STATE OF OKLAHOMA

RECOGNITION REPORT ON
THE PREPARATION OF SCHOOL LIBRARIANS

**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: Teaching for Learning. Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. |
| *Standard 1.1:* Knowledge of learners and learning |       |       |
| Comment:  |
| *Standard 1.2:* Effective and knowledgeable teacher |       |       |
| Comment:  |
| *Standard 1.3:* Instructional partner |       |       |
| Comment:  |
| *Standard 1.4:* Integration of twenty-first century skills |       |       |
| Comment:  |
| Standard 2: Literacy and Reading. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. |
| *Standard 2.1:* Literature |       |       |
| Comment:  |
| *Standard 2.2:* Reading Promotion |       |       |
| Comment:  |
| *Standard 2.3:* Respect for diversity |       |       |
| Comment:  |
| *Standard 2.4:* Literacy strategies |       |       |
| Comment:  |
| Standard 3: Information and Knowledge. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice. |
| *Standard 3.1:* Efficient and ethical information-seeking behavior |       |       |
| Comment:  |
| *Standard 3.2:* Access to information |       |       |
| Comment:  |
| *Standard 3.3:* Information Technology |       |       |
| Comment:  |
| *Standard 3.4:* Research and knowledge creation |       |       |
| Comment:  |
| Standard 4: Advocacy and Leadership. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement. |
| *Standard 4.1:* Networking with the library community |       |       |
| Comment:  |
| *Standard 4.2:* Professional development |       |       |
| Comment:  |
| *Standard 4.3:* Leadership  |       |       |
| Comment:  |
| *Standard 4.4:* Advocacy |       |       |
| Comment:  |
| Standard 5: Program Management and Administration. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration. |
| *Standard 5.1:* Collections |       |       |
| Comment:  |
| *Standard 5.2:* Professional ethics |       |       |
| Comment:  |
| *Standard 5.2:* Personnel, funding and facilities |       |       |
| Comment:  |
| *Standard 5.2:* Strategic planning and assessment |       |       |
| 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)