

2015

Oklahoma State Department of Education

EQUITABLE ACCESS TO EXCELLENT EDUCATORS PLAN

Prepared for the United States Department of Education

Equitable Access to Excellent Educators Plan

MISSION

Oklahoma is committed to engaging stakeholders through a unified and sustainable effort that includes resources and funding that develops a robust public education system - one that is focused on a positive culture, mentoring and leadership.

Equitable Access to Excellent Educators Plan

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ABBREVIATIONS

American Institutes for Research (AIR)

Cooperative Council for Oklahoma School Administration (CCOSA)

Equitable Access to Excellent Educators (EAEE)

Equitable Access Support Network (EASN)

High-minority (MP)

High-minority quartile (HMQ)

High-poverty (HP)

High-poverty quartile (HPQ)

Local Education Agency (LEA)

Low-minority quartile (LMQ)

Low-poverty quartile (LPQ)

National Center for Education Statistics (NCES)

Office of Educational Quality and Accountability (OEQA)

Oklahoma State Department of Education (OSDE)

Oklahoma State School Boards Association (OSSBA)

State Education Agency (SEA)

South Central Comprehensive Center (SC3)

Teacher and Leader Effectiveness (TLE)

The Center on Great Teachers and Leaders (GTL Center)

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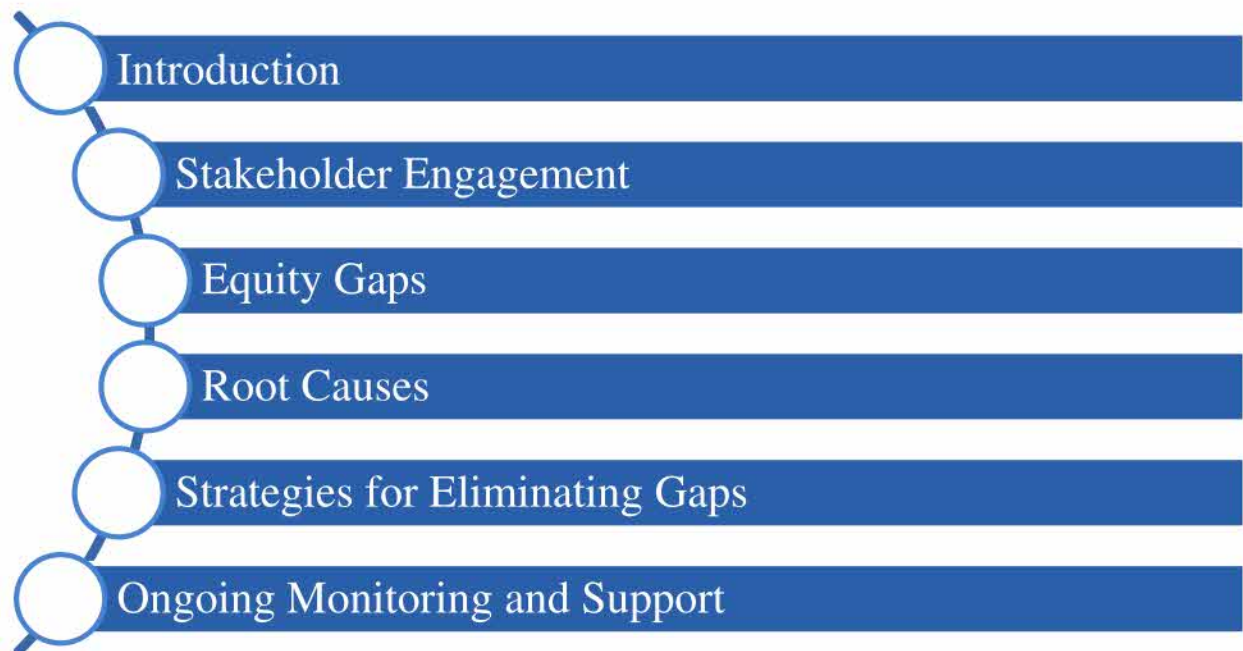
EXECUTIVE SUMMARY

The current state of education in Oklahoma is a direct reflection of its citizens' commitment to promote education, to address work force needs and to function as a collective whole for the betterment of its communities. Oklahoma is enduring a teacher shortage as well as uncertainty related to standards development, A-F grading and Teacher/Leader evaluation. The work of this Equitable Access to Excellent Educators (EAEE) Plan is significant as a means to target educational inequity for the purpose of designing and implementing powerful solutions.

This plan meets the requirement set forth by the U.S. Department of Education in July 2014 to “ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers and the measures that the [SEA] will use to evaluate and publicly report the progress of the [SEA] with respect to such steps.” Not only does this plan meet the USDE requirement, it also affords our state the opportunity to have a positive impact on Oklahoma education.

Oklahoma's governor, Mary Fallin, advocates for improved health of the state and its citizens, reduced incarceration and higher education attainment. This quest for elevated education achievement is echoed by State Superintendent for Public Instruction, Joy Hofmeister. She specifically yearns to improve the educational opportunities for Oklahoma children by providing adequate and appropriate resources in classrooms, schools and districts as well as acknowledging teachers as the most important factors in children's educational success.

This EAEE Plan details Oklahoma's initiative to provide data-identified equity gaps, root-causes for those gaps, strategies to close the gaps and future plans to monitor and report success of the strategies. The plan conveys a mixed-method approach that uses quantitative data for base-line analysis and qualitative data in the form of focus groups and personal interviews to further explore the root causes of the equity gaps. The EAEE Plan components include the following:



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The **Introduction** reveals the process used for plan development and a Theory of Action that targets Qualified, Experienced and Effective Teachers, Valuing Education, Workforce Development and Oklahoma's Unified Voice.

The **Stakeholder Engagement** section depicts the diverse perspectives from a variety of individuals representing educators, parents, students, economic development and community agencies. The role of these stakeholders is an agreed transitioning role from advisor to reviewer to partners in work.

The **Equity Gaps** identified and supported by data include (1) fewer qualified teachers in high minority and high poverty schools; (2) fewer experienced teachers in high minority and high poverty schools and (3) fewer effective teachers in high minority and high poverty schools.

The **Root Causes** pertain to an overall devalued educational culture, poor school climate, teacher shortage, a lack of support for teachers and ineffective teacher retention policies and strategies.

The **Strategies for Eliminating Gaps** include professional development and mentoring for teachers; professional development for principals; improved recruitment and retention strategies; and improved educator preparation and pathways.

Lastly, the **Ongoing Monitoring and Support** section captures future goals to have sustainable efforts supported by adequate resources and funding. Such efforts include wrap-around funding of services for high minority and high poverty schools, resources for needs based professional development, and accountability for district and building leadership through rigorous evaluations.

