

**THE OKLAHOMA TECHNICAL ASSISTANCE CENTER
ANNUAL REPORT OF PROFESSIONAL DEVELOPMENT SERVICES
JULY 1, 2007 THROUGH JUNE 30, 2008**

For ease of navigation, the following description of the format used in this report is offered:

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For paper copy readers of this report, please note that multi-media files and webpage links are not available in the paper format. All links to additional data may be seen as pages in the appendix.

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Introduction

The Oklahoma Technical Assistance Center (OTAC), formerly known as the Child Demonstration Service Center, has a 34-year history of providing high-quality professional development and evaluation services to educators working with regular and special-needs students. The demands and influences that drive professional development in Oklahoma’s public schools today are varied and ever changing. The federal No Child Left Behind Act demands that schools use data-driven approaches not only in determining their needs but also in evaluating their outcomes. The act further demands that a greater portion of the professional development be in “content areas.” While the inclusion of content areas is an appropriate direction for professional development, there are additional costs imposed when making professional development more individualized. Also, the Oklahoma Legislature has enacted and continues to enact legislation that places specific professional development requirements on the public schools, often with specific timelines. Added to these major influences, our public schools are faced with ever-increasing costs for providing professional development including the escalating costs of travel. OTAC has responded to these influences and school needs by designing approaches and utilizing technologies that help schools address all of these issues.

OTAC currently offers high-quality professional development opportunities to Oklahoma’s educators through a variety of service delivery options:

- *Long-term, needs-based* professional development is offered through a “[school improvement](#)” series in which OTAC provides customized services to individual school districts. Technical assistance and professional development directed at data-driven decision-making processes enable schools to assess and address their needs in a systematic manner. After an initial review and assessment, OTAC staff is available to create customized professional development programming to meet each school’s identified needs.
- *Legislatively-mandated professional development* sessions are also offered by OTAC through workshops conducted in local districts, regional meetings, and through the use of

newly created video WebCasts that are free for viewing or downloading at the OTAC website.

- In an effort to provide more individualized professional development opportunities to teachers, OTAC continues to offer *video conferencing* as a method of meeting and exchanging information.
- To increase and enhance opportunities for *small learning communities* and in some cases, full professional staffs, OTAC offers [WebCasts of professional development programs](#). WebCasting allows viewers to access the content in *real time*, as the professional development program is being produced, or later as a streamed or downloadable file. In all cases, the programs are accessible at individual personal computers that have a high-speed internet connection.
- OTAC offers *video* CDs or DVDs of all WebCasts and other programs produced in video format.
- OTAC provides workshops or sessions at statewide conferences, national conferences, and conferences for specific educational interest groups. OTAC offers topics from our established list of subjects and customized trainings to meet other specific needs.

Each of these professional development delivery models and accompanying activities are discussed in detail in later sections of this report.

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Customized, Needs-Based On-site Professional Development

OTAC provides customized professional development for Oklahoma school districts by working with school personnel to assist them in determining specific needs that are within the realm of OTAC staff expertise. In most cases, the process follows these steps:

1. A representative of the school (or district) calls OTAC to discuss professional development needs. Topics covered in this initial conversation include:
 - a. Direction of the local professional development plan
 - b. Recent professional development opportunities
 - c. Method by which professional development needs were determined
 - d. Specific ways in which OTAC staff can assist the school in their improvement efforts
2. OTAC staff works with one or more administrators to determine whether the school has initiated a data-driven improvement approach or a curriculum alignment process.
3. If the school has already begun a data-driven approach, the administrator sends that information to OTAC staff. (Note: OTAC has yet to work with a school that has initiated such an approach that can readily submit to OTAC required data for planning purposes. OTAC is prepared to work with schools that began the data-driven process with another service provider.)
4. If the school is beginning the process with a data-driven instruction approach, OTAC provides the school a packet of information including explanations, checklists, and examples of the student achievement data summary forms that OTAC needs to

- develop the customized training. School officials locate the data and send it to OTAC.
5. OTAC staff reviews the data in consultation with the administrator(s).
 6. At this point, the school usually decides to schedule a session on how to use data to improve instruction. The session is usually scheduled for a group of administrators, a leadership team, or the full faculty.
 7. OTAC personnel lead the school staff through a process of reviewing student achievement data over the past three to five years. The goal of the session is to develop a prioritized set of objectives for improving achievement. There may be objectives for the whole district or individual building sites as well as more specific objectives for subjects and grade levels.
 8. Once the needs are determined, OTAC staff consults with administrators or leadership teams on “next steps.” The next step often involves leading the faculty through a curriculum alignment process, focusing first on high-priority areas noted in the detailed review of student achievement data.

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Customized School Improvement Professional Development – Program Contents

Data-Driven Instruction (DDI) offers district personnel an opportunity to review and interpret the specific assessment results from their own teaching efforts. Data-related concepts of NCLB are introduced using a PowerPoint presentation and discussion that incorporates a “hands-on” approach to teachers using data. The presentation is customized and participants use data from their own schools, subjects, and grade levels. Participants are guided through the results of the state-required tests from previous years to help reveal patterns of both strong and weak performances. Appropriate goals to improve student performance can then be determined and in turn, have a positive impact on the district’s Adequate Yearly Progress (AYP). Using the local district’s data provides a meaningful learning experience for the participants.

[Click here to view the PowerPoint slide show](#) (hit escape key to quit)

[Click here to view the PowerPoint slide file](#)

[Click here to view a video sample of the program.](#)

OTAC has been conducting professional development in using DDI since January of 2004. Since that date, OTAC has conducted DDI sessions in 45 Oklahoma school districts, with numerous districts requesting follow-up trainings resulting from data-based decisions from the original training. The DDI sessions were customized for each district and building, requiring school personnel to submit their data to OTAC in advance of the sessions. OTAC sent (now downloadable at our website) each district a [packet](#) (Control Key + click) delineating the data needed to construct the plan for their district’s workshop.

Each workshop represents many hours of preparation for OTAC staff. The student achievement data is photocopied and provided to each participant. Data is also entered into spreadsheets to create PowerPoint and video presentations of the data for the session and to assist in data analysis. OTAC estimates that between eight (8) and sixteen (16) hours are used in staff

preparation time before the initial presentation. The advantages of customizing the training by using the school's own data have been numerous. Feedback from participants has identified the following advantages or outcomes:

- Most participants are appreciative that OTAC actually used their data. Participant feedback indicated that the methods employed in OTAC DDI sessions were easy to understand and use. When the training is over, they have information that they can immediately use.
- Administrators have reported that the training has effected change in the level of cooperation among different buildings in their districts and caused teachers to start working together in a collaborative fashion.
- Schools have requested specific, targeted professional development for needs identified during the examination of their data.
- Schools have established leadership teams as a result of this professional development experience.
- Administrators have called for follow-up technical support as they continued to work with their leadership teams.
- One district asked OTAC to work with its administrators. This group compiled additional years of their data, created a uniform reporting system for all their buildings to use, and presented their instructional strengths and weaknesses to the teachers. Teachers from different buildings were then put into work groups to learn from each other about strategies and curricular approaches that were being used where student performance was strongest. They found that different buildings had different strengths that were not previously known or acknowledged.

After school districts access our initial DDI offering, ongoing and follow-up trainings take a number of different forms. Based on assessment of a school's needs, OTAC continues to customize and provide training.

The *Role of Assessment* training demonstrates how tests are constructed and how to determine and construct classroom assessment items of differing complexity (addressing the depth of knowledge as well as core content). Research on changing classroom assessment to improve student achievement is presented. Additional concepts of questioning, feedback for grading, peer and self-assessment, and formative use of summative tests are discussed.

Building Leadership Teams sessions are conducted in an effort to promulgate the concepts of DDI in larger school districts. These small-group sessions are essentially a "training of trainers" designed to empower leadership teams with the knowledge and background to assist them in training their local building level staff in the concepts of DDI.

The *Curriculum Alignment* program guides teachers through an appropriate correlation of the skills and activities from their current curriculum to the Oklahoma Priority Academic Student Skills (PASS) objectives. Teachers learn to identify those skills that will be assessed and plan their instructional strategies to better ensure students' competency levels are measured by the tests. Once these components of instruction are clearly highlighted, an "itinerary" for the year's instruction can be mapped. This vertical alignment is then reviewed with the objectives from

prior or prerequisite classes, as well as courses which will follow. Horizontal review gives colleagues the opportunity to clarify terminologies, correlate instructional strategies, and gain appreciation for the overall task of the educational process.

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Professional Development Case Study

In November of 2005, the professional development chair for Catoosa Public Schools contacted OTAC to schedule a Data-Driven Instruction (DDI) training for the entire school professional staff. Catoosa schools forwarded their entire student testing data for the previous three years, enabling the OTAC staff to evaluate their strengths and weaknesses and develop the customized training. The training was presented on September 29, 2006 with 162 of the Catoosa professional staff in attendance. The program afforded district personnel an opportunity to review and interpret the specific assessment results from their own teaching efforts. Participants were guided through the results of the state-required tests from previous years to help reveal patterns of both strengths and weaknesses. Discussions of possible impacts on instruction were moderated by OTAC personnel and these discussions led to the planning of the next training module. The district requested that OTAC provide further training/facilitation with a Curriculum Leadership Team (CLT) from each school building.

Approximately two weeks after the initial district-wide DDI training, OTAC met with the CLT. The purpose of the CLT was to determine on which PASS objectives the school site(s) scored the lowest on the State Criterion Referenced Tests (CRTs) and End of Instruction tests (EOIs). They then began development of grade or course level horizontal and vertical alignment of curriculum and identified instructional strategies that could begin to improve student achievement on the targeted objectives. Each elementary, middle school and high school CLT met with the facilitator for a half day session. In each of the sessions, the teams looked at the PASS objectives, and the skill clusters across content areas to determine the greatest areas of weakness on the state assessments. They also identified where cross-curriculum and interdisciplinary teaching and specific instructional strategies could occur to reinforce content knowledge and skills of students in the identified areas. The CLT then took this information back to the faculties at the elementary, middle and high schools to gain feedback for more possibilities and with ideas of how to implement these strategies. The CLT was responsible for bringing this information back to a third meeting, Curriculum Alignment training, also to be facilitated by OTAC.

On April 20, 2007, OTAC personnel facilitated the Curriculum Alignment training in math because it was lowest area identified by the CLT and faculties of the elementary, middle and high schools. Each of the school buildings sent representatives for this training. A total of forty-four educators participated. Groups were created based on grade levels and building structures. Each group began the process of horizontal and vertical curriculum alignment with all objectives being aligned with PASS. Groups made pacing charts including months, standards, and sample test items. At the end of the day, the entire group reassembled to discuss what they had learned and made plans for change as a result of that learning. The district

professional development team requested OTAC to consult/facilitate an additional training in curriculum alignment aimed at revisiting, reviewing and setting goals for continuing the process of curriculum alignment including effective strategies for improvement.

A significant result from the April 20, 2007 training was that a group of third grade teachers at Catoosa became increasingly concerned about the math scores from their students. As a group, they took the data from the previous DDI training and the Curriculum Alignment training and created a spreadsheet and pacing charts to track each student's performance on the PASS skills as they were taught throughout the year. They used the assessments diagnostically and in time it resulted in a change in their classroom instruction. To accomplish their goals they realized they had to change their delivery of instruction. They developed a unique team teaching approach they called "Mystery Math". This approach allowed for each student to have 90 minutes of math daily both in their classroom and with exposure to the other third grade teachers. The schedule set up a rotation where the instruction was varied but with the same objective being taught by each teacher with the various instructional strategies. By using their daily and weekly assessments the teachers were better able to understand and more clearly delineate which students were learning best based on which instructional strategies and what concepts needed to be re-taught. This group of highly motivated and creative teachers was so impressed with the information that was returned to them by employing this data-based method that they volunteered to share their experience with other teachers by being presenters in an OTAC WebCast that will be available in the fall of the 2008-09 school year. A few enlightening moments from that WebCast are shared at [this link](#).

On April 18, 2008, fifty-four of Catoosa's professional staff attended the additional Curriculum Alignment training. There were several goals of the training/facilitation, including;

- to provide the opportunity to share what was previously learned,
- to have open discussions to facilitate problem solving,
- to identify effective practices presently being used in Catoosa schools,
- to research and review effective practices in educational literature, and,
- to create a catalogue of best practices as a resource for Catoosa teachers.

Utilizing the [research done in Virginia](#) which identified 16 effective practices in schools, each participant rated Catoosa schools performance relative to each of the 16 identified practices. Scoring for all the participants was averaged to assist in identifying perceived strengths and weaknesses within the schools. The lowest ratings were in research-based programs and technology. These results went to the policy makers and school administration. The administration supported the staff and allowed teachers to exhibit leadership and take ownership of their findings with a vision for future solutions. An important outcome was that teachers expressed an interest in further research to determine if actual student improvements occur based on the changes that Catoosa teachers have made and will continue to make.

The OTAC staff involved in working with Catoosa Public Schools is proud to be a part of this improvement program and commends the teachers and administration alike for their effort and commitment to student achievement. The example set by the group of third grade teachers left OTAC personnel with the distinct impression that this is "how it is supposed to be done". [\(Return to Table of Contents\)](#)

On-site Professional Development Trainings

OTAC conducted seventy-five (75) on-site professional development trainings at Oklahoma schools, agencies, and conference sites during 2007-08. A total of 1,718 participants attended these trainings.

Thirty-one (31) trainings were directly related to NCLB, falling under the heading of “School Improvement.” These included sessions focusing on data-driven instruction, or were customized resulting from needs indicated in prior data-driven instruction trainings (as described above). The customized trainings included the following topics:

Curriculum Alignment
Layered Curriculum
Data Driven Instruction
Problem Solving with Data
Interpreting Data
DDI-Building Leadership Teams
Assessment
Adapting for Individual Differences with Technology
Closing the Achievement Gap
SmartBoard Training
Technology

Twenty-one (21) sessions were conducted for school districts to fulfill their responsibilities for meeting legislatively-mandated professional development topics. These subjects include ethnic and racial issues, parental involvement, and bullying prevention. Some districts request these trainings simply to fulfill the legislative mandate while others have identified a specific need for these trainings based on some locally set criteria. For the latter group, OTAC has the district collect additional data to become part of the training to further the understanding and problem solving for these districts. Control Key + click the following links to view samples of rating scales and surveys used for this type of data collection.

[Bullying](#)
[Parental Involvement](#)

Twenty-three (23) sessions were conducted specifically for the small learning community identified as alternative education teachers and administrators. Twelve (12) of the sessions were regional meetings for alternative educators, each customized by OTAC field coordinators to meet the needs of their particular region. Seven (7) sessions were customized trainings for conference participants or local alternative education staffs. Three (3) sessions were full day trainings presented by OTAC to new alternative education teachers to assist them in understanding the criteria set forth for alternative education in Oklahoma. The one (1) remaining alternative education-based training performed by OTAC was an out-of-state presentation at the Arkansas State Alternative Education Conference. This was the second year that Arkansas has invited OTAC to present an overview of the procedures in Oklahoma alternative education to assist their programs by engaging student learners with innovative teaching strategies.

Eighteen (18) of the seventy-five (75) sessions were trainings specifically related to understanding, using, or integrating technology in education. OTAC has remained committed to assisting Oklahoma schools in realizing the promise of technology-based improvements in instruction.

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Web Access to Professional Development

In the 2005-06 school year, OTAC expanded an existing partnership with the Oklahoma State Regents for Higher Education and OneNet to provide high quality professional development programs in formats that allowed for easy online access. Through the use of the OTAC website and OneNet's enormous internet bandwidth, a delivery system was designed that allows users to access the professional development programs at their personal computers. Users simply choose a program from the [OTAC WebCast Directory](#), provide some basic information (name, school/agency, number of viewers), then decide whether to view the program at that time or to download the program for later viewing. The formats vary based on the program length, program content, and presenter style, but in all cases download times are kept to the absolute minimum. With a typical school or home high-speed internet connection, a user can expect to download any of our WebCasts in 10 minutes or less (usually less). Users who choose to watch directly without downloading can expect the program to begin within one minute (the file must buffer).

After OTAC's initial year's efforts (2005-06 pilot program) that were largely directed at alternative educators, OTAC ventured into professional development relevant to all Oklahoma schools and teachers. Areas of emphasis in 2006-07 were for content-specific professional development (e.g., effective teaching in Algebra), technology, and special education. As a result, web-based professional development services at OTAC increased dramatically during the 2006-07 school year. Twenty-one (21) new professional development programs were produced and made available at the [OTAC WebCast Directory](#). OTAC saw a **196%** increase in the use of the available trainings with a total of **3,184** people viewing a WebCast. The users of these professional development programs included educators from **202** of Oklahoma's school districts along with personnel from 26 other universities and agencies.

For the 2007-08 school year, OTAC emphasized two areas of professional development while continuing to provide a wide range of programs. The areas of emphasis were Child Abuse & Neglect and Using New Technologies. The Oklahoma legislature mandated that Oklahoma schools include Child Abuse & Neglect in each year's professional development for teachers. OTAC responded by producing a four-part WebCast series titled "Child Abuse & Neglect" that allowed schools to meet the mandate without expending funds and through the use of a program conducted by a highly respected professional in the field (Fran Roberson, Clinical Director for the Center for Children and Families, Inc.). The response to the series was remarkable, as the program was viewed at least **14,884** times.

A growing number of schools and classrooms in Oklahoma are availing themselves of the latest technologies, specifically including interactive whiteboards, typically referred to as “smartboards”. This movement, combined with the fact that over 61% of the grantees for alternative education technology purchased an interactive whiteboard in 2007-08, led OTAC to produce a seven-part WebCast series titled “Using Your SmartBoard”. This series provides practical “how-to-use” instruction that can be viewed and reviewed by teachers as they acquire each skill level with their smartboards. Again, the response to the series was overwhelming as the programs were viewed at least **6,226** times.

As great as the growth in the use of OTAC online professional development was from 2005-06 to 2006-07, it paled in comparison to the growth in use of these programs for the 2007-08 school year. For the 2007-08 school year, 24 programs were produced and made available at the online [OTAC WebCast Directory](#). OTAC saw a **699%** increase in the use of the available trainings with a total of **25,442** WebCast viewings. The users of these professional development programs included educators from [284 of Oklahoma’s school districts](#). This represents 53% or more than half of all Oklahoma school districts, confirming that OTAC has become an important provider of online professional development in Oklahoma. In addition, [94 Oklahoma alternative education programs](#) in the state used these resources. Personnel from [91 other universities, agencies, out of state and out of country entities](#) also made use of OTAC professional development WebCasts. WebCast download and viewership data is available for each month, for each WebCast, in a [supplemental document](#).

A short two and one-half minute clip from the *Passport to Financial Literacy* WebCast is presented here as an example. [Click here](#). When the clip is finished, simply close the web browser that was opened to play it. Below, find the list of the twenty-four (24) programs created for the 2007-08 school year. All 54 OTAC WebCasts may be viewed at the [OTAC WebCast Directory](#) on its website.

Child Abuse & Neglect: A 4-Part Series

Fran Roberson, Clinical Director for the Center for Children and Families, Inc.

Using Your SmartBoard: A 7-Part Series

Patty Greenfield, Oklahoma Technical Assistance Center

Reporting OTAC Data

Rick Rogers

Oklahoma Technical Assistance Center

How to Teach Finance to Teens & Women

Dr. Sue Lynn Sasser

Oklahoma Council on Economic Education

Passport to Financial Literacy

Dr. Sue Lynn Sasser

Oklahoma Council on Economic Education

21st Century Community Learning Centers
Grant Application Instructions
Dr. Mary Meritt & Melodie Fulmer

Oklahoma Ag In The Classroom
Jamey Allen, Mary Ann Kelsey, Dana Bessinger
Classroom Coordinators for Ag in the Classroom

Administrator's Response to "Leaders & Laggards"
Rick Martin, Superintendent
Prague Public Schools

Mentoring: Developing Your Program Plan
Michelle Middleton, Director of Mentoring Programs
El Reno Public Schools

High Performance English Golden Triangle (writing)
Carolyn Conley
Glenpool Alternative Program

Idioms & Core Knowledge
Rodger Shell, Jim Thorpe Academy
Shawnee Public Schools

Oklahoma Medal for Excellence in Alternative Education: Nomination Process
Dr. Mary Meritt
Oklahoma Technical Assistance Center

Fall '07 Alternative Education Regional Meetings Highlights
Denise Riley, Asst. Director, OTAC
Missy Storm, Sr. Field Coordinator, OTAC
Peggy Reynolds, Field Coordinator, OTAC

K20 Partnership Update
Lisa Pryor, Asst. Supt., OKSDE; Laura Buxton, Director of Alternative Education,
OKSDE; Dr. Kathy McKean, Director, OTAC

Grants for Art in Education
Aaron Jones, Oklahoma Arts Council

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Online Evaluation of WebCast Professional Development Programs

Based on the online feedback provided by participants, the WebCasts were used in a number of ways. Some individual participants viewed the sessions alone while at work or at

home, others viewed the programs in small groups by projecting the WebCast to a screen from a single personal computer. Some school districts have downloaded programs and shown them to full staff audiences through the use of a projector. Evaluations of the WebCast trainings provided by participants indicate a wide acceptance and appreciation for both the content and ever-improving delivery models. Participants repeatedly commented on the convenience of use including the ease of access and the fact that they were not required to travel to participate. Many commented on the convenience of being able to access the programs at a time of their own choosing.

OTAC invites comments and evaluations from the participants who access our web-based professional development (WebCasts). The following is a representative sampling of comments from evaluations of the WebCasts. To view all comments from all submitted evaluations hold the "Control Key" and click the "view all" link for each question. Comments from participants are presented in this report unedited.

Question 1

What did you like best about this presentation?

It was very "teacher friendly". It provided good ideas that can be immediately implemented.

I liked the opportunity to view the presentation at a time that fits my schedule!!

Excellent power point with great visuals and information clearly stated with time between "slides" to make notes.

Nice to see the presenter and the slides at the same time.

We hear about facts all the time and usually it is associated with other states. This gave us some of the statistics for Oklahoma too.

This program for Child Abuse and Neglect was well prepared. It gave clear instructions on how to talk with a child and report suspected abuse. It was very specific on how to respond to a child and stated what should not be said as well as what you could say. The program also clearly explained the steps in this process after you have made a referral.

This presentation was helpful in knowing how to get started in our arts grant writing.

The explanation was simple and to the point. I'm going to ask the reading teachers to view this video and then have discussions about it. Some of our teachers might be interesting in contacting [the presenter] for an observation. Thank you for including this topic!

This will make geography or social studies classes much more interesting.

Good sound educational ideas on ways to present idioms and to incorporate them across the curriculum.

In the webcast of Will the Next Beethoven Please Stand Up, we enjoyed the information and stand amazed at how easy it can be to create music.

I really enjoyed the presenter. I feel more comfortable using my Smartboard now than before. I will recommend this broadcast to my co-workers.

[View all responses to Question 1](#) (hold the “Control Key” and click the link)

Question 2

Comments on "WebCasting". What worked, what didn't work, ... problems?:

Absolutely no problems what-so-ever!

The WebCasting was great. I had never used before and found this to be a super way for me to do a lesson at my own time and place. Great idea!

I appreciated this opportunity to view at my leisure. Downloading this to a flash drive will allow me to keep the presentation for future reference.

Good--I am way out west--thanks for not making me drive to the city.

I could stop it and come back to it when students came in with questions...

I think this is an excellent way to get professional development within a school. The video was a little too dark.

My computer was very slow, so it took longer to go through all 4 sessions

I don't know if it was the volume on my computer or the WebCasting, but it was hard to hear some things.

This is my first experience and it went very smoothly. The presenter did not have a very engaging presentation style, but I could listen and take notes while he lectured and the notes on the webcast were very helpful.

The buffering tool did not work very well at all --- I should have tried to download the files to listen to at my convenience as it took a long time to watch.

I love this format. Thanks for being the leader in our state in this area!

[View all responses to Question 2](#) (hold the “Control Key” and click the link)

Question 3

Additional Comments

Viewers tended to use this space to write general statements about the webcasts (“Good way to get up to date information”), to comment on the specific webcast topic (“The information is

exactly what people want to know), or to ask questions that were specific to the webcast {“What should I watch for in junior high and high school students?”}.

[View all responses to Question 3](#) (hold the “Control Key” and click the link)

Question 4

Suggestions for WebCast topics? Please share your ideas for WebCast topics or needs for particular types of professional development.

Everything was great! Parental involvement, multi-cultural, professional enhancement, etc.

Providing more information in regard to addictions that teens and young teens face. It also seems as though that bullying has become more prevalent in the last few years, perhaps some of these issues could also be addressed at some point or another.

We often need updates on laws and legal situations that affect students and teachers in the educational environment.

I would like to see more about what psychologists say about the way children have so many extended families that they don't have any roots.

Anything from athletics to zoology. I believe this to be almost limitless.

More subject area topics would be neat. I would enjoy downloading some of these for Social Studies meetings for instance.

I would like to see more topics are the arts.

Any core subjects that can be used to build our Highly Qualified houses for high school.

Ways to tie history into other content subjects.

I would like to see a workshop on teaching reading to a diverse age group. For example, I teach K-3 all at the same time in the same room.

CRT/EOI test data interpretation

I'm looking for best practices in Middle School reading and math

[View all responses to Question 4](#) (hold the “Control Key” and click the link)

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Professional Development on CD/DVD

OTAC offers a series of video presentations available on CD/DVD upon request. The video series comprises presentations that OTAC has produced in cooperation with presenters from across the state. These presentations are generally an hour or more in length making them impractical for video downloading on the internet. Presently there are six (6) presentations available. OTAC also offers CD/DVDs of all video presentations for those who do not have the facility for obtaining or otherwise viewing them. OTAC will continue to expand the selection of presentations available through this media. Click a link to view a clip.

Fran Roberson, Clinical Director for the Center for Children and Families:

Child Abuse and Neglect: Training Series for Educators

A series of 4 programs designed to educate Oklahoma teachers in “everything they need to know” about child abuse and neglect. (Also available for download)

Cindy Ball, Oklahoma Teacher of the Year 2004:

Incorporating Art in the Regular Curriculum.

It's not teaching art, it's using art to teach.

[Sample Clip](#)

Christie Brown, Putnam City:

A Walk Through Cell.

A unique, hands-on lesson/unit that demonstrates and teaches the various aspects of cell biology.

[Sample Clip](#)

Larry Sholes, Vinita:

Collaboration with Your Community, Accessing Resources, & Behavior Modification.

Marsha Whalen, Locust Grove:

Effective Teaching Strategies & Resources.

Shona Willis, OKSDE, (formerly Putnam City):

Personas.

Using the construction of masks as a means to art education and introspection.

[Sample Clip](#)

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Additional Professional Development Activities Conducted in 2007-08

OTAC employs a variety of methods to inform Oklahoma school districts of the Professional Development services available through the agency. These outreach methods include the administration and updating of the website (<http://otac.info>) and e-mailings to superintendents, professional development chairs, and others regarding upcoming professional development opportunities. Additionally, OTAC attends regional and statewide meetings of professional development providers, promoting OTAC services through flyers, brochures, and personal contact. Additional daily personal contact with school districts is accomplished by OTAC field coordinators who provide technical assistance to schools for statewide alternative education programs and disseminate information about OTAC services. Users of our website are also encouraged to register for announcements of professional development opportunities via our e-mail list. While the vast majority of Oklahoma school superintendents and professional development chairpersons are already on our e-mail list, an additional **282** educators registered during the 2007-08 school year. The e-mail list for Oklahoma educators now being notified of our new professional development offerings stands at over 3,200.

The website itself is a professional development resource along with being a resource for all kinds of information related to education in Oklahoma. The home OTAC webpage contains announcements of OTAC events, professional development opportunities, conferences, grant announcements, and other items of interest to educators in Oklahoma. Use of the OTAC website has grown each year with over 20,600 visitors to our main page and over 9300 visitors to our WebCast Directory during the last fiscal year.

OTAC has been in operation and providing professional development for Oklahoma school districts for more than 34 years. OTAC's longevity and popularity with Oklahoma schools have provided a significant degree of visibility and personal contact with school personnel. Oklahoma school personnel know who OTAC is, they know what OTAC does, and have consistently rated the center's professional development programming very highly in terms of relevance to their needs, presentation quality, professionalism, and overall impression. The overall average rating for all programs, by individual participants, for the 2007-08 school year was **4.63**, on a 1-5 rating scale system. These results indicate that the majority of participants rating the professional development programs they attended gave them the highest rating (5) possible.

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Evaluation Summary: OTAC Professional Development Alignment with National Staff Development Standards

2007-2008

Standard	Support Evidence for Addressing Standard
<p>Standard 1: Learning Communities</p> <p>Organizes adults into learning communities whose goals are aligned with those of the school, district, and state.</p>	<p>Assisted schools in developing Learning Communities by:</p> <ul style="list-style-type: none"> • Helping schools to establish leadership teams (superintendent, principals, school board members, teachers, and parents) from each site • Teaching faculty how to review achievement data for the past three to five years • Assisting leaderships teams and faculty in determining patterns of performance strengths and deficiencies • Assisting leaderships teams and faculty in setting goals that addressed PASS • Customizing follow-up sessions (e.g. research-based strategies for increasing achievement, curriculum alignment, improving classroom assessment, test taking resources, layered curriculum, etc.)

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Standard	Support Evidence for Addressing Standard
<p>Standard 2: Leadership</p> <p>Requires skillful school, district, and state leaders who participate in and guide continuous instructional improvement.</p>	<p>Assisted schools in developing leadership with resources for sustained instructional improvement by:</p> <ul style="list-style-type: none"> • Planning with leadership teams, focusing on data-driven decisions • Providing school leaders personalized assistance in implementing a data-driven improvement program • Providing school leaders with an updated CD containing all they need to conduct data-driven instruction sessions with their own faculty: a portfolio of student achievement data from the past five years; “No Child Left Behind,” ACE, and Oklahoma API power point presentations; data-driven instruction power point presentation; complete PASS; OCCT test specifications and sample items; and internet resources to facilitate continuous improvement

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Standard	Support Evidence for Addressing Standard
<p>Standard 3: Resources</p> <p>Requires resources to support adult learning and collaboration.</p>	<p>Assisted districts by providing the following resources:</p> <ul style="list-style-type: none"> • On-line video streaming (WebCasts) on relevant issues; WebCasts featuring exemplary teachers • Curriculum resource notebooks for Algebra I, Biology I, English II, US History, and 8th-grade core content • On-line lesson plans (exemplars for layered curriculum) in the areas of science, math, history and English • Workshops/WebCasts designed to improve teachers' use of technological resources, especially no-cost/low-cost resources • OTAC website with teacher resources and links to a host of curriculum resources reviewed by OTAC staff • Webcasts and online resources on "highly qualified teacher" laws, rules, reporting requirements, and links to relevant free or low-cost professional development • Models of effective cross-curricular teaching • Providing curriculum alignment materials (both vertical and horizontal) • CD with PASS objectives • Curriculum pacing charts in a variety of formats • Professional development and collaboration through videoconferencing • Other resources to assist schools in aligning curriculum with assessment (test specifications, links to states with online assessment resources)

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Standard	Support Evidence for Addressing Standard
<p>Standard 4: Data-Driven</p> <p>Uses disaggregated student data to determine adult learning priorities, monitor progress, and sustain continuous improvements.</p>	<p>Assisted schools in understanding and using disaggregated student data by:</p> <ul style="list-style-type: none"> • Collecting, organizing, and analyzing student data prior to designing professional development sessions with a particular school or district • Developing a customizable professional development program that guides school leaders and/or faculty through an analysis of their own data • Guiding school leaders and faculty through a process in which they organized, analyzed, and interpreted their student assessment data with a particular emphasis on disaggregating the data to review the progress (over time) of various student groups • Guiding school leaders and faculty through an analysis of their strengths and weaknesses as revealed by an honest analysis of student achievement data that includes yearly updates • Guiding school leaders and faculty through a goal-setting process based on their analysis of disaggregated student achievement data • Using perception data to improve relationships with parents and to improve community and parental involvement outreach • Using school data related to bullying for planning safe schools

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Standard	Support Evidence for Addressing Standard
<p>Standard 5: Evaluation</p> <p>Uses multiple sources of information to guide improvement and demonstrate its impact.</p>	<p>Assisted individual districts with evaluation by:</p> <ul style="list-style-type: none"> • Forming a leadership team • Building profiles or baselines, identifying problems and trends by looking at three to five years of data • Selecting the categories of greatest concern by reviewing pertinent data and developing targets for action • Reviewing and assembling the data in a manner easily understood – color-coded visuals that clearly depict strengths and weaknesses • Assisting leadership teams in locating or collecting other relevant data (e.g., parent/teacher/student surveys, student attendance, parent participation) • Encouraging building-level leadership teams to develop a timeline for developing and implementing effective strategies • Working with schools over time and assisting them in evaluating the effectiveness of their improvement efforts • Reviewing WebCast download and usage statistics; using these data as tools in planning new WebCasts • Providing web-based evaluation instruments for OTAC users to give us feedback on program content and quality and to make recommendations for future topics

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Standard	Support Evidence for Addressing Standard
<p>Standard 6: Research-based</p> <p>Prepare educators to apply research to decision making.</p>	<p>Assisted districts with specific research-based professional development by:</p> <ul style="list-style-type: none"> • Providing WebCasts that summarize and disseminate research findings directly to teachers and administrators • Providing WebCasts that feature teachers who have successfully implemented research-based teaching strategies • Providing customized Data-Driven Instruction sessions and consultation • Providing research-based follow-up to the initial Data-Driven Instruction process (e.g., Nunley’s <i>Layered Curriculum</i>, Marzano’s <i>Instruction That Works</i>, Willam et al.’s <i>Inside the Black Box</i>, Carol Ann Tomlinson’s <i>The Differentiated Classroom: Responding to the Needs of All Learners</i> , <i>How to Differentiate Instruction ... & Differentiating Instruction and Understanding by Design; The Parallel Curriculum Model</i> • Continually revising the Data-Driven Instruction process, presentation, and CD so that it aligns with current research as well as publications from the SDE and USDOE • Using Epstein’s Six Types of Involvement as the basis for parent involvement workshops • Using school/community report cards that reflect perceptions for future planning • Disseminating <i>Focus</i> book and strategies to present administrators and professional development chairpersons with a usable summary of the research on effective professional development

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Standard	Support Evidence for Addressing Standard
<p>Standard 7: Design</p> <p>Uses strategies appropriate to the intended goal.</p>	<p>Assisted districts with a design appropriate to the intended goal by:</p> <ul style="list-style-type: none"> • Designing teacher-friendly WebCasts, using a format that is easy for teachers to use, either at school (within the constraints of their planning time) or at home. • Designing WebCasts that meet legislative mandates. This year, that included an informational series on the topic of child abuse prevention and intervention. • Designing WebCasts that address other critical areas of need. • Designing teacher-friendly methods of organizing and analyzing assessment data • Providing teachers with multiple ways to organize PASS objectives and their intended curriculum • Continuing a WebCast series on strategies to improve the skills of special education, alternative education, and regular education teachers • Assisting schools with customized staff development opportunities through videoconference and WebCasts, both live and archived (on-demand professional development)

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Standard	Support Evidence for Addressing Standard
<p>Standard 8: Learning</p> <p>Applies knowledge about human learning and change.</p>	<p>Assisted districts with knowledge about learning by:</p> <ul style="list-style-type: none"> • Training teachers in differentiating learning using strategies such as Nunley’s <i>Layered Curriculum</i>. A layered curriculum offers students/teachers multiple assignment and assessment options. Assisted teachers with understanding Webb’s Depth of Knowledge taxonomy and higher order thinking skills • Conducting professional development that helped teachers identify their personal intelligences and their strengths and weaknesses. • Continuing a technology WebCast series, enabling teachers to learn how to use hardware, software and web tools. Emphasis on learning how to use tools and how to apply tools in their teaching.

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Standard	Support Evidence for Addressing Standard
<p>Standard 9: Collaboration</p> <p>Provides educators with the knowledge and skills to collaborate.</p>	<p>Assisted districts with collaboration by:</p> <ul style="list-style-type: none"> • Providing creative professional development approaches via videoconferences and point to point communication • Developing online video streaming PD in the area of math, science, art, and English • Developing illustrative, online lesson plans in the areas of science, math, history and English • Developing resource notebooks for the four EOI courses and 8th-grade core areas • Providing opportunities for teacher and administrator input into OTAC's online professional development content • Planning and modeling effective cross-curricular teaching

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Standard	Support Evidence for Addressing Standard
<p>Standard 10: Equity</p> <p>Prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their students.</p>	<p>Assisted districts with equity by:</p> <ul style="list-style-type: none"> • Providing experiences of ethnic and racial differences through an interesting, non-threatening, allegorical training program called "BaFa BaFa" • Providing workshops on Ethnic and Racial Differences and multicultural curriculum • Providing workshops on bullying prevention and intervention

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Standard	Support Evidence for Addressing Standard
<p>Standard 11: Quality Teaching</p> <p>Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.</p>	<p>Prepared educators to use various types of assessments and meet rigorous academic standards by:</p> <ul style="list-style-type: none"> • Developing and implementing the customized Data-Driven Instruction process • Teaching teachers to design classroom assessments using the blueprints, test specification, and sample items provided by the Oklahoma State Department of Education • Preparing activities that support instructional improvement and are aligned with site goals for increasing student learning using Webb's Depth of Knowledge • Encouraging teachers to employ traditional and alternative assessments that align instructional practices with student knowledge, cognitive levels, and interest levels

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Standard	Support Evidence for Addressing Standard
<p>Standard 12: Family Involvement</p> <p>Provides educators with the knowledge and skills to involve families and other stakeholders appropriately.</p>	<p>Encouraged educators to increase family involvement by:</p> <ul style="list-style-type: none"> • Conducting <i>Parents Are the Master Key</i> workshops. The workshops this year emphasized communication with parents through phone calls, email, web-based communications, home visits, written reports, conferences and community perception • Helping districts that attended our Parenting workshops send out school report cards based on PASS objectives. We encouraged schools to collect the teacher, parent, student, and community perception data prior to the workshop, in an effort to begin to use data for making changes necessary for school improvement.

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Oklahoma Technical Assistance Center
123 East Broadway
Cushing, OK 74023
1-800-687-5730
<http://otac.info>