TITLE 712. OKLAHOMA COMMISSION FOR TEACHER PREPARATION

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CHAPTER 1. ADMINISTRATIVE OPERATIONS

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[**Authority:** 70 O.S., §§ 6-171 through 6-178]
[**Source:** Codified 7-25-94]

712:1-1-1. Purpose

The purpose of this chapter is to outline the administrative rules for the Oklahoma Commission for Teacher Preparation. The general purpose of the Oklahoma Commission for Teacher Preparation (hereinafter referred to as the Commission) is prescribed by the Legislature and the Commission acts as the agency in the exercise of the policy powers of the State of Oklahoma, for the purpose of establishing a competency-based teacher preparation and assessment system by July 1, 1997.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94; Amended at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Amended at 14 Ok Reg 3194, eff 7-25-97]

712:1-1-2. Definitions

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

"Commission" means the Oklahoma Commission for Teacher Preparation.

"Executive Director" means the Executive Director of the Oklahoma Commission for Teacher Preparation.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94]

712:1-1-3. Commission members, officers and personnel

(a) Members. The Oklahoma Commission for Teacher Preparation (hereinafter referred to as the Commission) is an administrative body composed of twenty-four (24) members, of whom 20 shall be voting members and four shall be ex officio, non-voting members. The twenty voting members shall serve staggered terms of three (3) years and shall be appointed as follows:

(1) The Speaker of the House of Representatives shall appoint:

(A) one public school teacher who is an employee of an Oklahoma public school district;

(B) one lay person who has at least one child who is a student in an elementary or secondary public school in this state;

(C) one member of the Oklahoma State Regents for Higher Education;

(D) one member who is a principal of an Oklahoma elementary public school and;

(E) one lay person who has demonstrated long-term commitment to education.

(2) The President Pro Tempore of the Senate shall appoint:

(A) one public school teacher who is an employee of an Oklahoma public school district;

(B) one member of the State Board of Education;

(C) one lay person who has had some educational employment experience;

(D) one member who is a public school superintendent of an Oklahoma public school district and;

(E) one lay person who has demonstrated long-term commitment to education. [70:6-199(A)(2)]

(3) The Governor shall appoint:

(A) one member from a private Oklahoma institution of higher education who is a dean or director of an approved teacher education program;

(B) one member of the Oklahoma State Regents for Higher Education;

(C) one member of the State Board of Education;

(D) one teacher from an area Career and technical school district;

(E) one member from an institution of higher education in the Oklahoma State System of Higher Education who is on the arts and science faculty;
(F) one member from an institution of higher education in the Oklahoma System of Higher Education who is on the teacher education faculty;
(G) two public school teachers who are employees of an Oklahoma public school district and;
(H) two lay persons who have demonstrated long-term commitment to continued improvement of education. [70:6-199(A)(3)]

(4) Ex officio, non-voting members shall include:
(A) the State Superintendent of Public Instruction or designee;
(B) the Chancellor of Higher Education or designee;
(C) the Director of the State Department of Career and Technology Education or designee, and;
(D) the Secretary of Education or designee. [70:6-199(A)(4)]

(b) Officers. At the first ensuing meeting of each fiscal year, the Commission shall select one of the members to serve as chair and another member to serve as vice-chair.

(c) Executive Director. The Commission shall appoint an Executive Director and appropriate additional personnel to assist the Commission in the performance of its duties.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94; Amended at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Amended at 14 Ok Reg 3194, eff 7-25-97; Added at 18 Ok Reg 895, eff 2-23-01 through 9-1-01 (emergency); Amended at 19 Ok Reg 2447, eff 6-27-02]

712:1-1-4. Official office

The Office of the Oklahoma Commission for Teacher Preparation is 1141 North Lincoln, Oklahoma City, Oklahoma 73104. The telephone number is (405) 521-3189, and the telecopier is (405) 521-6442. The office hours are from 8:30 a.m. to 5:00 p.m. Central Time, Monday through Friday, except legal holidays.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94]

712:1-1-5. Commission meeting; quorum

The Commission shall hold at least six (6) regular monthly meetings each calendar year at a time and place as shall be designated by the Commission. A majority of the voting members (11) of the Commission shall be present at the meeting to constitute a quorum. [70:6-199(B)(2)]

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94; Amended at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Amended at 14 Ok Reg 3194, eff 7-25-97; Amended at 19 Ok Reg 2447, eff 6-27-02]

712:1-1-6. Executive sessions

The Commission may hold executive sessions at such sessions as is permitted by the Oklahoma Open Meeting Act.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94]

712:1-1-6.1. Special meetings

Special meetings may be called by the chair or by seven (7) or more members of the Commission by delivery of written notice to each member of the Commission with not less than forty-eight (48) hours notice. A majority of the voting members shall be present at the meeting to constitute a quorum of the Commission. [70:6-199(B)(2)]

[**Source:** Added at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Added at 14 Ok Reg 3194, eff 7-25-97; Amended at 17 Ok Reg 3237, eff 8-11-00; Amended at 19 Ok Reg 2447, eff 6-27-02]

712:1-1-7. Notice of meetings

Notice of regular and special meetings will be given in accordance with the provisions of the Oklahoma Open Meetings Act, supra.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94]

712:1-1-8. Agenda items

The Executive Director, in conjunction with the chair and administrative committee, shall prepare an agenda on behalf of the Oklahoma Commission for Teacher Preparation for each meeting of the Commission. The agenda is filed and posted in accordance with the Oklahoma Open Meeting Act, supra.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94; Amended at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Amended at 14 Ok Reg 3194, eff 7-25-97]

712:1-1-9. Powers and duties of the Commission

The Commission shall have the following powers and duties, which shall include, but not necessarily be limited to:

(1) reviewing and assessing approved, accredited and new programs of teacher education at both public and private colleges and universities;
(2) recommending to the Governor and Legislature changes in teacher education program accreditation and the state teacher and administrator assessment program;
(3) administering the state competency-based assessment program for teachers and administrators;
(4) establishing rules and regulations related to the development, implementation and administration of the competency-based teacher and administrator assessment program;
(5) recommending to the Oklahoma State Board of Education rules for adoption in the areas of teacher licensure and certification, residency and professional development;
(6) adopting the tests which comprise the competency examination including tests for general education, professional education and various subject areas;
(7) promulgating rules and procedures to guarantee the confidentiality of competency examinations;
(8) administering the Teacher's Curriculum Examination Revolving Fund, as of July 1, 1997, following all State of Oklahoma fiscal laws;
(9) using state appropriations, and loans and grants, for the intent and the purposes of the Commission as defined by its statutory authority;

(10) reviewing and adopting rules, regulations and procedures to carry out the intent and purposes of the Commission as defined by its statutory authority;
(11) conducting studies, research, surveys relating to the professional development of teachers and principals;
(12) employing the Executive Director of the Commission and approving the creation of staff positions and accompanying rates of compensation;
(13) entering into agreements or contracts for services with other state agencies as may be appropriate to carry out the intent and purposes of the Commission as defined by its statutory authority;
(14) establishing appropriate subcommittees, task forces, or working groups to carry out the intent and purposes of the Commission as defined by its statutory authority.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94; Amended at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Amended at 14 Ok Reg 3194, eff 7-25-97; Amended at 19 Ok Reg 2447, eff 6-27-02]

712:1-1-10. Legal counsel

The Attorney General of the State of Oklahoma shall serve as legal counsel for the Oklahoma Commission for Teacher Preparation and shall assist the Commission in its performance of the powers and duties delineated to it by statutory authority.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94]

712:1-1-11. Powers and duties of the Executive Director

The Executive Director of the Oklahoma Commission for Teacher Preparation shall have the following powers and duties, which shall include, but not necessarily be limited to:
(1) Acting as the chief administrative officer for purposes of carrying out the Commission's statutory authority;
(2) Formulating and recommending rules and regulations for approval or rejection by the Commission which shall be consistent with the Commission's statutory authority;
(3) Establishing and maintaining a central repository on information regarding availability, acquisition and disposition of all federal funds, state appropriations, and other grants related to the assessment of teachers and administrators and approval of teacher education programs;
(4) Establishing and maintaining a central repository for all duly adopted rules and regulations, minutes, and reports;
(5) Acting as an agent for the Commission in all matters relating to teacher preparation or the professional development of teachers and administrators as delineated by the Commission's statutory authority;
(6) Employing, demoting, or dismissing personnel and making specific assignments of duties for positions and at rates of compensation approved by the Commission to the extent that funds are available.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94; Amended at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Amended at 14 Ok Reg 3194, eff 7-25-97]

712:1-1-12. Functions of the Administrative Committee of the Oklahoma Commission for Teacher Preparation

(a) To facilitate the Oklahoma Commission for Teacher Preparation's work, an administrative committee is created. The function of that committee is to:
(1) coordinate the work of the various Commission subcommittees created for purposes of carrying out the intent and purposes of the Commission as defined by its statutory authority;
(2) review claims for expenditures submitted by the Executive Director;
(3) review, revise, approve or reject any proposed legislation, rules, technical or procedural recommendations, policies, procedures or reports submitted by the Executive Director to the entire Commission for approval or rejection;
(4) review, revise, approve, or reject personnel recommendations submitted by the Executive Director to be presented to the entire Commission for approval or rejection;
(5) employ the Commission Executive Director, pending approval of entire Commission.
(b) The Administrative Committee created in (a) of this section shall be chaired by the Chair of the Commission. Members of the Administrative Committee shall be the Chair and Vice-Chair of the Commission and those members serving as chairs of the various committees created by the Commission. At no time will the Administrative Committee consist of more than seven members. A quorum shall comprise the majority of the members of the Administrative Committee. Recommendations to the entire Commission shall require approval of a majority of the members of the Administrative Committee.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94; Amended at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Amended at 14 Ok Reg 3194, eff 7-25-97; Amended at 19 Ok Reg 2447, eff 6-27-02]

712:1-1-12.1. Employment of Commission personnel

(a) Executive Director. The Administrative Committee shall have the authority to employ the Commission Executive Director, pending approval of the entire Commission.
(b) Support and/or administrative personnel. The Executive director shall have the authority to employ support personnel and/or administrative personnel for positions approved by the Commission. All salaries and compensations shall be set within the budgetary guidelines approved by the Commission.
(c) Professional personnel. The Commission Chair shall appoint a committee to assist the Executive Director in screening and interviewing candidates for all professional staff positions. The Chair of the committee most aligned with the position

being filled shall serve on the screening committee along with two Commission members not serving on the Administrative Committee. The screening committee will recommend to the Executive Director a minimum of two and no more than three candidates who fulfill the requirements of the position. The Executive Director will recommend one of the mutually agreed upon candidates to the Commission for approval.

(d) In the event that a personnel change must occur in a time frame not conducive to a regularly scheduled Commission meeting, said candidate may be hired on a contingency basis until such time as the Commission shall grant final approval.

[**Source:** Added at 13 Ok Reg 3727, eff 7-16-96 through 7-14-97 (emergency); Added at 14 Ok Reg 3194, eff 7-25-97; Amended at 17 Ok Reg 3237, eff 8-11-00; Amended at 19 Ok Reg 2447, eff 6-27-02]

712:1-1-13. Availability of records and manner of obtaining information

All files, records, minutes, proceedings, rules, documents, decisions, opinions, written statements of policy, and written materials of any other nature required by law to be maintained by this Commission are available for public inspection in the Office of the Executive Director of the Oklahoma Commission for Teacher Preparation. Any persons desiring any information concerning the Commission, its policies and procedures or any pertinent information concerning said organization may make submissions or request the Commission, either in person or by mail by directing such submission or request to the office of the Executive Director of the Oklahoma Commission for Teacher Preparation. Copies of said materials may be provided at the discretion of the Executive Director and to the extent funds allow.

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94]

712:1-1-14. Rule making

Except as provided, the rules governing the rule making powers of the Commission shall be the same as those found in the Administrative Procedures Act (75 O.S.Sections 250 et seq.).

[**Source:** Added at 11 Ok Reg 4247, eff 7-25-94]

CHAPTER 10. TEACHER PREPARATION PROGRAM ACCREDITATION

Subchapter		Section
5.	Teacher Preparation Program Accreditation	712:10-5-1
7.	Teacher Preparation Teacher Assessment	712:10-7-1
9.	Professional Development Institutes	712:10-9-1
11.	Education Leadership Oklahoma	712:10-11-1
Appendix A.	Competency Exam Requirements by Certification Areas	

[**Authority:** 70 O.S., §§ 6–180 through 6–202]
[**Source:** Codified 7-25-97]

SUBCHAPTER 5. TEACHER PREPARATION PROGRAM ACCREDITATION

Section	
712:10-5-1.	Teacher Preparation Program Accreditation And Review Process
712:10-5-2.	Structure of Accreditation Committees
712:10-5-3.	Specific State Standards For Program Accreditation
712:10-5-4.	Standards for Oklahoma Teacher Education Programs

712:10-5-1. Teacher Preparation Program Accreditation And Review Process

(a) Oklahoma teacher education institutions function under an 'accreditation program' system which requires the evaluation of teacher education units and programs on a periodic basis.

(b) Beginning July 1, 1997 institutions which have no accredited teacher education program and which desire to initiate a certificate program shall follow the format outlined herein based on Standards for Oklahoma Accredited Teacher Education Programs and Institutional Plan (see 712:10-5-3). Institutional plans are defined as plans developed and prepared utilizing input from education stakeholders (teacher preparation faculty, arts and science faculty, teacher candidates, teachers, administrators, business and community leaders, and parents) which follow the general guidelines and standards for pre-service teacher preparation programs outlined in sections 712:10-5-3. On July 1, 1997 the Oklahoma Commission for Teacher Preparation, hereafter referred to as the Commission, shall assume responsibility for accrediting all teacher education programs in Oklahoma's public and private institutions of higher education.

(c) The program accreditation system shall be a multifaceted system based on:

(1) A competency-based teacher preparation program built around the Standards for Oklahoma Accredited Teacher Education Programs and State Department of Education Competencies, herein after referred to as SDE;

(2) Institution plans as outlined in the Standards for Oklahoma Accredited Teacher Education Programs and Institution Plan Format;

(3) On-site accreditation review team visits to the campuses of the institutions of higher education;

(4) Analysis of data related to student success rates on the general education, professional education, and subject matter assessments;

(5) Analysis of student satisfaction data;

(6) Analysis of student/teacher candidate portfolios.

(d) Beginning January 1, 1997 all institutions of higher education with teacher education programs must submit an initial institutional plan outlining how the institution will respond to those standards identified in the Oklahoma Standards for Accredited Teacher Education Programs and Initial Institution Plan (See 712:10-5-3, and OS 70 sections 6-199 through 6-202.)

(1) All initial plans will be reviewed by the Program Accreditation Committee, hereafter referred to as the PAC and recommendations for accreditation for seven years, accreditation for two years with a focused visit, accreditation for two years with a full visit, defer decision or denial of accreditation will be forwarded to the Commission within sixty days of submission.

(2) All PAC members and a minimum of ten prospective members will receive performance training on how to evaluate the initial plans. Only those members demonstrating proficiency in evaluation will be allowed to evaluate the plans.

(3) The performance-based training will be conducted by the National Council for Accreditation of Teacher Education, hereinafter referred to as NCATE and/or their designee.

(4) Any Commission member or Commission appointee who is involved in any evaluation and/or accreditation decision related to any teacher education unit and/or program must complete the performance-based training related to the review and accreditation of teacher education units and/or programs prior to voting and/or participating on any accreditation decisions.

(5) Prior to being accredited each institution must meet the NCATE preconditions for accreditation and all requirements of the OCTP, and/or receive the approval of the OSRHE when applicable, and provide required documentation for each precondition.

(A) The institution is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, or handicap (consistent with Section 702 of Title VII of the Civil Rights Act of

1964, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions).

(B) A copy of the institution's official action pledging compliance with nondiscriminatory law and practice.

(e) Beginning July 1, 1997 the Commission will become a performance-based partner with the Oklahoma State Regents for Higher Education (State Regents) and NCATE. All teacher education programs shall be expected to meet all NCATE unit and program standards, SDE competencies, as well as all additional standards established by the Oklahoma Commission for Teacher Preparation.

(1) **Application form.** The application form containing the required information will be completed by the director of teacher education at the institution seeking Commission accreditation for the teacher education certificate programs.

(2) **Institutional** plan. The institutional plan shall be utilized by the Commission for program accreditation, State Regents program review, and NCATE accreditation. An institutional plan addressing the standards as outlined in the Oklahoma Commission for Teacher Preparation Standards for Oklahoma Accredited Teacher Education Programs and Institution Plan and criteria established in these rules and as stipulated in OS 70 sections 6-180 through 202 will be sent to the Commission office along with the application form according to the established timeline.

(3) **Records to be kept on file at the institution.** The following items and records shall be kept on file at the institution with the director/dean of teacher education.

(A) Copy of the institution plan;

(B) Copy of annual report to the Commission;

(C) Syllabi for courses in the areas of specialization, general education, and professional education will be kept on file with the institution; and

(D) Full faculty resumes will be on file for review. All levels of teaching personnel will be indicated.

(E) Copies of program review reports.

(F) Candidate CEOE scores.

(4) **Timelines for evaluation process.**

(A) The Oklahoma Commission for Teacher Preparation personnel will establish an accreditation visit schedule in collaboration with the State Regents, NCATE and the institution dean/director of teacher education.

(B) Upon approval by the governing board of the institution, two copies of the institution report and supporting materials including the college catalog shall be sent to the Commission office 75 days prior to the accreditation visit. Upon receiving the names and addresses of the visiting accreditation review team, the institution shall send copies of all documentation to the members of the visiting accreditation review team.

(C) The visiting committee selection process shall be completed a minimum sixty (60) days prior to the accreditation visit.

(D) The on-site accreditation evaluation will be conducted over a three to five day period.

(E) After finalizing the team draft report which results from the accreditation visit, and within fourteen days of the accreditation visit, the team chair shall send the draft report to team members and Commission professional personnel for editing.

(F) Within twenty-one days of the visit the team members and the Commission office shall return their comments and recommendations on the report to the team chair. The chair makes corrections to the report, as appropriate, and sends a copy to the unit head at the institution for factual corrections.

(G) Within twenty-eight days of the visit but not less than five days of the receipt of the report, the unit head sends factual corrections in writing to the team chair. The chair makes changes at his/her discretion, finalizes the report and sends one copy to the Commission office. The report shall be in the format determined by the Commission.

(H) The Commission staff will copy the report with a cover that includes the name of the institution, its location, and the date of the visit.

(I) Utilizing the procedures outlined in 712:10-5-1(e)(8) the Commission will make a final decision regarding the accreditation of the institution's certificate program(s). That decision will be based on the findings and recommendations of the Commission Program Accreditation Committee and any additional information which may be presented by the institution under review.

(J) All certification program reviews must be submitted to NCATE or to the Commission no later than 12 months prior to the first accreditation visit and according to the established NCATE/OCTP timeline prior to a continuing accreditation visit.

(5) **Selection of accreditation review team.** Selection of the accreditation review team will be coordinated by the Commission staff as soon as possible after the visitation dates are set. All accreditation review team members shall be determined within sixty (60) days prior to the accreditation review team visit. Selection of the accreditation review team shall be based on the following:

(A) All team members must have been trained by NCATE staff and/or their designee in the application of NCATE standards and on the process for evaluating programs for the Commission.

(B) Accreditation team for first accreditation. The membership of a first accreditation review team shall be as follows:

(i) Three to six representatives from the NCATE Board of Examiners (for NCATE accredited institutions).

(ii) State representatives appointed by the Commission including:

(I) One pre-K-12 classroom teacher;

(II) One representative from higher education who is a member of a teacher education unit. For accreditation of private institutions the representative shall be from a private institution; for public institutions this representative shall be from a public institution;

(III) One representative from the Commission;

(IV) One additional at-large member;

(iii) For any institution requesting accreditation of a career technology program(s) an additional accreditation review team member may be recommended by the State Director of Career and Technology Education.

(iv) Special Circumstances:

(I) For accreditation review teams requiring fewer members the Executive Director of the Commission shall collaborate with the Program Accreditation Committee, the director of teacher education at the institution being accredited, and NCATE and Commission staff to determine the team composition.

(v) The Commission will determine observers from representatives of the Oklahoma State Regents for Higher Education, State Department of Education, State Department for Career and Technology Education, professional organizations, and the community-at-large.

(I) Observers shall be actively involved in the data collection process, participate in the accreditation review team meetings, and assist the accreditation review team to understand state nuances. They may assist, but shall not be required to write any sections of the team report. They shall not be a voting member of the team.

(II) Observers are expected to participate in the entire visit and all assigned meetings and activities.

(III) The chair of the accreditation review team has the authority to dismiss any observer from the accreditation visit who does not participate in the entire site review and assigned activities.

(C) Accreditation team for continuing accreditation. The membership of a continuing accreditation review team shall be as follows:

(i) NCATE representatives as determined by NCATE (for NCATE accredited institutions);

(ii) State representatives which will number one less than the NCATE representatives;

(iii) The Executive Director for the Commission for Teacher Preparation or his/her designee shall collaborate with the director of teacher education at the institution being reviewed, NCATE, and with the PAC and Commission staff to determine the state committee representation;

(iv) The Commission will determine observers from representatives of the Oklahoma State Regents for Higher Education, State Department of Education, and the community-at-large. If a Career and Technology program is offered at the institution the State Director of Career and Technology Education shall nominate a team member for any institution requesting accreditation of career and technology program(s);

(v) Observers shall be actively involved in the data collection process, participate in the accreditation review team meetings, and assist the accreditation review team with understanding state nuances. They may assist but shall not be required to write any sections of the team report. They shall not be a voting member of the team.

(vi) Observers are expected to participate in the entire visit and all assigned meetings and activities.

(vii) The chair of the accreditation review team has the authority to dismiss any observer from the accreditation visit who does not participate in the entire site review and assigned activities.

(D) Accreditation teams for non-NCATE accredited institutions shall be composed of state representatives.

(E) The Executive Director for the Commission for Teacher Preparation or his/her designee shall collaborate with the director of teacher education at the institution requesting state accreditation, NCATE, the State Regents, PAC and Commission staff to determine the team representation.

(6) **Logistics of the accreditation visit.**

(A) Each institution shall arrange through the Commission for a pre-visit with the chair of the accreditation review team. The pre-visit should be conducted a minimum of sixty (60) days prior to the team visit. The team chair must have received the institutional report prior to the pre-visit.

(B) If it is to be a joint NCATE and Commission visit, the state chair, the NCATE chair and the Commission staff member responsible for program accreditation shall be included in the pre-visit. Logistical arrangements shall be finalized during the pre-visit.

(C) For state accreditation only, the state chair and the Commission staff member responsible for program accreditation shall be included in the pre-visit. Logistical arrangements shall be finalized during the pre-visit.

(D) A visitation schedule will be prepared and distributed approximately four weeks prior to the scheduled visit. The schedule will be developed cooperatively by the director of teacher education and the Commission staff in cooperation with the team chair(s).

(E) The following stakeholders may be interviewed during the accreditation visit:

(i) Key faculty from the teacher education and the arts and sciences units;

(ii) Administrators from the university teacher education and the arts and sciences units;

(iii) Other individuals identified by the institution;

(iv) Students (both in organized group settings and in informal settings such as in hallways, student lounges, student union, etc.);

(v) Field supervisors and cooperating teachers of student teaching and internships;

(vi) Practitioners from area schools including, but not limited to, principals, school personnel directors, and teachers; and

(vii) Recent graduates.

(F) The individuals to be interviewed should be representative of the student body being served, and consideration shall be made relative to ethnicity, gender, age and individuals with disabilities.

(G) The visitation schedule shall include:

(i) Dates of the accreditation visit;

(ii) Name, location, telephone number of lodging where reservations have been made for committee members;

(iii) Location of visiting team headquarters on the campus of the institution being evaluated;

(iv) Meeting time and place for team organizational meeting;

(v) Meeting time and place for formal team interviews with constituencies listed in 712:10-5-1(e)(6)(E);

(vi) Meeting time and place for team to complete writing assignments;

(vii) Meeting time and place for team to present the exit report; and

(viii) Fax, telephone, and e-mail addresses of members of the unit.

(H) The completed accreditation review team report will be presented to the PAC, NCATE (as applicable), and the Commission.

(I) Visiting team members will be reimbursed for expenses incurred according to state guidelines. Reimbursement forms must be completed by team members on the last day of the visit.

(7) **Preparation of the team report.** The accreditation review team work will culminate in preparation of a report outlining the findings of the team. Individual writing assignments will be completed prior to the conclusion of the visit. The report will reflect the team consensus on the review.

(A) The accreditation review team report is to be based on the following:

(i) Validating and supporting documents, through interviews with students, faculty members, administrators, and school personnel;

(ii) Validating the institutional report by visiting facilities and reviewing documents; and

(iii) Specific guidelines and competencies for accredited teacher education programs.

(B) At the exit report, representatives of the accreditation review team will present a summary of its evaluation of the program. The summary will include findings for each standard and state requirement including areas for improvement.

(C) The completed reports will be due to the NCATE and Commission office 30 days after the accreditation review team on-site visit; and

(D) The recommendation of the accreditation review team regarding the program will be made to the PAC and the Oklahoma Commission for Teacher Preparation within 90 days after having received the rejoinder [see 712:10-5-1(e)(8)(B)(iv) and the response to the rejoinder from the team chairs. For NCATE accredited institutions, final accreditation decisions will be made after the NCATE Unit Accreditation Board has forwarded its accreditation decision to the Commission.

(8) **Recommendation process.**

(A) An electronic copy of the final draft of the accreditation review team report will be forwarded to the Commission personnel and to each of the accreditation review team members who will be given the opportunity to suggest corrections in their respective assignment areas. Additionally, the director of teacher education will be given the opportunity to offer input regarding corrections in factual information.

(B) The head of the unit, in consultation with the chief executive officer of the institution, is required to acknowledge receipt of the report and is given the opportunity to prepare a rejoinder to the accreditation review team report. The unit can file the rejoinder and supplemental materials pertinent to the facts and conclusions found in the report of the accreditation review team.

(i) The institutional rejoinder to the accreditation review team report is a vital part of the evidence that the PAC considers as it makes its determination regarding first and continuing accreditation. The PAC considers the first/continuing accreditation report, accreditation review team report and the institutional rejoinder as it prepares its recommendations for the Program Accreditation Committee and subsequently to the full Commission. The PAC may affirm the accreditation review team citations in areas for improvement or modify them based on evidence provided in the institutional rejoinder or to bring consistency to its decisions across institutions.

(ii) The purpose of the rejoinder is to clarify information presented in the accreditation review team report and to correct any factual errors in the report. If the judgments of the accreditation review team are being disputed by the unit, the rejoinder must indicate the grounds for such a stance and the available documentation to support

it. This information should be summarized, cited, and included in an appendix as appropriate. The rejoinder should be concise, to the point, and complete.

(iii) The following conditions must be adhered to as the institutional rejoinder is prepared by the unit:

(I) All evidence must describe what existed at the time of the accreditation visit. Changes made by the unit after the visit cannot be considered by the PAC in its deliberations. Changes after the visit should be reported to the Commission for Teacher Preparation as part of the unit's annual report;

(II) All evidence must relate directly to NCATE standards, state requirements, and all procedures that applied at the time of the accreditation visit;

(III) The rejoinder must be factual in nature. All inaccurate information in the accreditation report should be corrected and appropriate documentation submitted with the rejoinder; and

(IV) When the unit does not respond, in writing, to the unmet standards and areas for improvement in the accreditation report, the PAC assumes that the unit concurs with the accreditation review team citation and decision.

(iv) The institutional rejoinder should contain the following:

(I) Letter from the unit head to the Commission Executive Director acknowledging the receipt of the accreditation report;

(II) Responses to the areas for improvement. If there is evidence that an area for improvement does not exist, the appropriate documentation should be appended;

(III) Perceptions of procedural concerns, if any, regarding the accreditation review team review or process that might have prejudiced the accreditation review team judgments; and

(IV) Appendices that contain information to support any requests for reconsideration of the accreditation review team judgments. If the data were included in the institutional report and not given adequate consideration by the accreditation review team, the appropriate pages should be cited/reproduced; if the reference exceeds three pages in the institutional report, the page numbers should be cited and not duplicated.

(v) The institutional rejoinder must be submitted to the Oklahoma Commission for Teacher Preparation within 30 days of the receipt of the accreditation review team report. When accreditation review team reports are sent to an institution during semester breaks, additional time to prepare the rejoinder will be considered. Additional time beyond the date indicated in the transmittal letter must be approved by the Commission Executive Director.

(C) Final action on the reports and institutional accreditation will proceed according to Section 712:10-5-1(e).

(D) Final action by the Commission may include the following actions:

(i) First and Continuing Accreditation for seven years.

(I) First Accreditation or Continuing Accreditation for seven years is granted to the education unit and program(s) if the Commission finds that standards have been adequately addressed to merit accreditation. This accreditation decision indicates that the unit meets each of the six NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in NCATE's action letter in preparation for its next visit. In its annual report the institution will be expected to address progress on the areas for improvement cited in the Commission accreditation report. This progress will be reviewed, annually, by the PAC. First accreditation is retroactive to the semester in which the accreditation visit occurred.

(ii) Accreditation for two years with a focused visit.

(I) This accreditation decision indicates that the unit has not met one or more of the standards. When the PAC renders this decision, the unit has or maintains its accredited status; but must satisfy provisions by meeting previously unmet standard(s) within an established time period.

(II) If Accreditation for two years with a focused visit is granted, the PAC will require a full visit on the unmet standard(s) within two years of the semester of the accreditation decision. full fullAfter a focused visit, the PAC will (1) grant accreditation or (2) revoke accreditation.

(III) If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the accreditation visit preceeding the focused visit occurred.

(iii) Accreditation for two years with a full visit.

(I) This accreditation decision indicates that the unit has not met one or more of the NCATE standardsand serious problems exist across standards. When the PAC renders this decision, the unit has or maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

(II) If accreditation for two years with a full visit is granted, the PAC will require a full visit on the unmet standard(s) within two years of the accreditation decision. After a full visit, the PAC will (1) continue accreditation or (2) revoke accreditation.

(III) If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred.

(iv) Defer Decision

(I) When at least one standard is not met, the problems are centered in the unmet standard, and documentation could show that the standard is met, the institution will be required to submit said documentation to the UAB or PAC/Commission as applicable.

(II) The UAB or PAC/Commission will make this decision if the BOE team recommended that all standards were met and the UAB or PAC/Commission did not accept the team's recommendation.

(III) For NCATE/State institutions, the PAC/Commission will defer decision until the next NCATE UAB meeting. For State only institutions, the PAC/Commission will defer decision for no more than sixty (60) days.

(v) Denial of accreditation (First).

(I) Denial of accreditation is rendered when the PAC finds that the professional education unit and/or programs have severe and/or numerous areas for improvement that limit its capacity to offer quality programs.

(II) All students who have been admitted to the program must be notified by mail, within 30 days of receipt of the PAC/Commission decision, as to the denial of program accreditation of the unit and programs.

(III) Institutions that are denied accreditation may recommend candidates for certification for one year from the end of the semester in which accreditation is denied.

(vi) Revocation of accreditation (Continuing).

(I) Revocation of accreditation terminates current accreditation after a two-year visit if the PAC/Commission finds that critical areas for improvement are not corrected. Accreditation will be terminated at the end of the semester in which the PAC/Commission revokes accreditation.

(II) All students who have been admitted to the program must be notified by mail, within 30 days of receipt of the PAC/Commission decision, as to the revocation of accreditation of the unit and programs.

(III) Institutions that lose their accreditation may recommend candidates for certification for one year from the end of the semester in which accreditation is revoked.

(IV) An on-site interim accreditation visit may be requested by the Appeals Board, hereinafter referred to as AB, acting on behalf of the Commission Administrative Committee. This visit would result from the committee's determination that compelling reasons exist to authorize reexamination of the accreditation of an institution's professional education unit and/or programs. If the AB determines that a complaint received by the committee needs to be investigated, the committee will authorize an interim accreditation review team visit to the campus. The interim accreditation review team will consist of one member from the first or continuing accreditation review team and the remainder of the members will be appointed by the PAC following the guidelines outlined in 712-10-5(e)(5).

(V) The interim accreditation review team will prepare a report for the PAC. At the next PAC meeting following such a visit, the PAC will recommend the institution's accreditation status to the Commission.

(VI) The Commission may revoke accreditation if the unit and/or program(s) (a) no longer meets the Standards for Oklahoma Accredited Teacher Education Programs, (b) fails to submit annual reports and other documents required for accreditation; (c) misrepresents its accreditation status to the public; (d) fails to meet timelines of conditional or probationary accreditation or (e) fails over a three-year period to meet and maintain teacher candidate performance standards on the competency-based assessments as established by the Commission

(VII) All accreditation decisions shall be reported annually in the Commission annual report to the Education Oversight Board and all entities as outlined in OS 70 section 6-186.

(VIII) In the event that accreditation is denied or revoked, an institution may reapply for first accreditation following a three-year waiting period. Before a first visit may occur, a minimum of three years must have lapsed since accreditation was denied. Reapplication shall occur based on the Standards for Oklahoma Accredited Teacher Education Programs and Institutional Plan (See 712:10-5-3). All procedures for first accreditation will be followed during the reapplication process.

(9) **Appeals Board.**

(A) For NCATE accredited units the AB shall consider the recommendations of the NCATE appeals board for unit accreditation;

(B) For appeals related to program(s) and non-NCATE accredited institutions the following procedures shall be followed.

(C) Membership of Commission Appeals Board shall be:

(i) Commission chair. The Commission Chair shall be the Chair of the Appeals Board;

(ii) Chair of Program Accreditation Committee;

(iii) Program subject matter and/or standards expert(s). If the appeal is related to a specific program, the program expert shall be in the area(s) being appealed;

(iv) One PK-12 school classroom teacher;

(v) One member from the NCATE Board of Examiners (when applicable);

(vi) One teacher educator; and

(vii) One representative from the arts and sciences faculty or from school administration.

(D) The appeals board shall serve an initial term of two years, with the exception of the Commission Chair, Chair of the Program Accreditation Committee, and the program expert(s).The program subject matter expert(s) shall be appointed by the Commission Chair and serve on the AB only when an appeal is related to a program(s) appeal.

(10) **Conditions for appeals.**

(A) Any institution that is the object of an adverse decision, as determined by one of the Commission teacher education program review committees and/or unit accrediting committees, may appeal that decision to the Commission Appeals Board.

(B) An adverse decision is defined as the denial or revocation of program(s) or unit accreditation.

(C) An institution may also appeal, in writing, accreditation for two years with a focused visit, accreditation for two years with a full visit, and defer decision accreditation decisions. Aadverse decision may be appealed only on the following grounds:

(i) Stated procedures were not followed;

(ii) Evidence favorable to the institution was provided to the accreditation review team but was not considered;

(iii) Evidence was presented to the appropriate board in the form of a rejoinder or stipulation response but was not considered;

(iv) If a college or university believes that one or more of these conditions was a factor in its accreditation, the only available means of redress is through the appeals process; or

(v) There was a lack of the full number of team members due to last minute emergencies; however, that factor alone is not sufficient to uphold an appeal.

(I) The institution must convincingly demonstrate that this fact made a difference in the accreditation decision.

(II) The institution shall prove actual prejudice to it and that the prejudice changed the accreditation decision.

(III) The fact that the institution did not recommend canceling the visit would be evidence that it, at least before the visit, believed that the assembled team would be sufficient to conduct a fair and complete visit.

(D) The findings and recommendations of the AB are received by the full Commission at its first meeting following the meeting of the AB.

(E) Subsequent actions shall be based on grounds upheld by the full Commission and may include, but are not limited to:

(i) Assigning another accreditation review team to revisit an institution;

(ii) Reinstating accreditation; or

(iii) Upholding the initial recommendation for denial or revocation of accreditation.

(F) The status of the appellant at the time of the visit remains unchanged until the appeals process has been exhausted.

(11) **Process for appeal.** The following provisions govern the appellate process:

(A) Within 15 days of receiving notice of the adverse decision, an institution electing to appeal an adverse decision of the Commission must present the Commission Executive Director and the board or committee which issued the adverse decision written notification of its intention to appeal.

(B) No later than 30 days from the date that it submits its notification, the institution must submit a brief to the Executive Director which sets forth the specifics of its appeal and includes full documentation.

(C) The Commission Chair shall convene the AB within 30 days after an appeal brief has been filed. The AB will hear and act on the appeal within this time frame.

(D) The appellant shall have the right to present a 30-minute oral argument on its brief. The appellant shall also have the right to be represented by counsel during the appeal, but may not call witnesses or introduce new evidence on its own behalf.

(E) If the decision appealed is accreditation for two years with a focus visit, accreditation for two years with a full visit or defer decision the appellant's right to appeal is limited to the submission of written documentation.

(F) In the case of an accreditation decision review, the AB has the right to seek clarification of the accreditation review team report from the state team chair, and clarification of the PAC's deliberations from the chair of the PAC.

(G) In the case of an accreditation decision review, all evidence presented in the appellant's brief and considered by the AB must be confined to conditions existing at the time of the accreditation review team

visit as cited in the final report, or in the case of a petition for stipulation removal, to conditions existing at the time the petition for stipulation removal was submitted.

(12) **Cost of review.**

(A) If the appeal leads to an affirmation of the Commission's original decision, the appellant will be liable for the expenses of the AB, the second accreditation review team visit, and all expenses related to the review. All expenses will be reimbursed according to state travel reimbursement guidelines.

(B) If the AB finds in favor of the institution, the Commission will be liable for expenses of the AB and second accreditation review team. All expenses will be reimbursed according to state travel reimbursement guidelines.

(C) Access to Documents. In cases of accreditation decision review, team chairs and the PAC chair serving as witnesses to hearings of the AB will be provided copies of pertinent action letters and reports. Appellant petitions of appeals are provided to all witnesses.

(13) **Continuing accreditation procedures.** Seven-year continuing accreditation shall follow the same basic format as the NCATE Continuing Accreditation procedures. The accreditation review team will review such things as faculty qualifications and loads, financial support of the unit, follow-up procedures, clinical and field experiences, the residency program, faculty development procedures, and annual candidate assessment data.

(14) **Distribution of findings.**

(A) The accreditation review team chair shall assure delivery of the final draft of its report to the Commission office.

(B) The Commission will coordinate with NCATE (for NCATE accredited institutions) for distribution of reports to other team members.

(C) After the institution has received the reports, it has 30 days to submit a rejoinder to the Commission according to procedures outlined in 712:10-5-1(e)(8)(B).

(D) When the entire process has been completed the Commission will distribute the findings to all interested stakeholders, including the State Department of Education and the Regents for Higher Education.

[**Source:** Added at 14 Ok Reg 3198, eff 7-25-97; Amended at 17 Ok Reg 3238, eff 8-11-00; Amended at 18 Ok Reg 416, eff 11-21-00 (emergency); Amended at 18 Ok Reg 3131, eff 7-12-01; Amended at 19 Ok Reg 2449, eff 6-27-02; Amended at 20 Ok Reg 227, eff 10-11-02 (emergency); Amended at 20 Ok Reg 2186, eff 6-26-03; Amended at 22 Ok Reg 2633, eff 7-11-05; Amended at 26 Ok Reg 1334, eff 11-1-09; Amended at 27 Ok Reg 1613, eff 7-1-10; Amended at 28 Ok Reg 1851, eff 7-1-11]

712:10-5-2. Structure of Accreditation Committees

(a) A Program Accreditation Committee (PAC) of the Oklahoma Commission for Teacher Preparation carries out the responsibilities for overseeing the accreditation or continuing accreditation of institution teacher education programs. Committee members shall be selected by the Oklahoma Commission for Teacher Preparation and approved by Commission membership to serve on such a committee. Except for the Commission Executive Director and program(s) subject matter experts, the initial term of membership shall be two years.

(1) Members shall have completed training related to state and NCATE accreditation and any other training deemed appropriate by the Commission.

(2) Membership shall be comprised of:

(A) A minimum of three Commission members who are not members of either an Accreditation Team or the Appeals Board;

(i)The Commission chair shall appoint PAC Chair(s) from the Commission members appointed to the PAC.

(B) Two pre-K-12 classroom teachers;

(C) The PAC chair(s) shall serve on the Commission Administrative Committee.

(D) Two teacher educators whose institutions will not be reviewed during the two-year term of appointment;

(E) One PK-12 public school administrator nominated by the State Superintendent of Public Instruction;

(F) One superintendent from an areavocational school shall be nominated by the State Director of Career and Technology Education;

(G) Two arts and science faculty; one from a four year institution and one from a community college shall be nominated by the Chancellor for Higher Education; and

(H) The Commission Director of Program Accreditation shall serve in an advisory capacity.

(3) A minimum of two PAC members may be reappointed to additional terms to allow for continuity.

(4) Discretion and ethical judgment shall be used in making recommendations.

(5) Meeting dates shall be established in compliance with the following criteria:

(A) The PAC shall schedule a minimum of four meeting dates per academic year

(B) Other meetings shall be held as needed.

(C) Institutions with proposed units and programs for evaluation shall be notified of meeting dates four weeks in advance. Representatives from the institution(s) are encouraged to attend the meetings.

(6) Responsibilities and authority of the PAC shall be:

(A) Recognizing the status of all programs at each institution annually.

(B) Reviewing the Accreditation Team Report, reviewing the NCATE Unit Accreditation Board recommendations and recommending program accreditation status to the Commission;

(C) Following all procedures outlined in 712:10-5-1(e);

(D) Recommending to the Commission changes in administrative rules, regulations, policies. and procedures;

(E) Ensuring training for all accreditation review team members and PAC members;

(F) Carryingout a systematic review and development of the standards by which programs are approved;

(G) Monitoring the performance of accreditation review team members; and

(H) Recommending training needs for accreditation review team members, institution faculty members, and PAC members.

(b) The Program Review Advisory Board (PRAB) shall provide consultation related to program reviews. The PRAB shall make final reviews on all program reports and make recommendations on program status for all non-NCATE institutions and for program areas not associated with an NCATE-recognized learned society. Program reviews will take place in conjunction with the college's/university's accreditation cycle, occurring according to the established NCATE/or OCTP timeline as applicable.

(1) Members of the Program Review Advisory Board (PRAB) shall be approved by the Program Accreditation Committee.

(2) The Program Review Advisory Board (PRAB) members shall serve an initial term of two years.

(3) Two or more of the Program Review Advisory Board (PRAB) members may be reappointed to additional terms to allow for continuity.

(4) Members shall have completed training on the program review process.

(5) Discretion and ethical judgment shall be used in making recommendations.

(6) The Program Review Advisory Board (PRAB) shall be comprised of trained reviewers in specific subject areas from the following groups:

(A) Practicing PK-12 classroom teachers

(B) Practicing PK-12 administrators

(C) Higher education faculty members

(c) The Commission Director of Program Accreditation or designee shall chair the Program Review Advisory Board (PRAB) committee.

[**Source:** Added at 14 Ok Reg 3198, eff 7-25-97; Amended at 17 Ok Reg 3238, eff 8-11-00; Amended at 18 Ok Reg 416, eff 11-21-00 (emergency); Amended at 18 Ok Reg 3131, eff 7-12-01; Amended at 19 Ok Reg 2449, eff 6-27-02; Amended at 20 Ok Reg 227, eff 10-11-02 (emergency); Amended at 20 Ok Reg 2186, eff 6-26-03; Amended at 22 Ok Reg 2633, eff 7-11-05; Amended at 26 Ok Reg 1334, eff 11-1-09; Amended at 27 Ok Reg 1613, eff 7-1-10; Amended at 28 Ok Reg 1851, eff 7-1-11]

712:10-5-3. Specific State Standards For Program Accreditation

(a) The following standards apply to both undergraduate and graduate programs. The governance and administration of the total teacher education program standard is based on the premise that there must be a recognizable and functioning governance entity within the institution's administrative structure which has responsibility for designing, approving and continuously evaluating and developing teacher education programs. This governing unit may be a council, committee, department, school, college, or any other recognizable entity, which includes the administration of teacher education as one of its functions.

(1) The governing unit membership and responsibilities include the following:

(A) Membership on the teacher education governing unit shall be defined by written policy to include:

(i) A majority of the members who have a minimum of three years teaching experience in public schools;

(ii) A majority of the members in the governance unit who are currently teacher education faculty members;

(iii) Some faculty members who shall represent the arts and sciences;

(iv) A designated director of teacher education defined as the institution's official representative for teacher education. The authority and responsibilities of this individual shall be clearly defined in written policies; and

(v) A clearly defined process whereby faculty members and administrators become members and the terms of office.

(B) The responsibilities of the teacher education governing unit shall be defined by written policy to include:

(i) Responsibilities of the officers of the unit;

(ii) Responsibilities of the unit's standing committees; and

(iii) Responsibilities in the following areas as they are related to teacher education:

(I) Admission/retention in teacher education;

(II) Field experience and student teaching (admission and placement);

(III) Development of courses and program curricula; and program review, evaluation and planning.

(C) Program review, evaluation and revision responsibilities include:

(i) The governance unit shall conduct at least one systematic review, evaluation, and when appropriate, revision of all teacher education programs within each accreditation period;

(ii) Periodic program reviews and revisions shall be based on, but not limited to, stated goals and objectives; and

(iii) The process for conducting program review, evaluation, and revision shall include, but not be limited to, participation by the following:

(I) Teacher education faculty and arts and science faculty;

(II) Graduates of the programs;

(III) Students currently in the program;

(IV) Teachers and administrators from the public schools;

(V) Parents of PK-12 students and business and community leaders who are actively involved in assisting PK-12 schools.

(D) Documentation related to the budget-making process and level of financial support shall include the following:

(i) A clearly defined budget-making process for all teacher education programs; and

(ii) An analysis showing that the institution's financial support for programs in teacher education are maintained at a level appropriate for a professional preparation program.

(b) Teacher education faculty standards are to be consistent with accreditation standards.

(c) Candidate-related standards are to be consistent with accreditation standards.

(d) Program decisions of the professional education unit are to be guided by a conceptual framework, which establishes the shared vision for the preparation of teacher candidates.

(1) The conceptual framework must include the following structural elements: The mission of the institution and the teacher preparation program;

(A) The program's philosophy, purposes, professional commitments and dispositions;

(B) A knowledge base that provides the foundation for the framework;

(C) Performance expectations for candidates that align with professional, state and institutional standards; and

(D) A system by which candidate performance is regularly assessed.

(2) A description of the conceptual framework shall be submitted along with the institution's preconditions report by any institution seeking first accreditation.

(3) A description of the conceptual framework shall be included in all institutional reports submitted prior to first and continuing accreditation visits.

(e) The following guidelines are to be used to collect and maintain data on each institution's teacher preparation program:

(1) The institution shall establish a process which seeks information and program input from teacher preparation faculty; faculty from arts and sciences and other programs and disciplines which are appropriate; candidates within the teacher education program; teachers, administrators, parents, guardians or custodians of students; and business and community leaders.

(2) The institution shall establish procedures to inform the public regarding the teacher education program and to solicit and receive public input.

(3) The institutional plan shall be accessible to any interested party under the Oklahoma Open Records Act.

(4) The submitted institutional plan must be approved by the institution's governing board.

(5) Annual reviews and reports indicating program changes resulting from the evaluations.

(f) The following policies, procedures and guidelines are used to direct the content and candidates' experiences of each institution's teacher preparation program.

(1) Programs require teacher candidates to have speaking and listening skills at a novice high level in a language other than English.

(2) General studies requirements for candidates include the arts, communication, history, literature, mathematics, philosophy, sciences, English, government, and the social sciences.

(3) Programs establish cohort or colleague groups within the institution to assist teacher candidates in achieving competencies, better adapting to the school environment and furthering professional growth.

(4) Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that ensures student competency in the Oklahoma State Department of Education Full Subject Matter Competencies for Teacher Licensure and Certification.

(5) The guidelines and standards for program reviews representing specialty organizations and national learned society standards are used in developing programs in each content area.

(6) Secondary and elementary/secondary teacher candidates have undergraduate majors or their equivalents, in a subject area.

(7) Teacher candidates in early childhood, elementary, and special education have subject area concentrations, which allow qualification as a generalist. To qualify as a generalist, candidates must document competency in mathematics, science, language arts, and social studies as identified in the NCATE professional learned societies' standards and State Department of Education Full Subject Matter Competencies for early childhood, elementary and special education.

(8) Teacher candidate coursework includes the study of substance abuse symptoms identification and prevention; mental illness symptoms identification and mental health issues; classroom management skills; and classroom safety and discipline issues.

(9) Teacher candidates must have a minimum of 45 hours of diverse field experiences prior to their student teaching experience.

(10) Teacher candidates are provided with advisement services to assist them in taking course work designed to maximize their opportunities for certification and employment. At a minimum, teacher candidates are provided information on the latest supply and demand information concerning teacher employment, state salary structure, and teaching shortage areas.

(11) Substantive collaboration and classroom interaction with students accompanies theoretical curriculum, thus allowing teacher candidates the opportunity to apply theory to actual classroom situations.

(12) Instruction integrates pedagogical competencies or skills with experiences in the school setting.

(13) Teacher candidates are provided with opportunities to have parental, family and community involvement within their pre-service programs.

(14) The unit establishes and publishes a set of criteria/competencies for exit from each professional education program. These criteria/competencies reflect the Oklahoma Department of Education General Teacher Competencies and/or subject matter competencies outlined in the NCATE national (professional) learned societies' standards.

(15) The unit establishes and publishes the criteria/competencies for exit and satisfactory completion of the residency program adhering to all rules and regulations established by the Oklahoma State Department of Education.

(16) A candidate's mastery of a program's stated exit criteria or competencies is assessed through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests and course grades.

(g) The following guidelines are to be used to facilitate the professional development of faculty:

(1) Teacher education faculty continue their professional development during their tenure at an institution of higher education to ensure that the future teachers of Oklahoma are taught by professional educators fully trained in their areas of expertise. Professional development for teacher educators and arts and sciences faculty should be focused on the faculty members' ability to model such effective teaching strategies as inquiry, group discussions and collaborative learning.

(h) The following policies are to be used to evaluate individual program areas at each institution:

(1) The institution shall submit program reviews for each required program area based upon the guidelines and accreditation schedule of the Commission.

(2) Following the completion of each program evaluation, the institution will receive written notification of each program's status. Recognition decisions will include the following categories: recognized, recognized with conditions, recognized with probation, further development required, and not recognized.

(3) If the program is recognized, it will retain its status through the semester and year of the institution's next accreditation visit. To retain recognition, another program report must be submitted before that review.

(4) If the program is recognized with conditions, a report addressing the conditions to recognition must be submitted within 18 months of the date of the status report. The report must address the conditions specified by the reviewers. Once acceptable data has been submitted, the condition(s) will be removed. If the program does not submit acceptable information within the designated timeframe, the decision reverts to "not recognized."

(5) If the program decision is recognized with probation or further development required, a revised report addressing the issues identified by the reviewers must be submitted within 12 months, or the unit may submit a new program report for recognition within 12 months. If the revised report adequately addresses the concerns cited by reviewers, the program decision will be changed to "recognized" or "recognized with conditions." If the program is unsuccessful after two attempts, the program status will be changed to "not recognized."

(6) A program can receive a decision of "not recognized" only after two submissions are unsuccessful in reaching either "recognized" or "recognized with conditions." If the program is not recognized, a revised report addressing unmet standards may be submitted within 12 months of the date of the recognition report. [This report will be sent to the original team if possible.] The unit may elect to submit a new program report for recognition within 12 months. [This report will be sent to a new team of reviewers].

(7) Programs which are required to submit through NCATE and receive an initial decision of "recognized with probation" or "further development required" may apply to OCTP for state recognition and thus recommend teacher candidates for certification under the following conditions:

(A) The program must have an aggregated pass rate of all candidates on the Oklahoma Subject Area Test (OSAT) of 80% or more over a three-year period. An application for program recognition must be submitted to OCTP containing basic program information as well as current recognition status and future submission deadlines; however an additional review will not be required.

(B) Institutions must submit a revised program report according to applicable NCATE/SPA or OCTP guidelines as appropriate addressing concerns cited in the review. If the revised report is not recognized, the unit must submit additional revised reports according to guidelines. The unit must exhaust all available NCATE options for revision.

(C) Programs which do not meet the required 80% pass rate on the OSAT may apply to OCTP for state recognition only after the unit has exhausted all available NCATE options for revision. The application for state recognition must address concerns cited by reviewers in the final report.

(D) Programs receiving state recognition under these conditions will maintain recognition until the submission period prior to the unit's next scheduled accreditation visit, at which time the unit will be expected to submit a program review to NCATE or OCTP, as appropriate.

(8) Units may receive conditional approval for new programs. These programs must undergo reviews as outlined in the New Certification Program Procedures for Established Units guidelines before receiving full recognition. Recognition will be retained through the semester and year of the unit's next accreditation visit.

(9) Programs that do not comply with the procedures detailed in items (h)3-7 will no longer be eligible to recommend candidates for licensure and certification.

(10) An institution with a non-compliant program may apply to the PAC for a waiver if there is evidence that the non-compliant status of a program is due to transitioning national standards.

[**Source:** Added at 14 Ok Reg 3198, eff 7-25-97; Amended at 18 Ok Reg 416, eff 11-21-00 (emergency); Amended at 18 Ok Reg 3131, eff 7-12-01; Amended at 19 Ok Reg 2449, eff 6-27-02; Amended at 20 Ok Reg 2186, eff 6-26-03; Amended at 22 Ok Reg 2633, eff 7-11-05; Amended at 26 Ok Reg 1334, eff 11-1-09; Amended at 27 Ok Reg 1613, eff 7-1-10; Amended at 28 Ok Reg 1851, eff 7-1-11]

712:10-5-4. Standards for Oklahoma Teacher Education Programs

(a) The following standards as defined by the National Council for Accreditation of Teacher Education shall apply to undergraduate and graduate programs.

(1) Standard One: Candidate Knowledge, Skills and Dispositions.

(A) Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

(B) Elements for Standard One include content, pedagogical and professional knowledge; dispositions for all candidates; and student learning for all candidates.

(2) Standard Two: Assessment System and Unit Evaluation.

(A) The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and unit operations to evaluate and improve the unit and its programs.

(B) Elements of Standard Two include data collection, analysis, and evaluation; and use of data for program improvement.

(3) Standard Three: Field Experiences and Clinical Practice.

(A) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(B) Elements of Standard Three include collaboration between the unit and school partner; design, implementation, and evaluation of field experiences and clinical practice; and candidates' demonstrations of the knowledge, skills and dispositions necessary for student learning.

(4) Standard Four: Diversity.

(A) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

(B) Elements of Standard Four include design, implementation, and evaluation of candidate experiences relevant to diversity.

(5) Standard Five: Faculty Qualifications, Performance, and Development.

(A) Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

(B) Elements of Standard Five include hiring of qualified faculty, modeling of best professional practices, ongoing evaluation and professional development and collaboration.

(6) Standard Six: Unit Governance and Resources.

(A) The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

(B) Elements of Standard Six include evidence of leadership within the unit and across the institution, the unit budget, personnel and other resources.

(b) **Teacher candidate portfolios.**

(1) Institutions shall require all initial and advanced certification program(s) students to develop a portfolio following the guidelines outlined in this section.

(2) A portfolio is a documented profile of an individual's accomplishments, learning, and strengths related to the competencies, state and national standards, and outcomes established by the Commission, State Regents, SDE and institution.

(3) The portfolio, for purposes related to institutional accreditation is a unit of measure which presents evidence that the institution is providing initial, on-going, and focused opportunities and avenues which lead to student achievement of competencies, state and national standards and outcomes determined by the Commission, Regents, SDE and institution.

(4) Institutions will provide for review during each regularly scheduled accreditation visit:

(A) The unit's portfolio handbook containing a written philosophy related to portfolio development and assessment which is consistent with the institution's and unit's mission and conceptual framework, as well as written policies, criteria, and institutional rubric(s) related to the assessment of the portfolio as a whole or individual artifacts contained in the portfolios for all individuals enrolled in initial and advanced programs.

(B) Two representative candidate portfolios for each program offered. OCTP will randomly select one candidate portfolio in each program area and the

second will be selected by the unit. Portfolios should represent candidates at the final transition point.

(C) In addition, annual reports must include any revision in the institution's portfolio process.

(5) Institution's pre-service and/or advanced portfolio process.

(A) The teacher education unit and programs shall:

(i) Require the portfolio development process to begin with enrollment into the professional education course work;

(ii) Have a written portfolio handbook(s) containing a written philosophy related to portfolio development and assessment which is consistent with the institution's and unit's mission and conceptual framework(s);

(iii) Have written policies, criteria, and institutional rubrics related to the portfolio assessment(s) of individual(s) enrolled in initial and advanced certification programs.

(c) **Annual report.** Each Oklahoma teacher preparation unit shall submit an annual report to the Oklahoma Commission for Teacher Preparation. This report will satisfy the requirements for the Commission for Teacher Preparation, State Regents for Higher Education, State Department of Education, and NCATE/AACTE. The following information will be included in the report:

(1) Changes that occurred in implementation of the standards outlined in the Institution Plan as a result of local and statewide evaluations/assessments, public hearings or other reasons;

(2) Progress made in addressing the areas for improvement, if any, identified by the most recent on-site visit by the on-site accreditation review team;

(3) Quantitative data related to the unit's programs as required in the AACTE/NCATE Annual Report. These data shall reflect information pertaining to supply and demand for teacher candidates;

(4) Program changes being implemented for OCTP and NCATE continued accreditation;

(5) Report on resources devoted to technology;

(6) Report on professional development activities of faculty;

(7) Report on the number of hours each faculty member taught or were in direct contact with students in public schools;

(8) Report on the number of graduate students admitted conditionally and the success rates.

(9) Report on the results of the assessment of teaching skills in the area of reading instruction as administered to candidates in elementary, early childhood education, and special education.

(10) Annually, the OCTP shall provide feedback to any institution if their annual report indicates that progress is not being made in addressing areas for improvement.

(11) Complete copies of the annual reports for public institutions will be distributed to OSRHE and summary data for all institutions will be distributed to constituents based on reporting requirements outlined in 70 O.S., Section 6-186.

(12) OCTP will produce a report describing the accreditation status of each institution. This report will devote a section to each institution separately and include a summary of NCATE and OCTP review findings.

[**Source:** Added at 14 Ok Reg 3198, eff 7-25-97; Amended at 17 Ok Reg 3238, eff 8-11-00; Amended at 18 Ok Reg 416, eff 11-21-00 (emergency); Amended at 18 Ok Reg 3131, eff 7-12-01; Amended at 22 Ok Reg 2633, eff 7-11-05; Amended at 26 Ok Reg 1334, eff 11-1-09; Amended at 27 Ok Reg 1613, eff 7-1-10; Amended at 28 Ok Reg 1851, eff 7-1-11]

SUBCHAPTER 7. TEACHER PREPARATION TEACHER ASSESSMENT

Section

712:10-7-1. Teacher assessment regulations
712:10-7-2. [RESERVED]
712:10-7-3. Alternative testing arrangements

712:10-7-1. Teacher assessment regulations

(a) **Examinees-initial licensure and certification.**

(1) Any individual who applies for a teaching license/certification must successfully complete the competency examination as defined by the Oklahoma Commission for Teacher Preparation. (70 O.S. 1998 Supp., 6-182(14). The competency examination is made up of three components: The Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT) and the Oklahoma Professional Teaching Exam (OPTE).

(2) See Appendix A for competency exam requirements by certification area and test codes.

(b) **Examinees - additional certification.**

(1) Individuals wishing to add a certification area to an existing teaching credential must successfully complete the Oklahoma Subject Area Test for the field of the desired certification.

(2) Individuals wishing to add a teaching certification area to an existing license or standard certificate in Speech Language Pathologist, School Nurse, School Psychometrist and/or School Psychologist must successfully complete the Oklahoma Subject Area Test and the Oklahoma Professional Teaching Exam for the field of the desired certification.

(3) See Appendix A for competency exam requirements by certification area and test codes

(c) **Examinees - alternative placement program.**

(1) Individuals seeking a teaching license via the Alternative Placement Program must successfully complete the Oklahoma General Education Test and the Oklahoma Subject Area Test. A licensed teacher via the Alternative Placement Program seeking a standard certificate must successfully complete the Oklahoma Professional Teaching Exam.

(2) See Appendix A for competency exam requirements by certification area and test codes.

(d) **Examinees-out of state certification.** Individuals seeking an Oklahoma license/certification who are certified educators in another state (s) shall meet the same assessment requirements as all other individuals seeking initial licensure/certification. Individuals having successfully completed comparable examination(s), as determined by OCTP, shall be exempt from the corresponding part(s) of Oklahoma's assessment requirement.

(e) **Examinees - testing conditions and requirements compliance.**

(1) If an examinee fails to comply with the conditions and requirements specified or referenced in the Certification Examinations for Oklahoma Educators Test Registration Bulletin, including the *Conditions of Test Participation,* or take any prohibited actions, the test results may be voided, no refund will be issued, no portion of the testing fee can be applied toward the cost of any future test administrations and/or the examinee's registration may be cancelled.

(2) If an examinee's test score is found to be unverifiable by either the testing company or the Oklahoma Commission for Teacher Preparation (OCTP), the examinee will be allowed one (1) retake under controlled conditions at no cost to the examinee.

[**Source:** Added at 16 Ok Reg 3454, eff 4-26-99 through 7-14-00 (emergency); Added at 17 Ok Reg 3255, eff 8-11-00; Amended at 19 Ok Reg 2966, eff 5-21-01 (emergency); Amended at 19 Ok Reg 2449, eff 6-27-02; Amended at 20 Ok Reg 227, eff 10-11-02 (emergency); Amended at 20 Ok Reg 2186, eff 6-26-03; Amended at 20 Ok Reg 2947, eff 8-4-03 (emergency); Amended at 21 Ok Reg 2878, eff 7-11-04; Amended at 23 Ok Reg 3071, eff 7-27-06; Amended at 26 Ok Reg 1334, eff 11-1-09; Amended at 27 Ok Reg 1613, eff 7-1-10; Amended at 28 Ok Reg 1851, eff 7-1-11]

712:10-7-2. [RESERVED]

[**Source:** Reserved at 17 Ok Reg 3255, eff 8-11-00]

712:10-7-3. Alternative testing arrangements

(a) **Alternative testing arrangements - religious practices.**

(1) Alternative test dates may be arranged for individuals whose religious practices do not allow them to take tests on Saturday.

(2) Alternative test dates will be available at a minimum of two test sites per test administration.

(3) Individuals wishing to request an alternative test date due to religious convictions must submit the following to National Evaluation Systems no later than the regular registration deadline for the test administration desired:

(A) A completed registration form with proper payment

(B) A completed form requesting an alternative test date

(C) A letter from a member of the clergy, on that individual's professional letterhead, attesting to the religious convictions of the examinee requesting accommodation.

(b) **Alternative testing arrangements - accommodation of the basis of disability.**

(1) Alternative testing arrangements may be made for individuals with either temporary or permanent physical disability, illness, or injury.

(2) Standard accommodations may be requested by individuals with a disability and can be accommodated at all test sites. Standard accommodations include the following:

(A) Special seating

(B) Wheelchair access

(C) Frequent breaks

(D) Use of a magnifying glass, colored overlays, or a ruler

(E) Use of a pen for written assignment

(3) Standard accommodations may be requested by submitting the following to National Evaluation Systems no later than the regular registration deadline for the test administration desired:

(A) A completed registration form with proper payment.

(B) A completed form requesting alternative testing arrangements indicating the nature of the request.

(c) **Alternative testing arrangements - non-standard accommodation on the basis of a physical disability.**

(1) Non-standard alternative testing arrangements may be made for individuals with a temporary or permanent disability, illness, or injury.

(2) Individuals requesting alternative testing arrangements on the basis of a physical disability must submit the following to National Evaluation Systems no later than the regular registration deadline for the test administration desired:

(A) A completed registration form with proper payment

(B) A completed form requesting alternative testing arrangements identifying the disability and the specific arrangements requested.

(C) A statement by a licensed professional, on that person's professional letterhead, whose credentials are appropriate to diagnose the disability. Statements must include the disability for which accommodation is being sought as well as recommended administration modifications.

(d) **Alternative testing arrangements - non-standard accommodation on the basis of cognitive or emotional disability.**

(1) Non-standard alternative testing arrangements may be made for individuals with temporary or permanent cognitive or emotional disability, illness, or injury.

(2) Individuals requesting non-standard alternative testing arrangements on the basis of cognitive or emotional disability must submit the following to National Evaluation Systems no later than the regular registration deadline for the test administration desired:

(A) A completed registration form with proper payment

(B) A completed form requesting alternative testing arrangements identifying the disability and the alternative arrangements requested.

(C) A statement by a licensed professional, on that person's professional letterhead, whose license or credentials are appropriate to diagnose the disability. The statement must include the disability for which accommodations are being requested, along with supporting documentation, and recommended test administration modifications.

[**Source:** Added at 17 Ok Reg 3255, eff 8-11-00]

SUBCHAPTER 9. PROFESSIONAL DEVELOPMENT INSTITUTES

Section

712:10-9-1. Professional Development

712:10-9-1. Professional Development

(a) **Professional Development.** Professional Development programs should focus on instructional improvement and learning consistent with local control and state goals. It should include, but not be limited to, coaching, mentoring, collaborative work with peers, grade level teams and departmental work, subject area discussions, development of assessments, effective integration of instructional technology into the curriculum and analysis of student learning.

(b) **Professional Development Institute.** Professional Development Institutes (PDIs) are continuing education experiences that are a minimum of thirty (30) clock hours. The institutes shall be competency-based, emphasize effective learning practices, require collaboration among participants, and require each participant to prepare a work product which can be utilized in the classroom by the participant.

(1) The Professional Development Institute should:

(A) Improve instructional effectiveness of teachers and administrators;

(B) Positively impact student learning;

(C) Improve the school/work environment by encouraging mentoring, collaboration, and teacher involvement in significant decision-making;

(D) Provide an effective professional development that will enhance subject matter knowledge and pedagogical skill of all teachers and administrators;

(E) Include an assessment component that assures maximum accountability for the PDI contractors;

(F) Support an environment which allows greater interaction and collaboration among teachers, administrators, and the community-at-large; and

(G) Be scientifically research-based;

(2) Professional development institutes administered by the Commission shall:

(A) Be chosen through a competitive bid process in accordance with the procedures established by the Oklahoma Division of Central Services;

(B) Be reviewed by the Commission Professional Development Committee;

(C) Be reviewed by other constituencies as determined by the Commission Professional Development Committee;

(D) Be subject to peer review.

(3) Invitations to Bid related to specific PDIs are open to any public or private entity for funding consideration and will be subject to peer review as determined by the Commission.

(c) Inner City Schools Rescue Program. The purpose of this program is to recruit and train licensed or certified teachers to work in inner city schools that are on the school improvement list or where 95 percent of the students are eligible for free and reduced lunch.

(1) The Oklahoma Commission for Teacher Preparation will:

(A) Identify schools that meet the criteria;

(B) Provide professional development and support for teachers for the purpose of recruiting and retention in inner city schools;

(C) Inform teachers and administrators across the state of professional development opportunities, grants, and potential partnerships;

(D) Determine a selection criteria and process for participants;

(E) Oversee the applicant review committee.

[**Source:** Added at 14 Ok Reg 3198, eff 7-25-97; Amended at 19 Ok Reg 2449, eff 6-27-02; Amended at 27 Ok Reg 1613, eff 7-1-10]

SUBCHAPTER 11. EDUCATION LEADERSHIP OKLAHOMA

Section

712:10-11-1. Education Leadership Oklahoma regulations

712:10-11-1. Education Leadership Oklahoma regulations

(a) **Selection of scholarship recipients.**

(1) Applicant can be funded for only one Education Leadership Oklahoma (ELO) scholarship to attain National Board Certification.

(2) Applicant must currently be a, full-time, Oklahoma public school classroom teacher with special consideration given to teachers who work in inner city schools as defined by law.

(3) OCTP shall develop the ELO application and any associated deadlines. The application will seek information in the form of short answer questions and essay.

(4) OCTP shall designate the place and time for ELO applications to be read and scored by the Application Review Committee..

(5) The Application Review Committee shall review and score applications to award scholarships

(A) The Application Review Committee will consist of thirteen National Board Certified Teachers.

(B) Each Application Review Committee member may choose National Board Certified Teachers, as needed, to assist in reading and scoring ELO applications.

(C) Each Application Review Committee member including National Board Certified Teachers will be trained to read and score applications.

(D) The Application Review Committee members shall serve a term of no more than five years.

(E) If an Application Review Committee member resigns before the end of his/her term, the agency responsible for that nomination will submit a nomination of a person to replace that member.

(F) The Application Review Committee may consider one or more of the following:

(i) Knowledge of NBPTS process

(ii) Inclusion of the five core propositions within the essay question

(iii) Degree to which the applicant's essay conveys his/her application of the five core propositions

(iv) Demonstration of community involvement

(v) Demonstration of parental involvement

(vi) Demonstration of educational achievement

(vii) Conveyance of commitment to rigorous process

(viii) Provision of quality writing which is clear and sufficiently elaborated

(ix) Demonstration of knowledge, ability, and leadership

(x) Confirmation of completing the Take One process

(xi) Verification of percentage of free/reduced lunch

(G) ELO candidates shall beselected based on scores determined within the application process.

(i) Applicants will be ranked from highest to lowest based on the application scores.

(ii) Special consideration will be given to teachers who work in inner-city schools (as defined by law).

(iii) In case of a tie score, the locale (under-represented areas of the state) may be considered for candidate selection.

(iv) Candidates must attend required Summer Professional Development Institute

(b) **Selection and Utilization of Alternates.**

(1) Alternate must currently be a full-time, Oklahoma Public School classroom teacher.

(2) Alternates shall be ranked from highest to lowest based on the application scores.

(3) Alternates not selected during the year may reapply for candidacy the following year.

(c) **Payment and reimbursement of assessment fees.**

(1) OCTP shall make assessment fee payments in full NBPTS for each scholarship candidate, upon signing a contract.

(2) Should a candidate be unable to complete the process by the National Board deadline, the following shall apply:

(A) If the candidate withdraws by the National Board deadline and OCTP can recover partial amount of the application fee, the candidate may pay the amount not recovered and will then be considered in the next applicant pool.

(B) If the candidate does not withdraw or submit a portfolio by the National Board deadlines, he/she will be responsible to OCTP for the reimbursement of the assessment fee

(3) OCTP shall reimburse candidates who pay the National Board assessment fee if they are a full-time public school classroom teacher in the year they certify.

(4) OCTP will fund a maximum of two retakes to candidates that bank scores with the NBPTS provided funding is available.

[**Source:** Added at 16 Ok Reg 3460, eff 6-23-99 through 7-14-00 (emergency); Amended at 17 Ok Reg 3266, eff 8-11-00; Amended at 19 Ok Reg 2449, eff 6-27-02; Amended at 22 Ok Reg 2633, eff 7-11-05; Amended at 23 Ok Reg 3071, eff 7-27-06; Amended at 27 Ok Reg 1613, eff 7-1-10]

APPENDIX A. COMPETENCY EXAM REQUIREMENTS BY CERTIFICATION AREAS

	Test Codes		
Subject Area and Grade Level	**OGET**	**OSAT**	**OPTE**
Advanced Mathematics			
6-12	74	11	72 or 76
Agricultural Education			
6-12	74	42	72 or 76
Art			
PK-3	74	2	70
1-8	74	2	71
6-12	74	2	72
PK-12	74	2	73 or 75 or 76
Biological Sciences			
6-12	74	10	72 or 76
Blind/Visual Impairment			
PK-3	74	28	70
1-8	74	28	71
6-12	74	28	72
PK-12	74	28	73 or 75 or 76
Business Education			
6-12	74	40	72 or 76
Chemistry			
6-12	74	4	72 or 76
Cherokee			
PK-12	74	79	73 or 75 or 76
Chinese			
PK-12	74	80	73 or 75 or 76
Computer Science			
PK-12	74	81	73 or 75 or 76
Dance			
PK-12	74	78	73 or 75 or 76
Deaf/Hard of Hearing			
PK-3	74	28	70
1-8	74	28	71
6-12	74	28	72
PK-12	74	28	73 or 75 or 76
Driver/Safety Education			
6-12	74	36	72 or 76
Early Childhood Education			
PK-3	74	05	70 or 75
Earth Science			
6-12	74	08	72 or 76

Elementary Education			
1-8	74	06 or 50 & 51	71 or 75
English			
6-12	74	07	72 or 76
English as a Second Language			
PK-12	74	77	73 or 75 or 76
Family/Consumer Science			
6-12	74	09	72 or 76
French			
PK-3	74	20	70
1-8	74	20	71
6-12	74	20	72
PK-12	74	20	73 or 75 or 76
German			
PK-3	74	21	70
1-8	74	21	71
6-12	74	21	72
PK-12	74	21	73 or 75 or 76
Instrumental Music			
PK-3	74	01	70
1-8	74	01	71
6-12	74	01	72
PK-12	74	01	73 or 75 or 76
Intermediate Mathematics			
6-12	74	25	72 or 76
Journalism			
6-12	74	37	72 or 76
Latin			
PK-3	74	23	70
1-8	74	23	71
6-12	74	23	72
PK-12	74	23	73 or 75 or 76
Marketing Education			
6-12	74	41	72 or 76
Middle Level English			
5-8	74	24	71 or 72 or 75 or 76
Middle Level Math			
5-8	74	25	71 or 72 or 75 or 76
Middle Level Science			
5-8	74	26	71 or 72 or

			75 or 76
Middle Level Social Studies			
5-8	74	27	71 or 72 or 75 or 76
Mild-Moderate Disabilities			
PK-3	74	29	70
1-8	74	29	71
6-12	74	29	72
PK-12	74	29	73 or 75 or 76
Physical Education/Health/Safety			
PK-3	74	12	70
1-8	74	12	71
6-12	74	12	72
PK-12	74	12	73 or 75 or 76
Physical Science			
6-12	74	13	72 or 76
Physics			
6-12	74	14	72 or 76
Psychology/Sociology			
6-12	74	32	72 or 76
Russian			
PK-3	74	22	70
1-8	74	22	71
6-12	74	22	72
PK-12	74	22	73 or 75 or 76
Severe-Profound/Multiple Disabilities			
PK-3	74	31	70
1-8	74	31	71
6-12	74	31	72
PK-12	74	31	73 or 75 or 76
Spanish			
PK-3	74	19	70
1-8	74	19	71
6-12	74	19	72
PK-12	74	19	73 or 75 or 76
Speech/Drama/Debate			
6-12	74	16	72 or 76
Technology Education			
6-12	74	43	72 or 76
US History/US Govt/OK Hist/Econ			
6-12	74	17	72 or 76
Vocal Music			
PK-3	74	03	70
1-8	74	03	71

6-12	74	03	72
PK-12	74	03	73 or 75 or 76
Vocational Business Education			
6-12	74	40	72 or 76
Vocational Family and Consumer Sciences			
6-12	74	09	72 or 76
World History/Geography			
6-12	74	17	72 or 76
Advanced Certification Areas (without a current teacher certificate)	**OGET**	**OSAT**	**OPTE**
Library-Media Specialist	74	38	73 or 75 or 76
Psychometrist	~~74~~	34	~~73 or 75 or 76~~
Reading Specialist	74	15	73 or 75 or 76
School Counselor***	74	39	73 or 75 or 76
School Psychologist**	~~74~~	33	~~73 or 75 or 76~~
Speech-Language Pathologist*		35	
Advanced Certification Areas (with a current teacher certificate)			
Library-Media Specialist		38	
Psychometrist		34	
Reading Specialist		15	
School Counselor***		39	
School Psychologist**		33	
Speech-Language Pathologist*		35	
Administrator Certification Areas			
Elementary Principal		44 and 45	
Middle Level Principal		44 and 46	
Secondary Principal		44 and 47	
Superintendent		48	

*Candidates seeking a Certificate of Clinical Competence (CCC) who have successfully completed the Praxis exam for Speech Pathology are exempt from Oklahoma assessment requirements.

**Candidates seeking National School Psychologists Certification (NSPC) who have successfully completed the Praxis exam for School Psychologist are exempt from Oklahoma assessment requirements.

***Candidates with the Nationally Certified School Counselor (NCSC) credential are exempt from Oklahoma assessment requirements.

TEST CODES

Test (OSAT)	*Test Code*
Advanced Mathematics	11
Agricultural Education	42
Art	02
Biological Sciences	10
Blind/Visual Impairment	28
Business Education	40
Chemistry	04
Cherokee	79
Chinese	80
Computer Science	81
Dance	78
Deaf/Hard of Hearing	30
Driver/Safety Education	36
Early Childhood Education	05
Earth Science	08
Elementary Education Subtest – Red/Lang Arts/Soc Studies (50) Subtest – Math/Science/Health/Fine Arts (51)	06 or 50 & 51
English	07
English as a Second Language	77
Family and Consumer Sciences	09
French	20
German	21
Instrumental/General Music	01
Journalism	37
Latin	23
Marketing Education	41
Middle Level English	24
Middle Level/Intermediate Mathematics	25
Middle Level Science	26
Middle Level Social Studies	27
Mild-Moderate Disabilities	29
Physical Education/Health/Safety	12
Physical Science	13
Physics	14
Psychology/Sociology	32
Russian	22

Severe-Profound/Multiple Disabilities	31
Spanish	19
Speech/Drama/Debate	16
Superintendent	48
Technology Education	43
US History/OK History/Government/Economics	17
Vocal/General Music	03
Vocational Business Education	40
Vocational Family and Consumer Sciences	09
World History/Geography	18
Test (OSAT – Advanced Programs)	***Test Code***
Library-Media Specialist	38
Psychometrist	34
Reading Specialist	15
School Counselor	39
School Psychologist	33
Speech-Language Pathologist	*35*
Test (OSAT-Administrator)	***Test Code***
Principal Common Core	44
Elementary Principal Specialty Test	45
Middle Level Principal Specialty Test	46
Secondary Principal Specialty Test	47
Superintendent	48
Test (OGET)	***Test Code***
Oklahoma General Education Test	74
Test (OPTE)	**Test Code**
OPTE: Early Childhood (PK-3)	70
OPTE: Elementary/Middle Level (1-8 or 5-8)	71
OPTE: Middle Level/Secondary (6-12 or 5-8)	72
OPTE: PK-12	73
OPTE: PK-8	75
OPTE: 6-12	76

[**Source:** Added at 20 Ok Reg 227, eff 8-11-02 (emergency); Added at 20 Ok Reg 2186, eff 6-26-03; Revoked and reenacted at 26 Ok Reg 3047, eff 11-1-09; Revoked and reenacted at 27 Ok Reg 1613, eff 7-1-10; Revoked and reenacted at 28 Ok Reg 1851, eff 7-1-11]