STATE OF OKLAHOMA

RECOGNITION REPORT ON   
THE PREPARATION OF INITIAL LICENSURE/POST BACCALAUREATE PROGRAMS

**This is:**  an existing program  a new program

**This report is in response to a(n):**

Initial Review  Revised Report  Response to Condition

**Institution:**

**Review Date:**

|  |  |  |
| --- | --- | --- |
| **Program(s) Covered by this Review:** | Program Type: | **Award or Degree Level(s):** |
|  | Initial teacher license in field  Advanced program leading to another professional role | **Initial**  Baccalaureate  Post baccalaureate  Initial Master’s  Endorsement, Certificate, or License (specify)  **Advanced**  Master’s  Post Master’s  Specialist   Doctorate  Endorsement, Certificate, or License (specify) |

**PART A—RECOGNITION DECISION (see Section G for specifics on decision)**

**A.1—Decision on recognition of the program(s):**

Recognized  
 Recognized with conditions  
 Recognized with probation – *previously recognized program*

Further development required – *program not previously recognized*

Not recognized\* *- third or subsequent submission*

*\*A program can receive a decision of* ***Not Recognized*** *only after two submissions are unsuccessful in reaching either Recognized or Recognized with Conditions.*

|  |
| --- |
| **A.2—Test Results (from information supplied in Assessment #1)**  The program meets or exceeds an 80% pass rate on state licensure exams:  Yes No Not applicable  Not able to determine |
| **Comments:** |

|  |
| --- |
| **A.3—Summary of Strengths:** |

PART B—STATUS OF MEETING STATE STANDARDS  
M = Met NM = Not Met MWC = Met with Conditions

PM = Potential to Meet (for new programs with no data)

| **OKLAHOMA STANDARD** | **Specific Program or Level** | **Specific Program or Level** |
| --- | --- | --- |
| **PRINCIPLE 1: Content Knowledge: Program assessments demonstrate candidates’ knowledge of the content they plan to teach. Content has been defined through a list of topics that address the discipline’s knowledge base that must be evaluated as part of the transcript review. NOTE: Content can be partially, but not completely, covered in a state test.** | | |
| **Foreign Language** | | |
| * Knowledge of target language use (listening, speaking, reading, writing) |  |  |
| **Comment:** | | |
| * Knowledge of the cultures of the target language |  |  |
| **Comment:** | | |
| * Knowledge of the linguistic system of the target language |  |  |
| **Comment:** | | |
| * Knowledge of the literatures of the target language |  |  |
| **Comment:** | | |
| **English** (Note: some courses may address more than one standard) | | |
| * Language development and acquisition including history of the English Language |  |  |
| **Comment:** | | |
| * Language structure and skills including grammar systems and semantics |  |  |
| **Comment:** | | |
| * Traditional literature study (American, British, World) including literary criticism/theory and literary terminology |  |  |
| **Comment:** | | |
| * Multi-cultural literature, young adult literature, literature of diversity including that by women |  |  |
| **Comment:** | | |
| * Literacy study including major aspects of written, oral, and visual literacy |  |  |
| **Comment:** | | |
| * Reading processes for understanding text including critical analysis and meaning making strategies |  |  |
| **Comment:** | | |
| * Writing processes for different purposes, situations, and audiences |  |  |
| **Comment:** | | |
| * Media (print and non-print) and communication technology understanding |  |  |
| **Comment:** | | |
| **Mathematics** (Note: For more detailed information and definitions of these topics, please refer to Mathematics Secondary Education program standards 9-15.) | | |
| * Knowledge of Number and Operation |  |  |
| **Comment:** | | |
| * Knowledge of Different Perspectives on Algebra |  |  |
| **Comment:** | | |
| * Knowledge of Geometries |  |  |
| **Comment:** | | |
| * Knowledge of Calculus |  |  |
| **Comment:** | | |
| * Knowledge of Discrete Mathematics |  |  |
| **Comment:** | | |
| * Knowledge of Data Analysis, Statistics and Probability |  |  |
| **Comment:** | | |
| * Knowledge of Measurement |  |  |
| |  | | --- | | **Comment:** | | | |
| **Social Studies** (Note: Some courses may address more than one standard.) | | |
| * Culture and Cultural Diversity and Individuals, Groups and Institutions (Standards 1.1 and 1.5) (May be addressed by a common course in Anthropology, Sociology or Cultural Geography) |  |  |
| **Comment:** | | |
| * Time, Continuity and Change: US and World History (Standard 1.2) |  |  |
| **Comment:** | | |
| * People, Places and Environments: Geography (Standard 1.3) |  |  |
| **Comment:** | | |
| * Power, Authority and Governance: US Government and Civic Ideals and Practices (Standards 1.6 and 1.10) (It is generally assumed that a content course addressing 1.6 will also address 1.10) |  |  |
| **Comment:** | | |
| * Production, Distribution and Consumption: Economics (Standard 1.7) |  |  |
| **Comment:** | | |
| * Individual Development and Identity: Psychology (Standard 1.4) (May be addressed by a human growth and development course) |  |  |
| **Comment:** | | |
| * Science, Technology and Society Standard 1.8) |  |  |
| **Comment:** | | |
| * Global Connections (Standard 1.9) |  |  |
| **Comment:** | | |
| **Science** | | |
| Core competencies for all secondary science licensure areas   * 1 year introductory in the field of licensure * Coursework for a major in a single field of licensure (30 semester hours) * 20 of the 30 credit hours will be third and fourth year coursework * Supporting coursework in each of the three remaining content areas (generally 1 to 3 survey courses) * Research in science content * Mathematics appropriate for the discipline (calculus, statistics) |  |  |
| **Comment:** | | |
| Biology License Advanced Competencies   * Genetics * Ecology * Molecular Biology * Evolution or Evolutionary Biology |  |  |
| **Comment:** | | |
| Chemistry License Advanced Competencies   * Analytical Chemistry * Organic Chemistry * Biochemistry |  |  |
| **Comment:** | | |
| Earth/Space Sciences Advanced Competencies   * Hydrogeology * Oceanography * Global Climate Change * Geologic Age of the Earth |  |  |
| **Comment:** | | |
| Physics License Advanced Competencies   * Thermodynamics * High Energy Physics * Advanced Mechanics * Advanced Electricity or Advanced Light |  |  |
| **Comment:** | | |
| Dual Field License (two content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include the relevant content areas. |  |  |
| **Comment:** | | |
| Broad Field License (three or four science content areas: Biology, Chemistry, Physics or Earth/Space Sciences): Items listed above for all licensure areas including coursework for a major in a single discipline. Advanced competencies include two advanced areas in each of the four disciplines. |  |  |

| **OKLAHOMA STANDARD** | **Specific Program or Level** | **Specific Program or Level** |
| --- | --- | --- |
| **PRINCIPLE 2: Content Pedagogy: Program assessments demonstrate candidates’ knowledge and skills in effective teaching strategies that make the discipline comprehensible to P-12 students.** | | |
| **ACTFL** | | |
| * Evidence of the K-16 student standards in planning, teaching, and assessment |  |  |
| **Comment:** | | |
| * Knowledge of second language acquisition theories |  |  |
| **Comment:** | | |
| * Evidence of the diverse needs of second language learners |  |  |
| **Comment:** | | |
| * Evidence of a variety of second language assessment techniques |  |  |
| **Comment:** | | |
| **English** | | |
| * Use English language arts to help their students become familiar with their own and others’ cultures, establishing meaningful connections between the English language arts curriculum and developments in culture, society and education (also applicable to the Learning Environments Principle 3) |  |  |
| **Comment:** | | |
| * Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate and research based for supporting the teaching of English language arts. |  |  |
| **Comment:** | | |
| *The following can only be met during an active classroom instructional assessments such as student teaching:* | | |
| * Engage students in activities that demonstrate the role of arts and humanities in learning |  |  |
| **Comment:** | | |
| * Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/oral visual forms |  |  |
| **Comment:** | | |
| * Engage students in critical analysis of different media and communications technologies |  |  |
| **Comment:** | | |
| * Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication |  |  |
| **Comment:** | | |
| * Engage students in making meaning of texts through personal response |  |  |
| **Comment:** | | |
| * Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts |  |  |
| **Comment:** | | |
| **Mathematics** | | |
| * Knowledge of instructional technology specifically for the mathematics classroom |  |  |
| **Comment:** | | |
| * Demonstration of selection and use of appropriate instructional strategies and materials specifically for the mathematics classroom |  |  |
| **Comment:** | | |
| * Demonstration of the ability to lead classes in mathematical problem solving and in development in-depth conceptual understanding as well as procedural fluency |  |  |
| **Comment:** | | |
| * Knowledge of mathematical reasoning, communications, connections and representations and demonstration of such knowledge in the mathematics classroom and instructional planning |  |  |
| **Comment:** | | |
| * Demonstration of attention to equity through the use of multiple instructional strategies including listening to and understanding the ways students think about mathematics |  |  |
| **Comment:** | | |
| * Demonstration of attention to research results in the teaching and learning of mathematics |  |  |
| **Comment:** | | |
| **Social Studies** | | |
| * Candidate ability to plan lessons that integrate multiple standards as appropriate for social studies education |  |  |
| **Comment:** | | |
| * Candidate ability to involve students in processes such as critical thinking, identification and utilization of primary sources and other processes as appropriate for social studies education |  |  |
| **Comment:** | | |
| * Candidate ability to appropriately utilize technology and other forms of interactive learning as appropriate for social studies education |  |  |
| **Comment:** | | |
| * Evidence for this principle should indicate candidate success in planning and teaching content and activities that address at least three of the content standards |  |  |
| **Comment:** | | |
| **Science** | | |
| * Evidence of planning in science content, nature of science and inquiry (Standards 1a, 2c and 3b) |  |  |
| **Comment:** | | |
| * Evidence of knowledge, skills, and understanding of safety procedures; chemical storage and use; and animal care and use (Standards 9b, 9c, and 9d) |  |  |
| **Comment:** | | |
| *The following standards can only be met during active classroom instructional assessment such as student teaching:* | | |
| * Evidence of appropriate practice safety procedures; chemical storage and use; and animal care and use (Standards 9b, 9c, and 9d) |  |  |
| **Comment:** | | |
| * Evidence of P –12 student learning in science content and the nature of science (Standards 1a and 2c) |  |  |
| **Comment:** | | |
| OKLHOMA STANDARD | **Specific Program or Level** | **Specific Program or Level** |
| **Principle 3:** Learning Environments: Program assessments demonstrate candidates’ ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented , and students with low literacy levels. Assessments demonstrate that  candidates are proficient in the following areas:   * Individual and group motivation for a disciplined learning environment and engagement in learning * Assessment and analysis of student learning, making appropriate adjustments in instruction, and monitoring student progress to assure meaningful learning experiences for all students * Use of a variety of instructional strategies, materials, and applications of technology to encourage students’ development of critical thinking, problem solving and performance skills |  |  |
| **Comment:** | | |
| **PRINCIPPRINCIPLE 4:** Professional Knowledge and Skills: Program assessments demonstrate candidates’ knowledge of professional practices in their field and readiness to apply them and their proficiency in the following areas:   * Engagement in professional experiences, and reflection on them, to enhance each candidate’s professional growth, including a knowledge of professional organizations in the discipline * Understanding and ability to demonstrate a commitment to equitable and ethical treatment of all students and colleagues * Knowledge of the collaborative roles of other school professionals and readiness to work with colleagues, families, and community agencies * Ability to identify opportunities for collaborative and leadership roles as members of a team |  |  |
| **Comment:** | | |

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates’ knowledge of content. Performance-based standards addressed in this entry could include (but are not limited to) Standards 1-3. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #6-#8 may also focus on content knowledge.)

C.2—Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #6-#8 may also focus on pedagogical knowledge, skills, and dispositions.)

C.3—Candidate effects on P-12 student learning. Information from Assessment #5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on student learning.)

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

D—Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report.)

PART E—AREAS FOR IMPROVEMENT

PART F—ADDITIONAL COMMENTS

**F.1—Comments on context and other topics not covered in sections B-D:**

**F.2—Concerns for possible follow up by the Board of Examiners:**

PART G: TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

**Program is recognized.** The program is recognized through the semester and year of the institution’s next accreditation visit in 5-7years. To retain recognition, another program report must be submitted before that review. The program will be listed as recognized through the semester of the next review on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the semester of the next accreditation review, in its published materials.

***Subsequent action by the institution:*** None. Recognized programs may not file revised reports addressing any unmet standards or areas for improvement.

**Program is recognized with conditions.** The program is recognized through [date to be filled in by OCTP]. The program will be listed as recognized on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the time period specified above, in its published materials.

***Subsequent action by the institution:*** To retain accreditation, a report addressing the conditions to recognition must be submitted within 18 months of the date of this report, no later than [date to be filled in by OCTP]. The report must address the conditions specified in the box below. Failure to submit a report by the date specified above will result in loss of recognition.

**Program is recognized with probation.** This determination is appropriate only for programs which have been previously recognized. The program is recognized through [date to be filled in by OCTP]. The program will be listed as recognized on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the time period specified above, in its published materials.

***Subsequent action by the institution:*** To retain accreditation, a report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OCTP]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in loss of recognition.

**Further development required.** This determination is appropriate only for programs which have not been previously recognized and indicates the program does not yet satisfy requirements for recognition.

***Subsequent action by the institution:*** A report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OCTP]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in program status changed to Not Recognized.

**Program is not recognized.** Programs that retain recognition from a prior review will lose recognition at the end of the semester in which the accreditation visit is held, unless a revised program report is submitted in or before that semester.

***Subsequent action by the institution:*** A revised report, addressing unmet competencies, may be submitted within 18 months of the date of this report, no later than [date to be filled in by OCTP].

The institution may submit a new program report at any time. Another program report must be submitted before the next accreditation visit.

*For further information on due dates or requirements, contact Angie Bookout or Renee Launey-Rodolf at the OCTP (405-525-2612).*

Recognition with conditions: The following conditions must be addressed within 18 months (see above for specific date):

***\*For new programs, the completion of Section 5 is an automatic condition***.