**Oklahoma Commission for Teacher Preparation**

**Program Report for the**

**Preparation of Elementary Mathematics Specialist**

**C O V E R S H E E T**

**Institution** **State**

**Date submitted**

**Name of Preparer**

**Phone #** **Email**

**Program documented in this report:**

**Name of institution’s program (s)**

**Grade levels for which candidates are being prepared**

**Degree or award level**

**Is this program initial or advanced?**

**Is this program offered at more than one site? □ Yes □ No**

If yes, list the sites at which the program is offered

**Title of the state license for which candidates are prepared**

**Program report status:**

* **Initial review**

**🞏New Program**

**🞏Existing Program**

* **Response to One of the Following Decisions: Further Development Required or Recognition with Probation**
* **Response to Recognition With Conditions**

**Is your unit seeking:**

**🞎 State accreditation for the first time (initial accreditation)**

**🞎 Continuing State accreditation**

The following directions are designed to assist institutions as they complete this program report. To complete the report, institutions must provide data from 6-8 key assessments that, taken as a whole, will demonstrate candidate mastery of the state competencies. These data will also be used to answer the following questions:

* Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
* Do candidates meet state licensure requirements?
* Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
* Can candidates apply their knowledge in classrooms and schools?
* Are candidates effective in promoting student learning and creating environments to support learning?

To that end, the program report form includes the following sections:

**I. Contextual Information –** provides the opportunity for institutions to presentgeneral information to help reviewers understand the program.

**II. Assessments and Related Data -** provides the opportunity for institutions to submit 6-8 assessments, scoring guides or criteria, and assessment data as evidence that standards are being met.

**III. Standards Assessment Chart -** provides the opportunity for institutions to indicate which of the assessments are being used to determine if candidates meet program competencies.

**IV. Evidence for Meeting Standards –** provides the opportunity for institutionsto discuss the assessments and assessment data in terms of competencies.

**V. Use of Assessment Results to Improve Candidate and Program Performance –** provides the opportunity for institutions to indicate how faculty is using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and effects on student learning.

Page limits are specified for each of the narrative responses required in Sections IV and V of the report, with each page approximately equivalent to one text page of single-spaced, 12-point type. Each attachment required in Sections I and II of the report should be kept to a maximum of five text pages.

When the report has been completed, please send an electronic copy to the Oklahoma Commission for Teacher Preparation (OCTP). Please also retain an electronic copy for your file until the OCTP has acknowledged receipt of your report.

Specific directions are included at the beginning of each section.

***What if the program is offered at different levels or in different tracks (e.g., at the baccalaureate, master’s, and alternate route)?*** If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. If you are unsure whether to submit one or multiple reports, contact the OCTP office.

***What if the program is offered at the main campus and one or more off-campus sites?*** If assessments are the same on the main campus and the off-campus sites, one report may be submitted. However, the assessment results must be disaggregated for each site. If assessments are different on campus than in the off-campus sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, contact the OCTP office.

**SECTION I—CONTEXT**

**Provide the following contextual information:**

1. Description of any state or institutional policies that may influence the application of competencies.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

**Attach the following contextual information:**

1. A program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
2. Chart with the number of candidates and completers.
3. Chart on program faculty expertise and experience.

(response limited to 6 pages, not including attachments

**SECTION II—ASSESSMENTS AND RELATED DATA**

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the subject area competencies. All programs must provide a minimum of six assessments. State licensure test results in the content area must be submitted as proof of candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

| **Name of Assessment[[1]](#footnote-1)** | | **Type or**  **Form of Assessment[[2]](#footnote-2)** | **When the Assessment**  **Is Administered[[3]](#footnote-3)** |
| --- | --- | --- | --- |
|
| 1 | **[Licensure assessment, or other content-based assessment]** |  |  |
| 2 | **[Assessment of content knowledge in mathematics]** |  |  |
| 3 | **[Assessment of candidate ability to plan instruction]** |  |  |
| 4 | **[Assessment of student teaching]** |  |  |
| 5 | **[Assessment of candidate effect on student learning]** |  |  |
| 6 | **Additional assessment that addresses NCTM standards *(required)* ]** |  |  |
| 7 | **Additional assessment that addresses NCTM standards *(optional)* ]** |  |  |
| 8 | **Additional assessment that addresses NCTM standards *(optional)* ]** |  |  |

**SECTION III—STANDARDS ASSESSMENT CHART**

For each Oklahoma competency on the chart below, identify the assessment(s) in Section II that addresses the competency. One assessment may apply to multiple competencies. In Section IV you will describe these assessments in greater detail and summarize and analyze candidate results to document that a majority of your candidates are meeting state standards. To save space, the details of the state competencies are not identified here, but are available on the State Department of Education website. The full set of competencies provides move specific information about what should be assessed.

| **OKLAHOMA STANDARD** | **APPLICABLE ASSESSMENTS FROM SECTION II** |
| --- | --- |
| **Standard 1: Content Knowledge**  **Effective elementary mathematics specialists demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.** | |
| 1a) Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in  varied contexts, and connections within and among mathematical domains (Number and Operations, Algebra,  Geometry and Measurement, Statistics and Probability) as outlined in the *NCTM NCATE Mathematics Content*  *for Elementary Mathematics Specialist.* | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **Standard 2: Mathematical Practices**  **Effective elementary mathematics specialists solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching**  **and mathematics leadership.** | |
| In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:  2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and  persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the  field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.  2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and  proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics;  recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations  to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to  communicate mathematical ideas to others.  2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or  mathematical problems.  2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both  orally and in writing to multiple audiences.  2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and  recognize and apply mathematical connections among mathematical ideas and across various content areas and  real-world contexts.  2f) Model how the development of mathematical understanding within and among mathematical domains  intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and  representing. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **Standard 3: Content Pedagogy**  **Effective elementary mathematics specialists apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematic specific technological tools in their teaching and coaching/mentoring to develop all students’ mathematical understanding and proficiency. As teacher, lead teacher, and coach/mentor they provide and assist teachers in providing students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and assist teachers in the incorporation of formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.** | |
| In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:  3a) Apply knowledge of curriculum standards for elementary mathematics and their relationship to student  learning within and across mathematical domains in teaching elementary students and coaching/mentoring  elementary classroom teachers.  3b) Analyze and consider research in planning for and leading students and the teachers they coach/mentor in  rich mathematical learning experiences.  3c) Plan and assist others in planning lessons and units that incorporate a variety of strategies, differentiated  instruction for diverse populations, and mathematics-specific and instructional technologies in building all  students’ conceptual understanding and procedural proficiency.  3d) Provide students and teachers with opportunities to communicate about mathematics and make connections  among mathematics, other content areas, everyday life, and the workplace.  3e) Implement and promote techniques related to student engagement and communication including selecting  high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and  addressing student misconceptions, and employing a range of questioning strategies.  3f) Plan, select, implement, interpret, and assist teachers in using formative and summative assessments to  inform instruction by reflecting on mathematical proficiencies essential for all students.  3g) Monitor students’ progress and assist others, including family members, administrators and other  stakeholders, in making instructional decisions and in measuring and interpreting students’ mathematical  understanding and ability using formative and summative assessments. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **Standard 4: Mathematical Learning Environment**  **Effective elementary mathematics specialists exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior. They use this knowledge to plan, create, and assist teachers in planning and creating sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate, promote, and assist teachers in demonstrating and promoting a**  **positive disposition toward mathematical practices and learning and exhibit and support the equitable and ethical treatment of and high expectations for all students. They include and assist teachers in embracing culturally relevant perspectives in teaching, in recognizing individual student differences, and in using instructional tools such as manipulatives, digital tools, and virtual resources to enhance student learning, while recognizing the possible limitations of such tools.** | |
| In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:  4a) Exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior and demonstrate  and promote a positive disposition toward mathematical processes and learning.  4b) Plan, create, and coach/mentor teachers in creating developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively  engaged in building new knowledge from prior knowledge and experiences.  4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within  classrooms and include and assist teachers in embracing culturally relevant perspectives as a means to motivate  and engage students.  4d) Demonstrate and encourage equitable and ethical treatment of and high expectations for all students.  4e) Apply mathematical content and pedagogical knowledge in the selection, use, and promotion of  instructional tools such as manipulatives and physical models, drawings, virtual environments, presentation  tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and  make and nurture sound decisions about when such tools enhance teaching and learning, recognizing both the  insights to be gained and possible limitations of such tools. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **Standard 5: Impact on Student Learning**  **Elementary mathematics specialists provide evidence that as a result of their instruction or coaching/mentoring of teachers, elementary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Elementary mathematics specialists support the continual development of a positive disposition toward mathematics. These mathematics specialists show that new student mathematical knowledge has been created as a consequence of their ability to engage students or coach/mentor teachers in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.** | |
| In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:  5a) Verify that elementary students demonstrate conceptual understanding; procedural fluency; the ability to  formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning;  productive disposition toward mathematics; and the application of mathematics in a variety of contexts within  major mathematical domains.  5b) Engage students and coach/mentor teachers in using developmentally appropriate mathematical activities  and investigations that require active engagement and include mathematics-specific technology in building new  knowledge.  5c) Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and  determine the extent to which students’ mathematical proficiencies have increased as a result of their  instruction or their efforts in coaching/mentoring teachers. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **Standard 6: Professional Knowledge and Skill**  **Effective elementary mathematics specialists are lifelong learners and recognize that learning is often collaborative. They participate in and plan mathematics-focused professional development experiences at the school and/or district level, draw upon mathematics education research to inform their practice and the practice of colleagues, continuously reflect on their practice, use and assist teachers in using resources from professional mathematics organizations, and demonstrate mathematics-focused**  **instructional leadership.** | |
| In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates:  6a) Take an active role in their professional growth by participating in professional development experiences  that directly relate to the learning and teaching of mathematics and to their development as a mathematics  instructional leader.  6b) Engage in and facilitate continuous and collaborative learning that draws upon research in mathematics  education to inform practice; enhance learning opportunities for all students’ and teachers’ mathematical  knowledge development; involve colleagues and other school professionals, families, and various stakeholders;  and advance the development in themselves and others as reflective practitioners.  6c) Plan, develop, implement, and evaluate mathematics-focused professional development programs at the  school and/or district level; use and assist teachers in using resources from professional mathematics education  organizations such as teacher/leader discussion groups, teacher networks, and print, digital, and virtual  resources/collections; and support teachers in systematically reflecting on and learning from their mathematical  practice.  6d) Demonstrate mathematics-focused instructional leadership through actions such as coaching/mentoring;  building and navigating relationships with teachers, administrators, and the community; establishing and  maintaining learning communities; analyzing and evaluating educational structures and policies that affect  students’ equitable access to high quality mathematics instruction; leading efforts to assure that all students  have opportunities to learn important mathematics; evaluating the alignment of mathematics curriculum  standards, textbooks, and required assessments and making recommendations for addressing learning and  achievement gaps; developing appropriate classroom or school-level learning environments; and collaborating  with school-based professionals to develop evidence-based interventions for high and low-achieving students. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |
| **Standard 7: Elementary Mathematics Specialist Field Experiences and Clinical Practice**  **Elementary mathematics specialists engage in a planned sequence of field experiences and clinical practice under the supervision of an experienced and highly qualified mathematics educator. They develop a broad experiential base of knowledge and skills working with a range of student and adult learners including elementary students (e.g., primary, intermediate, struggling, gifted, and English language learners) and elementary school teachers, both novice and experienced, in a variety of school and professional development settings. They develop and use interpersonal and leadership skills to engage school-based and other professionals in the improvement of mathematics programs at the school and/or district levels.** | |
| Elementary mathematics specialist candidates:  7a) Engage in a sequence of planned field experiences and clinical practice under the supervision of an  experienced and highly qualified mathematics educator that involves the development of a broad experiential  base of knowledge and skills working with a range of student and adult learners in a variety of school and  professional development settings and the development of interpersonal skills critical for mentoring other  teachers and working with school-based personnel, district administrators, and others.  7b) Develop and use leadership skills to improve mathematics programs at the school and/or district level, e.g.,  coaching/mentoring new and experienced teachers to better serve students; sharing critical issues, policy  initiatives, and curriculum trends related to mathematics teaching; keeping abreast of local, state, or national  policy decisions related to mathematics education; communicating to educational constituents about students,  curriculum, instruction, and assessment; collaborating to create a shared vision and to develop an action plan  for school improvement; and partnering with school-based professionals to improve each student’s  achievement. | □#1 □#2 □#3 □#4  □#5 □#6 □#7 □#8 |

**SECTION IV—EVIDENCE FOR MEETING COMPETENCIES**

**DIRECTIONS:** Information on the 6-8 key assessments listed in Section II and their findings must be reported in this section. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Competencies and assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

1. Content knowledge[[4]](#footnote-4)

2. Pedagogical and professional knowledge, skills and dispositions

3. Effects on student learning[[5]](#footnote-5)11

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

a. A brief description of the assessment and its use in the program (one sentence may

be sufficient);

b. A description of how this assessment specifically aligns with the standards it is cited

for in Section III. Cite SPA standards by number, title, and/or standard wording.

c. A brief analysis of the data findings;

d. An interpretation of how that data provides evidence for meeting standards,

indicating the specific SPA standards by number, title, and/or standard wording;

and

(2) Assessment Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions

given to candidates);

f. The scoring guide for the assessment; and

g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge.**

Submit the following information:

1. The names of all licensure tests or professional examinations required by the state of Oklahoma for content and pedagogical or professional knowledge.

2. Description of the correlation between licensure test data and applicable state competencies.

3. Aggregated pass rates for each year over the past 3 years, including the most recent academic year. Data must be presented on all candidates, even if there were fewer than 10 test takers during a single year. Eighty percent of program completers[[6]](#footnote-6)12who have taken the **content** test must pass the state licensure test.

4. The mean and range of sub-scores for the most recent year.

**#2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in (*Name of Program)*. Standards addressed in this assessment could include but are not limited to Standards1 & 2.** Examples of assessments include comprehensive exams,[[7]](#footnote-7)13, GPAs or grades[[8]](#footnote-8)14, content major[[9]](#footnote-9)15, course projects[[10]](#footnote-10)16, and portfolio tasks. [[11]](#footnote-11)17

Provide assessment information as outlined in the directions for Section IV.

**#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Standards that could be address in this assessment include but are not limited to Standard 3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as a professional educator.**  Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, teacher work samples, individualized education plans, needs assessments, or intervention plans. An example would be a differentiated unit of instruction.

Provide assessment information as outlined in the directions for Section IV.

**#4 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Standards that could be addressed in this assessment include but are not limited to Standard 3, 4 and 6. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.** The assessment instrument used in student teaching and the internship or other clinical experiencesshould be submitted.

Provide assessment information as outlined in the directions for Section IV.

**#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.** **Standards that could be addressed in this assessment include but are not limited to Standard 5.** Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV.

**#6 (Required): Additional assessment that addresses state competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

**#7 (Optional): Additional assessment that addresses state competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

**#8 (Optional): Additional assessment that addresses state competencies.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

**SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE**

**CANDIDATE AND PROGRAM PERFORMANCE**

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) effects on student learning and on creating environments that support learning.

(response limited to 3 pages)

**SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at

http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

ATTACHMENT A

**Candidate Information**

**Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report.

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| **Program:** | | |
| **Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers[[12]](#footnote-12)** |
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| **Program:** | | |
| **Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers** |
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| **Program:** | | |
| **Academic Year** | **# of Candidates Enrolled in the Program** | **# of Program Completers** |
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ATTACHMENT B

**Faculty Information**

**Directions:** Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

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| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Member Name** | **Highest**  **Degree, Field, & University[[13]](#footnote-13)** | **Assignment: Indicate the role of the faculty member[[14]](#footnote-14)** | **Faculty Rank[[15]](#footnote-15)** | **Tenure Track (Yes/**  **No)** | **Scholarship,[[16]](#footnote-16) Leadership in Professional Associations, and Service: [[17]](#footnote-17) List up to 3 major contributions in the past 3 years [[18]](#footnote-18)** | **Teaching or other professional experience in**  **P-12 schools[[19]](#footnote-19)** |
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1. Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include. [↑](#footnote-ref-1)
2. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio). [↑](#footnote-ref-2)
3. Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program). [↑](#footnote-ref-3)
4. In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered “content knowledge” assessments for the purpose of this report. [↑](#footnote-ref-4)
5. 11 Effects on student learning include the creation of environments that support student learning. [↑](#footnote-ref-5)
6. 12 Oklahoma uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. [↑](#footnote-ref-6)
7. 13 If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the competencies. [↑](#footnote-ref-7)
8. 14 If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the competencies. [↑](#footnote-ref-8)
9. 15 If completion of a content major is used as the assessment or included in the assessment, describe how the program of study aligns with the competencies. [↑](#footnote-ref-9)
10. 16 If completion of a content major is used as the assessment or included in the assessment, describe how the program of study aligns with the Oklahoma competencies. [↑](#footnote-ref-10)
11. 17 For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments. [↑](#footnote-ref-11)
12. Oklahoma uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements. [↑](#footnote-ref-12)
13. e.g., PhD in Curriculum & Instruction, University of Nebraska [↑](#footnote-ref-13)
14. e.g., faculty, clinical supervisor, department chair, administrator [↑](#footnote-ref-14)
15. e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator [↑](#footnote-ref-15)
16. *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation. [↑](#footnote-ref-16)
17. *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission. [↑](#footnote-ref-17)
18. e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program [↑](#footnote-ref-18)
19. Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any. [↑](#footnote-ref-19)