

3. ACADEMIC AFFAIRS POLICY

3.21 Teacher Education

3.21.1 Purpose

In order to provide the best possible education for teachers prepared within the State System, the State Regents have adopted this policy to enhance the quality of teacher education. This policy includes the State Regents' teacher education admission policies and program requirements; guidelines for facilitating the transfer of course work for teacher education majors; general education curriculum required for early childhood, elementary, and special education majors; requirements for secondary education majors; and guidelines for the preparation of teachers by teacher education program faculty.

3.21.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

“Cumulative Grade Point Average (CGPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

“General Education” is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

“Inductee” is any certified teacher who is employed to teach in an accredited school and whom the school district has elected to place under the guidance and assistance of a mentor teacher or induction committee. Inductees shall include those individuals having completed the program of the college or school of education of the accredited institution of higher education from which the person has been graduated, and shall have successfully completed the competency examination in areas of approval in which the inductee seeks certification, those individuals eligible for the alternative placement teaching certificate, and those individuals issued an emergency or provisional certificate.

“Induction” is a program in a school district for the purpose of providing professional support, mentorship and coaching to educators at the beginning of their careers or as they transition to new roles within a school or district.

“Mentor Teacher” is any teacher who has been appointed to provide guidance, support, coaching, and assistance to an inductee (novice teacher) employed by the school district. A mentor teacher shall be a current or former classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher.

“Professional Teacher Education Courses” are upper division courses that include specialized or advanced professional learning intended to help teachers, administrators and other educators improve their professional knowledge,

competence, skills and effectiveness. These courses include, but are not limited to: pedagogy, classroom management, professional methods, and other coursework leading toward certification as a public school teacher, administrator or other school professional.

“Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’)” is the average of a student’s earned grades calculated by point values assigned to letter grades that is used to determine a student’s eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. Refer to the State Regents’ Grading policy. This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

“Teacher Candidate / Teacher Education Student (unless presented in the context of P-12 descriptors)” are used interchangeably and refer to a current college level student, not yet graduated, who has been admitted into a professional teacher education program and is being prepared to become a certified teacher.

3.21.3 Criteria for Admission to Teacher Education Programs

This section includes the criteria for admission to teacher education programs. Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the six performance criteria described below:

- A. Achieve a GPA of 3.0 or higher in all general education courses.
Students qualify for admission if they achieve a minimum GPA of 3.0 or higher on a 4.0 scale in all general education courses (a minimum of 30 hours) as defined in the State Regents’ Undergraduate Degree Requirements policy and the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10.
- B. Score at or above 22 on the American College Testing (ACT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Writing portion of the test must be included.
- C. Score at or above 1120 on the Scholastic Aptitude Test (SAT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Essay portion of the test must be included with no less than a 5 on Reading, a 4 on Analysis, and a 5 on Writing.
- D. Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS). Students who score below the designated level on any section(s) of the PRAXIS test will be permitted to retest.
The PRAXIS test is an acceptable performance measure for students who have completed at least 30 credit hours.
- E. Achieve a passing score at the performance benchmark required by the Oklahoma Office of Educational Quality and Accountability (OEQA) for state certification on the Oklahoma General Education Test (OGET).

- F. Possess a Baccalaureate degree from an institution accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education and approved by the Oklahoma State Regents for Higher Education.

Baccalaureate degree graduates from universities accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education in the United States are assumed to have the basic skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from these testing requirements.

Institutional and individual programs admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in teacher education programs.

3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

The offering of courses and programs classified as professional teacher education is reserved to those universities with approved degree programs leading toward certification as a public school teacher, administrator, or other school professional.

Universities with approved teacher education programs may accept transfer coursework from community colleges and/or other universities at their discretion, according to the State Regents Undergraduate Transfer and Articulation policy.

Community colleges are approved to offer paraprofessional programs in areas related to, but not identical with, teacher education. Such programs, including early childhood education and child development, frequently utilize course content which is similar to that of professional teacher education courses; however, these courses may not be equivalent. Articulation of courses between community colleges and universities with teacher education programs is at the discretion of the teacher preparation program at the university and must adhere to teacher preparation requirements.

The course requirements listed below are mandatory for teacher education candidates. Community colleges are encouraged to have an active role in providing the general education courses necessary for teacher education candidates to meet these requirements. Select requirements are listed:

- A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 credit hours in general education course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.
- B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, or its equivalent, in a subject area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10 and 70 O.S. §6-185. Additionally, teacher candidates in early childhood, elementary, and special education must have subject area concentrations which allow qualification as a generalist.

- C. Institutional officials are permitted to select the course work in each of the core areas (English, mathematics, science, and social sciences) that is appropriately suited to meet the established teacher preparation competencies, standards, and related assessments. OEQA has final approval in determining if the subject area concentration meets accreditation requirements.
- D. College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.
- E. Teacher preparation programs at the preservice level shall require students to meet one of two criteria addressing foreign language or Emergent Bilingual / English Learning in P-12 schools:
 - 1. Teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.
 - 2. Teacher candidates demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work, approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.
- F. The following requirements are pursuant to 70 O.S. §1210.508F:
 - 1. Teacher preparation programs shall ensure that all teacher education students majoring in early childhood, elementary and special education are provided quality training in intervention, instruction, and remediation strategies in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties. These prospective teachers shall receive quality education in research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia). Quality training for teacher candidates shall include guidance from professional resources such as the:
 - a. Report of the National Reading Panel
 - b. Response to Intervention Guidelines
 - c. Council for Exceptional Children

- d. International Dyslexia Association
 - e. International Literacy Association
 - f. National Council of Teachers of English
 - g. National Association for the Education of Young Children
- 2. Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into those programs the requirement that teacher education students study the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal, multidisciplinary and reflective to adapt for individual learners, must be addressed.
- 3. Teacher education students enrolled in a special education program shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be developed and administered by the institutions that offer special education programs that lead to certification. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction. The results of the assessment shall be reported annually by the institution to the OEQA.
- 4. Pursuant to 70 O.S. §6-185, students majoring in early childhood, elementary, secondary, and special education are required to study the philosophy, overarching framework, components, and implementation of multi-tiered systems of support (MTSS) designed to address the core academic and nonacademic needs of all students. The program shall provide for training that utilizes evidence-based assessment, intervention, and data-based decision-making procedures within a tiered system of support to identify students at risk for negative academic or nonacademic outcomes. This training shall include, but not be limited to, the following areas as appropriate by grade band:
 - a. a structured literacy approach that includes phonological awareness, phonemic awareness, decoding letters into sound and its relationship to printed material, rapid-naming skills, oral fluency, vocabulary and comprehension;
 - b. an evidence-based approach to mathematics instruction that includes understanding key mathematical concepts, fluency of basic facts, fluent and flexible use of standard and non-standard algorithms, and application of these mathematical principles to solving problems;

- c. the application of the behavioral sciences to classroom management that includes instruction on prevention of problematic behaviors, teaching appropriate behaviors, reinforcing appropriate behaviors, responding to problematic behaviors and evaluating the effect of classroom management on student outcomes; and
 - d. the identification and impact of trauma on student learning and trauma-informed responsive instruction.
5. Additionally, pursuant to 70 O.S. §6-185, Teacher Education programs shall incorporate into those programs the requirement that teacher education students study or have training in the following areas:
- a. the individuality of students, the capacity of students to learn and the process of learning;
 - b. the integration of curriculum from other disciplines with the education curriculum;
 - c. experiences and personal contact with parents, guardians or custodians of school-age children;
 - d. community involvement;
 - e. the structuring of courses to require teamwork activities;
 - f. substance abuse symptoms identification and prevention;
 - g. mental illness symptoms identification and mental health issues;
 - h. classroom safety and discipline techniques; and
 - i. the use of digital and other instructional technology.

3.21.5 Professional Teacher Education Guidelines

- A. Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.
- B. Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.
- C. Paraprofessional courses, such as those designed for early childhood care and similar career programs, may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.
- D. Awarding credit for prior learning (i.e., CLEP, AP, IB) will follow guidelines established in the State Regents' Credit for Prior Learning policy.

3.21.6 Guidelines for Teacher Preparation Faculty

The following guidelines are necessary to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools. These guidelines address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms.

- A. Pursuant to Title 70 § 6-186, teacher education faculty, including the deans/directors of the colleges of education, must: (1) teach regularly scheduled classes in a state accredited P-12 school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct and meaningful contact with students. A minimum of 10 clock hours per school year is required.
- B. It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of diverse school environments, ranging from large, urban to small, rural.
- C. Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of and teaching strategies for maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

3.21.7 Guidelines for Participation on Induction Committees

The following requirements are pursuant to 70 O.S. §6-182:

- A. Induction programs may involve a committee of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.
- B. Teacher education faculty may serve on novice teacher induction committees. It is recommended that teacher education faculty who participate on these committees have expertise and experience in the teaching field of the teacher inductee.

Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002, May 29, 2020; April 15, 2021. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994; revised January 29, 2015; revised April 26,

2018. Guidelines for Participation on Residency Year Committees: Approved January 29, 2015, revised October 25, 2018. Degree Requirements and Guidelines for Articulation of Teacher Education Programs: Approved June 27, 2019; revised April 15, 2021. Definitions, Criteria for Admission to Teacher Education Programs, Degree Requirements and Guidelines for Articulation of Teacher Education Programs updated May 29, 2020. Updated language related to institutional accreditation May 28, 2021.