



Background:

## **EDUTAS at the University of Oklahoma (OU)**

EDUTAS' mission is to provide innovative, collaborative, targeted and comprehensive, evidence-based technical assistance (TA) that is culturally and socially responsive to drive results in improved public education teaching and learning systems and practices.

EDUTAS provides education TA services as part of the University of Oklahoma Outreach Public and Community Services Division. EDUTAS services include direct strategic TA planning, implementation, and evaluation and capacity building support to state education agencies (SEAs), local education agencies (LEAs), and schools. EDUTAS works closely with the Central (C3) and South Central Comprehensive Centers (SC3) at the University of Oklahoma, which currently provide federally funded capacity building support to the SEAs in Arkansas, Colorado, Kansas, Louisiana, Missouri, New Mexico, and Oklahoma.

Record:

EDUTAS' most recent capacity building and direct service TA is contributing to the improvement of SEA and LEA systems in Louisiana, Missouri, and Oklahoma through an English Language Learners Coaches Academy and in Oklahoma through a School Turnaround Leader development project. Previous EDUTAS projects include development of the National Indian Education Association's Resource Repository for culture-based curriculum and the Overseas Practicum for English Teachers, which provided an intensive, immersive English language and American culture experience for Korean teachers of English. EDUTAS-specific projects have contributed to improved outcomes for students by building capacity and strengthening skills of teachers and leaders at all levels. Our team members have also successfully contributed to the redesign and turnaround of schools and systems in Oklahoma, Colorado, Kansas, Hawaii, Tennessee, Massachusetts, Connecticut, and Maine.

Model:

In tandem with our OU partners, our TA priorities include the following:

- Supporting SEAS, LEAS, and schools in the transition from NCLB to ESSA
- Supporting equitable access to excellent educators for all students
- Supporting and implementing college- and career-ready standards and aligned, high-quality assessments
- Identifying, recruiting, developing, and retaining highly effective teachers and leaders
- Turning around the lowest-performing schools

- Ensuring the school readiness and success of preschool-age children and their successful transition into kindergarten
- Building rigorous instructional pathways that support the successful transition of all students from secondary education to college without the need for remediation
- Identifying and scaling up innovative approaches to teaching and learning that significantly improve student outcomes
- Supporting Native American students
- Supporting students with disabilities
- Supporting English learners

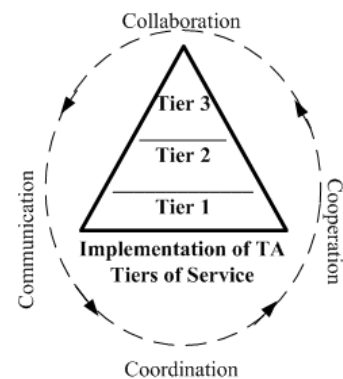
Our daily work is improving schools by building human, organizations, structural, material, and political capacity of educators using the **Biscoe High Impact Technical Assistance Model (HI-TA)** based on the research and work of Fullan (1992, 2001, 2006, 2008, 2010), Fixsen, et al., (2012), Fixsen, et al., (2005), and Block (2010). The HI-TA Model is grounded on principles of effective TA identified by Sharpton (2000), the Southwest Education Development Lab (2008), and Trohanis (1982, 1983, 2001), which emphasize expert knowledge of the service providers, collaborative problem identification/assessment, capacity building in the receiving organization, target setting, and multiple other TA delivery strategies.

The Biscoe High Impact Technical Assistance Model (HI-TA) includes 10 phases:

1. **Entry/initiating** the process of engagement through flawless consulting
2. **Assessing** SEA capacity building needs and readiness to support school improvement
3. **Developing** a TA plan to support capacity building and implementation of reforms to support districts and schools
4. **Implementing** TA services
5. **Building** SEA and LEA capacity
6. **Determining expected outcomes**
7. **Evaluating**
8. **Scaling-up innovations**
9. **Supporting sustainability**
10. **Re-planning and monitoring** of emerging needs and adjustments in the implementation plan through a continuous monitoring process

Our tiered service delivery allows us to differentiate service based on the complexity of issues. The more significant or intensive the needs, the greater the frequency of contact, the longer the duration of service, and the higher the intensity of the work for the SEA, LEA, or school and for the service provider. **Tier 1 Services** meet universal needs. This level of service is

- usually of low intensity, infrequent and of limited duration;
- often focuses on a one-time event with topics of broad interest; and
- may be a cooperative effort among several TA providers; and includes sharing and dissemination of information and/or products.



**Tier 2 Services** address targeted needs around a topic or issue that may be delivered to broad audiences through electronic networks or group events. These services

- provide opportunities to establish networks among those with similar problems, and
- include, but are not limited to webinars, teleconferences, conferences, videoconferencing, and communities of practice.

**Tier 3 Services** are targeted and specialized for intensive needs. These services

- include, but are not limited to, onsite, face-to-face services with extensive follow-up through various means to address very specific issues/needs requiring direct assistance and support; and
- are intensive and sustained.

Our TA is highly dependent on establishing collaborative relationships with our partners and clients. The greatest success is achieved when there is mutual agreement on all phases of the shared work. Our experience indicates a committed and specific liaison at the state, district, and school levels is essential for success in the intense, collaborative work of school improvement. Further, we believe working across external and internal silos to engage all stakeholders is a primary factor in the quality and sustainability of these projects.

In 2017, EDUTAS is available to provide a limited number of high-quality, customized school improvement diagnostic, planning, and implementation supports to states, districts, and schools that address school redesign to improve teaching and learning, including, but not limited to the following:

Instruction	Teaching & Learning Environment	Systems & Supports
<ul style="list-style-type: none"> <li>• Data Collection &amp; Analysis</li> <li>• Personalized Learning Systems and Strategies</li> <li>• Classroom Management</li> <li>• Formative Assessment</li> <li>• Standards Alignment</li> <li>• Early Literacy Tutoring</li> <li>• Developing Academic Tutors &amp; Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate &amp; Culture</li> <li>• Maximizing Teaching &amp; Learning Time</li> <li>• Collaborative Teaching &amp; Learning</li> <li>• Strategic Communication</li> <li>• Growth Mindset</li> <li>• Leadership Development</li> </ul>	<ul style="list-style-type: none"> <li>• Theory of Change &amp; Logic Model for School Improvement</li> <li>• Root Cause Analysis</li> <li>• Diagnostic Needs Assessment &amp; Needs Sensing</li> <li>• Strategic Planning &amp; Performance Management</li> <li>• Proposal Development &amp; Grant Writing</li> <li>• Stakeholder Engagement</li> </ul>
<p>Levels of Engagement: Diagnostic, Planning, Redesign, Implementation, Monitoring/Evaluation, Documentation, Dissemination and Replication</p>		