STATE OF OKLAHOMA

RECOGNITION REPORT ON   
THE PREPARATION TEACHERS OF GIFTED AND TALENTED

**This is:**  an existing program  a new program

**This report is in response to a(n):**

Initial Review  Revised Report  Response to Condition

**Institution:**

**Review Date:**

|  |  |  |
| --- | --- | --- |
| **Program(s) Covered by this Review:** | Program Type: | **Award or Degree Level(s):** |
|  | Initial teacher license in field  Advanced program leading to another professional role | **Initial**  Baccalaureate  Post baccalaureate  Initial Master’s  Endorsement, Certificate, or License (specify)  **Advanced**  Master’s  Post Master’s  Specialist   Doctorate  Endorsement, Certificate, or License (specify) |

**PART A—RECOGNITION DECISION (see Section G for specifics on decision)**

**A.1—Decision on recognition of the program(s):**

Recognized  
 Recognized with conditions  
 Recognized with probation – *previously recognized program*

Further development required – *program not previously recognized*

Not recognized\* *- third or subsequent submission*

*\*A program can receive a decision of* ***Not Recognized*** *only after two submissions are unsuccessful in reaching either Recognized or Recognized with Conditions.*

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| **A.2—Test Results (from information supplied in Assessment #1)**  The program meets or exceeds an 80% pass rate on state licensure exams:  Yes No Not applicable  Not able to determine |
| **Comments:** |

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| **A.3—Summary of Strengths:** |

PART B—STATUS OF MEETING STATE STANDARDS  
M = Met NM = Not Met MWC = Met with Conditions

PM = Potential to Meet (for new programs with no data)

| Competency | Specific Program or Level[[1]](#footnote-1) | Specific Program or Level |
| --- | --- | --- |
| CONTENT COMPETENCIES |  |  |
| *Competency 1:*  Foundations. Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, implementation, and program evaluation. They further understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. Beginning educators of the gifted demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates. |  |  |
| Comment: | | |
| *Competency 2:*  **Development and Characteristics of Learners.** Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs (ELN) and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individual’s with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.  Beginning educators of the gifted demonstrate their mastery of this standard through the mastery of the NAGC/CEC Common Core Knowledge and Skills, as well as through the appropriate NAGC/CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates. |  |  |
| Comment: | | |
| *Competency 3:*  Individual Learning Differences. Educators of the gifted understand the effects that gifts and talents can have on an individual’s learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual’s predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning. |  |  |
| Comment: | | |
| *Competency 4:*  Instructional Strategies. Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents. |  |  |
| Comment: | | |
| *Competency 5:*  Learning Environments and Social Interactions. Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents. |  |  |
| Comment: | | |
| *Competency 6:* Language  Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners. |  |  |
| Comment: | | |
| *Competency 7:*  **Instructional Planning.** Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of  these factors, as well as the implications of being gifted and talented, guides the educator’s selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual’s progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction. |  |  |
| Comment: | | |
| *Competency 8:*  Assessment. Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations. |  |  |
| Comment: | | |
| *Competency 9:*  Professional and Ethical Practice. Educators of the gifted are guided by the profession’s ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families. |  |  |
| Comment: | | |
| *Competency 10:*  Collaboration. Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences. |  |  |
| Comment: | | |

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates’ knowledge of content. Performance-based standards addressed in this entry could include (but are not limited to) Standards 1-3. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #6-#8 may also focus on content knowledge.)

C.2—Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #6-#8 may also focus on pedagogical knowledge, skills, and dispositions.)

C.3—Candidate effects on P-12 student learning. Information from Assessment #5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on student learning.)

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

D—Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report.)

PART E—AREAS FOR IMPROVEMENT

PART F—ADDITIONAL COMMENTS

**F.1—Comments on context and other topics not covered in sections B-D:**

**F.2—Concerns for possible follow up by the Board of Examiners:**

PART G: TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

**Program is recognized.** The program is recognized through the semester and year of the institution’s next accreditation visit in 5-7years. To retain recognition, another program report must be submitted before that review. The program will be listed as recognized through the semester of the next review on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the semester of the next accreditation review, in its published materials.

***Subsequent action by the institution:*** None. Recognized programs may not file revised reports addressing any unmet standards or areas for improvement.

**Program is recognized with conditions.** The program is recognized through [date to be filled in by OCTP]. The program will be listed as recognized on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the time period specified above, in its published materials.

***Subsequent action by the institution:*** To retain accreditation, a report addressing the conditions to recognition must be submitted within 18 months of the date of this report, no later than [date to be filled in by OCTP]. The report must address the conditions specified in the box below. Failure to submit a report by the date specified above will result in loss of recognition.

**Program is recognized with probation.** This determination is appropriate only for programs which have been previously recognized. The program is recognized through [date to be filled in by OCTP]. The program will be listed as recognized on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the time period specified above, in its published materials.

***Subsequent action by the institution:*** To retain accreditation, a report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OCTP]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in loss of recognition.

**Further development required.** This determination is appropriate only for programs which have not been previously recognized and indicates the program does not yet satisfy requirements for recognition.

***Subsequent action by the institution:*** A report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OCTP]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in program status changed to Not Recognized.

**Program is not recognized.** Programs that retain recognition from a prior review will lose recognition at the end of the semester in which the accreditation visit is held, unless a revised program report is submitted in or before that semester.

***Subsequent action by the institution:*** A revised report, addressing unmet competencies, may be submitted within 18 months of the date of this report, no later than [date to be filled in by OCTP].

The institution may submit a new program report at any time. Another program report must be submitted before the next accreditation visit.

*For further information on due dates or requirements, contact Angie Bookout or Renee Launey-Rodolf at the OCTP (405-525-2612).*

Recognition with conditions: The following conditions must be addressed within 18 months (see above for specific date):

***\*For new programs, the completion of Section 5 is an automatic condition***.

1. More than one column may be used for standards decisions if the program report encompasses more than one program. [↑](#footnote-ref-1)