STATE OF OKLAHOMA

RECOGNITION REPORT ON   
THE PREPARATION OF SPECIAL EDUCATION TEACHERS

**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)

| Standard | Specific Program or Level[[1]](#footnote-1) | Specific Program or Level |
| --- | --- | --- |
| *Field Experiences and Clinical Practice Standard*  Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals. |  |  |
| Content Standards | | |
| *Standard 1:*  **Learner Development and Individual Learning Differences**  **Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning**  **experiences for individuals with exceptionalities.** | | |
| *Standard 1.1:* Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.  *Standard 1.2:* Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. |  |  |
| Comment: | | |
| **Standard 2: Learning Environments**  **Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.** | | |
| (2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.  (2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.  (2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. |  |  |
| Comment: | | |
| **Standard 3: Curricular Content Knowledge**  **Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.** | | |
| (3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities  (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities  (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. |  |  |
| Comment: | | |
| **Standard 4: Assessment**  Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. | | |
| (4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias  (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities  (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities  (4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. |  |  |
| Comment: | | |
| **Standard 5: Instructional Planning and Strategies.**  **Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies (15) to advance learning of individuals with exceptionalities.** | | |
| (5.1) Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.  (5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.  (5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.  (5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities  (5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams  (5.6) Beginning special education professionals teach to mastery and promote generalization of learning.  (5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |  |  |
| Comment: | | |
| **Standard 6: Professional Learning and Ethical Practice**  **Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.** | | |
| (6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice  (6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice  (6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services  (6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.  (6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring  (6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. |  |  |
| Comment: | | |
| **Standard 7: Collaboration**  **Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.** | | |
| (7.1) Beginning special education professionals use the theory and elements of effective collaboration  (7.2) Beginning special education professionals serve as a collaborative resource to colleagues  (7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators |  |  |
| 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)