

3.21 TEACHER EDUCATION

3.21.1 Purpose

In order to provide the best possible education for teachers prepared within the State System, the State Regents have adopted this policy to enhance the quality of teacher education. This policy includes the State Regents' teacher education admission policies; guidelines for facilitating the transfer of course work for teacher education students; general education curriculum required for early childhood, elementary, and special education students; requirements for secondary education teachers; suggested teacher education program requirements; and guidelines for the preparation of teachers by teacher education program faculty.

3.21.2 Definitions

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

“Cumulative Grade Point Average (CGPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

“General Education” is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

“Liberal Arts and Sciences Courses” are those traditional fields of study in the humanities; social and behavioral sciences; communication, natural and life sciences; mathematics; and the history, literature and theory of the fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy.

“Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’)” is the average of a student’s earned grades calculated by point values assigned to letter grades that is used to determine a student’s eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents’ *Grading Policy*.) This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

3.21.3 Criteria for Admission to Teacher Education Programs

This section includes the criteria for admission to teacher education programs. Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the four performance criteria described below:

- A. Achieve a GPA of 3.0 or higher in all liberal arts and sciences courses.
- B. Students may qualify for admission if they achieve a GPA of 3.0 or higher on a 4.0 scale in all liberal arts and sciences courses (a minimum of 20 hours) as defined in the State Regents' *Undergraduate Degree Requirements Policy*.
- C. Score at or above the level designated by the State Regents for math, reading, and writing on the Pre-Professional Skills Test (PPST).
- D. The PPST will be administered to students who have completed at least 30 semester hours of credit. Students who score below the designated level on any section(s) of the PPST will be permitted to retest.
- E. Achieve a passing score at the level required by the Oklahoma Commission for Teacher Preparation for state certification on the Oklahoma General Education Test (OGET).
- F. Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies tested by the PPST and may be exempt from this requirement.
- G. Institutional and individual programs' admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program.

3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

The offering of courses and programs classified as professional teacher education is reserved to those universities with approved degree programs leading toward certification as a public school teacher or administrator. Community colleges are approved to offer paraprofessional programs in areas related to, but not identical with, teacher education. Such programs, including child care and library technical aide, frequently utilize course content which is similar to that of professional teacher education courses. Community colleges have an active role in providing general education course requirements to teacher education students as detailed below. Select requirements are listed below.

- A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in liberal arts and sciences course work in each of the academic core areas: English, mathematics, science,

and social sciences. These courses may be taken at either a community college or university.

- B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, in a subject area, including 18 hours in each assigned subject area.
- C. Institution officials are permitted to select the course work in each of the core areas that is appropriately suited to meet the established teacher preparation competencies and related assessments. However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.
- D. College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.
- E. Teacher preparation programs at the preservice level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

3.21.5 Professional Teacher Education Guidelines

- A. Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.
- B. Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.
- C. Paraprofessional courses such as those designed for early childhood care, library aides and similar career programs may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.
- D. Awarding credit for CLEP exams will follow guidelines established in the State Regents' *Credit for Extracurricular Learning Policy*.
- E. Advisement processes would be aided if titles and descriptions of general education courses at all colleges and universities do not utilize terminology such as "public school," "elementary teacher," or other professional education phrases.

3.21.6 Guidelines for Teacher Preparation Faculty

The following guidelines are recommended to address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms:

- A. In order to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools, teacher education faculty, including the deans of the colleges of education, should: (1) teach regularly scheduled classes in a state accredited school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct contact with students. A minimum of 10 clock hours per school year is recommended.
- B. It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of school environments, ranging from large, urban to small, rural.
- C. Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of and teaching strategies for maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994.

3.22 TEACHER PROFESSIONAL DEVELOPMENT RESIDENCY PROGRAM

3.22.1 Purpose

Oklahoma law stipulates that no person shall be certified to teach in the accredited schools of this state unless such person has completed at least one school year of teaching service as a resident teacher in the residency program, has been recommended for certification by the appointed residency committee, and has successfully completed the curriculum examination as prescribed by the State Board of Education prior to July 1, 1997, and the competency examination as prescribed by the Oklahoma Commission for Teacher Preparation beginning July 1, 1997.

3.22.2 Residency Committees

Under the residency program, a three-member Residency Committee is created for each first-year teacher licensed by the State Board of Education. A Residency Committee is comprised of:

- A. A mentor teacher
- B. A principal or assistant principal designated by the local board
- C. A teacher educator from a college or university in Oklahoma

Each Residency Committee, upon completion of one school year of residency, shall make a recommendation to the State Board of Education and the preparing institution of higher education as to whether the resident teacher should be issued a certificate or shall be required to serve as a resident teacher for one additional school year.

3.22.3 Administration

The Residency Program shall be administered according to the following provisions:

- A. Each public and independent college or university in Oklahoma offering approved programs of teacher education is eligible to participate in the Residency Program. The State Regents will reimburse institutions for committees served as follows:
 - 1. Institutions in the State System shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The reimbursement shall be incorporated in the institution's Education and General Operating Budget.
 - 2. Independent institutions in Oklahoma shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The State Regents shall contract with the independent institutions for an annual reimbursement.
- B. Participating institutions shall be expected to implement the Residency Program in accordance with policies and procedures established by the State Regents, the rules and regulations

adopted by the State Board of Education, the Oklahoma Commission for Teacher Preparation, and the local boards of education.

- C. Institutions should be prepared to certify the number of committees served, the number of trips made, and the number of miles traveled in the service of Residency Committees.
- D. Institutions will be asked to provide data and other information to the State Regents for reporting to the State Department of Education and to the Oklahoma Legislature.

Approved July 28, 1982. Revised January 26, 1996.

3.23 MINORITY TEACHER RECRUITMENT CENTER

Administrative Rule Title 610 Chapter 1 Subchapter 13 (610:1-13)

3.23.1 Purpose (610:1-13-1)

The purpose of this Subchapter is to describe the Minority Teacher Recruitment Center (MTRC). The MTRC is designed for the recruiting, retaining, and placing of minority teachers in public schools of the State of Oklahoma [70 O.S. § 6-130]. The Act states that such efforts shall include but not be limited to:

- A. The provision and coordination of support services to teacher training programs in state institutions of higher education, including the funding of grants for campus-based recruitment, retention and placement programs that assist minority students who intend to become teachers;
- B. The establishment and development of recruiting programs for potential minority teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions from other careers and other areas of study;
- C. The hosting of conferences dealing with issues that effect minority teacher recruitment, retention, and placement;
- D. The creation of activities in the public and private schools of Oklahoma which enhance the image of the teaching profession; and
- E. The creation and development of placement services providing assistance to both minority educators and school districts seeking to hire qualified minority teachers. [70 O.S. § 6-130]

3.23.2 Minority Teacher Recruitment Advisory Committee (610:1-13-2)

The MTRC has a 19-member Minority Teacher Recruitment Advisory Committee. The advisory Committee has oversight of the implementation of MTRC and shall advise the operation of the MTRC.

Duties.

- A. Make recommendations on the annual operating budget of the Minority Teacher Recruitment Center and verify that the funds allocated to the Center through the Oklahoma State Regents for Higher Education are utilized exclusively by the Center by function;
- B. Advise the Oklahoma State Regents for Higher Education of unmet needs within the state in the implementation of the Center's activities;
- C. Annually comment publicly on the progress of the Center;
- D. Assist the Oklahoma State Regents for Higher Education in developing and reporting information about the Center when

necessary;

- E. Meet as often as necessary to conduct business; and
- F. Keep official minutes of the Committee meetings which shall be made available to the public upon request. [70 O.S. § 6-129.1 D]

3.23.3 Programs and services (610:1-13-3)

To achieve its primary goal of recruiting, retaining, and placing minority teachers in the public schools of the State of Oklahoma, the MTRC offers a variety of programs and services. Parties interested in the programs and services can obtain additional information by contacting the MTRC at the State Regents for Higher Education office.

- A. Academic Commitment to Education (ACE). The ACE program is an exemplary program that encourages high school students who possess high academic and leadership standards to consider teaching as a viable career. The yearlong course is designed to provide opportunities for students to explore the education system, learn about different areas and levels of teaching, conduct observations and focus on portfolio development. The program takes a hands-on, practical approach to teaching careers and is taught by instructors selected by the school principal.
- B. Leadership, Education and Achievement Program (LEAP). LEAP is a course designed for middle and junior high school students and targeted towards those students that exhibit the potential for academic success. Like ACE, LEAP is also a yearlong course which encourages students to consider a career in education. However, other careers are observed as well. The course provides students with the skills necessary to be successful in high school and college and prepares them for high academic achievement. Preparation also involves activities for advancing leadership skills, team building skills, and service learning. Instructors are selected by the principal.
- C. Collegiate Grant Program. The Collegiate Grant Program supports the overall objectives of the MTRC by providing a link between institutions of higher education, MTRC pre-collegiate programs and K-12 districts in the interest of promoting, recruiting and retaining teachers. Grants provided to the colleges of education within these various institutions, enable pre-collegiate and collegiate students to gain a better understanding of careers in education and allows them to interact with professionals already in the field. Some of the grants support financial aid for students, on-campus skill development activities and mentor/parent/peer support structures for prospective teachers.

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