Southern Nazarene University, Bethany, Oklahoma 73008

BS Education, Summa Cum Laude 2000
Secondary Mathematics Education
Oklahoma Baptist University, Shawnee, Oklahoma 74804

**PROFESSIONAL EXPERIENCE**

**Arkansas/Louisiana Technical Assistance Coordinator** 2014-Current
South Central Comprehensive Center, University of Oklahoma, Norman, Oklahoma 73019
- Build the human, organizational, material, structural, and political capacity of state education agency leadership and staff members to implement state goals and objectives through technical assistance to them, their partners, and their stakeholders related to federal education priorities
- Develop and nurture positive collaborative relationships with clients, colleagues, and consultants in order to bridge projects across divisions within a state education agency and open doors for future technical assistance projects
- Plan, organize, implement, and assess the quality of delivered and brokered services
- Provide technical expertise on selected topics of the Elementary and Secondary Education Act as authorized under the Every Student Succeeds Act
- Facilitate stakeholder engagement and feedback sessions, cross-division collaborations, and strategic plan development retreats and workgroups

**Private Consultant** 2014-Current
Partnership for Leaders in Education, Darden School of Business, University of Virginia
Oklahoma Leadership Academy, College of Education, University of Central Oklahoma
- Assess current level of district capacity to support school turnaround through Leadership, Differentiated Support and Accountability, Talent Management, and Instructional Infrastructure and make recommendations for district development
- Develop, implement, and evaluate the effectiveness of professional learning opportunities for district and school leaders, teachers, professors, administrators of higher education institutions, policymakers, and other education stakeholders
Supervised the Office of Educator Effectiveness: Certification, Counseling/ACE, and Teacher and Leader Effectiveness (with previous experience supervising School Improvement, Family & Community Engagement, Federal Programs, Technology & Education Supports, and Lifelong Learning/Adult Education with up to 72 employees at one time) and managed/administered a combined budget of more than $300 million in state and federal allocations and direct services to districts and schools.

Participated actively in the Leadership Team of the Oklahoma State Department of Education to set goals, policies, procedures, and priorities across all divisions within the agency and to align daily practices with those priorities.

Analyzed data to determine effectiveness of various programs of instruction and professional development on student achievement.

Oversaw development and statewide implementation of Oklahoma’s ESEA Flexibility Request, Teacher and Leader Effectiveness Evaluation System, and Achieving Classroom Excellence Act.

Instructed school and district leaders; members of the State Legislature, Education Community, and Business Community; and the public at large regarding educational issues through television and radio interviews, presentations, Web casts, Web sites, e-newsletters, blogs, telephone, e-mail, and other media.

Conducted professional learning opportunities for Oklahoma teachers, professors, and administrators on a variety of subjects, including the use of technology to improve instruction, effective classroom instructional and assessment practices, change theory, organizational culture, and policy implementation.

Consulted with schools identified as needing improvement to establish and implement appropriate plans of system-wide school improvement.

Engaged stakeholders from the Oklahoma State Regents for Higher Education, Oklahoma Commission for Teacher Preparation, Oklahoma Department of Career and Technology Education, Oklahoma Association of Colleges of Teacher Education, Oklahoma Board of Private Vocational Schools, and a variety of other organizations and entities to ensure seamless transitions between PK-12, higher education, and career education programs.

Provided leadership in the development, review, and implementation of the state academic content standards.

Promoted and implemented various state and national programs including Administrative Leadership Grant, Reward School Partnership Grants, Mathematics and Science Partnership Program, Presidential Awards for Excellence in Mathematics and Science Teaching, Oklahoma Mathematics Improvement Program, and Middle School Mathematics Laboratories Program.

Collaborated on development of innovative training programs such as Windows on Curriculum (a model of data collection to promote reflective practice), WISE Tool for School Improvement Planning and Implementation (delivered on Indistar® platform), and State Superintendent’s Master Teacher Program.
Mathematics Teacher, High School  
Putnam City Public Schools, Oklahoma City, Oklahoma 73122  
- Implemented an initiative for at-risk ninth-grade students  
- Analyzed data, evaluated successes and failures within the program, and reorganized program elements within a team setting  
- Facilitated development of district-level curriculum maps for Algebra 1  
- Communicated with parents, students, and teachers about student strengths, challenges, and growth toward standards  
- Planned and implemented lessons and created authentic assessments for various levels of student ability for whole-class, small-group, and individual instruction

Mathematics Teacher, Middle Level  
Deer Creek Public Schools, Edmond, Oklahoma 73003  
- Researched, organized, edited, and presented a collaborative school improvement plan as a teacher-leader of the building faculty, which led to development of Student Academic Support program for exceptional learners  
- Coordinated gifted and talented enrichment program, including Pre-AP® courses, academic advisement, career planning, and college preparation  
- Organized and coordinated curriculum and activities as grade-level team leader and mathematics vertical team department chair  
- Facilitated the development and revision of curriculum maps for all curriculum areas throughout the school  
- Compiled and updated middle level mathematics curriculum for the district, including collaboration with curriculum leaders at the elementary and high school levels to align district-level curriculum vertically with state standards and national initiatives

CERTIFICATIONS (OKLAHOMA LICENSED EDUCATOR)  
Advanced Mathematics  
Secondary Principal  
Elementary Principal  
Superintendent

PROFESSIONAL ORGANIZATIONS  
- Association of State Supervisors of Mathematics  
- Association for Supervision and Curriculum Development  
- Cooperative Council of Oklahoma School Administrators  
- National Association of Secondary School Principals  
- National Council of Teachers of Mathematics  
- Oklahoma Association of Secondary School Principals  
- Phi Kappa Phi Honor Society

OFFICIAL POSITIONS HELD  
- Oklahoma Private Vocational School Board Member  
- Trustee of the Oklahoma 529 College Savings Plan

RELATED EXPERIENCE  
- Author, public speaker, and youth conference leader  
- International travel/cultural exchange team leader for high school students  
- Cross-Cultural Communications Trainer, BaFá BaFá Simulation Leader  
- Teacher and co-founder of Living Stones, a non-denominational church