STATE OF OKLAHOMA

RECOGNITION REPORT ON   
THE PREPARATION OF EDUCATIONAL ADMINISTRATION BUILDING LEVEL

**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 |
| --- | --- | --- |
| *Standard 1:* *Standard 1* A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. | | |
| *Standard 1.1:* Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. |  |  |
| Comment: | | |
| *Standard 1.2:* Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. |  |  |
| Comment: | | |
| *Standard 1.3:* Candidates understand and can promote continual and sustainable school improvement. |  |  |
| Comment: | | |
| *Standard 1.4:* Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders. |  |  |
| Comment: | | |
| *Standard 2.* A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment. | | |
| *Standard 2.1:* Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. |  |  |
| Comment: | | |
| *Standard 2.2:* Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. |  |  |
| Comment: | | |
| *Standard 2.3:* Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. |  |  |
| Comment: | | |
| *Standard 2.4:* Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment. |  |  |
| Comment: | | |
| *Standard 3:* A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning. | | |
| *Standard 3.1:* Candidates understand and can monitor and evaluate school management and operational systems. |  |  |
| Comment: | | |
| *Standard 3.2:* Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. |  |  |
| Comment: | | |
| *Standard 3.3:* Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. |  |  |
| Comment: | | |
| *Standard 3.4:* Candidates understand and can develop school capacity for distributed leadership. |  |  |
| Comment: | | |
| ***Standard 3.5:*** Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning. |  |  |
| Comment: | | |
| *Standard 4:* A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. | | |
| *Standard 4.1:* Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment. |  |  |
| Comment: | | |
| *Standard 4.2:* Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. |  |  |
| Comment: | | |
| *Standard 4.3:* Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. |  |  |
| Comment: | | |
| ***Standard 4.4:*** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners. |  |  |
| Comment: | | |
| Standard 5: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. | | |
| *Standard 5.1:* Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success. |  |  |
| Comment: | | |
| *Standard 5.2:* Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. |  |  |
| Comment: | | |
| *Standard 5.3:* Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. |  |  |
| Comment: | | |
| *Standard 5.4:* Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. |  |  |
| Comment: | | |
| *Standard 5.5:* Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling. |  |  |
| Comment: | | |
| *Standard 6:* A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies. | | |
| *Standard 6.1:* Candidates understand and can advocate for school students, families, and caregivers. |  |  |
| Comment: | | |
| *Standard 6.2:* Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. |  |  |
| Comment: | | |
| *Standard 6.3:* Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. |  |  |
| Comment: | | |
| *Standard 7:* A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor. | | |
| *Standard 7.1:* Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership Building-Level Program Standards* through authentic, school-based leadership experiences. |  |  |
| Comment: | | |
| *Standard 7.2:* Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. |  |  |
| Comment: | | |
| *Standard 7.3:* Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment. |  |  |
| 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)