STATE OF OKLAHOMA

RECOGNITION REPORT ON   
THE PREPARATION OF MATHEMATICS TEACHERS

**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:* Content Knowledge  Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics  concepts, algorithms, procedures, connections, and applications within and among mathematical content  domains. | | |
| ***Standard 1.1:*** Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the *NCTM NCATE Mathematics Content for Secondary.* |  |  |
| Comment: | | |
| *Standard 2:* Mathematical Practices  Effective teachers of secondary mathematics 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. | | |
| ***Standard 2.1:*** 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. |  |  |
| Comment: | | |
| ***Standard 2.2:*** 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. |  |  |
| Comment: | | |
| ***Standard 2.3:*** Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems. |  |  |
| Comment: | | |
| ***Standard 2.4:*** Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences. |  |  |
| Comment: | | |
| ***Standard 2.5:*** 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. |  |  |
| Comment: | | |
| ***Standard 2.6:*** 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. |  |  |
| Comment: | | |
| *Standard 3:* Content Pedagogy  Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide 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 use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. | | |
| ***Standard 3.1:*** Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. |  |  |
| Comment: | | |
| ***Standard 3.2:*** Analyze and consider research in planning for and leading students in rich mathematical learning experiences. |  |  |
| Comment: | | |
| ***Standard 3.3:*** Plan 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. |  |  |
| Comment: | | |
| ***Standard 3.4:*** Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. |  |  |
| Comment: | | |
| ***Standard 3.5:*** Implement 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. |  |  |
| Comment: | | |
| ***Standard 3.6:*** Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. |  |  |
| Comment: | | |
| ***Standard 3.7:*** Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments. |  |  |
| Comment: | | |
| *Standard 4:* Mathematical Learning Environment  Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and  behavior. They use this knowledge to plan and create 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 a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use  instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. | | |
| ***Standard 4.1:*** Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. |  |  |
| Comment: | | |
| ***Standard 4.2:*** Plan and create 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. |  |  |
| Comment: | | |
| ***Standard 4.3:*** Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. |  |  |
| Comment: | | |
| *Standard 4.5:* Demonstrate equitable and ethical treatment of and high expectations for all students. |  |  |
| Comment: | | |
| ***Standard 4.6:*** Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. |  |  |
| Comment: | | |
| *Standard 5:* Impact of Student Learning  Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to  engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. | | |
| ***Standard 5.1:*** Verify that secondary 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. |  |  |
| Comment: | | |
| ***Standard 5.2:*** Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. |  |  |
| Comment: | | |
| ***Standard 5.3:*** 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. |  |  |
| Comment: | | |
| *Standard 6:* Professional Knowledge and Skills  Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations**.** | | |
| ***Standard 6.1:*** Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. |  |  |
| Comment: | | |
| ***Standard 6.2:*** Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. |  |  |
| Comment: | | |
| ***Standard 6.3:*** Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. |  |  |
| Comment: | | |
| *Standard 7:* Secondary Mathematics Field Experiences and Clinical Practice  Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching  experience or equivalent knowledge base. | | |
| ***Standard 7.1:*** Engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle and high school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences. |  |  |
| Comment: | | |
| ***Standard 7.2:*** Experience full-time student teaching/internship in secondary mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge base. |  |  |
| Comment: | | |
| ***Standard 7.3:*** Develop knowledge, skills, and professional behaviors across both middle and high school settings; examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, 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)