

**Oklahoma State Department of Education
Title II, Part A
Improving Teacher Quality
Revised State Equity Action Plan
2002-2007
Resubmitted September 29, 2006**



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The entire equity action plan is provided for USDE review. However, in order to differentiate between the sections submitted on July 7, 2006 all new and revised information is presented in *Arial bold and italicized*.

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Oklahoma Revised State Equity Action Plan – Title II, Part A

Highly Qualified Teachers

September 29, 2006 Submission

Overview

Oklahoma has focused on Teacher Quality since it began teacher testing in 1982. With the No Child Left Behind legislation requiring highly qualified teachers in every classroom of core academic content areas, Oklahoma is in a good position to meet the 100% goal of all classes taught by highly qualified teachers. Oklahoma currently has 92.85% of core classes taught by highly qualified teachers including special education teachers. When we disaggregate the data, although we have not closed the gap completely between our high-poverty schools (91.31%) and our low poverty schools (92.72%), we are only 1.4% apart.

Oklahoma Teacher Quality

Quality Counts – Improving Teacher Quality

Teacher quality has always been a focus for Oklahoma. Education Week's *Quality Counts* tenth annual report card on state education systems ranks Oklahoma among the top 10 states in each of their four major reform categories and Oklahoma consistently is ranked in the top 10 states in "Improving Teacher Quality" (1st nationally in 1998 with the only "A" given). Education Week acknowledges the following efforts to improve teacher quality in Oklahoma:

- State requires a college major in the subject taught for initial teacher licensure at the high school level.
- Teachers must pass a basic-skills test for initial licensure.
- Teachers must pass a test of subject-matter knowledge for initial licensure.
- Teachers must pass a test of subject-specific pedagogy for initial licensure.
- State provides licensure incentives for teachers who earn certificates for the National Board for Professional Teaching Standards (NBPTS).
- State provides financial incentives for teachers who pursue or earn certificates from the NBPTS.
- State requires and finances mentoring for all novice teachers.

National Board Certified Teachers

Oklahoma had the 9th highest number of National Board Certified teachers in the U.S. in 2005 – according to the National Board of Professional Teaching Standards – thanks to legislation and funding for incentives and support. The Education Leadership Oklahoma Act, passed by the state legislature in 1998, provides significant incentives for teachers seeking National Board Certification. Oklahoma ranks 5th nationally when the number of nationally board certified teachers is figured as a percentage of all Oklahoma certified teachers (Dec. 2005).

Elementary and Secondary Education Act Statutory Requirements

Oklahoma's plan is designed to meet the ESEA statutory requirements, that is, that each SEA must have a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year (1119(a)(2)).

The SEA plan must establish annual measurable objectives for each LEA and school to ensure that annual increases occur:

- In the percentage of highly qualified teachers at each LEA and school; and
- In the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers (1119(a)(2)(a)(A)).

The SEA must have a plan with specific steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified and out-of-field teachers. The plan must include measures to evaluate and publicly report the progress of such steps.

Oklahoma Equity Action Plan

The Oklahoma Equity Action Plan includes three focused initiatives to ensure that all teachers, particularly those in high poverty, high minority, and low-performing schools, are highly qualified. The equity action plan is designed to ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. The equity action plan describes the technical assistance that Oklahoma provides to school districts and schools through the following initiatives:

- **Initiative #1:** Publicly report progress of meeting annual measurable objectives in the percentage of highly qualified teachers at each LEA and school and in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and highly effective classroom teachers.
- **Initiative #2:** Conduct effective high quality professional development activities.
- **Initiative #3:** Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes, and retain highly qualified teachers.

The table below indicates that for the 2005-2006 school-year Oklahoma has 7.13% non-highly-qualified teachers. The lowest percentage of classes in core academic subjects taught by highly qualified teachers is in high-poverty secondary schools at 88.10%. There is a 4.43% difference between the percentage of classes taught by highly qualified teachers in secondary classes, in high poverty schools (88.10%) and low-poverty schools (92.53%) based on 2005-2006 data collection.

Number and percentage of classes in core academic subjects taught by highly qualified teachers

	Classes taught by highly qualified teachers		High-Poverty		Low-Poverty	
	Number	Percent	Number	Percent	Number	Percent
2004-2005 Data						
All Classrooms	121,514	91.64%	21,606	89.30%	44,817	91.85%
Elementary	44,813	92.54%	12,472	92.41%	11,048	93.01%
Secondary	76,701	91.11%	9,134	85.39%	33,769	91.48%
2005-2006 Data						
All Classrooms	122,844	92.85%	22,592	91.31%	45,686	92.72%
Elementary	44,928	93.83%	12,085	94.29%	10,677	93.38%
Secondary	77,916	92.30%	10,507	88.10%	35,009	92.53%

Initiative #1: Oklahoma Activities to Publicly Report Information Related to Highly Qualified Teachers

Oklahoma publicly reports progress of meeting annual measurable objectives (AMO) by reporting the percentage of classes taught by highly qualified teachers in each district and by reporting the professional qualifications of core content teachers for each district on the State Report Card site.

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

The table below provides the 2002-2003 baseline data for the percentage of classes taught by highly qualified teachers and the targets from 2003-2004 through 2006-2007 and disaggregated for high poverty schools. The 100% target was extended to 2006-2007 school year.

	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate Target	Percentage of Classes Taught by Highly Qualified Teachers High-Poverty Schools
2002-2003 Baseline*	*64	*57
2003-2004 Target	72	65
2004-2005 Target	86	75
2005-2006 Target	**90	**90
2006-2007 Target	**100	**100

* This number includes only teachers who have completed subject testing (which began in 1982) and does not include the number of teachers that will qualify under the Oklahoma High Objective Uniform State Standard of Evaluation (HOUSSE) provision currently in draft status.

** These are revised targets to include all teachers including special education teachers.

The table below reports the baseline data and actual percentage of classes taught by highly qualified teachers in the aggregate and in high poverty schools from 2002-2003 through 2005-2006.

Baseline Data and Progress	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate	Percentage of Classes Taught by Highly Qualified Teachers High-Poverty Schools
2002-2003 Baseline*	64	57
2003-2004 Actual Performance	*98	*97.4
2004-2005 Actual Performance	**91.64%	**89.30%
2005-2006 Actual Performance	**92.81%	**91.28%

* All teachers except special education teachers

** All teachers including special education teachers

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

1.1 Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

The table on page 5 indicates that for 2005-2006, Oklahoma has 7.13% of classes taught by non-highly-qualified teachers. The lowest percentage of classes in core academic subjects taught by highly qualified teachers is in high-poverty secondary schools at 88.10%. There is a 4.43% difference between the percentage of classes taught by highly qualified teachers in secondary classes in high poverty schools (88.10%) and low-poverty schools (92.53%) based on 2005-2006 data collection.

On the chart on page 8, Oklahoma has 7.13% of classes taught by non-highly-qualified teachers. In high poverty schools, the number of classes not taught by non-highly qualified teachers is 9, 432 (646 in general education classes and 8, 786 in special education classes). The teachers for these classes will be a priority for technical assistance and professional development.

Revised data: September 29, 2006

Number and Percentage of Classes, with breakdowns for General Education and Special Education

NOTE: In this document, 'classes' refers to 'core academic content classes'

School Type	ALL classes	Classes taught by Highly Qualified Teachers	Percentage of ALL classes taught by Highly Qualified Teachers	Classes taught by teachers that ARE NOT Highly Qualified	Percentage of ALL classes taught by teachers that ARE NOT Highly Qualified
	<i>Number</i>	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
All Schools in State	132,298	122,844	92.85%	9,432	7.13%
<i>Breakdown of All Classes for Elementary and Secondary Level Classes:</i>					
General Education	114,068	113,400	85.72%	646	0.49%
High-Poverty Schools	20,552	20,435	15.45%	112	0.08%
Low-Poverty Schools	43,030	42,791	32.34%	228	0.17%
Special Education	18,230	9,444	7.14%	8,786	6.64%
High-Poverty Schools	4,191	2,157	1.63%	2,034	1.54%
Low-Poverty Schools	6,241	2,895	2.19%	3,346	2.53%

Prepared by Karen Coe-Ross, 9/29/2006
(HQT_CSPR_Part1_1_5_0506_Sept06_Word.doc)

Oklahoma Accreditation Reporting Site

For the 2004-2005 and 2005-2006 school years, the Oklahoma State Department of Education had a state-level data system to collect, verify, and determine the number of classes taught by highly qualified teachers at the time of state accreditation reporting. The system merged information from data sources within the OSDE including teacher testing; teacher class assignments; and teacher certification. The data system extracted the core content subject classes that require a highly qualified teacher. In addition to establishing district and school percentages of highly qualified teachers, the data was disaggregated by elementary and secondary level (including content area), poverty level, Adequate Yearly Progress determination, and school improvement status. Principals attest to the accuracy of the highly qualified teacher information and the Superintendent provides an assurance of the data submission accuracy with the certification of the online data.

Regional Accreditation Officers (RAO) Monitor Data

Oklahoma field-based Regional Accreditation Officers, employed by the OSDE, make onsite visits to every district and site to verify teacher credentials and class assignments. Verification of all district and site data is reviewed throughout the year by the 13 full-time RAOs. The RAOs monitor local schools to determine if they meet state standards and to conduct regular accreditation reviews for each district and school site statewide. These reviews focus on physical facilities, properly certified and assigned teachers, curriculum, attendance, budgets, class size and other legal and regulatory policies. Each RAO serves approximately 8 out of 77 counties. The RAOs have frequent training for updates related to state and federal legislation. The RAOs participate on School Support Teams to assist school sites that have not made Adequate Yearly Progress (AYP) that are in Years 2, 3, 4, 5, and 6 of School Improvement status.

2005-06 Data Entry Including Special Education Teachers

The number of classes taught by highly qualified teachers in core academic subjects was collected by State Department of Education Data Division when the Accreditation Report was entered. Principals attested to the highly qualified teacher information provided, and District Superintendents certified the information as accurate as part of online data collection. Data collected included Special Education information and HOUSSE. Oklahoma State Department of Education – Special Education Services (OSDE-SES) provided technical assistance over the telephone and through contact submissions. OSDE-SES developed and disseminated a memorandum on service delivery options (co-teaching, collaborative teaching). Videoconferences were scheduled to provide technical assistance to school districts related to submission of information for highly qualified teacher requirements and high quality professional development in March and April, 2006. Ongoing technical assistance was provided through e-mail and phone contact as well as through on-site monitoring.

	<i>Classes Taught by Teachers that ARE NOT Highly Qualified</i>								
Assignment Area	Number of Classes (Total)	Number of Classes (Charter)	Number of Classes (Elementary)	Number of Classes (Middle/Junior High)	Number of Classes (High School)	Number of Classes in High-Poverty Schools	Number of Classes in Low-Poverty Schools	(From 2004-2005 file) Number of SITES that have NOT made Adequate Yearly Progress	(From 2004-2005 file) Number of SITES that are in School Improvement
Elementary Education (Self-Contained Grades, e.g. "First Grade")	117	3	114			31	13		4
Elementary and Secondary Education:									
Fine Arts (Art)	18			1	17		4	1	1
Fine Arts (Music)	54	11		15	28	5	35	1	1
Language Arts	124	2	16	83	23	22	59	3	2
Languages	56	4	8	15	29	4	26	2	2
Mathematics	88	2	11	42	33	30	16	3	3
Reading	7		7			2			1
Science	77	1	7	38	31	9	35		1
Social Studies	105	8	24	40	33	9	40		1
Special Education	8,786	33	2,758	2,731	3,264	2,034	3,346	39	77
Total	9,432	64	2,945	2,965	3,458	2,146	3,574	39	82
								<i>This is an UNDUPLICATED site count (a site may be included in more than one "area", but this is the actual number of sites)</i>	<i>This is an UNDUPLICATED site count (a site may be included in more than one "area", but this is the actual number of sites)</i>

Special Education Revised Data Collection

Forty-eight percent of Special Education teachers are included in the 7.1% of classes not taught by a highly qualified teacher. In 2005-2006, data was collected for the first time to determine if core content classes for special education students were taught by highly qualified teachers. The data collected used a multi-subject HOUSSE for special education teachers. The USDE monitoring of Oklahoma in March, 2006 determined that Oklahoma's multi-subject HOUSSE for special education teachers was not acceptable. Therefore, the fall data collection 2005 was not usable. The OSDE then took teacher testing data and certification data to determine which teachers had dual certification in special education and elementary education and/or early childhood education that matched their teaching assignment. This data analysis indicated that approximately 50% of special education teachers met the highly qualified requirement using the dual certification data. OSDE recognized that in addition to this 50%, future data collection would exclude special education teachers not providing direct instruction and **this would increase the number of classes taught by highly qualified teachers**. In addition, the future data collection would include special education teachers that use the revised HOUSSE approved by USDE in 6-22-06 response. This would also increase the number of classes taught by highly qualified teachers.

Next Steps for More Accurate Data Collection of Highly Qualified Teachers

Revision of Accreditation Application System to Eliminate Special Education as a Subject

The Teacher Assignments component of the Accreditation Application builds the source database for identifying core content classes and the teachers who teach them. The major flaw in that database, that prevented the OSDE from doing adequate analysis on the special education teachers, was that "Special Education" had been reported as a subject, regardless of the content of the class. To remedy that problem, the Teacher Assignments component of the Accreditation Application has been revised to prohibit reporting of Special Education as a subject, and to more clearly collect the subject matter taught by teachers providing direct content instruction. Separate forms for Special Education and Alternative Education teachers will supplement that information. The teacher assignments for core subject areas will serve as the assignment source for the new Highly Qualified Teacher System.

Oklahoma Web-based Educator Credentialing System (OECS)

A contract issued in June 2006, for the 2006-07 development of an Oklahoma Web-based Educator Credentialing System (OECS), will provide essential data on teachers (areas of certification, subject test results, degree, major, and National Board Certification), in a relational database that can be easily linked with other teacher systems that provide key information affecting equality: systems such as School Personnel Records, (location and type of school), Accreditation demographics of student population and Teacher Assignments (subject and number of students taught) and Student Assessment System (Adequate Yearly Progress and School Improvement status). Oklahoma's improved capacity to accurately assess the highly qualified status of teachers in each school will provide a solid foundation for the future identification, analyses and plan for correction, of the distribution inequity of quality teachers between high-poverty and high-minority schools vs. low-poverty and low-minority schools.

OECS To Add Highly Qualified Teacher System Component – January 5, 2007

Based on the analysis of the self-reported data by school districts, Oklahoma recognizes that we need a more reliable data reporting solution. By January 5, 2007, the contractor for the OECS is scheduled to develop a new Highly Qualified Teacher (HQT) System Component that will initially be a stand alone system, but will be fully integrated with the OECS once it is in production. The new highly qualified teacher system will be able to display an educator's highly qualified credentials for core subject areas, Oklahoma certificate areas and classes an educator can teach. This system will be able to automatically highly qualify teachers where existing electronic data allows. There are currently two areas where it will be possible to electronically

highly qualify teachers, that is, subject area tests that have been passed and National Board Certification in a content area. A third area, degree majors, will be added as part of the new HQT system. In addition, the system will provide the capability to map the highly qualified credential to multiple classes. For example, if the teacher has a certificate, including testing in Advanced Mathematics, the teacher would automatically be highly qualified to teach Calculus, Trigonometry, Statistics, etc. Appropriate mappings will be determined by the Professional Standards and Certification Division.

OECS/Highly Qualified Teacher (HQT) - Improved Principal Review Process

The new HQT system will support Oklahoma's position that once a teacher is highly qualified in an area, he/she remains highly qualified, thereby eliminating the need to review and accept all HQT data from the prior year. Returning principals will be required to process the subset of teachers that are new or reassigned and those that the system has not yet recognized as highly qualified in an assigned subject area. Principals new to a school site will also have reduced review responsibilities, because of the large numbers of teachers automatically highly qualified without the use of HOUSSSE. In addition, individual teachers will have the opportunity to enter the data. The teacher's principal will still approve or deny the entry.

OECS/HQT – Increased Reliability of the Data

The combination of features mentioned will collectively increase the reliability of the data because the less data entry that is required the fewer errors will be introduced. Additionally, the contract indicates that the vendor will ensure that any entry that is required will not be free form entered. All data will be validated for accuracy before being saved to the database. Certain data will be pre-populated into the system and therefore, questions will not be necessary. For example, it will not be necessary to ask what area the teacher has certification because the certification system database will be part of the OECS.

Once the system is in production, it will be clear how educators have documented that they are highly qualified. If they use HOUSSSE, there will be a step-by-step entry of all the HOUSSSE data. For example, if they choose to include college courses completed, the system will request the college and course description. The college will be chosen from a list.

OECS – Empowering Principals With Planning Tools

By building a HQT database by teacher and HQ credential areas, the system will provide new tools to the site principals. There will be a site search utility that allows principals to locate educators and determine what classes they are considered highly qualified to teach. The screen will show the core subject area, the HQ credential area and the list of classes that apply to that HQ credential area. This tool will assist principals as they are considering new hires for employment. Included on the screen will be the criteria used to determine highly qualified status; that is, the screen will display the content test(s), HOUSSSE, major, etc., depending on how the highly qualified status was achieved.

Oklahoma Credential

Oklahoma is considering a way to provide an official document that can be printed and distributed to Oklahoma teachers stating how the teacher met the highly qualified requirement core subject areas, certificate areas and classes. The majority of Oklahoma teachers have tested in core subject areas due to teacher testing since 1982 and therefore, meet the highly qualified requirement of demonstrating content knowledge in the core content areas, in addition to having a bachelor's degree and Oklahoma teaching certificate.

Information to districts for special education teachers

- July, 2006 letter from Assistant State Superintendent for Special Education and Assistant State Superintendent for Professional Standards and Certification explaining the single

subject HOUSSE for special education teachers and information about co-teaching strategies and professional development (Attachment A).

Information to districts about appropriate co-teaching strategies

- July, 2006 letter sent to superintendents and special education directors
- July, 2006 State Superintendent's Leadership Conference presentations (Attachments B and C)
- Assistant State Superintendent for Special Education met with all Special Education directors August 4, 2006
- Special Education Frequently Asked Questions letter sent 9-14-06 and provided to Superintendent's Advisory on 9-14-06 (Attachments D and E)
- Dr. Marilyn Friend presentation, *Co-Teaching: Principles, Practices, and Pragmatics*, for two days for 2,000 regular education and special education teachers and administrators on September 6th and 7th, 2006
- State Superintendent's Special Education Conference with sessions specific to co-teaching strategies 9-21-06 and 9-22-06

1.2 *Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?*

REVISED INFORMATION

The state percentage of classes not taught by HQ teachers is 7.13%. The percentage of classes not taught by highly qualified teachers in schools that did not make Adequate Yearly Progress (AYP) is 12.67%, a difference of 5.54%. Further disaggregation of data indicates that schools that are high poverty and not making AYP have 10.18% of classes not taught by highly qualified teachers which compares to 6.52% of all classes in high poverty schools not taught by highly qualified teachers. This will be an area to address.

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New Table: September 29, 2006					
NOTE: In this document, 'classes' refers to 'core academic content classes'					
Comparison of schools not making AYP with all other schools in state					
2005-2006 Schools* that are Not Making Adequate Yearly Progress or are in School Improvement					All Other Schools
<i>* Preliminary Data</i>	Number of classes	Classes taught by teachers that ARE NOT Highly Qualified			Classes taught by teachers that ARE NOT Highly Qualified
		Number of classes	Percentage of classes	Percentage of All Classes in State	Percentage of All Classes in State
<i>All Classes in schools that are not making AYP or are in School Improvement</i>	7,909	1,002	12.67%	0.76%	6.37%
<i>Breakdown 'number of classes' into General and Special Education:</i>					
General Education	6,124	37	0.47%	0.03%	7.10%
Special Education	1,785	965	12.20%	0.73%	6.40%
<i>Breakdown 'number of classes' by School Type:</i>					
Charter Schools	75	7	0.95%	0.01%	7.12%
Elementary Schools	586	21	0.27%	0.02%	7.11%
Middle and Junior High Schools	1,956	241	3.05%	0.18%	6.95%
High Schools	5,292	733	9.27%	0.55%	6.58%
<i>Breakdown 'number of classes' by School Poverty Rank:</i>					
High-Poverty Schools	4,853	805	10.18%	0.61%	6.52%
Low-Poverty Schools	1,224	46	0.58%	0.03%	7.09%
<i>Breakdown 'number of classes' by School Minority Rank:</i>					
High-Minority Schools	5,408	842	10.65%	0.64%	6.49%
Low-Minority Schools	28	0	0.00%	0.00%	7.13%
<i>Breakdown 'number of classes' by Teacher Experience:</i>					
Taught by Experienced Teachers	6,370	891	11.27%	0.67%	6.46%
Taught by Novice Teachers	1,539	111	1.40%	0.08%	7.05%

For schools not making AYP 12.67% of the classes are not taught by highly qualified teachers. Further disaggregation indicates that most of the 12.67% are special education classes taught by teachers (12%) that do not meet the highly qualified requirements. This 12% includes veteran teachers who have not had the opportunity to use the revised special education HOUSSE as required by USDE and also includes special education teachers who do not provide direct instruction in core academic classes. Assisting the special education teachers with meeting the highly qualified requirements is a high priority for Oklahoma.

1.3 Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

The analysis of particular groups of teachers indicates that OSDE should provide technical assistance and professional development targeted to special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE. The number of classes taught by special education teachers currently reported as not highly qualified is almost half of the total 7.13% of classes not taught by highly qualified teachers. However, with our new data collection system, we predict that there are some special education teachers who are not providing direct instruction but are co-teaching or collaboratively teaching and should not be in the count of non-highly qualified teachers.

In addition, middle school mathematics and language arts teachers are a priority. However, the number of classes for middle school mathematics and language arts not taught by highly qualified teachers is less than 1%.

The table on page 9 verifies that special education teachers and middle school language arts and mathematics teachers are the non-highly qualified teachers that are priority for technical assistance and professional development.

Each of the teachers not highly qualified must submit a plan of how to become highly qualified by November 1, 2006. Middle school language arts teachers not highly qualified will also be targeted for professional development. Teachers from school improvement schools, schools not making AYP, and schools with greater than 10% of classes taught by non-highly-qualified teachers will be given registration priority. Many of these teachers have elementary certification and not secondary certification. Based on past data, we know that adolescent literacy is an area of need. Ongoing systematic professional development includes having Dr. Melvina Phillips, author of *Developing a Culture of Literacy*, provided professional development for school support teams last June, 2006 and will present October 4th to secondary teams. Through threaded discussion with study groups established with school improvement sites follow-up will occur with SDE Curriculum Directors facilitating the process.

Due to requirements of Oklahoma law that teachers must be certified in each content area whether rural, suburban or urban, Oklahoma does not have a large percentage of rural schools with multi-subject teachers that are not highly qualified. In addition, Oklahoma's recruitment for shortage areas includes the Alternative Certification Program that provides highly qualified teachers in the core content areas including mathematics and science.

1.4 Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQ standards?

REVISED INFORMATION

Districts

The analysis identifies that out of Oklahoma’s 540 districts, 107 districts had non-highly qualified (HQ) class occurrence higher than 10 percent. Districts with significant numbers of non-highly qualified classes include those that have an occurrence higher than 20%. Priorities for schools are identified by the following:

Priority 1 includes 5 districts where percent of teachers who are not HQ is 21% or higher.

Priority 2 includes 22 districts where percent of teachers who are not HQ is greater than or equal to 16% and less than 21%

Priority 3 includes 80 districts where percent of teachers who are not HQ is greater than or equal to 10% and less than 16%

Revised Table: September 29, 2006				
Districts where percentage of classes taught by teachers that ARE NOT Highly Qualified is < 90%				
Totals by Priority				
	Priority 1	Priority 2	Priority 3	Total
	>= 21%	>= 16% and < 21%	> 10% and < 16%	
Number of Districts	5	22	80	107

The table below provides number of districts, by percent of classes taught by highly qualified teachers for 2005-2006 and 2004-2005.

There are 183 Districts that have met the Annual Measurable Objective (AMO) of 100% by 2005-06 school year. There are 357 Districts that have not met 100% AMO of 2005-06 school year and 107 of those districts have less than 90% of their teachers meeting the highly qualified requirement.

Revised Table: September 29, 2006		
OKLAHOMA NUMBER OF DISTRICTS, by percent of CLASSES TAUGHT by Highly Qualified Teachers		
Percentages	Number of Districts 2005-2006	Number of Districts 2004-2005 (Revised 7/5/2006 to Include Special Education)
100%	183	154
>= 90% and < 100%	250	247
less than 90%	107	139
TOTAL DISTRICTS	540	540

Attachment F identifies the 2005-2006 districts with less than 90% of classes taught by highly qualified teachers. Oklahoma data shows that a very high percentage of classes are taught by highly qualified teachers. We have 183 districts that have 100%; 250 that have 99-90% of classes taught by highly

qualified teachers and 107 districts that have less than 90% classes taught by highly qualified.

Schools

The analysis identifies that the schools with the most significant number of classes taught by teachers who do not meet the highly qualified requirements are located within the above listed districts and/or are schools identified for school improvement under Title I.

Approximately 5% (82 out of 1783 schools) of Oklahoma's schools meet these criteria for the most significant number of non-highly-qualified classes. The identified schools with a designation for priority for technical assistance and monitoring are provided in the following table.

Schools with Significant Numbers of Non-Highly-Qualified Classes

Schools within districts identified with significant number of classes taught by non-highly-qualified teachers are identified. Oklahoma's two largest urban school districts with approximately 40,000+ students each have multiple school sites that are a priority. These districts are high-poverty and high-minority.

Priorities for schools are set using the following scale and will be used to determine Title II onsite or desk monitoring.

Priority 1 includes sites where the percent of teachers who are not highly qualified is 21% or higher.

Priority 2 includes sites where the percent of teachers who are not highly qualified is greater than or equal to 16% and less than 21%

Priority 3 includes sites where the percent of teachers who are not highly qualified is greater than or equal to 10% and less than 16%

Priority 1 = 82 sites out of 1,783 sites

Of these 82 sites, 5 failed to make AYP for 2005-2006; of these sites, 5 are identified in school improvement status

Priority 2 = 110 sites out of 1,783 sites

Of these 110 sites, 7 failed to make AYP for 2005-2006; of these sites, 8 are identified in school improvement status

Priority 3 = 251 sites out of 1,783 sites

Of these 251 sites, 8 failed to make AYP for 2005-2006; of these sites, 6 are identified in school improvement status

New Table: September 29, 2006				
Schools with Significant Numbers of Non-HQ Classes				
		(Priority based on the percent of classes taught by teachers that ARE NOT Highly Qualified)		
		Priority 1	Priority 2	Priority 3
Schools	Total	>= 21%	>= 16% and < 21%	> 10% and < 16%
Total Number of Schools	1,783			
Number of schools where percent of classes taught by teachers that ARE NOT HQ	443 *	82	110	251
Of the 443 Priority schools, number that failed to make AYP (preliminary data 2005-2006)	20	5	7	8
Of the 443 Priority schools, number that are identified in school improvement status (preliminary data 2005-2006)	19	5	8	6
*NOTE: The 443 total sites are found in 219 different districts.				

1.5 Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

The Table on page 9 identifies that most significant percentages of classes taught by teachers who are not highly qualified are in secondary special education teachers (almost half of the 7.13% are classes taught by special education teachers). The percentage for all other classes taught by non-highly-qualified teachers **IS LESS THAN 1%**. The next greatest number of classes not taught by non-highly-qualified teachers is 83 classes out of 8,381 middle school language arts classes and 42 classes out of 5,660 middle school mathematics classes.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

2.1 Does the plan identify LEAs that have not met annual measurable objectives (AMO) for HQT?

REVISED INFORMATION

OSDE identifies districts that have not met annual measurable objectives (AMO) for highly qualified teachers through the Oklahoma Consolidated Federal Reporting. Oklahoma’s Consolidated State Plan submitted in September 2003 to USDE identified target goals for percentage of highly qualified teachers (See table below). All districts in the Oklahoma met the annual measurable objectives for the 2003-2004 and 2004-2005 school years. For the 2005-2006 school year, the annual measurable objective for all districts was consistent with the State’s goal to have 100 percent of core academic classes taught by highly qualified teachers. Out of the 540 school districts in Oklahoma, 183 met the 100% annual measurable objective. Of the districts that did not meet the 100% AMO, 107 were less than a 90% AMO, 250 districts were at 90% - 99% of classes taught by highly qualified teachers.

Baseline Data and Performance Targets for Goal 3, Performance Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

	Percentage of Classes Taught by Highly Qualified Teachers State Aggregate Target	Percentage of Classes Taught by Highly Qualified Teachers High-Poverty Schools
2002-2003 Baseline*	*64	*57
2003-2004 Target	72	65
2004-2005 Target	86	75
2005-2006 Target	**90	**90
2006-2007 Target	**100	**100

*** This number includes only teachers who have completed subject testing (which began in 1982) and does not include the number of teachers that will qualify under the Oklahoma High Objective Uniform State Standard of Evaluation (HOUSSE) provision currently in draft status.**

**** These are revised targets to include all teachers including special education teachers**

2.2 Does the plan include specific steps that will be taken by LEAS that have not met annual measurable objectives?

REVISED INFORMATION

Each district is required to present a plan and timeframe to accomplish the goal of having 100 percent of core academic classes taught by highly qualified teachers in its Consolidated State Application. The plan requires districts to identify the percent of core classes taught, percent of teachers receiving high quality professional development; the programs, strategies, activities to achieve objectives and to indicate the Title Program Funding Source(s) for each program or activity (Attachment G). This data is required annually. Districts must identify

methods available to teachers to become highly qualified and must provide opportunities that will provide for teachers who have not met highly qualified requirements. District Title II, Part A applications are reviewed by OSDE personnel in Office of Grants Management and Office of Planning and Monitoring to ensure that those districts that are not at 100% highly qualified for core content academic classes use available resources, including Title II Part A allocations to ensure that teachers for core content academic classes who have not met requirements become highly qualified as quickly as possible.

Districts have identified the following as strategies that support teachers becoming highly qualified with an emphasis on special education teachers providing direct instruction in core content areas.

Strategy 1: Reimbursing special education teachers and middle school teachers in language arts and mathematics for courses needed for certification or demonstration of content knowledge mastery.

Strategy 2: Reimbursing teachers for tests in content areas

Strategy 3: Providing study sessions for teacher content exam preparation.

Strategy 4: Providing support and stipends for teachers pursuing National Board Certification. (Currently Oklahoma has 1289 NBCT)

Strategy 5: Districts reevaluate how teacher assignments are made in order to ensure that teachers are assigned to classes for which they are highly qualified.

Because Oklahoma only has 7.13% of classes taught by non-highly-qualified teachers and the majority of that percentage of classes not taught by highly qualified teachers are core content classes for special education students, special education division is funding technical assistance and professional development in addition to targeted Title II, Part A funds.

2.3 Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

REVISED INFORMATION

The OSDE will ensure that all districts have a plan in place to assist all non-highly-qualified teachers become highly qualified. Oklahoma State Department of Education will monitor districts for the individual plans for non-highly qualified teachers to become highly qualified as quickly as possible.

District Plans

In August, 2006 all districts were notified that they would be required to submit a plan to the OSDE by November 1, 2006. The OSDE requires and will monitor the district plan for providing funding support, technical assistance and professional development for targeted groups of teachers that need assistance in meeting highly qualified requirements.

Districts that do not have all teachers highly qualified or “on track” to be highly qualified before the beginning of the 2006-2007 school year are required to do the following:

1. **Develop a plan by November 17, 2006 for the district that describes actions that will be taken and uses of federal and/or state funds and resources to assist teachers in meeting the highly qualified teacher requirement.**
2. **Develop a plan by November 17, 2006, for each teacher who has not yet met the NCLB highly qualified requirements. This plan must include:**
 - a. **specific activities that will be completed by the teacher to reach highly qualified status by the most efficient means;**
 - b. **specific actions to be taken by the district to facilitate the process; and**
 - c. **specific financial assistance and or other support that will be provided by the district.**

Attachment H is a letter to districts outlines the specific requirements for a plan to assist all non-highly-qualified teachers to become highly qualified and templates for District Plan and Individual Teacher Plan(s). A template for the district and individual teacher plans (Attachment I) was sent to districts as well as a sample letter to notify parents if a class was taught by a non-highly-qualified teacher.

All plans will be reviewed in a timely manner by OSDE staff and feedback to districts will occur prior to second semester, so that the districts can implement strategies outlined in their plan at the beginning of second semester.

Consolidated Application for Federal Programs

Through the Consolidated Application approval process of the OSDE, highly qualified teacher data is examined. For districts that have not yet met the 100% highly qualified goal, Office of Grants Management and Office of Grants Planning which includes Title I, II, V and VI consultants, verify evidence that plans provide strategies to assist teachers in becoming highly qualified using Title II, Part A funds.

Consolidated Application Approval Process

1. **Title II, Part A applications, budgets and budget justifications are submitted online by September 29, 2006.**
2. **Office of Grants Management and Office of Grants Planning Consultants determine whether districts have met the 100% AMO goal or that the budget submitted provides for support of non-highly-qualified teachers becoming highly qualified.**
3. **The consultants determine if the Title II, Part A applications and budgets support the highly-qualified teacher district and individual plans, particularly special education teachers and middle school language arts and mathematics teachers.**

District Monitoring of Highly Qualified Plans

In monitoring districts, priority is given to districts that have a significant number of schools that have not met their 100% AMO. While on-site, individual teacher plans to become highly qualified are monitored to determine implementation progress, particularly special education teachers and middle school language arts and mathematics teachers. Monitoring will focus on the 7.13% of classes taught by non-highly qualified teachers which includes classes taught by special education teachers and middle school language arts and mathematics teachers.

Monitoring occurs through the Office of Grants Planning and through the Accreditation Office which employs 13 Regional Accreditation Officers who review teacher credentials and teacher assignments at every Oklahoma school site.

The Oklahoma monitoring instrument for Title II, Part A requires documentation to ensure that federal funds are used to ensure that all districts have plans in place to assist all non-highly-qualified teachers to become highly qualified by as quickly as possible. Some examples from the Consolidated Federal Program monitoring instrument (Attachment J) include:

- Has the LEA targeted funds to schools that have the lowest proportion of highly qualified teachers; are identified for school improvement? Section 2122(b)(3)**
- Are program funds used to develop and implement initiatives to assist in recruiting highly qualified teachers, and hiring highly qualified teachers, who will be assigned teaching positions within their fields? Section 2123(a)(2)(C)**
- Has the LEA developed and implemented initiatives to promote retention of highly qualified teachers and principals, particularly within schools with a high percentage of low-achieving students? Section 2123 (a)(2)(A)(i)**

Monitoring will determine the progress district has made related to plans submitted for districts and teachers to meet highly qualified requirements.

Timeline for Technical Assistance to Districts and Teachers to Meet HQ Requirements

July, 2006 – Initiated focus on 2006-2007

- Letters to district superintendents, special education directors and principals were sent describing collaborative teaching, co-teaching and requirements for direct instruction in core academic subject areas by special education teachers.**
- In addition, two sessions related to instruction by special education teachers and requirements for highly qualified status for all teachers were presented at the State Superintendent's Leadership Conference for approximately 3,000 superintendents, principals, special education directors, counselors July 6th and 7th (Attachments B and C).**

August, 2006

- Letter was sent to each district superintendent and principal identifying the requirements for all core academic content classes to be taught by a highly qualified teacher.
An attachment to the letter includes the plan that is required for all that do not have 100% of their teachers identified as highly qualified. A plan for the district and a plan for each individual teacher is to be completed and submitted to the OSDE for review by November 17, 2006.**

September, 2006 – March, 2007

- **Review of Title II, Part A plans occurs to determine use of funds to be focused on strategies and activities to ensure all teachers are highly qualified**
- **Frequently asked questions for special education teachers sent to Superintendents and Special Education directors September 14, 2006 and is available on the OSDE Web site.**
- **On-site monitoring of Oklahoma's two urban districts (high poverty, high minority) to review district Title II plans and to ensure that all teachers meet the highly qualified requirement by the end of 2006-2007 school year will occur in October, 2006. Attached is a table that provides Adequate Yearly Progress status, school improvement status and percent of highly qualified teachers for these two urban districts which serve approximately 44,400 students each.**
 - ◊ **Priority monitoring of additional districts will occur.**
 - ◊ **Videoconferences are planned for October, 2006 for all districts to provide technical assistance in preparing plans that include research-based strategies and initiatives in order to support teachers in becoming highly qualified**
 - ◊ **Regional Accreditation Officers visit schools and monitor teacher class assignments for all teachers. RAOs particularly check for new personnel and reassigned personnel to determine if they meet the highly qualified teacher requirements.**
 - ◊ **Professional development for special education teachers, teachers in middle school language arts and mathematics teachers are a focus.**

Initiative #2: Conduct effective high quality professional development activities.

Oklahoma State Department of Education Title II, Part A Plan High Quality Professional Development

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicator 3.2: The percentage of teachers receiving high-quality professional development (as the term, “professional development,” is defined in section 9101(34).)

Performance Target: The target percentages of teachers receiving high-quality professional development will be 40% in 2003-2004; 75% in 2004-2005; and 100% in 2005-2006. Revised Performance Target is 90% in 2005-2006 and 100% in 2006-2007 for all teachers, including special education teachers.

Oklahoma High Quality Professional Development will:

- Provide teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to learn the state academic content standards, *Priority Academic Student Skills (PASS)*.
- Improve and increase teachers’ knowledge of the academic subjects they teach.
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research.
- Increase teachers’ knowledge of how to modify the curriculum to meet the needs of individual learners.
- Develop teacher leaders that will take the role of sharing knowledge and effective practices with teachers.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs to successfully completing their HQT plans (Attachment H), particularly where large groups of teachers are not highly qualified and the resources the LEAs will use to meet their HQT goals.

3.1 Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

REVISED INFORMATION

Oklahoma has consistently made ongoing and comprehensive efforts to assure that all districts have a clear understanding of the highly qualified teacher requirements and that districts understand how to support all teachers in core academic subjects to meet the highly qualified requirements. Oklahoma provides targeted district-based technical assistance including on-site visits by Regional Accreditation Officers and School Improvement Division monitoring teams, as well as, e-mail and phone assistance to address highly qualified teacher issues and inquiries. Ongoing technical assistance to districts in successfully carrying out their highly qualified teacher plans is provided by OSDE teams. The OSDE divisions work as a team to provide this technical assistance. These OSDE divisions include: The Office of Grants Planning, the Office of Grants Management, and the Curriculum Office of the School Improvement Division, the

Special Education Division, the Professional Standards and Certification Division and the Accreditation Division team to provide technical assistance.

The Office of Grants Planning will review all highly qualified teacher plans in a timely manner by OSDE staff and feedback to districts will occur prior to second semester, so that the districts can implement strategies outlined in their plan at the beginning of second semester.

Targeted technical assistance will occur for high-poverty, high-minority low-performing schools including the following areas:

- **Assist districts with the process to determine a teacher's highly qualified status and how to utilize the Oklahoma Credentialing System Highly Qualified component to streamline the process;**
- **Provide guidance for NCLB highly qualified requirements (sent to all districts and provided on OSDE Web site);**
- **Provide assistance to districts in research-based strategies to recruit and retain highly qualified teachers;**
- **Provide assistance to resolve specific highly qualified teacher issues including appropriate use of HOUSSE;**
- **Identify appropriate strategies to help teachers become highly qualified;**
- **Provide districts with information about state and regional professional development options to assist teachers in becoming highly qualified.**

The technical assistance provided to districts will focus on the 7.13% of classes taught by non-highly qualified teachers. See Section 2.3 for timeline and technical assistance strategies. This will include assisting special education teachers that need content professional development; technical assistance to complete HOUSSE; support and professional development to assist teachers in passing subject tests.

- **OSDE sent letters to superintendents about new standards related to using HOUSSE for veteran special education teachers and strategies in July, 2006 (Attachment A).**
- **OSDE provided professional development from Dr. Marilyn Friend, *Co-Teaching: Principles, Practices, and Pragmatics* to 2,000 special educators on September 6th and 7th, 2006.**
- **OSDE plans to purchase Dr. Friend's DVD to distribute to all districts. This DVD provides the interactive presentation related to effective research-based strategies for co-teaching. This will be purchased with Special Education funds and Title II, Part A funds before second semester of the 2006-2007 year.**
- **OSDE has scheduled Dr. Friend to return next September, 2007 to continue and sustain the professional development for co-teaching and collaboration of special education teachers and core content teachers.**

- **The Regional Accreditation Officers will verify highly qualified status as reported by districts during their onsite visits.**
- **The new Oklahoma Web-based Educator Credentialing System (OECS) will verify teacher quality data.**

A contract issued in June 2006, for the 2006-07 development of an Oklahoma Web-based Educator Credentialing System (OECS), will provide essential data on teachers (areas of certification, subject test results, degree, major, and National Board Certification), in a relational database than can be easily linked with other teachers systems that provide key information affecting equality: systems such as School Personnel Records, (location and type of school), Teacher Class Schedules (subject and number of students taught) and Accreditation (demographics of student population). Oklahoma’s improved capacity to accurately assess the highly qualified status of teachers in each school will provide a solid foundation for the future identification, analyses and plan for correction, of the distribution inequity of quality teachers between high-poverty/high-minority schools vs. low-poverty/low-minority schools.

Oklahoma has developed and implemented an online grant consolidated application used by all districts. Within the district consolidated application, the district must address Performance Indicator 3.1, the percentage of classes being taught by highly qualified teachers and must provide specific targets and strategies to and programs to carry out their highly qualified teacher plans.

Oklahoma State Department of Education directors and program specialists use the following initiatives to provide districts with technical assistance as follows:

3.1.1 Professional Development

- **Conduct annual videoconferences to explain highly qualified requirements and provide information about resources for ensuring all core content teachers meet the highly qualified requirements.**
- **Conduct annual highly qualified professional development and provide information about resources for teachers to meet the highly qualified requirement including but not limited to: Teacher – Teacher Initiative and state teacher testing information for core content areas.**
- **Baseline data, targets and actual percentage of teachers who received “high-quality professional development” is listed below as reported in the Oklahoma Accreditation report.**

Baseline Data and Targets	Target Percentage of Teachers Receiving High-Quality Professional Development	Actual Percentage of Teachers Receiving High-Quality Professional Development
2002-2003 Baseline	Data not available	
2003-2004 Target	40	98.6
2004-2005 Target	75	98.4
2005-2006 Target	100	98.5

Baseline data on the number of teachers completing high quality professional development is compiled and reported annually.

3.1.2 Technology

- **Collaborate with Data Services to ensure accurate and complete highly qualified data at the district and school levels is collected.**
- **Maintain current highly qualified information and updated documents that provide increased understanding of highly qualified teacher requirements on the OSDE Web site – NCLB page.**
- **The Oklahoma Special Education Division in collaboration with PASSport II, has developed video vignettes available during 2006-2007 school year, illustrating accommodations and modifications being provided in classrooms and collaboration between regular education and special education teachers. These are available to download from OSDE Web site.**

3.1.3 Monitoring

Teams of program specialists will monitor in 2006-2007 schools that do not have 100% of core content classes taught by highly qualified teachers as reported in 2005-06. Monitoring will occur in the following ways:

- **Onsite monitoring for all districts that have 21% or more classes taught by teachers who are not highly qualified will occur. In addition, the two largest districts in Oklahoma with 44,000+ students in each will be monitored. These districts have high poverty and high minority student populations. Additional districts will be monitored as part of Oklahoma's five year cycle to monitor its 540 districts.**
- **District and individual teacher plans are required to be submitted by November 17, 2006 to provide:**
 - a. **specific activities that will be completed by the teacher to reach highly qualified status by the most efficient option;**
 - b. **specific actions to be taken by the District to facilitate the process;**
 - c. **specific financial assistance and/or other support that will be provided by the District.**

Priorities for schools are set using the following scale and will be used for Title II monitoring.

Priority 1 includes 5 districts where percent of teachers who are not HQ is 21% or higher.

Priority 2 includes 22 districts where percent of teachers who are not HQ is greater than or equal to 16% and less than 21%

Priority 3 includes 80 districts where percent of teachers who are not HQ is greater than or equal to 10% and less than 16%

3.1.4 Continual Technical Assistance

- **Professional Standards and Certification Office; Special Education Office; Accreditation Office; Data Services Office and Office of Standards and Curriculum (includes Title II and Title I) consistently respond to inquiries from teachers and districts in a timely manner.**
- **Respond to administrators and teachers via telephone, e-mail, and in-person with information specific to their needs for becoming highly qualified.**
- **Provide information related to exam information and preparation for exams administered by Oklahoma Commission for Teacher Preparation.**
- **Provide USDE guidance and information to district federal program administrators and district superintendents and principals.**
- **Provide highly qualified and certification updates regularly to district administrators.**

3.2 Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

REVISED INFORMATION

OSDE has analyzed the data on highly qualified teachers as well as data from schools and districts identified in need of improvement. All districts that have not reached 100 percent goal of all core academic classes taught by highly qualified teachers and that have schools listed in years two, three, four, five and six of AYP will be given priority for targeted assistance and professional development to meet the needs of schools. As determined from data analysis, meeting the needs of teachers of special education classes is a high-need, high-priority focus for professional development and technical assistance.

Consolidated State Application

The Oklahoma priority is that all students be taught by highly qualified teachers. At the beginning of the Consolidated State Application, all districts provide an assurance that the district will target Title II, Part A funds to schools that have the lowest population of highly qualified teachers or are identified for school improvement under 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA).

Title II, Part A

Through the Title II, Part A Consolidated State Application, districts provide a justification for class-size reduction choices of schools, grade levels and subjects, particularly in schools that do not make Adequate Yearly Progress (AYP). The plan must document that high quality professional development is provided to teachers as defined in NCLB. In addition, a priority for districts and sites that do not have 100% of classes taught by highly qualified teachers should be staffing needs. The Office of Grants Planning and Grants Management staff are assigned to districts to ensure the priority for use of funds is to ensure that highly qualified teachers are teaching the core content areas.

State Legislation

Senate Bill 1485 (70 O.S. § 6-194) Professional Development Requirements

Effective July 1, 2006, state legislation provides that each professional development committee, in developing program recommendations shall annually utilize a data-driven approach to analyze student data and determine district and school professional development needs. The professional development programs adopted shall be directed toward development of competencies and instructional strategies in the core curriculum areas for the following goals:

- 1. Increasing the academic performance index scores for the district and each school site;**
- 2. Closing the achievement gaps among student groups;**
- 3. Increasing student achievement as demonstrated on state-mandated tests and the ACT;**
- 4. Increasing high school graduation rates; and**
- 5. Decreasing college remediation rates.**

Each district shall, at the end of each school year, submit a report to the Oklahoma State Department of Education on the:

- 1. District level professional development needs;**
- 2. Activities completed;**
- 3. Expenditures, and;**
- 4. Results achieved for each school year by each goal listed above.**

School Support Teams – On-Site Visits to School Improvement Schools

Oklahoma’s School Support Teams provide significant support and technical assistance, including high quality professional development for identified school improvement schools including the 7.13% that are not highly qualified teacher in the areas of special education and middle school language arts and mathematics. In June, 2006, Dr. Joe Johnson and Dr. Melvina Phillips provided professional development for School Support Team members that will be coaching school improvement schools during the 2006-2007 school-year.

Dr. Robert Marzano Seminars for School Improvement Schools

Schools identified for school improvement will participate in three two-day seminar sessions in November, 2006 and February and March, 2007 with Dr. Marzano and his team. Each school improvement site team will complete What Works in Schools Surveys which will be analyzed by Dr. Marzano and returned to the schools to determine professional development needs of staff. The follow-up seminars will be focused on individual school needs and provide strategies for next steps for these schools not making AYP.

Nine Essential Elements Resource Guide

The Oklahoma Nine Essential Element resource guide is a research-based document to assist schools in completing a comprehensive needs assessment. This resource guide also provides suggested strategies for each performance indicator. The Nine Essential Elements include the following:

Academic Performance: Curriculum; Classroom Evaluation/Assessment; Instruction

Learning Environment: School Culture; Student Family, Community Support; Professional Growth and Development

Efficiency: Leadership; Organizational Structure and Resources; Comprehensive and Effective Planning

This document has been mailed to every district superintendent and principal as well as presented at the State Superintendent's Leadership Conference. It is also available on the OSDE Web site. The Nine Essential Elements focus on one goal: Improved Student Achievement. Continuous technical assistance and training is available to all districts and this resource guide is used as the framework for school support team coaching and assistance of low-performing schools. This fall, 2006, Dr. Robert Marzano plans to align the Oklahoma document with What Works in Schools research for use with Oklahoma's School Improvement Schools.

3.3 Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

REVISED INFORMATION

Technical assistance will be provided by OSDE to districts as they write their District highly qualified teacher plans for having 100% of their teachers become highly qualified. This assistance will be provided by the Office of Grants Planning team with input from the Professional Standards and Certification Team prior to second semester of 2006-2007. The district and teacher plans are due November 17, 2006. Once the plans are written, technical assistance will be provided to districts as they implement their plans through on-site visits, videoconferences, and with the assistance of our School Support Coordinators at the 10 videoconference sites across the state. Priority for technical assistance will be for those districts with high numbers or percents of teachers who are not highly qualified.

The Oklahoma State Department of Education provides professional development and technical assistance to teachers to ensure that the 100% highly qualified requirements are met through a variety of programs and services. In order to provide special education teachers assistance in meeting highly-qualified teacher goals, the OSDE plans to continue to provide professional development so that core content teachers meet highly qualified requirements by demonstrating core content knowledge; recruiting highly-qualified teachers; retaining highly qualified teachers.

Based on Oklahoma data, the priority for OSDE is to provide special education teachers and teachers of middle school mathematics and language arts targeted professional development to ensure they meet the highly qualified requirements. The OSDE is here to work with districts so that the remaining 7.13% of classes taught by non-highly qualified teachers have highly qualified teachers as quickly as possible.

3.4 Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

REVISED INFORMATION

The data indicates that special education teachers and middle school language arts and mathematics teachers are the subgroups of teachers identified in Requirement 1 and identified for professional development.

Special Education Teachers

Special education teachers are a subgroup that has been identified for technical assistance and professional development to ensure that districts and sites have 100% of classes taught by highly qualified teachers.

Videoconferences

Oklahoma Special Education Services provides professional development through the videoconference center including but not limited to: differentiated instruction; collaborative teaching; including students with significant cognitive disabilities in the general education curriculum; accommodations and modifications in the general education curriculum; and inclusion.

September 7-8, 2006 Special Education Personnel Development Opportunity

Featured speaker, Dr. Marilyn Friend, Chairperson and Professor of Education in the Department of Specialized Education Services at the University of North Carolina shared with 2,000 participants effective strategies for special education teachers to co-teach and collaboratively teach to provide instruction to students. She teaches coursework on inclusive practices and collaboration among service providers. She has consulted with school professionals nationally and internationally. Her particular areas of interest include skills for collaboration, co-teaching and inclusive school practices.

September 21-22, 2006 State Superintendent's Conference for Special Education Teachers and Directors

This conference provided opportunities for personnel development regarding highly qualified teachers in the area of special education. Sessions included strategies for effective collaborative teaching.

State Personnel Development Grant

The SIG is in a no-cost extension that will end December 31, 2006. Recently, SIG staff submitted a proposal to the USDE, Office of Special Education Programs, for the State Personnel Development Grant (SPDG). As of Friday, September 29, 2006, Oklahoma was awarded the SPDG for implementation over a five year period. A major focus of the SPDG will be assisting secondary special education teachers in becoming highly qualified in a core content subject area. The SPDG will also attempt to recruit highly qualified candidates interested in becoming certified in special education. The pool of candidates will be drawn from existing highly qualified regular education teachers and, specifically, those that are alternatively certified. Tuition reimbursement for college classes, review sessions for certification exams, and reimbursement for passing certification exams will be provided to these successful candidates. A stipend will be provided to those candidates who teach a special education class one additional year after receiving special education or core area certification.

First Year Special Education Teacher Academy

Another focus of the SPDG is to continue to help provide support to first-year teachers. The Special Education Services section will be initiating a First-Year Teacher Academy where first-year teachers are provided training and support through their first year. The SPDG will implement activities to continue providing support during the second and third years of teaching, since attrition is greatest within the first three years of teaching. These activities will be an extension, or continuation, of the FACETS and ASSETS programs.

Special Education Video Vignettes

The Oklahoma Special Education Division in collaboration with PASSport II (an online lesson planner), has developed video vignettes available during 2006-2007 school year, illustrating accommodations and modifications being provided in classrooms and collaboration between regular education and special education teachers.

Middle Level Mathematics

Mathematics has been identified as an area for professional development of teachers, particularly in the middle level grades. The Oklahoma Mathematics Improvement Program supports teachers in increasing content knowledge and becoming more highly qualified and highly effective teachers.

Oklahoma Mathematics Improvement Program is for teachers to become highly qualified based on professional development and teacher testing.

The Oklahoma Mathematics Improvement Program focuses state funding on increasing the content knowledge of teachers of mathematics in grades 6-8. Through three tracks of professional development opportunities (mathematics academies, higher education courses, and smaller learning community lesson studies), the program offers instruction in mathematics content as well as pedagogy. Upon completion of the professional development program, teachers will be able to complete the testing requirement that will consider them highly qualified for middle school mathematics through Algebra II.

Oklahoma Mathematics Laboratory Program (Oklahoma state funding)

This is a program for teachers and students to improve middle school student mathematics achievement.

The Oklahoma Mathematics Laboratory Program provides state funding to offer a scientifically research-based mathematics laboratory program, I CAN LEARN, to ten middle schools/junior highs each year beginning 2005-2006. Qualifying requirements include:

- Ten public schools with low student achievement in mathematics at the middle school level.**
- Each school shall have at least fifty percent of its students performing below satisfactory on the eighth grade mathematics criterion referenced test of the Oklahoma School Testing Program in at least one of the two preceding years.**
- There shall be a limit of one school per district each year.**
- There shall be representation from urban, suburban, and rural districts provided that such schools meet all other criteria.**
- There shall be representation from each quadrant of the state provided that such schools meet all other criteria.**

The laboratory focuses on using technology to provide mathematics instruction to students attending schools who have not been successful in mathematics on statewide testing. Through the use of the system, teachers are provided professional development opportunities both in content and pedagogy. By completing the courses available with the program, teachers are exposed to new content or reminded of previously learned mathematics content from fundamentals through Algebra II. Studies in best practices and focus groups related to the use of the program increase pedagogical skills.

For the 2005-2006 school-year, student results for the participating schools was an average increase of 16% for the ten participating schools on the eighth grade criterion-referenced mathematics test. An important note is that part of the selection criteria for participating schools was that these schools have at least 50% of their students scoring below satisfactory on the state mathematics assessment.

3.5 Does the plan include a description of how the State will use its available funds (e.g. Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, (as appropriate) to address the needs of teachers who are not highly qualified?

REVISED INFORMATION

All Oklahoma districts use at least a portion of their Title II, Part A funding to target schools that have the highest number of teachers that do not meet the highly qualified requirements in addition to those schools in need of improvement. Districts can also use Title I, Part A, Title II, Part D, Title III, Title V and IDEA funds for focused professional development.

Oklahoma has identified classes not taught by highly qualified teachers in the areas of special education and middle school mathematics and language arts. In order to provide targeted professional development for these teachers, OSDE has identified the following programs and funding sources to address the needs of teachers who are not highly qualified.

Oklahoma Reading Academies (Title I, Part B, Subpart 1 funding)

The Oklahoma Reading Academy is committed to helping teachers achieve success through effective professional development. The Academy content is independent of any specific reading program.

The Academy offers professional development program combining online learning with face-to-face study group interaction and classroom based practice activities that foster student achievement.

A teacher can receive college credit for the Oklahoma Reading Academy and the state encourages districts to use their Title II, Part A funds to support teachers in obtaining content knowledge through this high quality instruction.

Mathematics and Science Partnerships (Title II, Part B funding)

The Mathematics and Science Partnerships (MSP) competitive grant program provides high-need schools, that is, those that serve no fewer than 10,000 children from families with incomes below the poverty line or a school district in which 40% of the children live in poverty, with professional development. The professional development is a partnership with institution(s) of higher education

and business. The professional development is sustained, intensive, classroom focused, and aligned with the state mathematics and science standards and curricula. For the 2006-2007 school year, priority will be given to high-poverty, high-minority, low-performing schools. The funds are used to:

- 1. Establish and operate mathematics and/or science summer workshops or institutes conducted for a period of at least two weeks during the summer.**
- 2. Provide follow-up training during the academic year that is conducted in the classroom for a period of four days**
- 3. Enhance the ability of the teachers to understand and use the Priority Academic Student Skills (PASS), Oklahoma's academic content standards, for mathematics and science.**
- 4. Train teachers to use curricula supported by scientific research, aligned with PASS, object-centered, experiment-oriented, and based on concepts, content and process.**

State Personnel Development Grant

The SIG is in a no-cost extension that will end December 31, 2006. Recently, SIG staff submitted a proposal to the USDE, Office of Special Education Programs, for the State Personnel Development Grant (SPDG). As of Friday, September 29, 2006, Oklahoma was awarded the SPDG for implementation over a five year period. A major focus of the SPDG will be assisting secondary special education teachers in becoming highly qualified in a core content subject area. The SPDG will also attempt to recruit highly qualified candidates interested in becoming certified in special education. The pool of candidates will be drawn from existing highly qualified regular education teachers and, specifically, those that are alternatively certified. Tuition reimbursement for college classes, review sessions for certification exams, and reimbursement for passing certification exams will be provided to these successful candidates. A stipend will be provided to those candidates who teach a special education class one additional year after receiving special education or core area certification.

3.6 Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

REVISED INFORMATION

School improvement schools and schools not making AYP are a high priority for professional development and monitoring.

Several initiatives currently address the staffing and professional development needs of schools that are not making AYP. Oklahoma provides the following:

- School Improvement schools receive extra funds and technical assistance through the videoconference network to demonstrate strategies that assist teachers.**
- State and federal funds provide for professional development and services to teachers to ensure that special education teachers and middle school mathematics and language arts core content teachers are highly qualified.**
- School Support Teams provide technical assistance to SI schools for years 2, 3, 4, 5 and 6.**

- ***Oklahoma provides focused professional development. For example, Dr. Joe Johnson has provided professional development aligned to the Nine Essential Elements for Oklahoma's School Support Teams that coach sites identified for school improvement for two consecutive years.***
- ***Using Title II, Part A funds, Dr. Bob Marzano will provide three sessions during the 2006-2007 school-year, using What Works Survey in the first session as a focus for a needs assessment and two follow-up sessions to provide feedback and continuous support for implementing What Works strategies.***
- ***Best practices videoconferences continue to be presented by Title I Distinguished Schools and Title I Academic Achievement Award schools that have closed the achievement gaps as targeted professional development for low-performing schools with high-minority and high-poverty populations.***
- ***Federal Title II, Part A, technical assistance funds are used for contracts for retired educators who have been successful in high-minority, high-poverty schools. to be Team Leaders of School Support Teams.***
- ***Title II, Part A funds the Master Teacher program research-based materials, and for stipends to Master Teachers who provide training at the site, district and regional level including study groups focused on targeted content areas. Priority is given to low-performing schools when Master Teachers are selected.***
- ***Title II, Part A funds Curriculum Walkthroughs professional development for instructional leaders and priority is given to school improvement sites.***
- ***Dr. Marilyn Friend's presentation of practices for effective co-teaching is available on DVD and will be purchased using Title II, Part A and Special Education funds so that all districts can benefit from the research-based strategies of effective co-teaching (regular education teachers and special education teachers).***
- ***Title II, Part A funding provides for School Support Coordinators at each videoconference site to facilitate presentations. The OSDE uses the videoconference center to provide technical assistance and professional development for teachers and to assist districts and schools regionally with writing and implementing school improvement plans, corrective action plans and restructuring plans and securing resources.***

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

4.1 Does the plan indicate how the SEA will monitor LEA compliance with the LEAs HQT plans described in Requirement 2 and hold LEAs accountability for fulfilling their plans?

Oklahoma State Department of Education will provide technical assistance and professional development opportunities for all districts and focus particularly on those districts that do not reach the 100 percent highly qualified teacher goal. The OSDE will use the data that identifies those districts that have less than 100% of their teachers highly qualified and require them to complete and submit a plan by November 17, 2006 to the OSDE. To assist districts with the

writing of the plan and the implementation of the plan, the OSDE will have videoconferences, and onsite technical assistance. In addition, the Title I and Title II staff will do team monitoring (Attachment J). All schools in school improvement status will receive visits from the School Support Teams to assist in strategies for increasing teacher content knowledge.

Information will be available on the OSDE Web site including the Title I letter to districts outlining the Highly qualified plan requirements; the powerpoints from the State Superintendent's Leadership Conference related to highly qualified requirements; the State Equity Action Plan; the data for highly qualified on state report cards; the HOUSSE requirements; Professional Development Toolkit and Curriculum conferences and resources.

4.2 Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

Data collected on classes taught by teachers who are not highly qualified was aligned with the data on districts and sites that did not make AYP for the 2005-2006 school year. Analysis of this data will determine the monitoring schedule and technical assistance provided by the OSDE for the fall of 2006. Priority will be given to districts and sites that did not make AYP and that have the greatest percent of classes taught by non-highly-qualified teachers. In the Office of Grants Planning, Program Specialists are assigned to districts to provide technical assistance to ensure that all core content classes are taught by highly qualified teachers. Further consequences will be discussed as districts enter year two and three of failing to meet both goals of 100% of classes being taught by highly qualified teachers and not making AYP.

4.3 Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- In the percentage of highly qualified teachers at each LEA and school; and***
- In the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?***

REVISED INFORMATION

OSDE collects highly qualified data; monitors district and teacher plans; analyzes all information to ensure districts are placing high quality teachers in the classrooms.

The data collection disaggregates the data to include the percentage of highly qualified teachers at each district and site. In addition, data will be collected for the percentage of teachers who are receiving high quality professional development that will enable identified teachers to become highly qualified through the professional development programs available in the state. Monitoring will occur through review of district Consolidated State Applications; Regional Accreditation Officers on-site review of teacher credentials and class assignments; on-site and desk-monitoring by Office of Grants Planning and verification through the new Oklahoma Educator Credentialing System.

Oklahoma's certificate renewal system requires that all teachers receive high quality professional development that supports teachers' professional growth. The professional development is required to be aligned to Oklahoma's state academic content standards, the Priority Academic Student Skills (PASS) and provide for student learning.

Oklahoma's PASSport II provides teachers a Web resource with Oklahoma's PASS standards as it core. It provides teachers with a Web database that has

lessons and strategies directly aligned to PASS standards. There is a lesson planning template for teachers to create standards-based interactive, Web-based lessons.

PASSport II allows teachers to create high quality lessons and units directly aligned to Oklahoma's state standards; to store and share lessons and/or units with students, teachers and parents; to provide a professional development resource that assists other teachers in identifying and creating a high quality standards-based lesson.

4.4 Consistent with ESEA 2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals

The Office of Grants Management and Office of Grants Planning will continue to provide technical assistance to districts and schools that do not meet HQ goals and AYP goals. Programs and support are described in Requirement 3 responses. Oklahoma's school support teams provide coaching and technical assistance to school improvement sites in years 2, 3, 4, and 5. These teams include superintendents, principals, and other district personnel; higher education representatives and SDE staff and are led by retired educators. The Oklahoma Nine Essential Elements Resource Guide is a research-based tool that identifies the essential elements; the performance indicators; strategies for success and resources to implement a continuous school improvement plan. (Attachment K) Each site receives three visits from the team from October through March of the school year.

Oklahoma is adding a new data system to interface with our Educator Credentialing system that will be operational January 5, 2007. The 2006-2007 data collection will be available at the beginning of second semester and be compared to the 2005-2006 data collection to identify districts and sites that have not made sufficient progress toward meeting the highly qualified goal. These districts will be a priority for monitoring to determine the implementation status of plans submitted to the OSDE November 17, 2006. In addition, districts will attach a copy of the letter of notification sent to parents in cases where a non-highly-qualified teacher is teaching a core academic content area.

Initiative #3: Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes and retain highly qualified teachers.

**Oklahoma State Department of Education
Title II, Part A Plan
Highly Qualified Teachers**

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicator 3.1: Performance Indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101 (23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111 (h)(1)(C)(viii) of the ESEA).

Baseline Data: The percentage of classes being taught by “highly qualified” (64%) teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high poverty” (57%) schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

Performance Target: The target percentages of classes being taught by “highly qualified” teachers will be 72% in 2003-2004, 86% in 2004-2005, and 100% in 2005-2006. The target percentages of classes being taught by “highly qualified” teachers in “high-poverty” schools will be 65% in 2003-2004, 75% in 2004-2005, and 100% in 2005-2006. Revised performance target for the classes being taught by “highly qualified” teachers in “high poverty” schools, including special education teachers, is 88% in 2005-2006 and 100% in 2006-2007.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-2006 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-2006 school year.

5.1 Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-2006 school year?

92.85 percent of Oklahoma teachers are highly qualified. Many of Oklahoma teachers have tested in core subject areas since Oklahoma has had teacher testing since 1982. As the data reflects, 7.13% of classes are taught by non-highly-qualified teachers and the majority of those are classes of special education students. OSDE recognizes that the area of focus is providing assistance to our special education teachers.

With that in mind, a general education teacher wanting to use HOUSSE after June, 2007 to achieve highly qualified status will be required to send past employment documentation to OSDE along with the HOUSSE rubric to verify they are a veteran teacher in the specific assignment area of the request. The exception to this will be for teachers who can document they had an approved plan of study from their building or district administrator and have been working toward the highly qualified designation and submitted documentation to OSDE.

Oklahoma Department of Education sent a letter and plan template to all District Superintendents in August, 2006 requiring districts to provide the funding

support as appropriate for professional development; college coursework; test preparation; and/or test fees to act in good faith to ensure teachers become highly qualified as soon as possible. Teachers also are required to develop a plan of study to meet the highly qualified requirements.

The HOUSSE rubric for special education content teachers was not approved by the United States Department of Education in March, 2006. Therefore, OSDE will need to do a new data collection during the 2006-2007 school year to determine highly qualified status of special education teachers providing direct instruction. The OSDE will give special education teachers providing direct instruction an opportunity where appropriate to achieve highly qualified status in any additional content areas for which they are not currently teaching.

5.2 Does the plan describe how the State will discontinue the use of HOUSSES after the end of the 2005-2006 school year, except in the following situations:

- Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or*
- Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.*

Most Oklahoma teachers have met the highly qualified requirements. Oklahoma has had teacher testing in place since 1982 and therefore HOUSSE has limited use.

Currently, only 7.13% of Oklahoma teachers do not meet the highly qualified requirements and the use of HOUSSE will be the exception rather than the rule after 2006-2007 school year. Approximately fifty percent of the 7.13% classes not taught by highly qualified teachers are classes taught by special education teachers. Special provisions have been made by the state to ensure that special education teachers are a high priority in meeting highly qualified requirements.

The Title I letter to districts (Attachment H) describes the requirements for highly qualified status. A plan template was sent as an attachment to the Title I letter. The plan template requires the district to describe the actions to be taken to ensure all teachers meet the requirements by June 30, 2007.

Multi-subject special education teachers

Multi-subject special education teachers who are new to the profession, if highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.

Multi-subject secondary teachers in rural schools

Multi-subject secondary teachers in rural schools who, if highly qualified in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire. The HOUSSE for multi-subject secondary teachers in rural areas is not used extensively in Oklahoma. The HOUSSE will be available, however, on a case by case basis for veteran teachers in this situation.

Information related to certification and highly qualified requirements were presented July 6th and 7th, 2006 at the State Superintendent's Leadership Conference (Attachments B and C). In addition, several videoconferences are scheduled to assist school districts with plans to be submitted by November 1,

2006, to describe how all teachers will meet the highly qualified requirements by June 30, 2007.

Oklahoma State Department of Education personnel will monitor districts that have greater than 20% of classes not taught by highly qualified teachers.

Requirement 6: The revised plan must include a copy of the State's written 'equity plan' for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

GOAL: Ensure that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

The chart on the next page shows the data that has been analyzed to determine the focus of technical assistance and professional development for non-highly-qualified teachers in high-poverty and high-minority schools. We continue to review this data to ensure appropriate assistance to our districts and sites.

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<i>New Table: September 29, 2006</i>					
NOTE: In this document, 'classes' refers to 'core academic content classes'					
Comparison of schools that are High-Poverty OR High-Minority with all other schools in state					
2005-2006 Schools that are High-Poverty OR High-Minority					All Other Schools
<i>Note: There are 622 schools that are High-Poverty OR High-Minority</i>	Number of classes	Classes taught by teachers that ARE NOT Highly Qualified			Classes taught by teachers that ARE NOT Highly Qualified
		Number of classes	Percentage of classes	Percentage of All Classes in State	Percentage of All Classes in State
All Classes <i>in schools are High-Poverty OR High-Minority</i>	37,546	3,017	8.04%	2.28%	4.85%
<i>Breakdown 'number of classes' into General and Special Education:</i>					
General Education	31,528	194	0.52%	0.15%	6.98%
Special Education	6,018	2,823	7.52%	2.13%	5.00%
<i>Breakdown 'number of classes' by School Type:</i>					
Charter Schools	609	19	1.62%	0.01%	7.11%
Elementary Schools	16,974	992	2.64%	0.75%	6.38%
Middle and Junior High Schools	9,011	827	2.20%	0.63%	6.50%
High Schools	10,952	1,179	3.14%	0.89%	6.24%
<i>Breakdown 'number of classes' by School Poverty Rank:</i>					
High-Poverty Schools	24,743	2,146	5.72%	1.62%	5.51%
Low-Poverty Schools	1,243	103	0.27%	0.08%	7.05%
<i>Breakdown 'number of classes' by School Minority Rank:</i>					
High-Minority Schools	30,368	2,547	6.78%	1.93%	5.20%
Low-Minority Schools	644	24	0.06%	0.02%	7.11%
<i>Breakdown 'number of classes' by Teacher Experience:</i>					
Taught by Experienced Teachers	30,587	2,520	6.71%	1.90%	5.22%
Taught by Novice Teachers	6,959	497	1.32%	0.38%	6.75%

6.1 Does the revised plan include a written equity plan?

Oklahoma will focus on recruiting, retaining and training teachers, particularly in high-poverty, high-minority schools, to ensure that poor and minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. Oklahoma will provide all districts information about recommended strategies to increase the number of highly qualified teachers, redistributing existing teachers, improving teachers content knowledge and skills and improving working conditions.

Recommended strategies to increase the number of highly qualified teachers include:

Strategies to increase the number of highly qualified teachers:

- Consider teachers that have alternative certification including Troops to Teachers
- Teacher preparation programs to prepare teachers specifically to work in high minority, high poverty schools
- Provide information to teacher candidates about scholarships, loans, loan forgiveness programs to recruit and prepare teachers specifically for high-poverty, high-minority, low-performing and hard-to-staff schools.

Strategies to redistribute existing teachers:

- Financial incentives including the use of Title II, Part A funds
- Non-monetary incentives
- Increase the number of National Board Certified teachers in high-poverty, high-minority and/or low-performing schools
- Hire retired teachers to provide experienced teachers in hard-to-staff schools

Strategies to improve teacher content knowledge and skills

- Provide instructional facilitators targeted to low-performing sites within a district
- Provide district induction program in addition the Oklahoma resident teacher program
- Use master teachers available in all regions of the state to provide content support and study groups
- Provide professional development targeted toward content classes not taught by highly qualified teachers

Strategies to improve working conditions

- Reallocate resources to high-needs schools
- Improve safety and discipline in high-needs schools
- Develop policies and programs to attract highly qualified teachers and principals
- Provide professional development resources

The Oklahoma equity plan provides for monitoring progress and ensuring that 100% of Oklahoma teachers providing direct instruction in core content areas meet the highly qualified requirements.

1. Through data collection and analysis, Oklahoma will continuously monitor that Oklahoma's poor and minority students are not being taught at higher rates than other students by inexperienced, unqualified, and out-of-field teachers.

- Collect data for the percentage of core academic subjects taught by teachers who meet the highly-qualified teacher requirements in Oklahoma's districts and schools with the highest concentration of poverty and minority children.
- Collect data for the percentage of core academic subjects taught by teachers who meet the highly-qualified teacher requirements in Oklahoma's schools that have not met Adequate Yearly Progress (AYP).

- Collect data for the percentage of teachers with three or more years of teaching experience in high-need schools (30% or more of the population qualify for free/reduced lunch)
 - Publicly Report Progress: State Report Card, District Report Card, School Report Card (See Attachment P and Q)
2. Provide resources and technical assistance to districts and sites to increase the percentage of core academic subjects in Oklahoma taught by teachers who meet the highly qualified requirements to 100%.
- Measure and report the percentage of core academic subjects taught by teachers who meet the highly qualified requirements in Oklahoma's districts and sites.
 - Publicly Report Progress: State Report Card, District Report Card, School Report Card (See Attachment P and Q)

Equity Plan Components include:

- A. Data and Reporting Systems
- B. Teacher Preparation
- C. Out-of-Field Teaching
- D. Recruitment and Retention of Experienced Teachers
- E. Professional Development
- F. Specialized Knowledge and Skills
- G. Working Conditions
- H. Policy Coherence

A. Data and Reporting Systems

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in the distribution of quality teachers in high-poverty/high-minority schools vs. low-poverty/low-minority schools?

The first step in providing assistance to high-poverty/high-minority schools vs. low-poverty/low minority schools is to identify those areas of need. Oklahoma continues to update its data systems and is in the process of creating a new Oklahoma Web-based Educator Credentialing System which will link to a Highly Qualified Teacher reporting system for 2006-2007 available January, 2007.

A.1 Oklahoma Web-based Educator Credentialing System (OECS)

A contract issued in June 2006, for the 2006-07 development of an Oklahoma Web-based Educator Credentialing System (OECS), will provide essential data on teachers (areas of certification, subject test results, degree, major, and National Board Certification), in a relational database than can be easily linked with other teachers systems that provide key information affecting equality: systems such as School Personnel Records, (location and type of school), Teacher Class Schedules (subject and number of students taught) and Accreditation (demographics of student population). Oklahoma's improved capacity to accurately assess the highly qualified status of teachers in each school will provide a solid foundation for the future identification, analyses and plan for correction, of the distribution inequity of quality teachers between high-poverty/high-minority schools vs. low-poverty/low-minority schools

A.2 Teacher Shortage Report

Oklahoma State Department of Education (OSDE) provides information about teacher shortage areas in annual reports for the State Board of Education

A.3 School Report Cards

School report cards include professional qualifications of teachers and percent of classes not taught by highly qualified teachers.

School Report Cards for the State and Districts are provided on the Oklahoma State Department of Education Web site that includes Professional Qualifications of Teachers (Bachelors; Masters; Post-Masters or Doctorate) and Percent of Classes Taught by Teachers Considered Highly Qualified According to Federal Law in high poverty schools and low poverty schools. (Attachment H and I for 2004-2005 and 2005-2006 State Report Card of Professional Qualifications of Teachers).

Data to districts for sites that include the Professional Qualifications of Teachers and Percent of Classes Taught by Teachers Considered Highly Qualified in high poverty schools and low poverty schools is available through the Oklahoma State Department of Education Office of Accountability and Assessment upon request.

A.4 District Professional Development Report

Each district shall annually submit a report to the State Department of Education on the district level professional development needs, activities completed, expenditures, and results achieved for each school year by each goal.

A.5 Oklahoma Accreditation Reporting Site

Oklahoma Accreditation Reporting Site requires data submission of highly qualified teacher status disaggregated by high poverty and low poverty schools.

District Data and Site Data reports are available and will be verified by District and Site Administrators. In addition, Title I and Title II desk and on-site monitoring checks highly qualified data entry. Title I communicates by letter to each district superintendent and principal the requirements for all core academic content classes to be taught by a highly qualified teacher and provides a template for preparing a plan to ensure all teachers meet the highly qualified requirements (Attachment C). Title I also provides a sample letter for principals to send to parents if a class is not taught by a highly qualified teacher (Attachment D). Regional Accreditation Officers (RAOs) visit schools annually and monitor teacher class assignments for all teachers. RAOs particularly check for new personnel and reassigned personnel to determine if they meet the highly qualified teacher requirements. During the summer of 2006, letters to district superintendents, special education directors and principals were sent describing collaborative teaching, co-teaching and requirements for direct instruction in core academic subject areas by special education teachers. In addition, two sessions related to instruction by special education teachers and requirements for highly qualified status for all teachers were presented at the State Superintendent's Leadership Conference for approximately 3,000 superintendents, principals, special education directors, counselors July 6th and 7th (Attachment E and F).

A.6 OSDE Web site Reporting

The Oklahoma State Department of Education (OSDE) Web site links to state and federal initiatives; federal program guidance; curriculum opportunities and conferences; professional development toolkit; and state report cards. <<http://sde.state.ok.us>>

B. Teacher Preparation

How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?

B.1 Future Teacher Scholarships are given to preservice teachers at all state universities who are majoring in a teaching shortage area. Critical Teacher Shortage Areas for 2005-06 include: science, foreign language, mathematics, English and Special Education.

<okhighered.org/student-center/financial-aid/future-teach.shtm>

B.2 Teacher Shortage Employment Incentive Program (TSEIP) was legislated to encourage preservice teachers to major in math or science education and to teach at least five years in Oklahoma public schools. For those who complete the five years of mathematics or science teaching, student loans are repaid or, if no outstanding loans, a stipend equal to the average of three years of tuition and fees at state universities is awarded.

B.3 Teacher Loan Forgiveness Program

To qualify for up to \$5,000 loan forgiveness under this program you must not have had an outstanding balance on a FFEL or Direct Loan program loan as of October 1, 1998. It is possible to qualify for the increased amount of loan forgiveness up to \$17,500 for mathematics, reading, writing, science, or special education.

B.4 National Governor's Association Grant

Oklahoma has received funds from the National Governors Association to recruit teachers to become Nationally Board Certified. This pilot program provides financial support to teachers pursuing NBC and is in one of Oklahoma's urban, high poverty, high minority school districts.

B.5 Teacher-to-Teacher.com

Teacher-to-Teacher.com is an online recruitment service for all Oklahoma K-12 schools and is a useful tool particularly in hard to staff schools.

C. Out-of-Field Teaching

How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, high-minority, and low-performing schools?

In Oklahoma the number of out-of-field teachers (exceptions granted by the State Board of Education) during the 2005-2006 school year was 63 teachers out of 56,536.

In the State of Oklahoma we have policy and licensure requirements in place that is a system of accountability. It is clear that with only 63 of 56,536 teachers, out-of-field teachers is not an issue for Oklahoma. Data has continued to show us year after year that our system is working.

The programs listed in the Specialized Knowledge and Skills section would also apply to reducing the incidence of out-of-field teaching in high-poverty, high-minority, and low-performing schools. These are additional programs with the same focus.

- Alternative Certification provides an opportunity for individuals with degrees and who take a subject area test to teach in Oklahoma accredited schools.
- Scholarship Program to encourage teachers of hard-to-fill subjects and others in "critical need" occupations to work in specified high-need geographic areas of the state.
- Teacher-to-Teacher.com is an online recruitment service for Oklahoma K-12 schools.
- Troops to Teachers recruits military personnel from all the bases in Oklahoma and takes all applicants through the alternative certification process.

D. Recruitment and Retention of Experienced Teachers

How is the state planning to build a critical mass of qualified, experienced teachers willing to work in hard-to-staff schools?

Currently, Oklahoma has a critical mass of qualified, experienced teachers. We have examined the data and are focused on sharing strategies with school districts that do not have a critical mass of qualified, experienced teachers in hard-to-staff schools. This includes many of our schools in the two largest school districts, Tulsa Public School and Oklahoma City Public Schools. Each of these urban districts has implemented programs to improve recruitment and retention. For example, Tulsa Public Schools has been adding days to its school year which increases teacher pay. Oklahoma City Public Schools has added instructional facilitators in academic content areas that work specifically with those sites in need of improvement to support and assist teachers which increases retention in these hard-to-staff schools.

The statewide activities proposed in this plan build on activities already in place to recruit and retain highly qualified teachers and administrators for Oklahoma public schools. They include policies to facilitate the licensing of individuals and programs to recognize and reward teachers.

D.1 Alternative Certification Program

The Oklahoma Alternative Placement Program provides an opportunity for individuals with degrees to teach in Oklahoma accredited schools. Degrees must come from an accredited institution of higher education with a major in a field that corresponds to an area of specialization for an elementary-secondary certificate (PK-12), a secondary certificate, or a vocational technical certificate. To obtain licensure, several criteria must be met.

Oklahoma allows additional subject areas to be added to an existing license/certificate upon passing the subject test. Early Childhood and Elementary Education certification may be added to a license/certificate upon passing a subject area competency exam.

Support Documentation for Oklahoma's Alternative Licensure/Certification

Oklahoma law states that no teacher candidates shall be eligible for licensing until successfully completing a competency examination in the subject area. A teacher may be certified in as many areas as the teacher has successfully completed the subject area examination.

Oklahoma Subject Area Test by Teaching Areas

Oklahoma General Education Test

Oklahoma Professional Education Test

Background for Teacher Testing, Mentoring, and Professional Development

The Teacher Reform Act of 1980 (House Bill 1706) established a procedure for teachers to meet an enhanced teacher education program, pass a subject area test (first test administered in January 1982), be issued a license, complete a mentor program, and participate in professional development activities throughout their professional teaching career.

Upon employment Alternative Licenses may be renewed for three years. An alternatively licensed teacher must successfully complete Oklahoma's Resident Teacher Program. At any time during the three years, the teacher must also pass the Professional Education Examination and complete a professional education component of 6-18 semester hours or 90 to 270 clock hours as outlined in a plan approved by the Oklahoma State Department of Education and on file with the institution of higher education.

Oklahoma Alternative Licenses Issued for 2005-2006 School Year

Certification Area	Number of Licenses
Art Education	32
Foreign Language	30
Language Arts	85
Mathematics	70
Music	27
Science	133
Social Studies	290
Total	667

D.2 Troops to Teachers Program - \$10,000 Bonus to Teach in High-Need Area

Oklahoma supports the Troops to Teachers program, which is funded by the U. S. State Department of Education and is on contract to the Department of Defense (DOD) to administer the program through Defense Activity for Non-Traditional Education Support (DANTES). The DOD and the Oklahoma State Department of Education has a Memorandum of Agreement to administer their program. Oklahoma recruits military personnel from all the bases in Oklahoma and takes all applicants through the alternative certification process. The applicants must meet all the qualifications for certification. Troop participants receive a stipend up to \$5,000.00 and a stipend and/or a bonus up to \$10,000.00 to teach in a high-needs area. There is a \$10,000.00 cap (stipend plus bonus) per individual troop participant.

D.3 Teacher Minority Recruitment Program

Oklahoma Law 70 O. S. § 6-130 created the Minority Teacher Recruitment Center under the auspices of the Oklahoma State Regents for Higher Education in the interests of recruiting, retaining and placing minority teachers in the public schools of the state of Oklahoma.

The Minority Teacher Recruitment Center supports the following recruitment programs:

- collegiate and middle school/high school grants
- special events which highlight the teaching profession
- professional development for teacher to develop "grow your own" programs
- Future Educators Association chapters,
- Academic Commitment to Education (ACE) high school curriculum
- Leadership, Education and Achievement Program (LEAP) middle school curricula
- collegiate programs designed to recruit those who are making transitions from other careers or areas of study.

All of the above are designed to recruit, retain and place minority teachers in the public schools of the State of Oklahoma.

The appropriations to the Minority Teacher Recruitment Center for the last four years are as follows:

2006	\$418,372
2005	\$367,564
2004	\$367,564
2003	\$383,942

Based on the social security numbers that are available from 1998-1999 to 2004-2005, the following information has been provided by the Oklahoma State Regents for Higher Education:

Out of 526 college students who participated in Teacher Cadet or ACE and who provided social security numbers,

118 majored in teacher education in the Oklahoma public university system.

26 have teacher education degrees.

78% are majoring in education are still matriculating.

83% are White.

12% are Native American.

2% are Black.

1% are Asian.

2% are of unknown ethnicity.

These numbers do not reflect the collegiate programs sponsored by the Minority Teacher Recruitment Center. Such stats are not available at this time.

D.4 Teachers-Teachers.com/oklahoma

This is an online recruitment service for Oklahoma K-12 schools which assists districts in rural areas and assists all districts in recruiting hard-to-staff assignments and schools.

D.5 Resident Teacher Program

The Resident Teacher Program was initially implemented as a result of the Teacher Reform Act of 1980 (House Bill 1706). In 1995, House Bill 1549 changed the name from Entry-Year Assistance Program to Resident Teacher Program. Resident Teacher Program, during the initial year of teaching in an accredited school, provides guidance and assistance of a Resident Teacher Committee.

The intent of legislation is to establish qualifications of teachers in the accredited schools of Oklahoma through licensing and certification requirements to ensure that the education of children of Oklahoma will be provided by teachers of demonstrated ability.

The licensed teacher is required to participate in the Resident Teacher Program during the initial year of teaching in an accredited school under the guidance and assistance of a Resident Teacher Committee in order to qualify for an Oklahoma teaching certificate. The Resident Teacher Committee consists of a mentor teacher, the principal, or an assistant principal of the employing school or an administrator designated by the local board, and a teacher educator in a college or school of education of an institution of higher learning or an educator in a department or school outside the institutions' teacher education unit.

The Resident Teacher Committee is responsible for: 1) working with the resident teacher to assist in all matters concerning classroom management and professional development, 2) making a recommendation regarding certification, and 3) making a recommendation for a professional development program for the resident teacher, designed to strengthen the resident teacher's teaching skills in any area identified by the committee.

D.6 State Improvement Grant for Recruitment, Retention and Retraining

Oklahoma was awarded a five-year State Improvement Grant (SIG) that focused on the recruitment, retention, and retraining of special education and related service personnel. Retention activities involved providing first- and second-year teachers with mentors/coaches to ease their transition from higher education into their own classrooms and sustaining those supports for two years. These programs were called FACETS and ASSETS. There were regular meetings, resources provided, trainings, and evaluations. Every first-year teacher was provided with a bag of resources to assist them in beginning their careers.

Recruitment activities included making presentations at high schools and university classes.

SIG staff also hosted booths at various professional conferences, job fairs, and other events.

Numerous professional development activities were provided throughout the grant in an effort to

provide personnel with tools to enable them to be more successful in serving students with disabilities. The SIG also provides a free membership to all 540 LEAs for use of <teachers-teachers.com/Oklahoma) to post vacancies and search for highly qualified candidates. Additionally, SIG maintains another Web site for posting vacancies at <oklahomateachingjobs.org>.

D.7 State Personnel Development Grant

The SIG is in a no-cost extension that will end December 31, 2006. Recently, SIG staff submitted a proposal to the USDE, Office of Special Education Programs, for the State Personnel Development Grant (SPDG). As of Friday, September 29, 2006, Oklahoma was awarded the SPDG for implementation over a five year period. A major focus of the SPDG will be assisting secondary special education teachers in becoming highly qualified in a core content subject area. The SPDG will also attempt to recruit highly qualified candidates interested in becoming certified in special education. The pool of candidates will be drawn from existing highly qualified regular education teachers and, specifically, those that are alternatively certified. Tuition reimbursement for college classes, review sessions for certification exams, and reimbursement for passing certification exams will be provided to these successful candidates. A stipend will be provided to those candidates who teach a special education class one additional year after receiving special education or core area certification.

For Another focus of the SPDG will be to continue to help provide support to first-year teachers. The Special Education Services section will be initiating a First-Year Teacher Academy where first-year teachers are paired with mentors and provided training and support through their first year. The SPDG will implement activities to continue providing support during the second and third years of teaching, since attrition is greatest within the first three years of teaching. These activities will be an extension, or continuation, of the FACETS and ASSETS programs.

D.8 National Board Certification Scholarships

Past proposed state legislation stated the following:

To fulfill the objectives of the Education Leadership Oklahoma Act, the Oklahoma Commission for Teacher Preparation shall:

- 1. Inform teachers of the Education Leadership Oklahoma program and the scholarships and services it provides to teachers seeking National Board certification, emphasizing recruiting efforts toward teachers at schools on the school improvement list as determined by the State Department of Education pursuant to the No Child Left Behind Act, at schools where more than fifty percent of students qualify for the free and reduced price lunch program, and in districts with the lowest percentage of teachers who have achieved National Board certification.*

The Committee shall give preference to teachers at schools on the school improvement list as determined by the State Department of Education pursuant to the No Child Left Behind Act, at schools where more than fifty percent of students qualify for the free and reduced price lunch program, and in districts with the lowest percentage of teachers who have achieved National Board certification.

E. Professional Development

How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?

Program Focus

Curriculum, assessment and federal program staff within the Oklahoma Department of Education have developed training materials and routinely conduct professional development activities for school district personnel. These activities are conducted at the state, regional, and local levels. They focus on curriculum, research-based instructional strategies and the use of data to inform instruction, strategies for special populations including students with Individualized Education Programs, English Language Learners, and racial and ethnic education.

E.1 Master Teacher Project (Title II Part A funding)

The Master Teacher program is a state-wide teacher coaching program to assist teachers in the lowest-performing schools. Master teachers in core content areas receive a \$1,000 stipend for providing coaching within school and/or schools within the geographic area. Master teachers represent some of the low performing schools and provide professional development upon request to other low performing schools. The 2005-2006 Master Teacher Program focused on high-quality professional development for special education teachers and English Language Learning Teachers.

Oklahoma Master Teacher participants receive extensive training throughout the academic year in standards-based instruction, curriculum alignment and mapping, data-driven decision making, standards and testing alignment, and accommodations for closing the achievement gap.

Project Rationale:

- Increase the number of highly-qualified teachers in each region of the state by developing their knowledge of specific content and instructional strategies related to the content.
- Increase the number of students who reach satisfactory or advanced levels in the Oklahoma School Testing Program.
- Use community and higher education resources including the involvement of business and industry to provide a network of support for teachers in each region.
- Develop strategies to close the achievement gap among sub-groups of students.

Program Growth:

2003-2004	20 members
2004-2005	55 members
2005-2006	65 members

E.2 Curriculum Walk Through Training (Title II, Part A funding)

Curriculum Walk Through training is provided for all administrators in school improvement status schools; all Reading First principals.

In 2006-2007 TPS has requested that all administrators be trained in Curriculum Walkthroughs

Increase student achievement

Talk with teachers about improvement in teaching and learning

Assess curriculum and instructional alignment on a day-to-day basis

A tool to ***enhance classroom*** visits

Technology tools for ***data management***

In today's climate of high standards and accountability, it is important that instructional leaders are able to spend considerable time in the classrooms collecting data, coaching, and supporting quality classroom instruction. Many of our superintendents and principals have never received solid, research-based training to help achieve that goal. As a result, it is not unusual for a teacher to receive a classroom visit only when written evaluations are required.

Curriculum Walk-Through (CWT) for *Improved Teaching and Learning* provides:

- A brief classroom visit structure and process that focuses on teaching and learning
- Skills to analyze teaching and learning through frequent, brief classroom visits
- A powerful strategy for increasing student achievement
- Effective data-gathering strategies
- Curriculum analysis skills
- Means for aligning instruction
- Use of reflective prompts for providing feedback
- Methodology for analyzing the classroom for feedback purposes

CWT provides “*look fors*” that become a source for real-time data used by site decision-makers to design professional development to support school improvement planning. Follow-up reflection, practiced during the day-long training session, enhances communication between an instructional leader and teacher. Participants receive a resource notebook, three books for their professional libraries (recommended), and accompanying supplies to start their Curriculum Walk Throughs.

School Improvement Sites trained in the Curriculum Walk Through process: 52
School administrators trained in the Curriculum Walk Through process: 710

E.3 Mathematics and Science Partnerships (Title II, Part B)

Targeted statewide professional development is provided to strengthen teacher content knowledge. In the Mathematics and Science partnerships teachers in target schools receive customized training and in-depth professional development in mathematics and science.

E.4 PASSport II (Title II, Part D funding) SPECIAL EDUCATION VIDEO VIGNETTES
 PASSPort II is an online database and lesson planner aligned to the state academic content standards to assist teachers in providing content-rich lessons. The Oklahoma State Department of Education has also provided MarcoPolo/PASSport II training to students in teacher preparation programs to increase the levels of expertise among potential teacher candidates in the instructional uses of technology. These training sessions have been conducted at Oklahoma Baptist University and Oklahoma City University.

E.5 Videoconferences (Title II, Part A funding) Specific topics for special education teachers and middle school language arts and mathematics.

The videoconference system makes it possible for administrators and teachers in many locations across the state of Oklahoma to participate in professional development and to receive technical assistance concerning many subject areas. Two-way audio and video communication among 10 sites is useful for delivering information while reducing costly travel expenses, and it permits more efficient use of time for participants and presenters.

Curriculum specialists provide information on scientifically based research, updates on state and federal guidelines and legislation, grant opportunities, and innovative practices during regularly scheduled videoconferences. Specialists also provide individualized technical and professional assistance through “point-to-point” conferences with one school, or even one teacher.

F. Specialized Knowledge and Skills

How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?

Oklahoma data identifies teachers of special education students and English language learners as populations that require additional professional development for teachers to be highly effective. In addition, data identifies teachers of middle school mathematics as an area of need for high quality professional development. The following professional development strategies and programs are designed to ensure that teachers have the specialized knowledge and skills they need to be effective with these populations, particularly in high-poverty, low-performing schools.

F.1 Sheltered Instruction Observation Protocol (SIOP) (Title III funding) 36,000 –

SIOP is particularly for English Language Learners, professional development provided for all Master Teachers in 2005-2006. Additional training in SIOP is provided for School Support Team members and schools identified in school improvement status.

Sheltered instruction is an approach for teaching content to English Language Learners (ELLs) in strategic ways to make subject matter concepts comprehensible, while promoting students' English language development. The Oklahoma State Department of Education, through the Title III office, provides free educator training in Sheltered Observation Instruction Protocol (SIOP). This SIOP training includes eight components: Lesson Preparation; Building Background; Comprehensible Input; Strategies; Interaction; Practice and Application; Lesson Delivery; and Indicators of Review and Assessment. Special Education teachers participated in SIOP training July 17th and 18th and July 25th and 26th, 2006, one in Oklahoma City and one in Tulsa.

F.2 Oklahoma Mathematics Academies (Title II, Part A funding) were designed for Middle Level Mathematics Teachers and Algebra I Teachers who are willing to train and collaborate with other teachers in their region and serve as Teacher Leaders.

Purpose:

To develop Middle Level Mathematics Teachers and Algebra I Teachers who are willing to train and collaborate with other teachers in their region and serve as Teacher Leaders whose duties include:

1. Attending a four-day summer Professional Development Institute (PDI) in Oklahoma City. The PDI will focus on training in standards-based instruction, alignment of curriculum with assessment, and closing the achievement gaps for all students in middle level mathematics and Algebra I.
2. Training teachers in their region in the content listed above through lesson study group sessions and videoconferences during the school year.

Project Rationale:

1. To increase the number of highly qualified teachers in each region of the state by enhancing their content knowledge and instructional strategies.
2. To increase the number of quality classrooms in which educators teach Oklahoma's Priority Academic Student Skills (PASS) in mathematics on grade level.
3. To increase the number of students who reach the satisfactory and advanced levels of academic standards as assessed on the Oklahoma Core Curriculum Tests.

Project Narrative:

The State Superintendent's 2005 Mathematics Academy uses a "train the trainer" model of instruction and includes forty (40) teachers from various regions in the state of Oklahoma. Twenty teachers had teaching assignments of Grades 6-8 Mathematics, and twenty teachers will had teaching assignments of Algebra I at any grade level for the 2005-2006 school year. Teachers participated in a four-day professional development institute in the Oklahoma City area conducted by Kerri White, Director of Mathematics Education, during the summer of 2005. Teachers also conducted lesson study groups of at least ten teachers in their home regions during the 2005-2006 school year and participated in periodic videoconferences as follow-up of the summer institutes.

The summer PDI focused on aligning high quality mathematics problems with Oklahoma's *Priority Academic Student Skills (PASS)*, developing research-based instructional strategies, and closing the achievement gap for all students in accordance with No Child Left Behind (NCLB). Regional lesson study groups conducted by the forty Mathematics Academy participants translated the summer PDI instruction to teachers around the state. Periodic videoconferences during the 2005-2006 school year allowed teachers to discuss successes and set-backs in their classroom experiences and seek further enhancement of instructional practices.

Deliverables and Evaluation:

The 2005 Mathematics Academy produced the following deliverables for the State Department of Education:

1. A toolkit of at least 80 power lessons aligned to PASS at various grade levels for classroom available to Oklahoma educators.
2. A toolkit webpage containing all 80 lessons on the state Mathematics Education website.
3. Monthly videoconferences and teaching video vignettes.

The 2005 Mathematics Academy will be evaluated on meeting the purposes listed above through the following:

1. Participant portfolios highlighting teacher attitudes and changes in classroom practices.
2. Pre- and Post-testing of curriculum alignment surveys.
3. Higher student scores on Oklahoma Core Curriculum Tests over time.

F.3 Oklahoma Mathematics Improvement Program provides an opportunity for mathematics teachers in grades six, seven, and eight to participate in professional development to improve content knowledge. After the professional development, teachers who take and pass the Intermediate Mathematics certification test receive a \$1,000 stipend.

F.4 Oklahoma Reading Academies (Title I, Part B, Subpart 1 funding) Special education teachers have participated in this program to become highly qualified in this area of reading.

These academies provide two college courses to prepare elementary reading teachers. This opportunity is available to all teachers including special education teachers.

The Oklahoma Reading Academy is committed to helping teachers achieve success through effective professional development. The Academy content is independent of any specific reading program.

The Academy offers professional development program combining online learning with face-to-face study group interaction and classroom based practice activities that foster student achievement. K-8 teachers participate in a nine-month learning experience based at their school.

Teachers spend approximately 10 hours per month in:

- Self-paced online/web-based learning and communication
- Classroom based practice and assessment activities
- School based study teams facilitated by a coach

Through the experience, teachers will:

- Develop a shared knowledge of scientifically based reading research
- Apply and practice proven instructional strategies in their classroom throughout the year.
- Build a collaborative learning community to reinforce their training experience.

The Academy Courses include:

Course 1: Foundations of Reading

- Module 1: Reading Academy Introduction
- Module 2: Phonological Awareness and Phonemic Awareness

- Module 3: The Alphabetic Principle and Phonics
- Module 4: Word Study
- Module 5: Fluency
- Module 6: Vocabulary
- Module 7: Comprehension I
- Module 8: Comprehension II

Course 2: Reading for Understanding

- Module 1: Challenges and Approach
- Module 2: Finding a Starting Point: Gauging Readers’ Skills and Selecting Readings for Growth
- Module 3: Advancing Readers’ Motivation
- Module 4: Building Readers’ Vocabulary Knowledge
- Module 5: Developing Focused Strategic Readers of Literature
- Module 6: Developing Focused Strategic Readers of Information
- Module 7: Encouraging Understanding Through Discussion
- Module 8: Developing Focused Strategic Readers of Literature
- Module 9: Encouraging Lifelong Reading

F.5 Reading First Teacher Reading Academies ((Title I, Part B, Subpart 1 funding)

Oklahoma, in its federally-approved Reading First plan, outlined professional development services for Reading First and non-Reading First schools. One of those services included the delivery of four-day professional development institutes called “Teacher Reading Academies.” These Academies are grade level specific training in scientifically based reading research including instructional strategies and assessments. The Academies have also been customized to include Oklahoma state standards, *Priority Academic Student Skills (PASS)*. In the two summers that Reading First has offered these institutes, over 1,400 teachers, interventionists, reading coaches, and administrators have been trained.

F.6 Special Education State Personnel Development Grant will focus on special education teachers in becoming highly qualified in a core content subject area.

F.7 Technical assistance relating to meeting the requirements of highly qualified for all teachers, including special education teachers will occur throughout the 2006-2007 school year. In September, Dr. Marilyn Friend, Chairperson and Professor of Education in the Department of Specialized Education Services at the University of North Carolina will share with participants effective strategies for special education teachers to co-teach and collaboratively teach to provide instruction to special education students in core academic subject areas. September 21-22, 2006 the State Superintendent’s Conference for Special Education teachers and directors will feature sessions on professional development and other resources available for teachers to meet the highly qualified requirements if as a special education teacher they are providing direct instruction in core academic content areas.

F.8 State provides **Advanced Placement professional development** for vertical teams (middle school and high school) for Pre-AP and AP teachers at no cost in core content areas. This includes schools with high-poverty, high minority and low-performing schools.

Oklahoma Advanced Placement Incentives Program - Professional Development (Oklahoma state funding)

Professional Development for teachers, counselors, and administrators related to Advanced Placement, Pre-Advanced Placement, or International Baccalaureate is funded by the state of Oklahoma.

Teachers who are awarded First Time Materials and Equipment grants must attend the corresponding Advanced Placement or International Baccalaureate professional development within one year of receiving the grant. Copies of the certificate of completion from the professional development attended must be sent to the State Department of Education for verification.

Recipients of the Vertical Team grant must include all teachers within a subject area in Grades 7-12. Vertical Team members must participate in the corresponding subject area and vertical team training as offered by the Advanced Placement or International Baccalaureate programs.

Please see information below for statistics of students participating in Advanced Placement programs based on teachers trained in Advanced Placement. The AP program is available in high-poverty and low-poverty schools and high minority schools.

Overall Participation and Performance

2004: 9,872 public school students took AP exams

2005: 10,323 public school students took AP exams

American Indian Student Participation

The number of American Indian students in Oklahoma public schools taking an AP Exam from 1995-2000 grew by 301.

Since 2000, the number of American Indian students in Oklahoma public schools taking an AP Exam has grown by 435.

African American Student Participation

The number of African American students in Oklahoma public schools taking an AP Exam from 1995-2000 grew by 210.

Since 2000, the number of African American students in Oklahoma public schools taking an AP exam has grown by 263.

Hispanic Student Participation

The number of Hispanic students in Oklahoma public schools taking an AP exam from 1995-2000 grew by 158.

Since 2000, the number of Hispanic students in Oklahoma public schools taking an AP Exam has grown by 383.

Low-income Student Participation

Since 2000, the number of AP Exams taken by low-income Oklahoma public school students has grown by 2,427.

By way of contrast, the number of AP Exams taken by low-income Oklahoma public school students from 1995 to 2000 grew by 615.

The Oklahoma Advanced Placement Program provides access to all teachers to receive high quality professional development in the content areas and in turn, provides access to students from high-poverty, high minority, low-performing schools.

G. Working Conditions

How is the state planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover?

MAPS for Kids in Oklahoma City Public Schools – Providing Equitable Environment for High-Poverty, High-Minority Students

Oklahoma City Public Schools (OCPS) has been providing services to stakeholders since 1891. It is a large urban district that covers 136 square miles and include the municipalities(or parts) of Oklahoma City, Nicoma Park, Spencer, Nichols Hills, The Village, Midwest City, Del City, and Valley Brook. OCPS have 90 schools, including 9 charter schools and enrollment is about 40,000 in grades Pk-12. Currently, 84.5% of our students are eligible for free and reduced lunch. Fifteen percent of students have IEPs and nearly 25% of students speak a language other than English at home which represents more than 50 native languages.

Oklahoma City Public Schools is operating the largest construction and modernization project of its kind called Maps for Kids (MAPS). MAPS. is a sales tax and bond issue that was passed by the citizens of Oklahoma City in November, 2001. This ten-year, \$531 million initiative will enable the district's children to attend school in first-rate facilities with state-of-the-art equipment. At the end of 2008, OCPS will open five new schools which include 3 new high schools and 2 elementary schools. OCPS will receive an estimated \$52 million for technology projects.¹

G.1 National Board Certification

Oklahoma has 1,306 National Board Certified Teachers, making it ninth nationally in the number of teachers holding national certification. Oklahoma also ranks 5th in the nation for the percentage of National Board Certified Teachers, compared to the total number of teachers in the state.

According to Oklahoma statute, subject to the availability of funds, the State Board of Education provides a \$5,000 bonus annually no later than January 31 to teachers who attain National Board Certification and are employed by a public school district on a full-time basis as a classroom teacher, counselor, or librarian. National Board Certified Teacher Scholarship Program assists teacher candidates with fees for program application.

G.2 Teacher of the Year Program

The Oklahoma Teacher of the Year Program recognizes outstanding teachers. The Council of Chief State School Officers (CCSSO), sponsor of the National Teacher of the Year program, has found Oklahoma provides the best recognition program for its Teacher of the Year. The Oklahoma Teacher of the Year serves as the state's Ambassador for Teaching, representing Oklahoma in national selection, sharing knowledge and resources with fellow educators around the state, and encouraging education as a profession. For 2005-2006, the State Teacher of the Year received more than \$8,000 in cash and prizes.

G.3 Milken National Educator Awards

The purpose of the Oklahoma Milken Educator Network is to serve as a resource to promote and enhance quality educators in the state:

- By attracting new educators and encouraging our quality educators to stay in the profession.
- By acting as a voice for educational policy.
- By increasing communication among members, communities and state government.

The Milken National Educator Award Program is the largest teacher recognition program in the United States. The awards were created to reward, retain, and attract the highest quality K-12 educators to the profession. Each Milken Educator receives an unrestricted financial award of \$25,000 and an all-expenses-paid trip to Washington, D.C. to participate in the annual Milken National Education Conference held each May.

As Milken recipients, educators are able to join the The Milken Educator Network. The network is a voluntary association of more than 2,100 Milken Educators and other exemplary educators and business leaders from across the country who are dedicated to improving teacher quality and utilizing research and expertise to shape education policy at state and local levels.

The Oklahoma Milken Educator Network is dedicated to making a positive impact on Oklahoma professional development and supporting highly qualified teachers. Each year Oklahoma Milken Educators serve as presenters at the Teacher Quality Conference sponsored by the Oklahoma State Department of Education. The Oklahoma Milken Educator Program began in 2000 and has had seventeen recipients awarded a total of \$425,000.

G.4 Teachers-Teachers.com/oklahoma (Online recruitment service for Oklahoma K-12 school districts)

In a continuing effort to recruit qualified education personnel for all Oklahoma public school districts, the Oklahoma State Department of Education Special Education Improvement Grant provides each school district with a FREE membership to Teachers-Teachers.com. Oklahoma recruiters use Teachers-Teachers.com to post vacancies as well as search the database for qualified candidates. Since its inception in Oklahoma, 249 school districts have made use of this site for recruiting highly qualified teachers. The pool of candidates nationwide has increased to over 300,000. This service is funded through the Special Education State Improvement Grant and assists district administrators in hiring highly qualified teachers. This is especially helpful to rural Oklahoma districts and for shortage teaching areas.

G.5 Supply and Demand Data

Data is collected on the supply and demand of teachers and reported to the State Board of Education monthly.

G. 6 Special Education Teachers 5% Above Minimum Salary Schedule

Qualified and properly certified teachers of special education shall be paid a minimum of five percent (5%) above the prevailing wage paid teachers of children who are nondisabled in the same school district. 70 O.S. § 13-110.

G.7 Academic Achievement Award

House Bill 1992 is a new law, which relates to the development of an Academic Achievement Award (AAA) program by the Oklahoma State Board of Education. The bill became effective July 1, 2005. The AAA program was developed by the Oklahoma State Board of Education. The program provides monetary awards to qualified school employees that attain the:

- 1) highest overall student achievement and
- 2) the highest annual improvement in student achievement as measured by the Academic performance Index (API) in each of the five groups based upon Average Daily membership.

The awards are provided no later than January 31 of each year.

The bill provides for the determination of the school sites in each of the five groups that achieve the highest score for items one and two mentioned above. Methodology for a tiebreaker is provided by first comparing the current year's API data to that of the previous year; and next, using reading achievement assessments.

“Qualified employee” means certified personnel employed for at least one-half of the school year from which the student test data was derived *and* at least one-half of the school year during which the provided awards will be paid.

Awards are not included in the calculation of a teacher's salary for the purpose of meeting the state minimum salary schedule or for calculating Oklahoma Teachers' Retirement System contributions or benefits. No school district is liable for the payment of awards pursuant to this section.

Oklahoma continually works to provide high quality professional development and technical assistance to all schools, particularly high-poverty; high-minority; and low-performing schools. This is a continuous process to provide support to teachers so that they may reach the highly qualified requirements and become highly effective teachers.

H. Policy Coherence

How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

H.1 Oklahoma Web-based Educator Credentialing System

Reduce time required to process teacher certification applications with online teacher certification data system, the Oklahoma Web-based Educator Credentialing System, to be implemented during the 2006-2007 school year. 2006-2007 **Oklahoma Web-based Educator Credentialing System** will provide essential data on teachers to determine highly qualified status 2006 state legislation requires Professional Development data-driven approach to meet five measurable goals aligned to the teaching of core content areas.

H.2 Oklahoma Academic Achievement Awards

State Academic Achievement Awards provide monetary awards to all teachers in schools with the highest academic performance index in five enrollment categories and the team of teachers closing the achievement gap in five enrollment categories.

H.3 Senate Bill 1485 (70 O.S. § 6-194) Professional Development Requirements

This state legislation provides that each professional development committee, in developing program recommendations shall annually utilize a data-driven approach to analyze student data

and determine district and school professional development needs. The professional development programs adopted shall be directed toward development of competencies and instructional strategies in the core curriculum areas for the following goals:

6. Increasing the academic performance index scores for the district and each school site;
7. Closing the achievement gaps among student groups;
8. Increasing student achievement as demonstrated on state-mandated tests and the ACT;
9. Increasing high school graduation rates; and
10. Decreasing college remediation rates.

6.2 Does the plan identify where inequities in teacher assignment exist?

Further Analysis Reveals Inequities (See chart at the beginning of Requirement 6)

The OSDE initially prioritized our 540 school districts by the percent of classes taught by non-highly qualified teachers. However, the second phase of our analysis – at school site level – clearly demonstrated that in districts with multiple school sites, the large numbers used for district level analysis obscured the inequities within the district. Only 107 districts appeared to have a disproportionate percent of classes (greater than 10%) taught by non-highly qualified teachers when the classes for the entire district were considered as a whole. When the site-level analysis was done, 443 sites in 219 districts were identified as having greater than 10 percent of classes taught by non-highly qualified teachers. Consequently the OSDE has revised its strategy to target the individual school sites, prioritizing the 443 sites into three target groups.

Being aware of these inequities, allows us to focus technical assistance and services to all districts to ensure that all students have experienced, highly qualified teachers. Although every district is required to have an individual plan for each teacher that is not highly qualified, the data provides us with an awareness of specific district, site and teacher priorities.

6.3 Does the plan delineate specific strategies for addressing inequities in teacher assignment? Every district will have a plan to meet the needs of teachers who are not highly qualified. On-site monitoring of the districts that have sites with the greatest number of non-highly qualified districts will occur for the 2006-2007 school year to determine.

Equitable Teacher Distribution – Suggested Strategies for Districts

6.3.1 Provide specialized training for teachers working in challenging classrooms. Some examples follow.

- Oklahoma sponsored Dr. Joe Johnson June 27th and 28th, 2006 to work specifically with teachers and administrators with effective strategies to improve student achievement aligned to Oklahoma's Nine Essential Elements research-based document.
- Oklahoma provided professional development with Dr. Melvina Phillips, National Association of Secondary School Principals practitioner and author of the book, *Creating a Culture of Literacy: A Guide for Middle and High School Principals*. Dr. Phillips will return October 4, 2006 to provide interactive professional development for secondary educators including principals and teacher teams to provide effective reading opportunities for adolescents.
- On July 10, 2006, Larry Bell, noted for providing strategies to close the achievement gap provided professional development available to all teachers and administrators.

- Oklahoma State Department of Education will provide a series of six School Improvement professional development conferences, beginning in October, 2006, with a focus on helping all schools operate at advanced levels of teacher effectiveness. Dr. Robert Marzano will share his research-based strategies, *What Works in Schools*. All schools participating will take the online survey and data will be analyzed and returned to determine professional development needs. Books to be used in this professional development include: *What Works in Schools*; *Building Background Knowledge*; and *Building Academic Vocabulary*.

Improve working conditions in high-need schools so they can compete for the best teachers.

- The Title I School Support teams visit the school improvement sites in Years 2, 3, 4, and 5 to provide support and resources for high-need schools.
- The two largest school districts in the state of Oklahoma, have implemented successful strategies for teachers and students including the use of instructional facilitators in the areas of mathematics and reading.

6.3.2 Provide strong principal, mentoring, resources, assistance in working with parents and the community and structure for an environment for learning.

- Oklahoma provides all administrators training in the State Standards for the evaluation of teachers.
- Curriculum Walk Through Training is available upon request from the Oklahoma Office of Standards and Curriculum. Most of the school improvement sites have received this training as well as all Reading First sites.
- Best Practices examples have been the focus of multiple videoconferences from Title I Distinguished Schools; Academic Achievement Award schools; and one of five 2006 Excellence Award winners of the National Center for Urban School Transformation, Linwood Elementary School, Oklahoma City Public Schools. These identified schools provide first hand information for districts on mentoring, resources, parents and community involvement and how to create professional learning communities.
- Principals' Leadership Academy is a series of five professional development seminars designed to help PreK-12 principals enhance their leadership and management skills.
- New Principal Assistance Program based on national standards provides skills necessary for successful school leadership.
- Oklahoma Educators Leadership Academies provide principals and superintendents high quality leadership training in the summer with four follow-up sessions in the fall and spring.

6.3.3 Use the Oklahoma Nine Essential Elements document to guide LEAs and schools in promoting a culture for teacher and student learning in all schools but particularly in school improvement schools. This document supports not only teacher quality but teacher effectiveness. This document has been distributed to every superintendent and principal and is available online. The Oklahoma Nine Essential Elements research-based document is used to guide the process of the School Support Teams that coach and support sites and districts identified for school improvement. Numerous presentations have been made for the use of the Nine Essential Elements rubric including July 7, 2006 at the State Superintendent's Leadership Conference.

Oklahoma will be piloting a new technology, the Logi Tech pen with the Nine Essential Elements document for use by the School Support Team members to document observations and for writing recommended strategies and resources for School Improvement sites they are coaching.

6.4 Does the plan provide evidence for the probable success of the strategies it includes?

The strategies implemented to ensure equitable distribution of experienced teachers in high-minority and high-poverty schools are research-based and have proven successful across the nation.

Oklahoma Title II, Part A Equity Plan

Requirement 6: Listed below are some new strategies for Oklahoma. The State will be gathering baseline data during the 2006-2007 school-year and will continue to gather qualitative and quantitative feedback from districts implementing these strategies over the next five years to determine effectiveness with Oklahoma schools.

In addition, some strategies listed below have been in place in Oklahoma for a number of years and data has been collected relative to these programs and strategies. All these strategies have been identified and implemented in Oklahoma to address teacher quality, equity, recruitment and retention.

Strategy	Data Type	Years of Data Collection	Evidence of Effectiveness	Collected By
Future Teacher Scholarships	Quantitative	2006	# of teachers that are hired	okhighered.org/student-center/financial-aid/future-teach.shtm.
Teacher Shortage Employment Incentive Program	Quantitative	2006	# of teachers in shortage areas	Oklahoma State Regents for Higher Education
Teacher Loan Forgiveness Program	Quantitative	2006	# of teachers entering program and # receiving benefit	Oklahoma State Regents for Higher Education Oklahoma State Department of Education
National Governor's Association Grant	Quantitative	2005-2006	Number of Teachers Becoming Nationally Board Certified in urban district	Oklahoma State Regents for Higher Education
Alternative Certification Program	Quantitative	2006 begin data collection	# of Teachers Employed # of Years Teachers Remain Employed # of Teachers Employed in Hard to Staff	Oklahoma State Department of Education Professional Standards Division

			Content Areas	
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Strategy	Data Type	Years of Data Collection	Evidence of Effectiveness	Collected By
Troops to Teachers Program	Quantitative	2006	# of Troops to Teachers Candidates that teach in high-needs area. # of years Troops to Teachers remain employed.	Oklahoma State Department of Education Professional Standards Division
Teacher Minority Recruitment Program	Quantitative	1998-2005	# of minority teachers completing teacher education degree requirements and teaching	Oklahoma State Regents for Higher Education
Teachers-Teachers.com/ Oklahoma	Quantitative	2005-2006 Plan to continue for the duration of SPDG – 5 years	# of teachers employed in Oklahoma from Teachers-Teachers.com In rural, suburban and urban areas and high poverty, high minority schools	Oklahoma State Department of Education Special Education Division
Resident Teacher Program	Quantitative	1982- 2006-	# of teachers participating each year and # of years retained	Oklahoma State Department of Education Professional Standards Division
State Improvement Grant Recruitment, Retention and Retraining	Quantitative and Qualitative	1999-2006	# of special education teachers recruited and retained	Oklahoma State Department of Education Special Education Division
State Personnel Development Grant	Quantitative	2006-2011	Number of highly qualified special education	Oklahoma State Department of Education Special Education Division

			teachers	
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Strategy	Data Type	Years of Data Collection	Evidence of Effectiveness	Collected By
National Board Certification Scholarships	Quantitative	1999-	# of teachers certified # in high poverty, high minority schools	Oklahoma State Department of Education Professional Standards Division
Master Teacher Project	Quantitative and Qualitative	2003-2008	Program growth Regional Conferences	Oklahoma State Department of Education Office of Standards and Curriculum
Curriculum Walk Through Training	Quantitative and Qualitative	2004-	Program growth Participant Comments Number of School Improvement Sites Trained	Oklahoma State Department of Education Office of Standards and Curriculum
Mathematics and Science Partnerships	Quantitative and Qualitative	2004-2008	Program participation in high-poverty, high minority schools identified Surveys of Enacted Curriculum Results	Oklahoma State Department of Education Office of Standards and Curriculum
PASSport II Special Education Video Vignettes	Quantitative and Qualitative	2006-	Count # of users to PASSport II Feedback from users	Oklahoma State Department of Education Office of Standards and Curriculum
Videoconferences	Quantitative and Qualitative	2000-	# of participants evaluations	Oklahoma State Department of Education Office of Standards and Curriculum
Sheltered Instruction Observation Protocol (SIOP)	Quantitative and Qualitative	2004-	# of educators trained Reported use in classrooms	Oklahoma State Department of Education Professional Standards Division

Strategy	Data Type	Years of Data Collection	Evidence of Effectiveness	Collected By
Oklahoma Mathematics Improvement Program	Quantitative and Qualitative	2006	# of teachers completing the professional development # of teachers passing the content test	Oklahoma State Department of Education Office of Standards and Curriculum
Oklahoma Mathematics Academies	Quantitative and Qualitative	2005 and 2006	# of teachers completing academy Videoconferences to share lessons Completion of toolkit with 180 lessons	Oklahoma State Department of Education Office of Standards and Curriculum
Oklahoma Reading Academies	Quantitative and Qualitative	2004-	Reading First site teachers including special education teachers	Oklahoma State Department of Education Office of Standards and Curriculum
Reading First Teacher Reading Academies	Quantitative and Qualitative	2004-	# of teachers and administrators trained	Oklahoma State Department of Education Office of Standards and Curriculum
Advanced Placement Incentives Program	Quantitative and Qualitative	1996-	# of teachers and administrators trained Increase in number of students participating in AP – high poverty and minority	Oklahoma State Department of Education Office of Standards and Curriculum
Academic Achievement Awards	Quantitative	2005-	Schools awarded based on API scores and improvement	Oklahoma State Department of Education Financial Services Division

Strategy	Data Type	Years of Data Collection	Evidence of Effectiveness	Collected By
Professional Development Requirements	Quantitative and Qualitative	2005-	Schools report effectiveness of professional development based on meeting data-driven goals 70 O.S. 6-194	Oklahoma State Department of Education Professional Standards Division
What Works in Schools 6-Day Professional Development with Dr. Robert Marzano	Quantitative and Qualitative	2006-	What Works in Schools Surveys at beginning of 2006 and at the end of 2006 analyzed by Dr. Robert Marzano What Works in Schools aligned to Oklahoma's Nine Essential Elements Resource Guide	Oklahoma State Department of Education Office of Standards and Curriculum
Principals Leadership Academy	Quantitative and Qualitative	1992-	# of participants Feedback from principals that participate in training funded by OSDE and facilitated by CCOSA	Oklahoma State Department of Education Office of Standards and Curriculum Cooperative Council of School Administrators
Oklahoma Educators Leadership Academy	Quantitative and Qualitative	1999-	# of participants Program evaluations	Oklahoma State Department of Education UCO

6.5 Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs and how this will be done?

REVISED INFORMATION

The data in Chart at the beginning of Requirement 6, shows the distribution of highly qualified teachers in high-minority and high-poverty schools as well as the distribution of novice teachers and experienced teachers in high-needs schools. OSDE will continue to monitor the equitable teacher assignments and provide districts with recommended strategies to ensure equitable distribution. The distribution data will be provided to districts for the district and site level determinations of teacher assignments.

Oklahoma will conduct a review of the current data (05-06 school year) for each district and site to determine each districts' current status. Oklahoma program specialists will analyze available data to determine highly qualified needs as well as trends in rural, high-poverty and school improvement schools. Districts that have been identified for on-site visits will be notified and required to provide documentation for district and individual teacher plans. As part of the Consolidated Monitoring process, Program Specialists will:

- a. meet with district staff to obtain information and documentation and to verify district data***
- b. review and verify districts data on teacher assignments to ensure equitable distribution of highly qualified teachers through the schools;***
- c. conduct on-site visits to obtain information, review records, verify teacher and site data; and***
- d. complete report summary noting any findings, recommendations, or commendations;***
- e. Program Specialists will monitor the implementation of the District and teachers Highly Qualified Plans and provide technical assistance as needed for districts to attain 100% highly qualified.***

Each district is required to submit Consolidated Application for funds. The Office of Grant Management and Office of Grant Planning are responsible for reviewing each application to ensure the following: Target federal funds to high-needs schools within the districts.

- a. Each application is in compliance with the required federal and state program requirements.***
- b. Each application includes sufficient information on the programs and activities that will be used to ensure that all teachers meet the HQ requirements.***
- c. Each application includes sufficient information to ensure that the districts has allocated sufficient financial and personnel resources required to implement the programs and activities in order to meet highly qualified performance goals.***
- d. Each application should target funds to the high needs schools within a district includes information on the district's progress in meeting the prior year highly qualified goals (Sample Attached).***

The OSDE provides information about resources including programs and professional development opportunities that support highly qualified in all districts. It is then the district's responsibility to make choices when placing and hiring teachers that take advantage of statewide resources that may help increase the number of highly qualified teachers in these districts. These resources and opportunities are included in the equity plan.

The Oklahoma State Department of Education will work with all school districts so that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. This entire document provides the components of the OSDE written equity action plan for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

The process that the OSDE uses includes the specific programs, strategies, systems and legislation within the three identified initiatives described in the previous sections of this document:

- #1: Publicly report progress of meeting annual measurable objectives in the percentage of highly qualified teachers at each LEA and school and in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and highly effective classroom teachers.***
- #2: Conduct effective high quality professional development activities.***
- #3: Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes and retain highly qualified teachers.***

In summary, many strategies for districts are available on the State Department of Education Web site and provided as an attachment to communicate with all districts. In addition, in October, 2006 videoconferences will focus on strategies for districts that will ensure equitable teacher distribution to ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

The OSDE is committed to ensure every child in Oklahoma is taught by a highly qualified teacher and will continue to provide technical assistance and monitor progress in implementing those plans.