



February 23, 2007

To Whom It May Concern:

My name is Karen Warner, Instructional Services Coordinator for the Oklahoma Department of Career and Technology Education, and I would like to briefly share with you about our agency and the successful partnership we have established with the Performance Learning Systems organization over the past seven years. Their guidance and direction has been invaluable in developing a seamless teacher development system for CareerTech teachers across our state.

Our state agency is governed by the Oklahoma State Board of Career and Technology Education. We work closely with the State Department of Education and the State Regents for Higher Education to provide a seamless educational system for all Oklahomans with a budget of \$436,801,014. Our statewide enrollment totals 559,117 secondary and postsecondary students. Our 2600 teachers are located in Technology Centers, Comprehensive Schools, and Skills Centers across our state. Our Comprehensive Career and Technology middle and high school teachers are required, by state law, to have the same level of credentials required of all other secondary teachers teaching in local schools. We are proud that the National Board of Professional Teaching Standards has certified 46 of these instructors.

Our Oklahoma CareerTech programs are supported by one of the premier instructional delivery systems in the nation. This system ensures the availability of skill standards, instructional materials, and competency assessments for our programs. I consider the Performance Learning System Organization as one of the premier professional development providers in the nation. They have played a major role in assisting our state in developing a quality process for inducting and retaining our teachers within our system. One of the major features of our teacher induction system is our excellent peer coaches and local instructional campus experts. Performance Learning Systems provided to both of these groups quality training and service surpassing our highest expectations. As a result, the Oklahoma CareerTech system can now boast of a teacher retention rate of 79.4 percent, far beyond the national retention rate of 50 percent.

Performance Learning Systems has worked with the state and local administrators in establishing a directional vision for professional development, including a firm understanding of the need for administrators to be involved and supportive of the efforts of their instructors. The Local Campus Experts training provided by Performance Learning Systems proved invaluable on the local level in assisting schools in utilizing all the venues of professional development from individualized professional development plans, one-to-one peer coaching, and small learning communities to large staff development.

1500 West Seventh Avenue
Sillwater, OK 74074-4364
www.okcareertech.org
(405) 377-2000 • Fax: (405) 743-6809

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We appreciate Performance Learning System's ability to participate in large initiatives and to help define the needs of the educational state system and local institution. The quality, knowledge, and flexibility of their personnel is excellent, and we look forward to working with them in the future.

Sincerely,

Karen Warner
Instructional Services Coordinator
Oklahoma Department of Career and Technology Education

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