Better Schools
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I hope that the 2012-13 school year is off to a great start in your district. At CCOSA, we find ourselves fully engaged in the training of administrators in the Tulsa Model Teacher Leader Evaluation Program, McREL Leader Evaluation Model professional development opportunities, legislative issues, and interim studies.

THE CCOSA STAFF WELCOMES OUR NEWEST ASSOCIATION PARTNER, OkASBO. It is extremely important that organizations work together to provide a unified effort to impact legislation, policy, rules, and funding for public schools. We are pleased to be working with Ann Wade and Steve Shiever to secure a better future for Oklahoma public schools.

The CCOSA executive committee has approved a project to construct a new conference room at CCOSA, add additional office space and renovate the existing workroom, offices and restrooms with construction scheduled to begin this fall. In other good news, CCOSA is currently resolving our embezzlement lawsuit through a settlement agreement. CCOSA is also pleased to announce the hiring of two new employees. Laura Crabtree is a full time professional assistant for CCOSA whose primary duties will be to work with OAESP and OkASBO. Serena Watson is our new IT/Communication employee responsible for the website, publications, communications, and IT upgrades.

The fourth day of Tulsa Model calibration training for administrators is nearing completion. Please be aware that a fifth day of training will be scheduled early second semester. A tremendous thank you to all of the districts and technology centers that have helped us provide space for these trainings. We believe that this new model will benefit our administrators, their teachers, and more importantly the students.

Soon, we will be asking you for information regarding your experiences with the new A-F grading system. Your responses will help us identify areas for improvement with the new accountability system. We will also be sending out a legislative goals’ survey for you to complete so please take the time to tell us what you think is important as we approach the upcoming legislative session. Be sure to add any topic or goal you that you want us to review or consider this year. As we approach the upcoming legislative session, please know that our PAC contributions are too low and need to be replenished. We will be asking our board of directors to help us with this effort. In order for Ryan Owens to be effective as our lobbyist, we must be able to fund political events as well as campaign efforts. I challenge every member to find an additional $20 to $50 for the PAC.

The good news is that the Oklahoma economy is still producing positive revenue. If this continues, we should not see cuts to the education budget. The bad news is that schools are still funded way below the 2009 levels and it is unlikely that we will be able to return to that level this year. What works in Oklahoma is your dedicated efforts to provide children quality educational opportunities on less revenue than forty-eight other states. I admire and respect each of you for the job that you are doing. Keep up the good work and fight the good fight…our children are worth it! Please let us know if CCOSA can be of service to you.

Respectfully,
Steven Crawford
CCOSA Executive Director
ON BEHALF OF THE COOPERATIVE COUNCIL OF OKLAHOMA School Administrators, I want to welcome you back to another year of service to the children of the state of Oklahoma! Never before has your membership and participation in CCOSA been more important. Oklahoma schools face the most daunting challenges they have ever faced. Without support from state leaders to restore funding to schools and with more “reform” mandates being passed down to schools, administrative leadership is being asked to do more than ever before.

The new teacher leader evaluation system training and the new school grading system are taking a great deal of time and energy away from the work schools are doing in preparing teachers and students for the national exams that are coming in a few years. Schools continue to wait for sound direction on the national exams, the technology that will be required, and ways to obtain the technology needed.

The great news is that school leaders are used to dealing with challenges. Even before the state stepped in with its set of reforms, public schools had already begun the process of transitioning to common core standards. School leaders and teachers were getting excited about the possibility of moving away from state tests requiring memorization of basic facts. Schools were already setting their own goals and reform measures. With all of this change, it may feel that we are chasing reform and never focusing on a goal. It is important that we, as a collective group, set realistic goals for this year. We don’t want to be racing up and down the field and never scoring!

1. Get in touch with your CCOSA representative in your area and offer to be involved with our goal setting for this year.

2. Set a goal to donate at least $25 to the CCOSA political action committee (PAC). Educators, by nature, are not political animals. However, it is obvious that our influence is needed in education decision making. This small donation by each member will make our CCOSA PAC a real “player” in the political process.

3. Continue to set your own goals for your district and not get consumed with the goals being passed down. Implement the goals of the state, but continue to serve your students with the meaningful change that your local school board has set in motion.

Great leaders keep focused on their goals. CCOSA has put together an extremely talented staff to help support you in your efforts to reach your goals as a school leader. CCOSA is at the forefront in the healthy debate about school reform and in shaping legislation that affects schools. Our Oklahoma public schools continue to do more with less than any other state. At a time when state leadership does not want to acknowledge that fact, CCOSA does acknowledge it. Thank you for being a leader!

“The trouble with not having a goal is that you can spend your whole life running up and down the field and never scoring.” -Bill Copeland
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The OAESP Executive Committee met on Wednesday, September 19 at the CCOSA office. This year’s officers are Randy Rader – President, Philip Smith – President-Elect, Mickey Gregory – Past President, Kair Ridenhour – NAESP/Zone 8 State Representative, Lacie Davenport – NAESP/OAESP Federal Relations Officer. District Directors representing various regions of the state are the following OAESP members:

Northwest Quadrant – Kasandra Nelson (Vici) and Dustie Shryock (Sharon-Mutual)
Southwest Quadrant – Angie Winkler (Hobart) and Angela Cordes (Walters)
Northeast Quadrant – Vicki Lewis (Miami), Shane Holman (Locust Grove)
Southeast Quadrant – Paula Palermo (Norman), Dana House (Rattan)

Regional luncheon meetings (11:30 – 1:00) for elementary administrators will be held around the state to provide information updates on OAESP, NAESP and CCOSA. Please mark your calendars for one of the following meeting dates: 10/22 in Mustang, 10/24 at Freddies Restaurant in Manford, 10/30 in Woodward, 11/1 in Pryor, 11/13 in Duncan, 11/15 in Rattan, Hillbilly Holler Restaurant. More information on the exact locations and confirmation of meeting times will be posted under the OAESP section on the CCOSA website at www.ccosa.org.

REGISTRATION COMING SOON
for OAESP Mid-Winter Conference January 31 & February 1, 2013!
The Oklahoma Directors of Special Services held its fall conference on October 2-3 in Oklahoma City. On October 2, Dr. Rene Axtell, Assistant State Superintendent for Special Education Services and other SDE-SES staff members began the day by discussing new data reporting and other initiatives. CCOSA General Counsel Ryan Owens followed with a session advising how individual administrators and the ODSS group as a whole could improve their individual and group advocacy skills and efforts. The group finished the first day with a panel discussion led by experienced special education directors and a legal update from CCOSA Staff Attorney Andrea Kunkel. On the second day, Kenneth Williams, an award-winning principal, discussed the development and maintenance of professional learning communities to enhance the learning of all students and staff effectiveness.

ODSS is holding its winter conference on February 7-8, 2013. The group is planning the conference agenda and working to establish its 2013 legislative agenda. ODSS continues to emphasize collaboration among its members across regions of the state and increasing collaboration with other stakeholder groups.

Student Scholarships for graduating seniors of CCOSA members are one of the many benefits offered by our association. At the OMLEA Executive Committee meeting held Tuesday, September 18, 2012 the OMLEA board voted to establish the sixth CCOSA scholarship, specifically for graduating seniors of OMLEA members in the amount of $2,000.00. Red Sky Constructors has pledged to co-sponsor this new student scholarship. Thank you to Kathy and Terry Kerr of Edmond for their continuing support for education. In other business, OMLEA will now be a voting member on the CCOSA Executive Board due to their recent acceptance under the CCOSA umbrella. Officers for this year are: Andy North—President, Angie Drew—President-Elect, and Shana Perry—Past President. Regional Representatives for the six areas of the state are the following members:

**Northwest Region** – Frank Harrington, Woodward and Angela Mills, Piedmont
**Southwest Region** – Debbie Hoffman, Cache and Michael “Bubba” Tamez, Lone Grove
**Tulsa Area Region** – Steven Anderson, Mannford and Deirdre Hodge, Owasso

OMLEA Regional Representatives will help facilitate OAESP and OASSP regional meetings and more information on exact locations and meeting times will be posted under the OAESP and OASSP section of the CCOSA website.

OASA Executive Committee had its first meeting of the year on September 11th. Your OASA Officers for 2012-2013 are Dr. Joe Siano, President; Dr. Clark Ogilvie, President-Elect; Mr. Roger Hill, Vice President and Mr. Derald Glover, Past President. New board members were appointed for District 2, Rocky Burchfield, District 5, Dr. Jarod Mendenhall and District 13, Randy Batt. Reports were made on CCOSA building renovations, TLE trainings, staff additions, the legislative goals process, visioning projects, and a high stakes testing resolution. Registration is now open for the AASA National Conference on Education being held in Los Angeles, CA on February 21-23. Register at www.aasa.org. The OASA Legislative Conference will be held on January 16th at the Meridian Convention Center. Check out the CCOSA website for other upcoming conferences and events at www.ccosa.org.
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Anthony J. D’Angelo

Congratulations
SHANA PERRY
National Finalist for Middle Level Principal of the Year!!!

5 Tips for School Administrators in 2012

1. Family First, Work Second
2. Brand Yourself, You Are an Expert
3. Pause, Listen to Others
4. Being Untraditional is NOT Bad
5. Empower Others

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This past July, an Oklahoma delegation of elementary principals, superintendents, and members of the CCOSA staff joined other educators from across the nation at the AASA Advocacy Conference in Washington D.C. This conference focused on contemporary and imminent educational issues at the federal level. This event also allowed opportunities for open dialog with our Congressmen about how federal decisions and policies influence local school districts.

ONE OF THE MOST CONTENTIOUS AREAS OF CONCERN facing educators is that of school funding. Sequestration was the hot topic of the summer conference. Federal agencies will apply “sequesters” as a result of the “supercommittee’s” failure to reach a bipartisan consensus deal to reduce the deficit by $1.2 trillion over the next 10 years. Federal agencies can expect a funding cut of approximately 7-9% that will be initiated on January 2, 2013. Future appropriations will also be reduced over the next eight years as a result of the “supercommittee’s” inability to resolve the budget crises.

How does sequestration affect public schools? The stage is set for major education funding shortfalls and budget realignment for public schools. Clare McCann, in her article, A First Look at the Department of Education’s Sequestration Plans, describes the shortfall as a “significant loss” to school programs. McCann further states, “Title I, the federal government’s main funding stream for the education of poor children, would be awarded $1.1 billion less than in the current fiscal year. There would be $900 million less in special education grants to states. Almost 100,000 children would lose access to Head Start, and another 80,000 would be cut from Child Care and Development Block Grant subsidies.” Almost all programs within the U.S. Department of Education will be affected by the funding cuts.

Deputy Secretary of Education Anthony Miller announced the last week of July that the January 2013 sequestration for schools will be delayed until the 2013-2014 school year. This delay does enable school officials to plan for the sequestration budget shortfalls. This is due in part to the leadership efforts of AASA in lobbying lawmakers in regards to the impact sequestration could have on local school budgets. David Pennington, Oklahoma member of the AASA Executive Committee, writes, “On July 19, the Executive Committee and
Governing Board of AASA teamed up with elementary principals from all across the country to visit every congressional office to talk about federal educational issues with a focus on sequestration. It is not a coincidence that the next day the Department of Education made their announcement."

We can be thankful for the efforts of AASA!

Now, more than ever, is the time for all of us to be involved and communicate with our Congressional leaders on how budget cuts will impact our schools, students, and communities in our state. Visit your Congressmen and give specific examples of possible personnel reduction, the deletion of programs, and ancillary fallout that can occur with the extensive cuts.

**Be informed and stay involved!**

Section 504 Asserts Itself

BY ANDREA R. KUNKEL
CCOSA Staff Attorney

You remember Section 504, don’t you? Section 504 of the Rehabilitation Act of 1973? Although Congress passed this landmark civil rights legislation for individuals with disabilities before it passed IDEA’s predecessor, the Education for All Handicapped Children Act, Section 504 has nevertheless spent almost all of its life in the shadow of its more famous relative.

IT WOULD BE INCORRECT TO SAY THAT SECTION 504 has been ignored, but it has certainly been treated as a curiosity, and sometimes an afterthought, by school personnel struggling to apply its comparatively scant language to elementary and secondary school students. However, Section 504 is back with major amendments and its enforcer, the Office for Civil Rights, is asserting itself in school district complaint investigations here in Oklahoma.

Congress passed the Americans with Disabilities Act Amendments Act in 2008, and it became effective on January 1, 2009. Through the Amendments Act, Congress changed some key provisions of Section 504. Although these changes were fairly common knowledge at that time, their full force and effect became much clearer in January, 2012, when OCR published its Questions and Answers on the ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools. That Q&A, found at http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html, is required reading for every district administrator. The following are just some of the points OCR noted:

The Amendments Act contains two nonexhaustive lists of major life activities. The first list expands the examples set forth in the ADA regulation at 28 C.F.R. § 35.104, and the second list provides examples of “major bodily functions” that are now considered major life activities under the law. The list of major life activities in the ADA now includes, but is not limited to:

- caring for oneself
- performing manual tasks
- seeing
- hearing
- eating
- sleeping
- walking
- standing
- lifting

The list of major bodily functions that are now considered major life activities includes, but is not limited to: functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. See Amendments Act § 4(a) (codified as amended at 42 U.S.C. § 12102).
The examples of major life activities in the Section 504 regulatory provisions, at 34 C.F.R. § 104.3(j)(2)(ii), predate the Amendments Act, and are not exhaustive. Because the definition of disability in the ADA applies to Section 504, all the examples of major life activities listed in the Amendments Act also constitute major life activities under Section 504.

A student has a disability under Section 504 and Title II if a major life activity is substantially limited by his or her impairment. Nothing in the ADA or Section 504 limits coverage or protection to those whose impairments concern learning. Learning is just one of a number of major life activities that should be considered in determining whether a student has a disability within the meaning of those laws. 28 C.F.R. § 35.104; 34 C.F.R. § 104.3(j)(2)(ii). Some examples include: (1) a student with a visual impairment who cannot read regular print with glasses is substantially limited in the major life activity of seeing; (2) a student with an orthopedic impairment who cannot walk is substantially limited in the major life activity of walking; and (3) a student with ulcerative colitis is substantially limited in the operation of a major bodily function, the digestive system. These students would have to be evaluated, as described in the Section 504 regulation, to determine whether they need special education or related services.

In most cases, application of these rules should quickly shift the inquiry away from the question whether a student has a disability (and thus is protected by the ADA and Section 504), and toward the school district’s actions and obligations to ensure equal educational opportunities. While there are no per se disabilities under Section 504 and Title II, the nature of many impairments is such that, in virtually every case, a determination in favor of disability will be made. Thus, for example, a school district should not need or require extensive documentation or analysis to determine that a child with diabetes, epilepsy, bipolar disorder, or autism has a disability under Section 504 and Title II. (emphasis added)

Put the full Q&A on your priority reading list and review your district policies, procedures and practices now to ensure compliance. I know that those on whom OCR has already called would second this suggestion.

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Welcome back! As I write this article I am amazed that the 2012-13 academic year is already underway. Summer 2012 is in the books. The doors are open, the bells are ringing and hopefully administrators are making their way through the final components of TLE training.

WHILE THE START OF SCHOOL IS EXCITING, it also delivers many challenges and issues that require the attention of building and district administrators. One of the issues currently generating calls to CCOSA deals with the presence of registered sex offenders on campus.

Section 1125 of Title 21 of the Oklahoma Statutes creates a zone of safety around elementary, junior high and high schools, permitted or licensed child care centers as defined by the Department of Human Services, playgrounds, and parks. According to the law, any person that has been convicted of a crime in this state or any other state which would require the person to register pursuant to the Sex Offenders Registration Act is prohibited from loitering within 500 feet of any elementary, junior high and high schools, permitted or licensed child care centers as defined by the Department of Human Services, playgrounds, and parks; so long as the victim of the registered sex offender was under the age of 13.1 To restate the law in a plainer fashion, the zone of safety erected around your school only applies to registered sex offenders that victimized a child under the age of 13.

Unfortunately, we have had school administrators contact CCOSA regarding requests from non-parent school patrons that are registered sex offenders seeking to come to the school campus and participate at school activities. Although the initial reaction is to cite the zone of safety statute and stop the person from being on campus, these particular offenders abused children over the age of 13 and therefore are not subject to the provisions of the law. In situations such as these, absent a court order which specifically prohibits the offender from being near children and/or schools, the zone of safety does little to protect your district.

EXCEPTIONS TO THE ZONE OF SAFETY:
Registered offender is custodial parent or legal guardian of an enrolled student, AND
Registered offender is enrolling, delivering or retrieving said child at the school or licensed or permitted child care center during regular school or facility hours or for school-sanctioned or licensed-or-permitted-child-care-center-sanctioned extracurricular activities, AND
Prior to entering school grounds, the person shall inform school or child care center administrators of his or her status as a registered sex offender; making at least monthly updates or as many as may be required by administrators.2

Although these situations are not ideal, administrators are charged with ensuring the welfare of all students. Reach out to local law enforcement and obtain a copy of the local sex offender registry.3 Even if the zone of safety does not apply, awareness and vigilance are excellent tools administrators can use to keep kids safe.

ZONE OF SAFETY CHECKLIST (does it apply?):
___ Individual was convicted of offense which requires registration pursuant to the Sex Offender Registration Act, AND
___ Victim was under the age of 13

If you answered yes to the above items then the zone of safety applies and you can bar the individual from the school grounds. However, even if the law applies there are certain exceptions.

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1 21 O.S. §1125(A)
2 21 O.S. §1125(C)(a)-(b)
3 57 O.S. §584(L) “When a local law enforcement authority sends a copy of or otherwise makes the sex offender registry available to any public or private school offering any combination of prekindergarten through twelfth grade classes or child care facility licensed by the state, the agency shall provide a notice using the following or similar language: “A person whose name appears on this registry has been convicted of a sex offense. Continuing to employ a person whose name appears on this registry may result in civil liability for the employer or criminal prosecution pursuant to Section 589 of Title 57 of the Oklahoma Statutes.”
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As a new school year begins, it can be easy to become overwhelmed. This year is unique, as it brings with it a new model for teacher evaluations and implementation of the Common Core. While many administrators laugh in the face of stress and adversity, changes to our comfort zone can still be quite uncomfortable and take a toll on our well-being. Perhaps this article will help each of you deal with this year’s adversities.

Health & Wellness

BY ANDY NORTH
SWOSU, OMLEA President

HEALTH CAN BE DEFINED AS A FREEDOM OF SICKNESS
or a condition of body and mind. Wellness is the quality of our health. Keeping our body, mind, and spirit healthy and in a state of wellness is essential to maintaining our longevity and effectiveness as administrators. Too often, we allow the stresses of building management to dominate our well-being. Here are a few tips that may help achieve health and wellness in our lives.

1. Stay active
2. Eat wisely
3. Rest
4. Keep a sense of humor

The first tip should not be too difficult given the number of classroom observations you will need to accomplish this year. Stay active. Walking up and down the hallways will provide you some activity, but it might not be enough. Get outside and enjoy it. Many of us utilize our cell phone for important calls versus using our office phone. When possible, make those phone calls as you walk around the outside of your building. This will allow you a chance for some fresh air and to check on the physical aspect of your building.

Eat wisely. I am not trying to sound like a trainer from The Biggest Loser or P90X. I am simply reminding us all to take time to fuel our bodies wisely. Do your best to provide the proper fuel when you need it. Having a piece of cake from the teacher’s dining area or a donut at a morning faculty meeting is most likely not going to be your demise, but try not to overdo it. Try your best to keep in mind how much food you are eating that comes ‘out of a package.’ Fruits and vegetables are good things.

Resting is so much more than sleeping. While sleep is necessary, rest is essential to maintaining well-being. Take time to enjoy the small things. Read for pleasure, take a walk with your spouse or significant other, stay committed to your daily devotional, or just pause for a moment to reflect on what brings you the greatest joy. Whatever it is take time to rest and enjoy it.

Keep a sense of humor when dealing with our occupation. Every school day provides so many opportunities to laugh, so do it. Using humor in conversations creates connections with students, parents, and faculty. This will help others see you as an individual and not a figure of authority when difficult conversations and situations arise. You get what you give: so give.

I wish you all the very best this school year. May your path be easy and your burdens light.
2012 – 2013 CCOSA Executive Committee

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Superintendent, Fort Gibson
CCOSA Chairperson
OASA Past President

Mr. Randy Rader
Principal, Northridge ES, PC
CCOSA Vice Chairperson
OAESP President

Dr. Debbie Bendick
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OMLEA President-Elect
Book Review: Shifting the Monkey

Now well into the transition phase of Common Core, just out of TLE training, and nearing the fall deadline for probationary teachers’ first evaluation, about the only consolation one could offer a worn and haggard school administrator is the familiar expression, “It’s a jungle out there!”

Todd Whitaker’s newest book (2012), Shifting the Monkey, addresses the challenges administrators face in the tangled jungle of their daily routines by reframing the original work of William Onchen, Jr., and Donald Wass in their 1974 article “Management Time: Who’s Got the Monkey?” While this Harvard Business Review title may ring a bell, it is more likely the 1989 collaboration of Onchen and Ken Blanchard, Jr., The One Minute Manager Meets the Monkey that most educators and business professionals will find toward the back of their bookshelves.

In the same voice we have come to expect from this former high school coach, teacher, principal, and Indiana State University professor, Whitaker suggests that today’s organizations require leaders who deftly ensure productivity and continuous improvement by “shifting the monkey.” The monkey is Onchen/Blanchard/Whitaker’s metaphor for disregarded, shirked responsibilities. In Tier Three of Whitaker’s model, school administrators lead through an organization-focused lens, with a goal of returning assigned duties and responsibilities to those who would just as soon pass them onto others, typically the organization’s most reliable and hard-working teachers and staff members. This approach is a “shift” of its own sort when compared to the original recommendation of Onchen and Wass, which was a leader-centered approach intended to protect an administrator from ricocheted responsibilities and, thus, an impossible-to-manage daily schedule. In this post-millennium model, Whitaker advises principals and other organizational leaders to be ever-vigilant and constantly aware of the habits of their work environment, repeatedly asking three questions:

1. Where is the monkey?
2. Where should the monkey be?
3. How do I shift the monkey to its proper place?

By answering these questions, a principal can uncover a variety of workplace inequities that have the combined capacity to weight down and cripple even the most capable staff members.

In a typical school, the monkey could be any of the following (and more, much more): multiple probationary teacher evaluations passed from one assistant principal to another, playground duties avoided by one teacher and accepted by another, committee chair roles, after-school tutorials, district obligations, professional organization duties, team chores, and parent calls, all avoided by one teacher or staff member and accomplished by another. Students and parents can just as easily be victims of the mean monkey transfer; so a tier-three principal will be on high alert to recognize the over-burdened in all areas of the school’s community.

The three questions used to isolate the monkeys are followed by three guiding principles to remember in every corner of the jungle:

1. Treat everyone well.
2. Make decisions based on your best people.
3. Protect your good people first.

The complete title of Whitaker’s latest work is Shifting the Monkey: The Art of Protecting GOOD PEOPLE from LIARS, CRIERS, and OTHER SLACKERS; and while the title sounds a bit crass in its entirety, it is 100% Whitaker. Each of the scant 119 pages combine for a fresh look at how we school administrators can tame the beasts of the jungle as we protect our most valued, hardest-working staff members from monkeys that even Tarzan would avoid.

Book Review: *Daily Crucial Conversations in Special Education*

All administrators deal with daily crucial conversations. As administrators dealing with special education we are often faced with issues that are not always simple. Complex issues often lead to conversations that range from challenging, frustrating, frightening, or maybe even annoying. CCOSA asked me to write a book review on Crucial Conversations Tools for Talking When Stakes are High, by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler for this month’s addition of Better Schools.

After working in the field of Special Education for 29 years I can say that I have had many crucial conversations in my career. Sometimes I get blind-sided by a tough conversation, sometimes I find myself wanting to avoid the difficult conversation and sometimes I learn the hard way I should have had the crucial conversation by talking with the person face to face rather than using the latest technology device to email or text a response.

What makes a conversation crucial are differing opinions, high stakes, and strong emotions. When you get to the other side of a crucial conversation one self-reflects and may say “Okay, that went well” to “What was I thinking?” Even if it was a well-planned tough conversation you can make a mistake because practice doesn’t make perfect; perfect practice makes perfect. Crucial Conversations stresses two principle skills: 1) learn to look to ask yourself whether you are in or out of a dialogue and 2) make the conversation safe; as well as laying out seven coaching strategies to help people develop skills to get all the relevant information out into the open even when the conversations are risky, controversial, and/or emotional.

Starting crucial conversations with the focus on what you really want is described as starting with heart. Learning to look which requires a skill to know when the conversation has become crucial by looking for safety problems. When people start feeling unsafe, you restore safety when necessary and be aware of your own style under stress. When you find yourself in challenging dialogue you have to know how to make it safe for the conversation to continue. Apologize when appropriate, fix misunderstanding, and CRIB to get to mutual purpose. CRIB stands for the following principles:

- Commit to seek mutual purpose
- Recognize the purpose behind the strategy
- Invent a mutual purpose
- Brainstorm new strategies

The fourth coaching strategy of Master my Stories addresses how to stay in dialogue when you’re angry, scared, or hurt. Once you have worked on creating the right conditions for dialogue you can draw on five distinct skills that help you talk about even the most sensitive topics. This can be remembered easily with the acronym STATE: share your facts, tell your story, ask for others’ paths, talk tentatively, and encourage testing. Explore others’ paths by asking, mirroring what you hear, paraphrasing, and then priming. You are learning to listen when others may have blown up or clammed up. This requires checking yourself to ensure you are actively exploring others’ views.

Ultimately at the end of crucial conversations, it is time to turn your successful crucial conversa- tion into action and results. Patterson reminds us that dialogue is not decision making so you must finish with deciding how to decide next steps and finish clearly with determining who does what by when and a follow-up time. This book is a good read and reference to help any person to step up to crucial conversations—and handle them well—and influence virtually every domain of your life.

Dear CCOSA Member:

CCOSA announces Barlow Education Management Services and Employee Evaluation Services as a prestigious partner, the highest level of partnership available. As a prestigious partner CCOSA endorses these companies and their products, including the Web-Based option for implementing the Tulsa TLE model known as OKTLE.

OKTLE is one of the trusted Barlow companies. The Barlow firm has been providing quality administrative services to school districts in Oklahoma for 27 years and is the leader in TLE implementation and training throughout the state. As you know, CCOSA has partnered with Barlow to deliver all the Tulsa TLE training for superintendents, principals and teachers statewide.

CCOSA believes that product selection is a function of the local district. Our endorsement means we believe the product will provide you the intended results. We are pleased to be working with Barlow to provide you with quality services and products.

Currently over 350 school districts have chosen OKTLE as their Web-Based option for implementing the Tulsa TLE model, so if you haven’t yet signed on, now is the time as the school year begins. Simply go to OKTLE.COM and download a contract and a form to secure your user name and password.

OKTLE uses a new State-of-the-art Web-Based application that is the most principal and teacher friendly option available.

OKTLE can be used with iPad, iPhone, Android or any other tablet, smartphone or laptop computer.

With OKTLE, principals and teachers have a modern system that enhances communication with the goal of improving performance and student learning.

The OKTLE system seamlessly assists principals with Walk Through, Observation, Evaluation, Push Pins, Personal Development Plans, and includes a vast Video library for teacher/principal Professional Development related directly to the Tulsa Domains, Dimensions, and Indicators.

For more information, sign on to the website at OKTLE.COM or contact Michael or Lou at 1-888-808-4827

Regards:

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2012 – 2013
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CCOSA is excited to announce our newest Gold Level Partner, Netchemia / TalentEd Perform!

In April of 2012 school districts across the state selected an approved teacher and leader evaluation system to be used beginning in the 2013-2014 academic year. Districts that chose the Tulsa TLE evaluation system will have the ability to seamlessly automate their evaluation process with the superpower of TalentEd Perform. The software, which is easily accessible online by all users, offers numerous advantages over other technology options. Districts using TalentEd Perform teacher evaluation cloud software from Netchemia will have the ability to:

- Use the identical online framework used by Tulsa Public Schools;
- Take advantage of powerful analytics and reporting tools;
- Integrate with your current HRMS;
- Use iPads and mobile devices to complete evaluation steps;
- Manage all TLE teacher and classified employees evaluations with this one system;
- System includes Professional Development recommendation manager;
- Perform will be able to:
  - Manage TLE teacher and classified employees evaluations with this one system;
  - Integrate with your current HRMS;
  - Use the identical online framework used by Tulsa Public Schools;
  - Take advantage of powerful analytics and reporting tools;
  - Manage all TLE teacher and classified employees evaluations with this one system;
  - System includes Professional Development recommendation manager;

TalentEd Perform includes these and many more features and advantages, all for a price that is less than other technologies. That's why we are excited to endorse TalentEd Perform.

To learn more about TalentEd Perform and how it can benefit your school district, please contact Netchemia at 1.800.490.9686.

Steiner Crawford
Executive Director
THE BEST SYSTEM FOR RAISING READING ACHIEVEMENT
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For more information please contact:
Sherry Evers, Account Executive
(918) 809-1801  SEvers@scholastic.com
A TLE System as Versatile as You

OKTLE uses a new State-of-the-art Web-based application that can be used with iPad, iPhone, Android or any other tablet, smartphone or laptop computer. OKTLE utilizes the Tulsa Model, the default system by State TLE commission and State Board of Education. The Tulsa Model was developed from the ground up, in Oklahoma, with input and involvement from Oklahoma teachers and administrators.

A New Name in Teacher Evaluation Brought to You by Barlow and TAS

FOR MORE INFORMATION, CONTACT US TOLL FREE 1-888-808-4827 OR VISIT US AT OKTLE.COM