

## OKLAHOMA STATE REQUIREMENTS

### 1. Candidate Portfolios

The institution requires all initial and advanced certification candidates to develop a portfolio which documents a candidate's accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by the Commission, State Regents, SDE, and institution. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, state and national standards, and outcomes determined by the Commission, Regents, SDE, and the institution.

The teacher education unit and programs:

- Require the portfolio development process to begin no later than initial enrollment into the professional education course work or advanced program. The development process should include periodic checkpoints that provide feedback to the candidate;
- Develop and maintain a portfolio handbook(s), available for review during all Board of Examiners site visits, which includes:
  - a written philosophy related to portfolio development and assessment which is consistent with the institution's and unit's mission and conceptual framework(s);
  - written policies, criteria, and institutional rubric(s) related to the assessment of the portfolio as a whole or individual artifacts contained in the portfolios for all individuals enrolled in initial and advanced certification programs.
- Focus initial level portfolios on Interstate New Teacher Assessment and Support Consortium (INTASC) standards and the Oklahoma General Competencies for Teacher Certification and Licensure. If the organizational scheme of the portfolio reflects the unit's conceptual framework, units may wish to provide an alignment document for the framework with the INTASC / Oklahoma General Competencies.
- Focus advanced level portfolios on national program standards for other school personnel.

### 2. Foreign Language Requirement

- The unit has a policy in place that ensures candidates who are admitted to teacher preparation have conversational skills at a novice high level, as defined by the American Council on the Teacher of Foreign Languages, in a language other than English.

### 3. Annual Public Forum

- The institution has an established process for seeking program information and input from teacher preparation faculty, faculty from arts and sciences, other programs and disciplines which are appropriate, students within the teacher education program, teachers, administrators, parents, guardians or custodians of students, and business and community leaders. This process may include surveys, websites, or other means of seeking input from stakeholders.
- The institution holds an annual public forum regarding the content of the Institutional Plan. Subject to the provisions of the Oklahoma Open Meetings Act, the forum solicits public comment regarding both the institution's teacher preparation plan and programs. The Institutional Plan shall be accessible to any interested party under the Oklahoma Open Records Act.

### 4. Content Preparation

- Secondary and elementary/secondary teacher candidates have undergraduate majors, or their equivalents, in a subject area.
- Teacher candidates in early childhood, elementary, and special education have subject area concentrations that qualify them as generalists. Oklahoma State Regents for Higher Education require 12 hours in mathematics, science, language arts, and social studies. Candidates must document they meet subject matter competencies in mathematics, science, language arts, and social studies.

### 5. Advisement

- Teacher candidates are provided with advisement services to assist them in taking course work designed to maximize their opportunities for certification and employment. At the minimum teacher candidates are provided information on the latest supply and demand information concerning teacher employment, state salary structure and teaching shortage areas.

### 6. Field Experiences (Student teaching minimums)

- A minimum of 45 hours of field experiences or its equivalent is completed by all initial candidates prior to student teaching.
- A minimum of 12 weeks of full-time student teaching or its equivalent is completed by all initial candidates prior to program completion.

- In advance programs, practicum/clinical experiences are in place that adequately address the requirements established by their respective learned societies.

## 7. Admission Requirements

Oklahoma requirements for admission to initial teacher preparation programs include:

- documentation of the candidate's experiences working with children.
- assessment of academic proficiency (e.g., general education skills proficiency tests), faculty recommendations, biographical information, successful completion of any prior college/university course work with at least 3.0 grade point average (GPA) on a 4-point scale in the liberal arts and sciences courses (a minimum of 20 hours) as defined by State Regent's policy or by achieving an acceptable score on the State Regent's approved assessment for admittance into teacher education programs.

## 8. Exit Requirements

- The unit provides information on the criteria for exit and satisfactory completion of the residency program adhering to all rules and regulations established by the Oklahoma State Department of Education.
- Requirements for exit from administrator preparation programs include:
  - successful completion of an administrator assessment that is aligned with state and national standards.
  - a culminating portfolio that is aligned with state and national standards.

## 9. Faculty Professional Development

- Units have a teacher education professional development committee that includes at least one public school classroom teacher as a member. The professional development committee writes and annually reviews professional development plans for each full time faculty member directly involved in the teacher education process.
- All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

10. Alternative Placement Program

- A plan for alternative placement is in place that addresses the unique needs of candidates who seek teacher certification following professional experience in other professions.
- The unit maintains records on alternative placement candidates as required by law, including the compilation of an annual report for submission to the Office of Accountability.