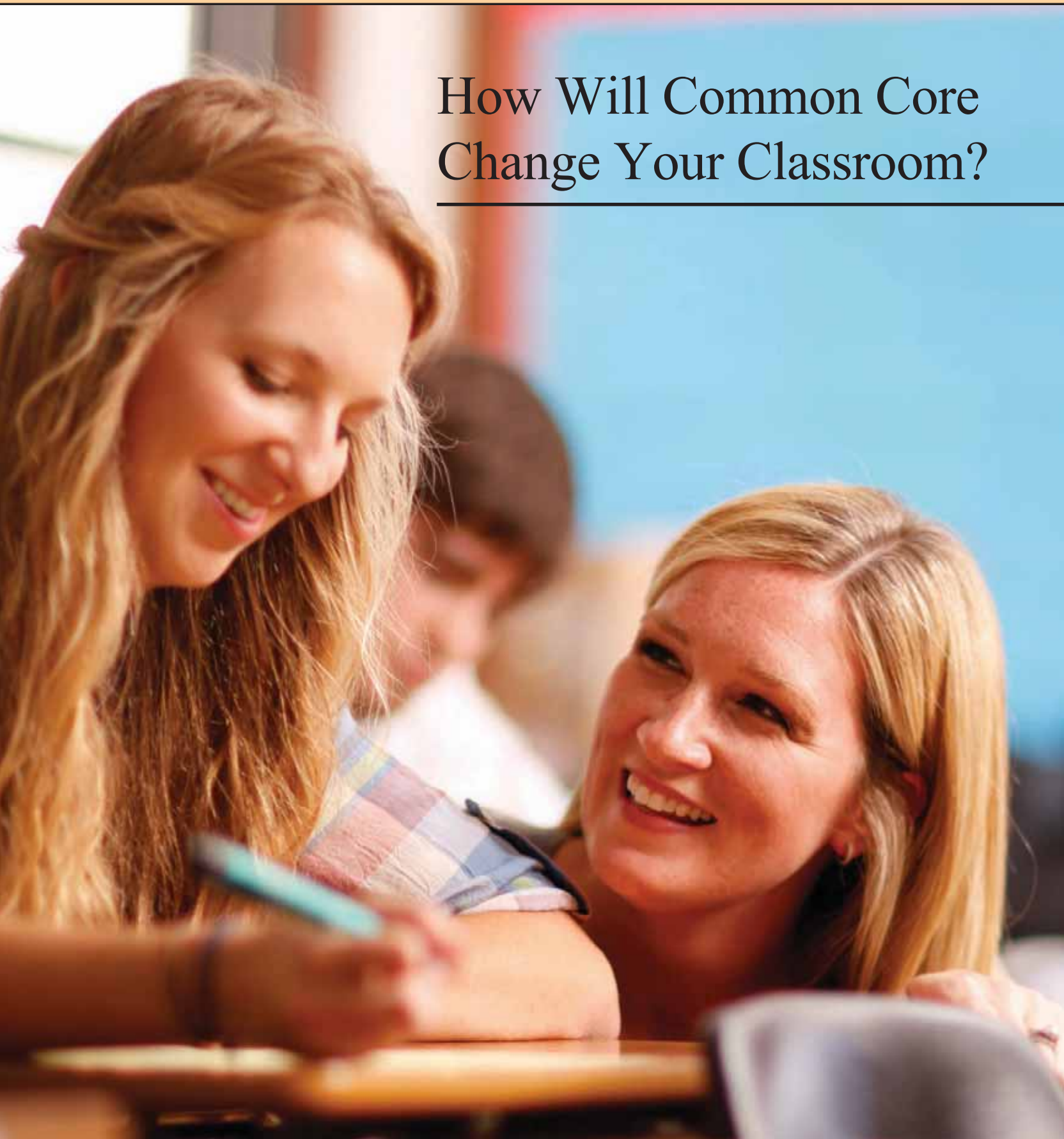


How Will Common Core Change Your Classroom?



Getting back in the swing

Back to school brings new students, fresh beginnings and new colleagues who should be new members. This issue offers a look at the services that make OEA membership so valuable.

Pages 2 & 3 Under the newly-established Common Core State Standards, students will be taught and tested differently in an effort to better prepare them for a workplace which requires higher-order thinking skills..



Page 4 Putnam City ACT President Eric Winkle has found a way to combat political apathy in the district while getting more members involved in the conversation.

Page 5 Education Support Professionals may have fewer due process rights than career teachers, but they can find security in OEA membership.



Page 6 Delegates to the NEA Representative Assembly in Chicago adopted a new policy that puts the focus on what is best for students and the profession of teaching.

On the cover – Norman's Brittany Venk visits with Edmond Memorial High School graduate Nicole Griffing during a photo shoot for OEA membership materials. Venk is featured in the material along with Del City's LaKiesha Hawkins and Putnam City's Brad Schartzel.

Join the conversation with OEA!



On Facebook –

- Oklahoma Education Association
- Student Oklahoma Education Association
- Oklahomans for Great Public Schools

On Twitter –

- twitter.com/okea

Need help? Call us.

Do you need assistance with a personnel matter? Would you like to invite an OEA Teaching and Learning Specialist to provide professional development in your building? Does your Association need organizing help? Call your regional office and ask for help.

Oklahoma City Metro and Southwest Teams

800/522-8091 or 405/528-7785

Northeast and Tulsa Metro Teams

800/331-5143 or 918/665-2282

Northwest Team

800/439-0393 or 580/256-0071

Southeast Team

800/563-4230 or 405/275-4060

The Education Focus

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Join today!

Membership in the OEA provides security, symbolizes professionalism and brings with it a wealth of benefits.

Visit www.okea.org for more information, and call 800/522-8091 to find out how to join today.



Our goal is simple: Put education first

By Linda Hampton
OEA President

In mid-July, the Tulsa World ran an article about State Superintendent Janet Barresi's first six months in office. As OEA president, I was also interviewed.

I was somewhat surprised when the reporter wanted me to respond to something Barresi said about OEA. It seemed odd that in a story which was to focus on Barresi's work, the State Superintendent found it necessary to talk about OEA. It seemed even stranger due to the fact that – despite our requests – we had not met.

The Superintendent said the OEA's "...role is not education. Their role is to get the best working opportunity for the teachers – their clients." Obviously, the State Superintendent does not understand our association.

First, and most importantly, how ludicrous it is to think education is not our role! We live it every day. It's our profession and our passion. It's not just something we have heard about. Education would not even be possible without educators.

Secondly, OEA members are not 'clients,' they *are* the OEA. I am a client when I shop at the mall, buy house insurance or see my doctor. I am a member of my church, my school faculty and the OEA.

There is clearly a difference between being a client and being a member. Clients use a service based on price, convenience and quality of service. Members have ownership and a voice.

As a member of your state's largest professional organization, *you* are the OEA. You elect representatives all the way from your building site to the office of president. You approve the annual budget, policy and direc-

tion of the organization.

You are an OEA member because you share the belief that public education is a cornerstone of our democracy, and you believe education is the key to a successful future.

Do we also want the best working opportunities for teachers? You bet we do! We also want the best working opportunities for support professionals and administrators and everyone else involved in a child's education.

After all, our working conditions are a child's learning conditions. Well-trained, supported teachers and clean, safe buildings are not only beneficial to the staff they are equally beneficial to the students.

The goal of the OEA is to improve public education for every child. Our goal is stated very simply and concisely: Putting Education First. The outstanding professional development we offer is designed to make you a better educator. We lobby for all bills that improve education and against those measures that



President Linda Hampton

tie the hands of classroom professionals, bills that keep our members from providing the best education possible for their students. We are the voice of our members and Oklahoma's students.

I am a proud *member* of the Oklahoma Education Association, an organization that has promoted and defended public education for more than 120 years. I'm proud of the work you do every day, knowing the time and dedication you give to your students and to this organization.

Make no mistake; we do have a role in public education. We are the OEA, and we will not be defined by others.

Owens joins OKC Metro Team

Jay Owens has joined the OEA as Advocacy UniServ Specialist for the Oklahoma City Metro Team.

Owens (*pictured here*) most recently worked as school director for Platt College's North Campus in Oklahoma City. Among his duties there he provided employee mediation, conflict resolution and performance counseling.

A graduate of the University of Oklahoma with a bachelor's in interpersonal communications and a minor in psychology, Owens is the son of teachers. His parents, Bill and Shirley Owens, retired from Lindsay Public Schools where Bill was the high school principal and Shirley was an English teacher who also had a master's in library science.



Common Core will change life in state classrooms

By Doug Folks

Change is coming to Oklahoma classrooms. It will require a new commitment to learning from students, a shift in how teachers teach, and an emphasis on instructional effectiveness from administrators.

Students will be taught and tested differently in an effort to better prepare them for a workplace which requires higher-order thinking skills.

The source of this new reality is the Common Core State Standards (CCSS), which were released by the National Governor's Association (NGA) in June, 2010. Oklahoma schools have begun transitioning to the Common Core, which will be fully implemented, including new assessments, by 2014-15.

Common Core is much more than a replacement of Oklahoma's Priority Academic Student Skills (PASS) guidelines; it will also have an instructional impact, says Kim Meigs, OEA Teaching and Learning UniServ specialist.

"Learning becomes the work. Teachers will shift from instructors to facilitators," she said. "Student/teacher relationships will become integral to learning success as learning becomes more individualized. Our teachers will need to use a wide variety of diverse, proven, research-based instructional strategies."

Meigs said other changes will include:

- Literacy development and writing skills truly spread across the curriculum.
- Data-informed decision making using growth-model assessments.
- Project-based lessons, units, and learning to develop higher-order thinking skills.
- Performance-based assessments with targeted outcomes.
- Less is more in regards to curriculum (quality vs. scope).

Common Core was created after an analysis of many state and national standards with input from a number of groups, including the National Education Association, the National

Board for Professional Teaching Standards, the American Federation of Teachers, practicing teachers, researchers, higher education and the general public.

Forty-four states and the District of Columbia developed the Common Core without federal involvement. While that keeps it from being labeled a "national curriculum," it may become so on its own: 43 states included CCSS in their Race to the Top applications.

The NGA claims that the CCSS Initiative is "... a common sense first step toward ensuring our children are getting the best possible education no matter where they live."

To this point, new standards have been created in English-language arts; literacy in history/social studies, science and technical subjects; and mathematics. Two groups – PARCC (Partnership for Assessment of Readiness for College & Careers) and SMARTER Balanced Assessment Consortium – were awarded next generation assessment development grants through a Race to the Top Initiative. These assessments, which include growth models and more rigor, are in the final phases of development, with some questions soon to be released for input and scrutiny.

In Oklahoma, switching to the CCSS will mean moving from criteria-
See "Classroom approach" on Page 6

Dendrites, "rock stars" return in October

Teach Like a Rock Star's Hal Bowman and Marcia Tate will both return to Oklahoma in October, keynoting a pair of professional development programs sponsored by the Oklahoma Education Association.

Bowman and his "Teach Like a Rock Star" presentation is set for Northeastern State University's Broken Arrow Campus while Tate will present "Worksheets Don't Grow Dendrites" at MetroTech's Springlake campus in Oklahoma City.

Both events are scheduled for 8:30 a.m. – 12:30 p.m. on October 20. There will be no registration

fee for OEA members, and just \$25 for nonmembers.

Bowman's high-energy presentation is described as "...empowering, interactive and entertaining." Tate's book, *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*, is a best-seller.

Seating is limited at both venues. Online registration will be available beginning in August through the OEA website, okea.org.



Hal Bowman

Getting ready for CCSS

OEA offerings will prepare faculty for coming changes

The Teaching and Learning Center of the Oklahoma Education Association offers proven, research-based professional development to assist teachers in reaching exemplary practices. The following list of workshops will prepare faculties for the Common Core State Standards now being developed for Oklahoma Classrooms.

- **Common Core State Standards**
– Transitioning from best practices to next practices training workshop.

- **Perceptual Learning Styles (Dunn & Dunn model through the Oklahoma Institute for Learning Styles/Teaching Excellence, NSU)**
– Personalize instruction through knowledge of students' preferred learning and processing styles.

- **English Language Learners: Culture, Equity, and Language**
– Develop a thorough understanding of language acquisition theory, the stages of language acquisition, and scaffolding strategies to support struggling students.

- **NEA Keys to Excellence 2.0** – A comprehensive school-based assessment and improvement process designed to help district and community stakeholders plan, actuate and evaluate positive, needs-based change.

- **CARE: Culture, Abilities, Resilience, and Effort** – Examine how culture influences teaching, learning and the Achievement Gap.

- **Marzano's Classroom Instruction that Works, Academic Vocabulary, and The Highly Engaged Classroom** – The gold standard in research-based and effective instructional strategies and curriculum frameworks.



Photo by Doug Folks.

Putnam City ACT's Bethany Lorenz (right) reacts to comments from Edmond ACT's Adria Smith during a mentor training of trainers at OEA Headquarters in June. The Association enlists practicing teachers like Lorenz and Smith to provide valuable training to Oklahoma teachers.

- **Ruby Payne's A Framework for Understanding Poverty and Meeting Standards and Raising Test Scores**

- Explores the relationship between poverty, learning, and achievement.

- **NBPTS Targeted High-Needs Initiative (THINI) Take One!** – A whole-school professional development project in which teachers (even entry-year) and administrators complete one NBPTS portfolio entry in pre-specified certification areas to deeply examine their practices and

reflect upon reform.

- **I Can Do It! Classroom Management** – This sought-after training promotes deep reflection about classroom behavior challenges and leaves teachers with immediately applicable techniques and skills.

While many of OEA's trainings are free, those presented by cadre trainers have associated costs. See a full listing of OEA Professional Development offerings at okea.org/teaching-learning/professional-development.

OEA offers antibullying workshops

OEA's Center for Teaching and Learning can help your school address bullying. The re-vamped professional development covers:

- The roles of bullies, those who are bullied, bystanders and those who take a stand.
- Boundaries of home, school and technology.
- Statistical information.
- Strategies for students and school employees in dealing with bullying.

Visit okea.org/stopbullying for resources on putting an end to bullying and for information on how to contact the OEA Teaching and Learning Specialist in your geographic region to schedule a professional development session today.

PACing the punch

Putnam City ACT creates Political Action Cadre

By Kandis West

American entrepreneur Jim Rohn said effective communication is 20 percent what you know and 80 percent how you feel about what you know.

Putnam City Association of Classroom Teachers (PACT) President Eric Winkle was great at distributing facts about laws and legislative changes, but he needed to find passionate people to tell the story. That's when Winkle decided to recruit members for a local Political Action Cadre.

Winkle said the purpose was to combat political apathy and help inform members so they can get engaged in the political process.

"It's not just our members that aren't voicing their opinions about political decisions; it's the majority of the population. In our last school board election, less than 500 people voted in a district with more than 19,000 students. I wanted our members to lead the way in becoming more active citizens," Winkle said.

Winkle recruited a PAC member from each site and waived their local dues if they agreed to participate in several training sessions and activities including learning the steps, processes and procedures of how a bill becomes a law, phone banking and attending the Oklahoma Education Association's Lobby Day.

The key was recruiting members who were already interested in the political process, he said.

"We wanted the political action cadre member to be the person on site that could answer questions about pending legislation and could also facilitate correspondence with lawmakers by email, letters or

phone," Winkle said.

PACT found that members who were more informed participated more in the political process. Winkle said that teachers learned that political activity was not a bad thing, but vital to their jobs.

"It's not about Republican or Democrat or supporting one candidate or another, it is about fulfilling your duty as an informed citizen of the state and country. It's about being a part of the process and not letting things just happen to you," he said.

So far, the PAC has increased political activity in the Association. Winkle said they had more people contact their legislators via email and send postcards last session than in years past.

See "Cadre" on Page 7



Photo by Doug Folks.

Putnam City ACT President Eric Winkle, shown here during a 2009 protest against a deregulation bill, has recruited passionate members to share legislative and political news throughout the district.

Create an educational experience

Wouldn't it be great to have your state legislator to spend a day in your classroom? We think so, too, and that's why we are sponsoring Giving Legislators an Educational Experience, or G.L.E.E. Week.

In conjunction with American Education Week, November 14-18, legislators will be invited to spend an entire school day teaching students, designing lesson plans, grading papers, sweeping hallways, serving hot lunches and helping out with other daily activities in their local schools.



Because of their decision-making and budgeting responsibilities, G.L.E.E. Week was created to give legislators an opportunity to experience first-hand the daily successes

and challenges in our schools. Lawmakers who participate will send a powerful message to educators, students and parents that they care about our schools.

Visit www.gleeweek.org to download a G.L.E.E. Week project kit and to find more information.

ESPs find security in local membership

By Marty Bull

From the bus stop to the school site, Education Support Professionals provide essential services to Oklahoma's schools and children.

"Education Support Professionals are an important part of the educational team," said OEA President Linda Hampton. "Their contribution to the learning environment is indispensable to both a teacher's success and a student's success. It's unfortunate many ESP's go to work every day concerned about job security."

Under current state law, teachers can only be dismissed for specific statutory reasons which cannot be changed without legislative approval. However, in the case of ESP's, local school boards are given the right to set the reasons for the termination. The list of infractions is often long and subjective.

According to Patti Ballenger, Chickasha Association of Support Employees (CASE) president, under

these stressful times members can improve their chances for a positive outcome by taking advantage of the rights they do have.

With more and more budget cuts, Chickasha support employees are faced with increased job responsibilities which can lead to more confrontations.

"I've been a custodian in Chickasha for 13 years," said Ballenger. "(When I started) we had 31 people and now only 11 of us are doing the same work. It adds a lot of stress."

Ballenger advises members to follow OEA's recommended steps if a work-related problem arises.

"I tell everyone to first call me, listen to what the supervisor has to say, don't sign anything and keep your mouth shut," said Ballenger. "Telling other employees what's going on hurts more than helps."

Until the most recent legislative session, only probationary teachers and ESP's due process rights ended at the school board level. But with

the passage of HB 1380, local boards of education now have the final determination for all employees. Career teachers lost the right to request a district court hearing.

During this same legislative session, SB 264, which would have eliminated, among other things, ESP due process, was not heard in the House. Even so, legislators are already telling constituent audiences – including superintendents – that it will pass in 2012.

"The consequences of the passage of SB 264 would be devastating for both teachers and education support professionals," said Hampton. "We can't allow the erosion of school employees' rights."

The legislature has taken the first step in minimizing due process rights for school employees and has set an agenda that would impact both teachers and education support professionals. Now more than ever, it is vital that support employees make the commitment to join OEA.

"Collectively, we can work together to protect the rights we have established under the law and to broaden them," Hampton said. "Individually, ESPs have someone to assist them with job-related issues through their regional advocacy specialists."

Great tips for ESPs

To assist ESP members in dealing with work-related issues, the OEA Advocacy Center has compiled a list of suggestions to follow when confronted with an employment problem:

Know your district's employment policies. Such policies should be listed either in your negotiated agreement and/or in the school district's policy manual. Not knowing the policy does not excuse you from being responsible for following it.

Contact your OEA Advocate at the first sign of an employment issue. Verbal warnings can quickly escalate into full-fledged, written reprimands. OEA membership gives you

See "Don't sign" on Page 10



Photo by Doug Folks.

Patti Ballenger, Chickasha Association of Support Employees president, says ESP members should take advantage of the rights they have when facing job-related issues.

Delegates approve evaluation and accountability statement

Delegates to the 2011 National Education Association (NEA) Representative Assembly (RA) adopted a Policy Statement on Teacher Evaluation and Accountability.

By a majority vote of more than 8,000 delegates, the Policy Statement puts the focus on what is best for students and the profession of teaching. It also puts NEA on the record, for the first time, as calling for a comprehensive overhaul of both teacher evaluation and accountability systems to advance student learning.

The newly-adopted Policy Statement lays out rigorous standards and delineates the multiple indicators of teacher practice that must be taken

into account. Clearly articulating the link between teacher accountability and student success, the Policy Statement defines an appropriate evaluation system and gives the context for how such assessments should incorporate student assessment indicators into teacher evaluation.

The Policy Statement reflects the importance of maintaining high standards, not lowering them; robust evaluations by highly qualified evaluators using multiple indicators, not a single narrow metric; and ensuring that when teachers distinguish themselves and attain career status, it is a meaningful event.

“NEA has made it abundantly clear where we stand and what we know is best for our profession and

its practice,” said NEA Secretary-Treasurer Becky Pringle. “This Policy Statement is a giant step forward and we invite districts and administrators to join us at the table to find common ground and workable solutions based on the principles our members have outlined in this policy statement.”

With passage of the policy statement, NEA staff and executives now begin the labor intensive process of formalizing the tenets of the policy into actionable materials, plans and resources for members and affiliates as they continue their work ensuring the future success of students and improving the quality of public education.

To read a complete version of the Policy Statement on Teacher Evaluation and Accountability, visit www.nea.org/grants/46326.htm.

Classroom approach will need to change

Continued from Page 2

on-referenced tests (CRTs) to PARCC assessments at all grade levels.

Meigs added that implementation of the CCSS will require most teachers to change their approach in the classroom from what students learn to how they learn, and moving from “teaching is talking and listening is learning” to “teaching is facilitating and learning is doing.”

For more information on the Common Core, the NEA has prepared a detailed policy paper that can be found at www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf.



Photo by Kelly Fry.

President Linda Hampton (left) and Vice President Alicia Priest take a moment of personal privilege at the RA to recognize former OEA President Becky Felts, who passed away last spring. The Oklahoma delegation wore T-shirts that featured a pick breast cancer awareness ribbon with high heel shoes in Becky's honor.

Fox News gets it wrong

By Doug Folks

An incorrect news report on Fox News created some confusion following the NEA Representative Assembly. The national broadcast said delegates to the NEA RA in Chicago approved a \$10 dues increase that would go directly to Pres. Obama's re-election campaign.

The two issues are completely unrelated, said OEA President Linda Hampton.

Delegates to the RA approved a budget that includes a \$10 dues increase with the entire amount earmarked for the NEA Crisis Fund, which assists NEA state affiliates with initiatives and legislative crises. Oklahoma has been a benefactor of the Fund over the last few years, including \$3 million to help pay for the initiative petition process and the State Question 744 campaign, and another \$500,000 during last spring's legislative crisis, Hampton said.

Delegates to the RA also approved a recommendation of President Barack Obama for re-election in 2012.

"President Barack Obama shares our vision for a stronger America," said Dennis Van Roekel, NEA president. "He has never wavered from talking about the importance of education or his dedication to a vibrant middle class."

The Association's presidential recommendation process typically takes place the summer before the general election. NEA initiated this timetable in order to provide early and strong support to help ensure the election of a candidate who is on the side of students and working families.

"The last two years of state legislatures and the midterm elections were eye-opening, demonstrating what can happen when education legislation and decisions are left in the hands of politicians who do not support public schools," Van Roekel added.

Van Roekel noted that President Obama has made critical investments through the American Recovery and Reinvestment Act, which saved and created nearly 256,000 education jobs that fueled local economies, strengthened public education and brought relief to countless working families. By approving the Education Jobs Bill, the President helped to keep class sizes from ballooning and important education programs and services from being cut.

"There are two very distinct visions for this country," Van Roekel said. "One is about opportunities for all and one is not. This vote is about choosing a vision that our members know is best for students, for public schools and for America."



Photo by Kelly Fry.

Oklahoma's delegation honors the "Wisconsin 14," the 14 Wisconsin state senators who chose to leave their state rather than vote for a controversial bill that would weaken and possibly eliminate collective bargaining for Wisconsin public employees. From left are Robert Yadon, Tulsa CTA; Robyn Walker, Student OEA president from Northwestern Oklahoma State University; and Dominick Cooper, SOEA past president from Oral Roberts University.

Cadre increases participation

Continued from Page 4

"It's all about getting as many members engaged as possible," Winkle said.

The PCACT president said increasing political engagement increased Association participation in other areas as well. This year, nearly 700 Putnam City teachers responded to a 60 question climate survey.

Winkle said when you have informed, passionate and knowledgeable people talking about the Association, others just want to get involved and know more.

Don't be a Weiner

What you post and tweet can come back to haunt you

By Heath Merchen
Associate General Counsel

Ah, the joys of social media. We now live in an age where any thought, feeling, experience, sight or sound can immediately be transmitted and shared with the entire virtual planet – instantly.

Want to share the hilarity of your baby laughing so hard milk came out his nose? Post the video on YouTube! Having deep thoughts about Justin Bieber's hairstyle while waiting in a restroom line? Twitter away. Wondering what your friends think of your new hairstyle? Facebook poll! In milliseconds your quote, video, picture or query can be seen by countless virtual world dwellers. Granted, none of them have any real need of this information – but no harm done. Just more megabytes heaped on the ever growing pile of virtual fodder others can sift through at their leisure.

But what if your post isn't about Justin Bieber, but is instead about what you think of your "incompetent" principal? What if the video isn't of your baby drinking milk, but of you guzzling something a lot stronger while partying in your bikini at the lake? What if the poll isn't about your hairstyle, but is about sexual preferences and mistakenly makes it to the inbox of students or parents?

Rather than harmless virtual fodder, you've now created something very dangerous that can cost you your reputation, your job and even your freedom. And the above examples aren't just hypothetical; teachers have faced discipline and even termination across the country for those

very things because they posted without thinking — or posted because they misunderstood the dangers.

There is a great deal of misinformation spread among education employees regarding how the law deals with social media postings. Many believe that if privacy settings

From Your Counsel

limit viewers of what they post, then the information can't be used against them by their employer. Not true.

If you post it on the web (via blog, Twitter, Facebook, etc), regardless of what security settings you use, it is no longer private and can and will be used against you in a court of law as well as the court of public opinion.

Others think that they are free to post criticisms of their boss or coworkers online and that the First Amendment will protect their speech. Again, not true.

The First Amendment protects a very limited type of speech and will rarely help a disgruntled employee keep his or her job after venting about a boss online. (A recent ruling by the National Labor Relations Board regarding concerted activity applies only to private sector employees, not public employees, so don't read too much into the media hype).

Perhaps the most dangerous presumption of all is that emails and social media messaging are safe and secure ways to communicate with parents, students and fellow staff members. Once again, not true.

Those teachers who mistakenly sent a compromising personal picture or email to a parent/student, who sent



Heath Merchen

a complaint about one student to the wrong parent via Facebook, or worse yet, who sent a complaint about a child's parent to that parent inadvertently, have all learned the hard way that nothing about electronic communication is secure.

Sending the wrong message to the wrong person isn't just embarrassing; it can violate privacy laws and expose you to liability. Additionally, once it is sent or posted, it will be forwarded, posted, re-forwarded and re-posted to the point that "damage control" is an impossibility.

Using Facebook to share positive family stories, recount G-rated events and post inoffensive jokes and queries is a great way for education employees to participate in our ever-growing virtual culture. Please, however, be mindful that everything you post on Facebook, Twitter, YouTube, or any other medium can and will be seen by your boss, students and parents.

As we've seen with the recent congressional scandal of Rep. Mark Weiner, the Internet gives a false sense of anonymity and shielding, lowering inhibitions even for those who know better. Don't let it lower yours. As a school employee, more people are watching your posts than you think.

Remember, it isn't private if you post it on the Internet (no matter what you think your security settings are set to) and you can't take it back once you've hit the send button.

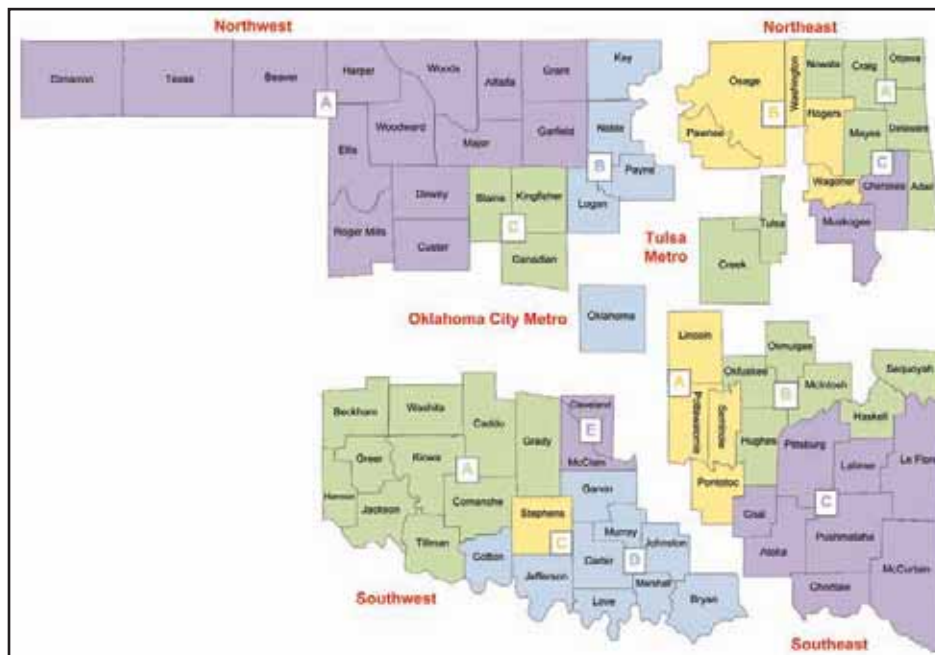
OEA Board realigns Northeast Region

The Oklahoma Education Association Board of Directors in June approved a restructuring of the Northeast Region. Under the reorganization, the NE was condensed into three zones from four. The change took place without removing a seated board member.

The reduction allows for board members representing our state at the NEA Representative Assembly to comply with NEA's one person, one-vote principle.

Oklahoma is divided into six geographical regions, subdivided into 22 zones. Each zone elects a member to the Board of Directors. In addition to the Zone directors, at-large directors are elected to represent administrators and retired teachers. The OEA president appoints two education support professionals to represent that group and the Student OEA president, who is elected by SOEA members, is a voting member of the board.

With the recent change in the Northeast, the OEA Board now consists of 29 members including NEA Directors Lori Burris of Mid-Del and Patti Fer-



guson-Palmer of Tulsa. Greg Johnson, a member of the NEA Executive Committee from Mustang, serves as an ex officio member of the OEA board.

The remaining three NE zones now have new county makeups and the former Zone D is now Zone B:

NE-A, Steve Hawkins, director from Vinita CTA – Adair, Craig,

Delaware, Mayes, Nowata and Ottawa Counties.

NE-B, Audra Cornett, director from Inola ACT – Osage, Pawnee, Rogers, Wagoner and Washington Counties.

NE-C, Chuck Pack, director from Tahlequah EA – Cherokee and Muskogee Counties.



Welcome new OEA Zone Directors



New Zone Directors elected last spring or appointed to the OEA Board of Directors are (top row, from left) Renee Allen, Putnam City ACT, OKC-B; Brenda Calahan, McAlester ACT, SE-C; Amy Duncan, Okemah ACT, SE-B; (bottom row, from left) Doug Meadows, Tulsa Union ESP (appointed), ESP At Large; Joanne Minor, Ponca City ACT, NW-B; and Shawna Mott-Wright, Tulsa CTA, TM-B.

Membership includes unique perks

Hassle-free Car Shopping

OEA members in the market for a new or used car should look first at Hudiburg Auto Group. Members who log onto hudiburgadvantage.com can shop for new and used cars at any Hudiburg dealership – Chevrolet, Buick, GMC, Toyota, Scion, Subaru or Nissan.



What you receive is pre-negotiated pricing and trade-in value over the phone or by email. And Hudiburg will deliver anywhere in Oklahoma for OEA members. Even

if Hudiburg doesn't sell it, OEA members can receive a detailed pricing quote on any make or model.

All Chevrolet cars and trucks (except Corvette) will be sold to you at Factory Invoice Pricing. Any rebates or other eligible incentives will also be deducted from the final price you pay. All used vehicles in the Hudiburg Used Inventory will be sold to you at \$200 less than Hudiburg's Normal Internet Price.

Through this unique partnership with OEA, you get peace of mind knowing that you are receiving a fair price on the vehicle you are interested in. And you can use that price quote as a negotiating chip at other dealers.

Start shopping now by visiting the special OEA page at hudiburgadvantage.com.

Don't sign under pressure

Continued from Page 5

access to professionals who can advise you on the best way to handle an employment issue at any level.

Do not sign anything under pressure. Politely refuse and indicate that you need time to think. Contact OEA immediately!

Keep the matter to yourself. Do not discuss the matter with anyone but Association representatives. The less said about the issue to other employees the better. Discussions with OEA Advocacy Specialists and staff attorneys are held in strictest confidence; discussions with your fellow workers usually aren't.

Do not resign. If your resignation is accepted, you may lose your right to a hearing before the board. And depending on the allegations, a resignation may also be used in a civil or criminal action as evidence of admission of guilt.

Keep copies of all written documents. Any agreements or proposals reached with the school district should be put in writing. Keep copies of all evaluations received and other documents related to the problem, including postmarked envelopes.

For more information log on to okea.org/esp or call your regional Advocacy Specialist.

Read The Observer for Half Price

The *Oklahoma Observer* is a rare bright spot in Oklahoma media coverage of education. The paper gives the other side of what most state media is saying about teachers and public education.

Now, OEA members have a chance to read the *Observer* for half price. For just \$20, members will get a year-long subscription to the paper's digital edition, which includes not only the next 22 issues of the *Observer* in pdf format, but also access to the *Observer's* digital archives and its stable of syndicated columnists.

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