



CASE STUDY

Seven Years of Partnership:
Tulsa Public Schools

August 2022





Executive Summary

CT3 partners with organizations that have an urgent focus on improving instruction, leadership and culture in order to significantly improve the quality of education for scholars in traditionally underserved communities.

CT3's approach builds upon the research-validated No-Nonsense Nurturer® (NNN) philosophy, designed to develop classroom cultures and instructional experiences with increasing levels of rigor. Using a cutting-edge coaching model, Real Time Teacher Coaching® (RTTC), CT3 trains new or existing coaches to use strategies that sustain teachers' implementation of best practices through coaching at the point of instruction. CT3 extends this coaching process to school leaders with job-embedded, executive Real Time Leadership Coaching (RTL) to build capacity at the school leader level. In all three spaces — NNN, RTTC and RTL — we operate against racism in schools.

District Details

Tulsa Public Schools is the largest district in Oklahoma, with more than 33,000 students attending 46 elementary, 12 middle schools, and 13 high schools. The student population includes 79% economically disadvantaged students, 38% multilingual learners, and 14% students with disabilities. District enrollment demographics: 37% Hispanic/Latinx, 23% Black, 22% white, 11% multiracial, 5% American Indian or Alaska Native, and 2% Asian/Pacific islander.

2021-2022 School Year



More than **250 educators** attended one of five full-day professional development sessions, No-Nonsense Nurturer



The engagement percentage in schools supported by Real Time Leadership Coaching **grew from 67% to 83%** across the year.



Real Time Leadership Coaching with **20 principals**



Every Student, Every Day

Over the past two years at Robertson Elementary School, Kristen Smith has implemented a strong **instructional push for equity** in every classroom. “To truly provide equity for students we had to start by disrupting mindsets. CT3 was crucial for this work ... we called out enabling behaviors, controlling behaviors, and brought to light the harm caused by low expectations,” Smith said.

As a result, Robertson teachers have implemented the 4-Step Model, Wait Time/Cold Call with No Opt Out, and Do Now and Exit Ticket. Smith supports the implementation of these strategies by providing feedback to each teacher after each PD. In her feedback, she affirms each teacher and names the impact of their aligned action on students, and challenges them to engage in the next step to achieve 100% engagement.

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“Once the mindset of growth takes root, positivity follows, as evidenced by our Panorama data. From the Fall of 2021 to Spring of 2022, teachers’ perception about the quantity and quality of equity-focused professional learning grew from 46% to 69%. As an added result, 95% of staff responded favorably to the question “how positive is the work environment at your school?” That is up 20 points from the Fall of 2021. (The district data is 53%).”

“We know that student growth follows teacher growth. When comparing Panorama data from Fall of 2021 to Spring of 2022, student grit has improved from 49% to 53%, students in K-3 grades demonstrating grade level proficiency has increased from 34% to 47%, and 41% of students in K-5 met their MAP growth goals, up from 37% in the Fall of 2022.”



Kristen Smith, principal
at Robertson Elementary





For more than a decade, CT3 has partnered with hundreds of schools nationwide to increase student engagement and achievement.

To transform the quality and culture of education for the youth in your schools, get started at

ct3education.com

