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I hope that the 2014-15 school year is off to a great start in your district. At CCOSA, we are extremely happy to begin the year with no construction and a newly remodeled facility. Our building is in constant use by CCOSA members and other education organizations who are working on issues that impact your schools.

The CCOSA Executive Committee met in August and approved the CCOSA Budget for FY-15. In addition, the following agenda items were discussed and approved:

- Executive Committee meeting dates - December 2, 2014 and March 4, 2015
- Employment of Lynn White, OAESP administrative assistant; Laura Crabtree, ODSS administrative assistant; Haley Jones, legal intern; and Mary Meritt, TLE consultant.
- Reports on the Visioning Project, Better Schools, TLE trainings, legislative issues, the OSSBA/CCOSA Conference, new management software, and association updates.

We continue to monitor, research, and provide assistance with TLE trainings, OAM’s, the A-F grading system, teacher salary proposals, ad valorem concerns, and other issues as they continue to develop. I believe that the shortage of quality teachers may be the biggest issue facing our schools and requires an investment in teacher compensation and working conditions. We must invest more in public education to grow the Oklahoma economy. We will be involved with several interim studies over the next few months. Soon we will be sending out a survey on legislative goals for you to complete. Please take the time to tell us what you think is important as we approach this legislative session. Be sure to add any topic or goal you want us to review or consider. Our Political Action Committee (PAC) contributions are too low and need to be replenished. Our board of directors instructed us to send each of you a letter and an invoice for the PAC so that we can make donations to pro-education candidates. 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.

On the financial front, the Oklahoma economy is doing well in collections. We are working to provide you with the most accurate data regarding mid-term allocations. Unfortunately, schools are still dependent on ad valorem growth to fund new students and their weights at mid-term. I fear that the new revenue available will not cover the cost of new student weights resulting in a lowering of the formula factors in December. It is highly unlikely that funding will return to the 2009 levels. What works in Oklahoma is your dedicated efforts to provide children quality education 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.

Mr. Steven Crawford
CCOSA Executive Director
Welcome Letter

BY ROBERT SCHORNICK
CCOSA Chairperson
Instructional Leadership Director (ILD), Tulsa Public Schools

Welcome to a new school year! CCOSA hopes that your school year is off to a great start. This is a promising and pivotal year for schools in Oklahoma. As you are aware, the new school year will bring with it many new rewards, as well as many new challenges. School leaders are an integral part of the school community and CCOSA is thrilled to be working with all of you. We thank you for your continued support in helping to make CCOSA the “family” of leaders that we have all become.

For us to build upon this “family,” we must encourage our colleagues to join CCOSA. We must rally together to make informed decisions for what’s best for the students of Oklahoma. To ensure this, CCOSA continues to expand its programs to offer administrators a medium for quality leadership with an emphasis on legislative advocacy and professional development.

So, I ask, why wouldn’t you want to expand your knowledge of your profession and develop new skills? Joining CCOSA can be a great way to do it. In fact, joining CCOSA can be beneficial for your career and your personal development and can help you stay on top of what’s happening in the Oklahoma education arena.

CCOSA is a synergistic group, meaning that the effect of a collection of people is greater than that of just one person. So, how exactly can becoming part of this synergistic group help further your career and personal development? Here are some benefits of joining CCOSA.

Enhance your network
For most people, creating professional relationships is important, and joining CCOSA allows you to have a sense of security and trust. From this, you are able to support and help one another in reaching your professional goals. CCOSA and its affiliates sponsor numerous events throughout the year that allow you to connect with your peers. You can share ideas, ask for advice, or volunteer. You also have the opportunity to learn about breaking news in your career, learn “best practices” or new ideas, hear about key achievers in your field, and also meet and brainstorm with others who are also looking to share and learn new information. Another benefit of enhancing your network is that you may find a mentor to help you with your professional needs or find yourself in a position to mentor someone else.

Broaden your knowledge
CCOSA can provide an enormous amount of access to resource information such as case studies, professional development, and journals written by experts. In addition, joining CCOSA will allow you to learn more or stay informed about legislative updates that directly affect our schools, our communities, and, most importantly, our students.

Bottom Line
I have been part of CCOSA and its affiliates for several years. I can sincerely tell you that the journey has been very rewarding. I continue to meet some amazing people and surround myself with some great mentor leaders. Joining CCOSA requires some dedication, but your involvement will help you to stay on top of what’s happening in the world of educational leadership. If you need a final incentive, remember, listing your association membership on your resume is impressive to future employers as it shows that you are dedicated to staying connected in your profession.

Have a memorable and rewarding school year!
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Roland Smith
Superintendent
Lake Public Schools

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OSAG
OAESP was well represented at the National Association of Elementary Schools Principals Conference “Best Practices for Better Schools” in Nashville, Tennessee this past July. The following OAESP board members were in attendance: President, Meggan Wilson; newly appointed NAESP/Zone 8 State Representative/Federal Relations Officer, Kas Nelson; OAESP District Director, Julie Bloss and Executive Director, Dr. Gracie Branch. The Oklahoma dinner held at the Opryland Laredo Cantina was also a tremendous success and we would like to thank Ann Henley from the NAESP staff for joining us. Next year’s conference will be in Long Beach, CA. As a result of member feedback from an OAESP online survey, our mid-winter conference will be one day only on Thursday, January 29, 2015 at the Reed Conference Center in Midwest City. Our keynote speaker will be Kerry Purcell from the PBS documentary The Principal Story. Please encourage the elementary administrators in your district and teacher leaders to attend. The first OAESP executive board meeting of the year was held on Thursday, September 25 at the CCOSA office. Our officers this year are Meggan Wilson, President; Shane Holman, President-Elect; Kas Nelson, OAESP/Zone 8 State Representative/Federal Relations Officer and Philip Smith, Past President. OAESP would also like to introduce the following 2014-2015 OAESP District Directors:

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<th>District</th>
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<tr>
<td>Northwest Quadrant</td>
<td>Camille Holt, Shattuck</td>
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<td>Carla Fry, Ponca City</td>
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<td>Southwest Quadrant</td>
<td>Kim Justus, Comanche</td>
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<td>Josh Skiles, Empire</td>
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<td>Northeast Quadrant</td>
<td>Julie Bloss, Grove</td>
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<td>Glen Abshere, Claremore</td>
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<td>Southeast Quadrant</td>
<td>Paula Palermo, Norman</td>
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<td>Dana House, Rattan</td>
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<td>Tulsa Area</td>
<td>Jene’ Carpenter, TPS</td>
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<td>Josh Pierce, Mannford</td>
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<td>Oklahoma City Area</td>
<td>Holly McKinney, Mustang</td>
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<td>Marsha Stafford, OKC</td>
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<tr>
<td>Lawton Area</td>
<td>Sally Greenlee, Lawton</td>
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<td>Retired (OARSA) members</td>
<td>Marci Brueggen, OKC</td>
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<td>Sherri Brown, OKC</td>
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At the September meeting plans for the OASSP Fall Conference were finalized and members formulated legislative goals based on a survey sent out to all OASSP members. The keynote speaker for Fall Conference, Dave Burgess, will deliver a humorous and very informative presentation about his book “Teach Like A Pirate!” The afternoon will feature an EdCamp format. EdCamping is a user-generated format commonly referred to as an “unconference”. EdCamps are designed to provide participant-driven, fun-filled day of professional development. Educators can connect with like-minded individuals, collaborate ideas, brainstorm solutions to common education problems, have group discussions, and receive information that can immediately be applied in the classroom. Principals bring your leadership team and join us for #edcampOASSP.

Make plans now to join us October 29th at The Tower Hotel, Oklahoma City.
The ODSS Fall Conference takes place on October 23 and 24, at the Reed Center in Midwest City. Thursday highlights include SDE-SES and legal updates in the morning, and breakout sessions focused on behavior interventions at Tiers 1, 2 and 3 in the afternoon. On Friday morning, Dr. Stevan Kukic will discuss transformative leadership in special education and, that afternoon, breakout sessions a new director attends, SDE-SES provides him or her a $50 stipend. More experienced directors with one, two or more years of experience are also welcome to participate in the training and share materials and resources, without charge. The first training session of the school year was held on September 12, with 120 directors – including 62 brand-new directors - in attendance. The second session is scheduled for October 10.

The ODSS Fall Conference takes place on October 23 and 24, at the Reed Center in Midwest City. Thursday highlights include SDE-SES and legal updates in the morning, and breakout sessions focused on behavior interventions at Tiers 1, 2 and 3 in the afternoon. On Friday morning, Dr. Stevan Kukic will discuss transformative leadership in special education and, that afternoon, breakout sessions will feature Dr. Kukic and personnel from Oklahoma ABLE Tech, discussing accessible instructional materials for students with disabilities. Online registration is available at [couldn’t find link on ccosa website].

The first OMLEA Executive Board meeting was held on Monday, September 8 at 1:00 p.m. at the CCOSA office. This year’s officers are Linda Mace, President; Jerry Needham, President-Elect; Michael McClaren, Vice President and Dr. Clark Ogilvie, Past President. A new OMLEA brochure outlines the benefits of membership and all paperwork has been submitted for OMLEA to be considered an affiliate of the Association for Middle Level Education (AMLE). The AMLE national conference will be Nov. 6-8, 2014 in Nashville, TN and the OMLEA annual conference will be February 28 – 29, 2015 at the Renaissance Hotel and Convention Center in Tulsa. Yes, this year we will be living on Tulsa Time! Jack Berckemeyer and Kim Campbell will be the featured keynote speakers.

OMLEA would like to introduce the following Regional Representatives for this year:

**Northeast Regional Representatives**
Rob Miller, Jenks PS  
Shana Perry, Edmond PS

**Northwest Regional Representatives**
Justin Chase, Miami PS  
Steven Callen, Weatherford PS

**Oklahoma City Area Regional Representatives**
Desarae Witmer, OKC PS  
Michael (Bubba) Tamez, Eufaula PS

We have one more board position to fill so if you are interested in serving as a regional representative for the Tulsa area, please contact OMLEA Executive Director, Dr. Gracie Branch at branch@ccosa.org or 405-524-1191.

**OASA**

The OASA’s year is off to a busy start. The Executive Committee met on September 3rd. OASA Officers for 2014-2015 are Mr. Roger Hill, President; Jerry Needham, President-Elect; Michael McClaren, Vice President and Dr. Clark Ogilvie, Past President. District Directors for OASA this year are:

D1 Freida Burgess, Goodwell  
D2 Kyle Reynolds, Woodward  
D3 Roydon Tilley, Chisholm  
D4 Ann Caine, Stillwater

D5 Jarod Mendenhall, Broken Arrow  
D6 Rick Kibbe, Catoosa  
D7 Pam Deering, Mid-Del  
D8 Matt Posey, Oilton

D9 Charlie Dickinson, Dale  
D10 Jeff Holmes, Coweta  
D11 Billie Jordan, Keys  
D12 Rick Garrison, Cheyenne

D13 Randy Batt, Cache  
D14 Sean McDaniel, Mustang  
D15 Terry Davidson, Comanche  
D16 Jim Beckham, Blanchard

D17 Cliff Johnson, Latta  
D18 Bill San Milan, Stuart  
D19 Ted Brewer, Haworth  
D20 Dusty Ricks, Mid-America CT

Federal Relations: Kent Shellenberger, Bethany & Terry Davidson, Comanche | Public Relations: April Grace, Putnam City

The OASA Executive Committee Meeting dates for this fall are scheduled for October 1, November 12, and December 10, 2014.

Leadership Committees will be meeting on September 29th to do committee work and to finalize OASA Legislative Goals. A legislative survey has been emailed to all members and those results will be used in deciding the final goals.

Registration is now open for the AASA National Conference on Education being held in San Diego, CA on February 26-28. Register at www.aasa.org. OASA has rooms blocked at the San Diego Marriott Marquis & Marina.

The OASA Legislative Conference will be held on January 14th at The Tower Hotel on NW Expressway in OKC. Check out the CCOSA website for other upcoming conferences and events at www.ccosa.org.
Coach Core, the veteran coach, had been diligently preparing his football team since last year’s whistle blew to end the regular season. The staff and players adjusted to a new playbook and game plan that set the stage for a very different spread offensive style of play. Players knew their roles, coaches made key adjustments in personnel, and the community was ready for the excitement of a new style of offense. Fans and students filled the stadium to watch as both teams took their positions on the field to demonstrate all the work, effort, and important changes that had taken place over the spring and summer workouts. After his team elected to receive the ball on the first kick-off, the offense was poised and ready to begin the long rehearsed plays of the new style of offense. The quarterback made the call and the athletes lined up in their respective positions on the field. All eyes were on the team as the first snap signaled new beginnings for Coach Core’s team. As soon as the play ensued, the referee blew the whistle and threw a flag that stopped the game. Everyone, especially the coaches, were puzzled as there did not appear to be any infractions to the rules. Coach Core asked for an explanation and the referee explained, “The rules have changed, there will be no more spread offenses this year. The spread offense is an unfair method of play and will not be allowed.”

Sound familiar? Seem unfair? All that planning and rule following to be denied implementation on the opening night of the season! Here we find ourselves in somewhat of a precipice as we begin this 2014-2015 school year. Each summer the AASA Advocacy Conference is hosted at our nation’s capital in Washington D.C. Our state was represented by Oklahoma administrators consisting of superintendents and representatives from our CCOSA office. Members of the contingency met with our Congressmen both to listen and voice concerns reflecting decisions made at the Federal level. This year’s emerging themes appear to be: budget preparedness and federal funding, E-Rate changes, Child Nutrition regulations, and the Elementary and Secondary Education Act (ESEA).

The U.S. Department of Education announced their decision in late August to revoke the state’s No Child Left Behind Act waiver. This decision was based on the three month old repeal of the Common Core State Standards by the Oklahoma legislature. A press release from the U.S. Department of Education read, “Since its initial approval for (Elementary and Secondary Education Act) flexibility, Oklahoma can no longer demonstrate that it has college-and career-ready standards in place, a key principle of ESEA flexibility.” Shortly after this announcement, U.S. Secretary of Education Arne Duncan stated that Oklahoma must now replace those standards (Common Core) with another set that establishes that students are college and workforce ready. The Oklahoma State Department of Education has created a steering committee to oversee a process for developing and implementing new standards. Duncan has noted that Oklahoma must overcome the stigma that 40 percent of its high school graduates must take remedial courses when enrolling in college. The consequences are serious for both creating and then punishing a law that had no game plan in place.

The FCC (http://www.fcc.gov) fact sheet describes the launching and modernization of the E-Rate program. The new provisions place an emphasis on developing more reliable internet for schools. The proposed plan is to provide two billion dollars into high-speed broadband over the next two years. The bulk of this money may not reach school districts until the 2015 calendar year. (Cavanaugh) Some of the legacy services will be phased out with the new broadband emphasis (phone, webhosting, paging, etc). These are a few of the new changes that will take place with the FCC announcement for a greater emphasis on digital learning technologies and broadband capacity within our schools. The proposal may also have an effect on CIPA (Children’s Internet Protection Act), the National School Lunch Program and wireless community hotspots.

During the timing of this article, Congress is in recess. Congressmen often spend time connecting with constituents in a variety of settings during interims. Town hall meetings and casual conversation provide opportunities for educators to present pertinent information and feedback on what is happening in our school districts. Lobbying our elected leaders is a vital necessity for future legislative decisions. Educators should prioritize the information communication process with elected leaders. We are responsible for educating the public and legislators regarding intended and unintended consequences of federal and local decisions.

We are fortunate to have voices from Oklahoma involved with AASA. Dr. David Pennington is the AASA President this year and Terry Davidson and I are governing board members, as well as Federal Relations representatives. Please consider joining AASA and being involved with this organization.

References
Cavanaugh, Sean. New E-Rate Funding Will Take Time to Reach Schools. NWEA. 2014
FCC (http://www.fcc.gov)
U.S Department of Education
Focus on the 2015 Legislative Session

BY ANDREA KUNKEL
CCOSA Staff Attorney

ODSS is in the process of identifying legislative changes its members would like to see during the 2015 Oklahoma legislative session. So far, the list includes the following specific target areas:

• Amending the A-F grading system to provide relief for districts when students who take the OAAP do not graduate with their cohort because the students’ IEP teams have determined that they need additional educational services after the standard four-year graduation timeline. The Individuals with Disabilities Education Act (IDEA) provides that students with disabilities may continue to receive special education and related services until the age of 22, in appropriate cases. ODSS believes that districts should not be penalized under the A-F system when IEP teams determine that additional academic and/or transition services are needed before a student moves on to post-secondary life. Although some may argue that this amendment should cover all students with disabilities and not just those who take the OAAP, ODSS suggested this limitation to attempt to draw a “bright line” for those who might claim that the exception will swallow the rule.

• Seeking a moratorium on the administration of the Social Studies OAAP portfolio assessment until the Dynamic Learning Maps assessment is ready for use in the areas of Social Studies and Science. Under current law, during the 2014-15 school year and probably beyond, school personnel will be required to administer DLM assessments in English/Language Arts and Math and portfolio assessments in Science and Social Studies to students with the most significant cognitive disabilities in grades 3-8 and taking high school EOLS. To avoid the stress and time associated with the administration of these different assessment systems, ODSS is seeking relief from the Social Studies assessment, which is not required by federal law. Again, some may argue that the Social Studies assessment should be eliminated altogether, and many ODSS members would support that. If there is legislative inclination to eliminate the Social Studies assessment requirement for all students, then ODSS will certainly support its elimination.

ODSS is interested in any other suggestions its members or other CCOSA group members have about potential legislation impacting students with disabilities. Please contact Andrea at kunkel@ccosa.org with your ideas.
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Advocacy: It’s Our Responsibility!

BY ROGER HILL
OASA President
Superintendent, Altus Public Schools

Greetings everyone! The start of a new school year always brings much anticipated excitement and hope. For most of us, it’s our calling to be in the teaching profession. To have the opportunity to impact the lives of students in the manner that educators do is truly a blessing. I certainly hope that each of you have a great school year.

The reform movement is in full swing across America and Oklahoma is no exception. As we navigate through what seems to be uncharted waters with high stakes testing, new Teacher Leader Evaluation systems, A-F Report Cards, and other forms of accountability initiatives, we must never lose sight of serving our students’ needs and doing what’s best for our students. Horace Mann once stated, “Education then, beyond all other devices of human origin, is the great equalizer of the conditions.” Credited by educational historians as “The Father of the Common School Movement,” Horace Mann understood the value of education as the gateway to opportunities for all people in a democratic society. Today, his legacy to the teaching profession continues to resonate and shape our views on the importance of public education.

What can we do today as advocates of public education? I would offer these suggestions to consider.

Become engaged in our professional organization. Together, standing united, our voice is very loud and powerful. Just look at the Education Rally that was held last year on March 31. Our presence of over 25,000 people at the State Capitol helped change the conversation with legislators. Establish and maintain respectful, genuine, and professional relationships with our elected officials. We won’t always agree on every piece of legislation, but we need to be able to have respectful conversation with our elected officials at all times. Elect a new State Superintendent in November that will be the strongest advocate for public education for our state. Oklahoma deserves nothing short of this expectation. Get to know our two candidates’ platforms and their vision for education policy in our state. Above all, exercise your right to vote and encourage others to vote as well. Be highly visible advocates in our own local communities. Inform parents and engage them in our efforts to improve our local schools and to join forces with us at the State Capitol. This will increase our ability to influence positive change in public education with policymakers. Portray to our students that teaching is a great profession and encourage them to become a teacher. We must change the culture of public education by reinstating respect and appreciation in order to attract and retain teachers. Higher teacher pay must also become a priority of the legislature in order to address the teacher shortage. Compensating our teachers with a salary that is competitive to other professional occupations will help attract young people to the teaching profession.

Thank you for being an advocate for public education. It’s our responsibility!
Meet the Candidates for State Superintendent of Public Instruction

Dr. John Cox

Short Biography
A career public school educator, Dr. Cox is beginning his twenty-first year as a Public School Superintendent at Peggs Public School, and his twenty-ninth year serving children and parents in Oklahoma while teaching at Wyandotte, Jay, and Locust Grove during his tenure. He also serves as an adjunct professor of education at Northeastern State University, teaching leadership and administration courses to aspiring principals and superintendents.

What Are Your Qualifications for Office?
Dr. Cox has an earned Doctorate (ED.D) in Educational Administration and an Educational Specialist (ED.S) from Oklahoma State University, and Master’s Degree in Counseling and Bachelor’s Degree in Mathematics Education from Northeastern State University. He serves as President of the Organization of Rural Elementary Schools and Chairman of the Board of Trustees for the Oklahoma Schools Assurance Group.

Dr. Cox is a lifetime member of the OSU and the NSU Alumni Associations and serves on the NSU Alumni Association board. Dr. Cox also participates on the NSU College of Education Advisory Board and he is a Co-Chair on the Vision Committee sponsored by the OSSBA and CCOSA.

What Is Your Vision for Public Education?
Dr. Cox is a strong advocate for local control, workforce development and skill building, valuing and supporting our teachers, and serving the individual needs of children. “My vision for the future of public education is to educate the student as an individual, focus on a student’s career interests, and provide the opportunity for each student to be successful post-high school,” stated Dr. Cox.

Why Should CCOSA Members Support Your Candidacy?
As an 18-year CCOSA member, Dr. Cox says that Oklahomans are ready for a school superintendent to be the next state superintendent, someone that works in the trenches, is trained and experienced as a school superintendent and truly understands all areas of public education.

Ms. Joy Hofmeister

Short Biography
I am a career educator and businesswoman. When my husband and I married 30 years ago I was a first grade teacher in Ft. Worth, TX. We later moved to Oklahoma, and I opened two Kumon Math & Reading Centers. I have a Bachelor’s Degree in Education from TCU; hold lifetime Texas teaching certificates in English and Elementary Education, and will soon complete my Master’s Degree in Education Administration, specializing in Education Policy and Law, from OU.

What Are Your Qualifications for Office?
I have 19+ years of experience working with public school educators, special education teams, parents, and students. I am trained in international curricula for math and reading and for the past 15 years I have successfully operated two Kumon Centers which work through parent partnerships to ensure higher academic achievement for children. I am a former member of the Oklahoma State Board of Education where I worked with educators, parents, and legislators to fight for proper implementation of reforms and to end the continual erosion of support for public education.

What Is Your Vision for Public Education?
My vision is to make the local public school the top choice for parents. To do this we must build a multi-year plan with Common Ed, Higher Ed, Career Technology, and our local communities to address our immediate and lingering challenges. Our plan must include higher standards with emphasis on Bloom’s Taxonomy (critical thinking + depth of knowledge); balanced assessments with diagnostic and comparable capabilities; reliable accountability that helps rather than punishes educators; and resources that produce vibrant schools, reduce class sizes, and provide competitive teacher compensation to enable us to attract and retain top talent.

Why Should CCOSA Members Support Your Candidacy?
Scope of experience matters — I will draw upon my experience providing direct academic instruction to thousands of individual students (k-12); policy experience at the state level; extensive business experience; and relationships with my colleagues on the State Board of Education to lead inclusively and with smart collaboration. I have a vision for a strong public education system in Oklahoma, and a plan to get there. The stakes are high and our kids are counting on us to get it right.
Nature Through the Eyes of a Child

Nestled in the Chickasaw National Recreation Area in Sulphur is Goddard Youth Camp, where Oklahoma fifth and sixth graders have been learning about the natural world – and so much more – since 1969.

Honored by Congress as a National Environmental Education Landmark, Goddard Youth Camp offers three-day or five-day residential education programs. Campers live in heated/air conditioned cabins and eat in the glass-walled dining hall. They hike four maintained trails to learn about geology, ecology, geography, paleontology, botany, and zoology, as well as the history of the land and its people. They visit Goddard Children’s Museum’s 40-foot-long Acrocanthasaurus dinosaur and hands-on Native Cultures room. They write poetry about their experience, use math to estimate mountain heights, and create artwork with natural elements.

When we asked three Goddard Youth Camp veterans about the experience, they were passionate in their belief that the value goes far beyond the academic lessons.

Aaron McCoy, principal at Durant Intermediate School: “Camp Goddard is particularly impactful for those students who are experiencing turmoil at home and who tend to act out at school. These students come back from our week at camp with a different level of respect for the teacher and a different attitude about learning. For many of these children, the camp offers their first experience at camping, fishing, and experiencing nature. On one of last year’s hikes, I overheard one boy telling another that ‘this has been the greatest week of my life.’”

Glania Trimble, sixth grade math teacher at Northwood Elementary in Seminole: “Our camp is in September and sets the stage for the entire year. We are able to bond with our students and gain their trust. If your students trust, respect and value you… you can lead them academically and socially anywhere.”

Ty Bell, principal at Cleveland Elementary in Norman: “Taking my students to Camp Goddard has been one of the most impactful things I have done in my 24 years in education. Every year Cleveland Elementary has a reception for alumni in 12th grade, and most tell us that Camp Goddard was the most memorable event in their entire K-12 school career.”

Support from the Charles B. Goddard Foundation helps keep camp costs reasonable, $115 per camper for the three-day program and $225 for the five-day program. Each of the veterans said local community businesses and generous families help pay the cost for students from disadvantaged families.

Goddard Youth Camp director Preston Edgar is eager to talk with interested teachers and administrators about the residential environmental education program or one-day field trips to the Goddard Children’s Museum. Contact Preston at 580-993-3333 or info@goddardyouthcamp.org. The website is http://goddardyouthcamp.org
Like Student, Like Teacher

BY SHERRI COATS
ODSS President
Director of Special Services, Byng Public Schools

The goal of professional development is to improve the effectiveness of teachers and in turn improve student outcomes. Think about professional development efforts of the past. We worked to design professional development for teachers from early childhood to secondary with a single district wide training. Years ago, it used to include regional trainings through Comprehensive System of Personnel Development – CSPD - (That acronym is a blast from the past). This kind of blanket training may or may not have met the needs of anyone in the room. It has included state wide training where capped attendance gained information for some, but not all who needed it. It has included sending blocks of teachers to expensive and lengthy conferences. These kinds of efforts leave administrators to ponder the effectiveness of professional development and its impact on student outcomes. These one size fits all approaches remind me of the “teach to the middle” classroom approach and philosophy of times past.

Today, professional development needs to be meaningful, highly accessible, relatively inexpensive, time sensitive, differentiated, research-based, precision fit to meet specific needs, and designed to facilitate growth in areas of weakness. Is this sounding a little familiar? It reminds me of what we do for our students. It is purposeful identification of weakness followed by targeted training/remediation to optimize growth, but for teachers rather than students.

This year, my district is making use of just such a professional development tool. I am very excited about implementing PD 360. PD 360 is an on-demand library of Video Journal of Education programs produced by the School Improvement Network, which are broken into hundreds of fully indexed and searchable video segments. Unlike traditional forms of professional development, PD 360 is accessible through the Internet and provides teachers with personalized support and differentiated learning anytime, anywhere. Available topics include: instruction, differentiation, classroom management, diversity, coaching, assessment, and leadership.

There also is an app you can download to access PD 360 on your mobile devices. Its uses are varied in that individual teachers can select videos; principals can select videos for the campus, for teams, or for individual teachers; staff can create communities of practice on a campus or across the district; principals and/or program directors can use specific video clips as a resource in their training events.

Especially in small districts, where we wear many hats and have to be many things to many people, it is nice to be able to access a tool that makes being an instructional coach a little easier. It requires less reinventing the wheel and it takes less time to provide high quality professional development that is meaningful to those who access it. We cannot do professional development the way it has always been done. We must continually and purposefully seek out ways to grow the professionals who are under our leadership to become the most effective educators they can be. We know this is indeed the only way to improve student outcomes.

DID YOU KNOW?
PD 360 video segments are available to NAESP members. Your membership gives you access to high-quality online professional development videos—at no cost—thanks to NAESP’s partnership with the School Improvement Network.
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The 2014-15 school year has kicked off and here we are faced with stacks of student data, emails in the inbox, budgets to complete, and plans to write. As a leader with so many plates to spin, it’s hard to think about reading a book or completing a book study with teachers. What would we read that would benefit our staff or grow me as a leader? What book do my teachers need for professional growth? Do they all need the same book? Where will we get the time to read, discuss, and grow so it’s worthwhile?

With so many questions, here is my answer... journal articles for myself and my staff! Two sources come to mind quickly when I am searching for a “good read” or have a need for specific subject matter, AMLE Newsletter (I receive mine electronically) and Educational Leadership from ASCD.

I have used both of these sources in the past month with my instructional team and to share articles with my entire staff. With a shorter article, it increases the possibility that they will read it and we can have discussions to deepen our knowledge and expand our ideas. With teachers at different levels, just like the students in their classrooms, utilizing shorter reads gives me the opportunity to focus on specific teacher needs, provide discussion time, and follow-up.

For example, we were discussing relationships with students in the first few days of school. I found an article that had 4 keys to success in creating relationships with difficult students. I was able to share it with my whole staff in a timely manner and provide ideas for my new teachers and affirmation for my veteran teachers.

Additionally, in the September 2014 edition of Educational Leadership there are 10 articles about motivating students. When my teachers start talking about unmotivated students in our collaboration time, I can find an article to share with them or email to them immediately to follow-up after our discussion. It will strengthen the conversation and/or provide solutions.

So as we jump into 2014-15 with both feet, time is of the essence. Seize those moments when teachers need information and provide an article for them to read! Remember to utilize the sources that you have to strengthen your staff and impact your students!

Hope you have a wonderful school year!

Linda
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OUR MISSION IS TO PROMOTE QUALITY ADMINISTRATIVE LEADERSHIP FOR OKLAHOMA SCHOOLS THROUGH PROFESSIONAL DEVELOPMENT, LEGISLATION AND MEMBER SERVICES.
Results from an annual opinion poll of American children released [October 9, 2012] by *Highlights* magazine found that kids picked honesty—by a landslide—as the quality most important in a president.

Kids understand, almost innately, the value of integrity—of being honest, trustworthy, and fair. Many famous thinkers have tried to describe integrity in their own words. C.S. Lewis famously said, “Integrity is doing the right thing, even when no one is watching.” Albert Einstein said, “Whoever is careless with the truth in small matters cannot be trusted with important matters.” However we put it, integrity is so fundamental to the operation of all effective systems—judicial systems, governmental systems, work systems, and, yes, even school systems. Building a school culture that teaches and emphasizes integrity might very well be job number one in every school building.

If learning about integrity is vital, then how can we teach the concept of integrity to kids?

**LEE ROLAND**  
Principal, Tulakes ES, Putnam City PS

At Tulakes Elementary in the Putnam City school district, Principal Lee Roland explained that it starts with the adults. Kids need to witness the very behaviors that are expected so they can know better what the behaviors look like. From his role as principal, Mr. Roland stated, “It is my job to lead the teachers in this pursuit. I passionately urge and insist that my staff instruct our students about good character and integrity with the same fidelity that we teach the required curriculum.”

Tulakes Elementary actively teaches integrity principles through morning announcements and activities designed to teach better, ethical decision-making in students.

Mr. Roland also emphasized that, while faculty encourage students to have good character even when no one is watching, he and his faculty nonetheless do not want to fail to recognize and celebrate good character when they are, in fact, watching. Positive reinforcement is always a good idea.

**ALISHA SUFFIELD**  
Principal, Trails ES, Mustang PS

Trails Elementary in the Mustang school district also has an intentional curriculum focused on integrity and character. According to Trails Elementary’s Principal Alisha Suffield, “Good character must be taught, emphasized, and, when observed, rewarded.” Character education must be intentional, she said, “It does not happen by accident.” Each week, Mrs. Suffield and her staff develop a “word of the week” that is introduced at a weekly school-wide assembly. Each “word of the week” is a word about good character, and it is accompanied by a definition, a relevant quote, and perhaps a story or fable emphasizing the character trait.

Mrs. Suffield also explained that all her faculty has “Star-Student Tickets.” Whenever any faculty member observes a student acting in a way consistent with integrity or good character, the faculty member may give the student a “Star-Student Ticket.” The tickets may be used a number of ways. Trails Elementary students may put their name on the tickets and place them in a drawing for prizes. Mrs. Suffield emphasized that she includes all facets of faculty and staff. On a bus (a location where sometimes kids forget their good character lessons), a bus driver can give double tickets for good character. And any faculty member may give a ticket to any student (not just to those students in his/her own class). “This,” said Mrs. Suffield, “really makes the whole building an environment that fosters good character.”

One final point should be made. Schools should be places that teach kids how to avoid wrong-doing, and that much is clear. However, an important part of encouraging integrity in students is teaching them how to respond when they do, in fact, do something wrong. This starts by having a collaborative school culture that encourages compassion, fidelity to others, and adherence to the “Golden Rule.” Such an environment will enable a student to more easily ask, “How do I fix it?” In addition, such an environment will enable a student to more easily try to make things right.

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Greetings! The countdown has begun. The OASSP Fall Conference is scheduled for Wednesday, October 29th at the Tower Hotel (NW Expressway) in Oklahoma City. This year’s event promises to be filled with a dynamic keynote presentation followed by a highly engaging and intellectually stimulating EdCamp experience. This one day gathering will be unlike any previous Fall Conference you may have attended. Registration is now open and this opportunity is something you will certainly not want to miss.

The morning will begin with an address from highly acclaimed teacher, entertainer and motivational speaker Dave Burgess. Mr. Burgess is the author of the tantalizing book *Teach Like a Pirate*. I recently read this selection and made reference to several of its passages while presenting at our beginning-of-the year faculty meeting. In addition, I enjoyed the work so much that I used it as a book study with my two assistant principals. Not only does Mr. Burgess describe the characteristics of a highly effective teacher using the word “pirate” as an acronym, but he also gives practical examples of ways to successfully incorporate his strategies into the classroom. If you are looking for methods to engage, inspire and take teaching to the next level, you will certainly want to experience Dave Burgess in person.

In past years, we have offered breakout sessions after the traditional keynote presentation. This year, we are stepping outside the box and introducing the latest in innovative professional development—EdCamp. If you, as I once was, are unfamiliar with the tenants of an EdCamp, let me offer a brief explanation. Participants gather in a large room and are asked to generate topics of discussion in which they or their colleagues have a particular interest. As questions are being posed and ideas are being formulated, rooms are assigned to address these specific points of conversation. Rather than search through a plethora of predetermined sessions as found in a typical conference itinerary, attendees simply gravitate toward a breakout room to examine relevant, self-generated educational issues. The spontaneity and pertinence of the whole process creates excitement and systemic energy.

Our maiden 2014 Fall Conference EdCamp will be led by former OASSP President and current CCOSA Executive Committee Chairperson Robert Schornick and 2015 NASSP National Principal of the Year Finalist Rob Miller of Jenks Middle School. In addition, lunch will be provided on site at the hotel in order to allow sufficient time to generate topics of discussion and to ensure appropriate room assignments for the EdCamp portion of the conference.

We would like to have a record turnout at the 2014 OASSP Fall Conference. As your president, I personally invite you or your designee to bring your school leadership team or even a group of first year teachers to this one-of-a-kind event. If you are either looking to create or sustain a culture of excellence in your school, you will not want this opportunity to pass you by. Come be a part of a day of invigorating and self-directed professional development. Mark your calendar. See you at the conference on October 29th!

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**tech tip**

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**Edmodo** allows the discussion to continue long after the last school bell rings. Teachers and students can share content and use the app to channel new information or notifications, submit assignments and receive grades in the process. The ability for teachers to post assignments, messages, polls and quizzes, while providing access to relevant resources and calendars is an invaluable tool.

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