



**Mid-Continent Comprehensive Center  
University of Oklahoma  
College of Continuing Education**

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Priority Activities in 2006 – 2007 are:

**Regional (Arkansas, Kansas, Missouri, Oklahoma) and National**

- Provide teams comprised of special education, assessment, and accountability staff from the four Mid-Continent Comprehensive Center (MC3) State Education Agencies (SEAs) and their intermediary agencies with the knowledge, skills, and tools needed to develop and implement **alternate assessment programs** for the “2% students” in accordance with the new federal regulations in collaboration with the *Content Center on Assessment and Accountability*, the *National Center on Educational Outcomes*, the *Southeast Regional Resource Center*, *Mountain Plains Regional Resource Center*, and the *North Central Regional Resource Center*.
- Assist the states in revising their **Highly Qualified Teachers (HQT)** state plans (AR, MO, KS, and OK) in collaboration with the *National Comprehensive Center for Teacher Quality*.
- Provide professional development and follow-up technical assistance (TA) on **scientifically-based research (SBR)** and its use for guiding school reform and improvement, using the curriculum designed by the educational laboratories and the National Clearinghouse on Comprehensive School Reform.
- Provide TA and follow-up TA on **supplemental educational services (SES)** to include approval of vendors, monitoring of services, and evaluation of performance with support from the *Content Center on Innovation and Improvement*.
- Provide a regional summit to SEAs focusing on promising practices and closing the achievement gap.



## Mid-Continent Comprehensive Center University of Oklahoma College of Continuing Education

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- Collaborate with the *Content Center on Innovation and Improvement* to support its first annual Institute for School Improvement and Education Options.
- Provide a forum on **Response to Intervention (RTI)** in collaboration with the *Southeast Regional Resource Center*, the *Texas Comprehensive Center*, and the *Southeast Comprehensive Center*.
- Assist each SEA with TA support based on its stage of implementation of the **Migrant Needs Assessment**.
- Develop a survey tool to ascertain the existing resources and needs of districts/schools to support **adolescent literacy** in collaboration with the *Content Center on Instruction*, *Content Center on High Schools*, *University of Kansas Center for Research on Learning*, and the *National Association of State Boards of Education*. *(The goal is to use it to support SEAs as they gather data from districts to understand better how to support their programming and curriculum needs in the area of adolescent literacy).*

### **Arkansas Department of Education (ADE)**

- Assist ADE with the design of an **integrated technical assistance system** that incorporates services from across ADE divisions and from the co-ops to reach districts and schools in program improvement (PI) status throughout the state including those in remote rural areas.
- Provide ADE and its co-op professional development personnel with the knowledge, skills, and tools needed to help PI districts and schools to:
  - Use **classroom assessments** to inform instructional decisions at the classroom level.
  - Implement evidence/research-based practices in **numeracy**.
  - Provide quality instruction to low achieving students in **alternative education** settings to include a strategic agenda supporting adolescent literacy to address the professional development needs of teachers, administrators and support staff in alternative education settings.



## Mid-Continent Comprehensive Center University of Oklahoma College of Continuing Education

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### **Kansas State Department of Education (KSDE)**

- Collaborate with KSDE and the Commissioner to plan for developing an appropriate growth model.
- Provide KSDE with information, tools, and resources to determine how schools can more effectively address the **literacy and numeracy needs of adolescent students** not meeting state standards.
- Provide professional development on the **Strategic Instruction Model (SIM)** and the accompanying theoretical framework focusing on the content literacy continuum, instructional coaching, and partnership principles developed by the *University of Kansas Center for Research on Learning* for Improvement & Support Teams (ISTs), the Kansas MC3 State Coordinating Council (SCC), and other relevant staff to help them assist teachers in infusing reading instruction across the content areas in secondary schools.

### **Missouri Department of Elementary and Secondary Education (DESE)**

- Facilitate DESE's plan to develop a seamless, statewide, **integrated school improvement system of support** with support from the *Content Center on Innovation and Improvement*.
- Facilitate the development of a statewide strategic plan on **high school reform and restructuring**.
- Provide DESE with professional development to support implementation of **secondary literacy and numeracy**.
- Model intensive **English Language Learners (ELL)** professional development and follow-up coaching for TA providers at the Migrant and English Language Learners Division (MELL) and Regional Professional Development Centers on how to train administrators and teachers to improve instruction for ELLs in regular classrooms. (This assistance is being modeled in a high needs district with a recent influx of ELLs.)



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**Oklahoma State Department of Education (OSDE)**

- Provide OSDE with professional development to assist districts and schools select, develop, administer, and use **classroom assessments** to inform instructional decisions at the classroom level.
- Provide TA to OSDE to support developing **alternative assessments of the 1% special education students**.
- Provide support to OSDE as they develop an action plan to help districts and schools garner greater **parent and family involvement** and deepen parents' understanding of services available through No Child Left Behind (NCLB).
- Build the capacity of the OSDE to support the development of effective **leadership in PreK-12 numeracy**.
- Develop and implement TA and professional development for OSDE to support them as they assist districts and schools in providing culturally relevant and culturally competent instruction: approaches, themes, materials, activities, and resources, in particular, for **American Indian students**.

**Key Activities:**

- Regional Summit on the Evaluation of Supplemental Educational Services (SES)
- Summit on Response to Intervention (RtI) co-sponsored with the *Southeast Regional Resource Center*, the *Texas Comprehensive Center*, and the *Southeast Comprehensive Center*
- Regional Forum on Highly Qualified Teachers (HQT) State Plans in collaboration with the *National Comprehensive Center for Teacher Quality*

**Key Staff:**

Director	Belinda Biscoe, Ph.D.
Associate Director	Donna Richardson, Ed.D.
Project Integrator	Rosemary Dawson, Ed.D.
Arkansas TA Coordinator	Sharon Brooks, M.Ed.
Arkansas TA Liaison	Larry Russell, Ph.D.



**Mid-Continent Comprehensive Center  
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Kansas TA Coordinator	Jacob Tsotigh, M.Ed.
Kansas TA Liaison	Gary Manford, Ed. Spec.
Missouri TA Coordinator	Patricia Fleming, M.Ed.
Missouri TA Liaison	Ellen Balkenbush, Ed. Spec.
Oklahoma TA Coordinator	Sarah Hall, M.Ed.
NCLB/Literacy TA Coordinator	Lucy Trautman, M. Ed.
Quality Assurance Specialist	Kerri Vanpool, B.A.
Technology Coordinator	Kathy Robertson, M.Ed.
Logistics Coordinator	Kenny Inman, M.S.