

TITLE 218. OFFICE OF EDUCATIONAL QUALITY AND ACCOUNTABILITY

Editor's Note: Effective 7-1-14, "the Oklahoma Commission for Teacher Preparation [was] placed under the authority of the Commission for Educational Quality and Accountability" and "[t]he rules of the Oklahoma Commission for Teacher Preparation that [were] in effect on July 1, 2014, [were] enforceable by the Commission for Educational Quality and Accountability until the Commission establishe[d] rules" [Laws 2012, c. 223, § 3(A) and (F)]. Therefore, the rules in the Oklahoma Commission for Teacher Preparation's Title 712 that were in effect on 7-1-14 (i.e., the rules that were published at OAC 712 in the 2011 Edition of the OAC, as updated by the rules published at OAC 712 in the 2013 and 2014 cumulative supplements to the OAC) were considered to be the rules of the Commission for Educational Quality and Accountability until the Commission for Educational Quality and Accountability promulgated its own rules in Chapters 1 and 10 of this Title 218, effective 9-11-15. [See also Editor's Note at the beginning of OAC 712.]

CHAPTER 1. ADMINISTRATIVE OPERATIONS

Editor's Note: See Editor's Note at beginning of this Title 218.

[Authority: 70 O.S.Supp. 2012, § 3-116 et seq.]

[Source: Codified 9-11-15]

218:1-1-1. Purpose

The purpose of this chapter is to outline the administrative rules for the Commission of Educational Quality and Accountability, hereinafter known as CEQA. The general purpose of the Office of Educational Quality and Accountability, hereinafter known as OEQA, is prescribed by the Legislature and OEQA acts as the agency in the exercise of the policy powers of the State of Oklahoma.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15]

218:1-1-2. 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 Commission of Educational Quality and Accountability.

"Executive Director" means the Executive Director of the Office of Educational Quality and Accountability.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15]

218:1-1-3. Official office

The OEQA shall be located in Oklahoma County.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15; Amended at 36 Ok Reg 1115, eff 9-16-19]

218:1-1-4. Commission meeting, quorum

The Commission shall hold at least four (4) regular meetings each calendar year at a time and place as shall be designated by the Commission. At the first

regular meeting of each calendar year, the Commission shall appoint a vice-chair to serve in the absence of the Commission Chair.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15; Amended at 36 Ok Reg 1115, eff 9-16-19]

218:1-1-5. Executive sessions

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

[Source: Added at 32 Ok Reg 1707, eff 9-11-15]

218:1-1-6. Special meetings

Special meetings may be called by the Commission Chair and/or Executive Director by giving written or electronic notice to each member of the Commission with not less than forty-eight (48) hours notice.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15; Amended at 36 Ok Reg 1115, eff 9-16-19]

218:1-1-7. Notice of meetings

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

[Source: Added at 32 Ok Reg 1707, eff 9-11-15]

218:1-1-8. Agenda items

The Executive Director, in conjunction with the Commission Chair or vice-chair in the Commission Chair's absence, shall prepare an agenda for each meeting of the Commission. The agenda shall be filed and posted in accordance with the Oklahoma Open Meeting Act.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15; Amended at 36 Ok Reg 1115, eff 9-16-19]

218:1-1-9. Legal counsel

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

[Source: Added at 32 Ok Reg 1707, eff 9-11-15]

218:1-1-10. Personnel

(a) Executive Director. The Commission shall select an Executive Director, according to procedures established by the Office of Management and Enterprise Services, to assist the Commission in carrying out its duties and responsibilities established by the Legislature.

(b) OEQA Staff. The Executive Director will employ necessary personnel, according to procedures established by the Office of Management and Enterprise Services, to assist the Commission in the performance of its duties.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15]

218:1-1-11. Powers and duties of the Executive Director

The Executive Director of the OEQA 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) 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;
- (3) Establishing and maintaining a central repository for all duly adopted rules and regulations, minutes, and reports;
- (4) Acting as an agent for the Commission in all matters relating to educational quality and accountability as delineated by the commission's statutory authority;
- (5) 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 32 Ok Reg 1707, eff 9-11-15]

218:1-1-12. 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 the Commission are available for public inspection in the office of the Executive Director of the OEQA. 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 the Executive Director of the OEQA.

[Source: Added at 32 Ok Reg 1707, eff 9-11-15]

CHAPTER 10. EDUCATIONAL QUALITY

Editor's Note: See Editor's Note at beginning of this Title 218.

[Authority: 70 O.S., §§ 6-180 et seq.]

[Source: Codified 9-11-15]

SUBCHAPTER 1. [RESERVED]

SUBCHAPTER 3. [RESERVED]

SUBCHAPTER 5. EDUCATOR PREPARATION PROGRAM ACCREDITATION

218:10-5-1. Educator preparation program accreditation and review process

- (a) Oklahoma educator preparation institutions function under an 'accreditation program' system which requires the evaluation of teacher education units and programs on a periodic basis.
- (b) Effective July 1, 2014 the Commission of Educational Quality and Accountability, hereafter referred to as the CEQA, shall assume responsibility for accrediting educator preparation 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 educator preparation program built around the standards for Oklahoma educator preparation programs (See 218:10-5-3 and 218:10-5-4);

- (2) Self-studies as outlined in the standards for state accreditation;
- (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;

(d) Prior to being accredited each institution must meet the eligibility requirements for accreditation and all requirements of the CEQA, and receive the approval of the Oklahoma State Regents for Higher Education, Hereafter referred to as the OSRHE, when applicable. An institution seeking first-time or initial accreditation must complete a two (2) part application process beginning with Part 1 to establish the status of the applicant and ending with Part 2 to establish accreditation eligibility. After acceptance of the Part 1 application by CAEP and/or CEQA, the educator preparation program, hereafter referred to as EPP, must submit the Part 2 application and schedule a site visit within a three (3) year period. The site visit must occur within five (5) years of the date of acceptance of the Part 1 application.

(1) **Part 1: Applicant Status.** The Part 1 application is completed by the EPP administrator, signed by the administrator and the president, and submitted to CAEP and/or CEQA.

(2) **Part 2: Accreditation Eligibility.** Upon acceptance of the Part 1 application, the EPP is granted applicant status. The EPP submits the following:

(A) Description of evidence demonstrating the capacity to prepare educators and/or other school professionals.

(B) Evidence that graduates/completers are eligible for an educator license issued by the state.

(C) A list of all programs offered for the preparation of P-12 educators and/or other school professionals.

(D) An accreditation plan for programs by site of operation including number of completers.

(E) A list of all of the EPP clinical educators (faculty).

(F) Information on applicable EPP characteristics, such as governance, regional accreditation, and Carnegie classification.

(G) Evidence of parity in resources, facilities, and finances in comparison to another professional field based preparation program of the EPP's choice.

(H) Copies of EPP-created assessments and scoring guides for unit-wide evaluation of candidate performance, not including proprietary assessments such as licensure examinations.

(e) The OEQA is a performance-based partner with the OSRHE and CAEP. All educator preparation programs shall be expected to meet all CAEP unit and program accreditation standards, State Department of Education competencies, OSRHE teacher education policies as well as all additional standards established by the CEQA.

(1) **Self-study.** The self-study shall be utilized by the CEQA for state accreditation, OSRHE program review, and CAEP accreditation as stipulated in OS 70 sections 6-180.

(2) **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 self-study;

- (B) Copy of annual report to the CEQA;
- (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.

(3) OEQA personnel will establish an accreditation visit schedule that will adhere to CAEP/State accreditation timelines.

(4) Selection of accreditation review team. Selection of the accreditation review team will be coordinated by the OEQA staff after the visitation dates are set. Selection of the accreditation review team shall be based on the following:

- (A) All team members must have been trained by CAEP staff and/or their designee in the application of CAEP standards and on the process for evaluating programs for the CEQA.
- (B) Accreditation team for first accreditation. The membership of a first accreditation review team shall be as follows:
 - (i) Three to six CAEP site visitors (for institutions seeking national accreditation)
 - (ii) State site visitors appointed by the OEQA including:
One P-12 site visitor; one site visitor from higher education who is a member of an educator preparation unit. For accreditation of private institutions the site visitor shall be from a private institution; for public institutions this site visitor shall be from a public institution; One site visitor from the OEQA serving as State Consultant; One additional at-large site visitor;
 - (iii) For any institution requesting accreditation of a career technology program(s) an additional site visitor may be recommended by the State Director of Career and Technology Education.
 - (iv) The OEQA may invite observers representing the Oklahoma State Regents for Higher Education, Oklahoma State Department of Education, Oklahoma Department for Career and Technology Education, professional organizations, and the community-at-large.
 - (v) 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.
 - (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.

(viii) The OEQA shall collaborate with the director of educator preparation at the institution requesting state accreditation regarding the team representation.

(ix) State site visitors will number no less than two.

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

(i) CAEP site visitors as determined by CAEP (for CAEP accredited institutions);

(ii) State site visitors which will number no less than two;

(iii) The OEQA shall collaborate with the director of educator preparation at the institution being reviewed regarding the state team representation;

(iv) The OEQA may invite observers representing 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 may nominate a site visitor 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-CAEP accredited institutions shall be composed of state site visitors.

(E) CEQA members and OEQA appointees who are involved in an unit or program evaluation and/or accreditation, must complete performance-based training prior to voting and/or participating in any accreditation decisions.

(5) Logistics for CAEP/State accreditation visits shall adhere to the CAEP and State guidelines.

(A) The accreditation process will include

(i) Successful completion of application (for first and initial accreditation)

(ii) Submission of Self-Study Report containing evidence of meeting accreditation standards and state requirements

(iii) Response to the Formative Feedback Report

(iv) On-site visit

(B) The completed accreditation review team report will be presented to the CEQA and CAEP (as applicable).

(C) 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.

(6) Preparation of the team report. The accreditation review team work will culminate in preparation of a report outlining the findings of the team following CAEP guidelines. The report will reflect the team consensus on the review.

(A) At the exit report, representatives of the accreditation review team will present a summary of its evaluation of the program. The summary will include an evaluation of the completeness, quality, and strength of evidence for each standard and state requirement.

(B) The completed CAEP and OEQA reports will follow the CAEP timelines for submission; and

(C) The summary evaluation will be presented to the CEQA for determination of final state accreditation decision. For CAEP accredited institutions, final accreditation decisions will be made after CAEP has forwarded its accreditation decision to the CEQA.

(7) Final action. Final action on the reports and institutional accreditation will proceed according to CAEP/state guidelines and policies.

(A) Final action by the CEQA may include the following:

(i) Accreditation is granted for seven (7) years if the EPP meets all of the accreditation standards and required components, even if areas for improvement (AFIs) are identified.

(ii) Accreditation with Stipulations is granted if an EPP receives one (1) or more stipulations on non-required components(s) and all standards are met. A targeted response to the stipulations(s) must be submitted to the Accreditation Council and/or CEQA for review by the end of the second year following the application of the stipulation. Failure to submit a response to the stipulation within a two-year (2) time frames results in automatic revocation. Failure to correct the condition leading to the stipulation within the specified two-year (2) period results in revocation.

(iii) Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards or fails to meet not more than one required component under any one (1) standard. If the probationary status is for failing to meet one of the CAEP standards, a targeted response to the stipulations(s) must be submitted to the Accreditation Council and/or CEQA for review by the end of the second year following the application of the stipulation, and the EPP must undergo a targeted site visit and submit an interim self-study report. If the probationary status is for failing meet not more than one required component, a targeted response to the stipulations(s) must be submitted to the Accreditation Council and/or CEQA for review by the end of the second year following the application of the stipulation, and the EPP must undergo a document review. Failure to submit a response to the stipulation within a two-year (2) time frame results in revocation. Failure to correct the condition leading to the

stipulation within the specified two-year (2) period results in revocation.

(iv) Revocation (for Continuing) or Denial (for Initial) of accreditation occurs if an EPP does not meet two (2) or more of the accreditation standards. In a case where accreditation is revoked, the EPP can begin the application process after one (1) calendar year from the date of the final decision. All students who have been admitted to the program must be notified by mail, within 30 days of receipt of the CAEP or CEQA decision, as to the revocation of accreditation of the unit and programs. Within 30 days of receipt of the CEQA decision, the institution provides to the OEQA the names, admission dates, and majors of all students admitted to their program at the time of the decision. Institutions that lose their state accreditation may recommend candidates for certification for one year from the end of the semester in which accreditation is revoked.

(B) All final actions shall be reported annually in the OEQA annual report.

(8) Appeals Board.

(A) The appeals process for National Accreditation will follow the guidelines and criteria contained in the CAEP Appeals Policy;

(B) For appeals related to program(s) and state accreditation the CEQA shall consider the recommendation of the CEQA Appeals Board whose membership shall include:

(C) Membership of CEQA Appeals Board shall be:

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

(ii) Representative from OEQA with State Consultant experience;

(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 P-12 school classroom teacher;

(v) One member trained as a site visitor (when applicable);

(vi) One educator preparation faculty representative; and

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

(9) Appeal of an accreditation adverse action.

(A) An educator preparation program may formally appeal an adverse action (denial or revocation of accreditation) CEQA by indicating its intent in writing within 15 days of receipt of its accreditation letter and action report. The program shall submit its petition within 30 days after its letter of intent.

(B) CEQA may affirm, amend, or reverse the accreditation decision. The decisions of the CEQA are final. While the appeal is pending, the educator preparation program's prior status remains in effect.

(C) The basis for appeal of an accreditation adverse action is:

(i) OEQA procedures not followed by visitor teams, Commissioners, or OEQA staff;

- (ii) A conflict of interest or prejudice by members of visitor teams, Commissioners, or OEQA staff that influenced the accreditation decision;
- (iii) The accreditation decision is not supported adequately or is contrary to facts presented and known at the time of the decision;

(10) Reconsideration of a stipulation or a probationary accreditation decision.

(A) An educator preparation program may ask for reconsideration of a CEQA stipulation or conditional term decision. An educator preparation program may, by a formally documented petition, request reconsideration of any decision that cites a stipulation or grants a conditional term for accreditation. OEQA staff will undertake a preliminary review of petitions with the educator preparation program and take the request to the CEQA chair to determine whether to submit the request to the CEQA.

(B) The basis for reconsideration of a stipulation or a conditional term decision is:

- (i) CEQA procedures not followed by visitor teams, Commissioners, or OEQA staff;
- (ii) A conflict of interest or prejudice by members of visitor teams, Commissioners, or OEQA staff that influenced the accreditation decision;
- (iii) The accreditation decision is not supported adequately or is contrary to facts presented and known at the time of the decision.

(11) Cost of review.

(A) If the appeal leads to an affirmation of the CEQA original decision, the appellant will be liable for the expenses of the CEQA Appeals Board, 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 CEQA Appeals Board finds in favor of the institution, the CEQA will be liable for expenses of the AB and second accreditation review team. All expenses will be reimbursed according to state travel reimbursement guidelines.

[Source: Added at 32 Ok Reg 1709, eff 9-11-15; Amended at 33 Ok Reg 736, eff 8-25-16; Amended at 34 Ok Reg 789, eff 7-19-17 (emergency); Amended at 35 Ok Reg 1159, eff 9-14-18; Amended at 36 Ok Reg 1115, eff 9-16-19; Amended at 38 Ok Reg 1757, eff 9-11-21]

218:10-5-2. Program Review Advisory Board

The Program Review Advisory Board (PRAB) shall provide consultation related to program reviews. The PRAB shall make final reviews and recommendations on all program reports submitted for state review under the Specialized Professional Association (SPA) process and make recommendations on program status for all non CAEP institutions and for program areas not associated with a CAEP-recognized learned society. Program reviews will take place in conjunction with the college's/university's accreditation cycle, occurring according to the established CAEP/or OEQA timeline as applicable.

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

- (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) may be comprised of trained reviewers in specific subject areas from the following groups:
 - (A) Practicing P-12 classroom teachers
 - (B) Practicing P-12 administrators
 - (C) Higher education faculty members
- (7) The Director of Educational Quality or designee may chair the Program Review Advisory Board (PRAB) committee.

[Source: Added at 32 Ok Reg 1709, eff 9-11-15; Amended at 38 Ok Reg 1757, eff 9-11-21]

218:10-5-3. Specific state requirements for program accreditation

(a) The following requirements apply to both undergraduate and graduate programs. The governance and administration of the total educator preparation 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 educator preparation programs. This governing unit may be a council, committee, department, school, college, or any other recognizable entity, which includes the administration of educator preparation as one of its functions. The governing unit membership and responsibilities include the following:

- (1) Membership on the educator preparation governing unit shall be defined by written policy to include:
 - (A) A majority of the members who have a minimum of three years teaching experience in public schools;
 - (B) A majority of the members in the governance unit who are currently teacher education faculty members;
 - (C) Some faculty members who shall represent the arts and sciences;
 - (D) A designated director of educator preparation defined as the institution's official representative for educator preparation. The authority and responsibilities of this individual shall be clearly defined in written policies; and
 - (E) A clearly defined process whereby faculty members and administrators become members and the terms of office.
- (2) The responsibilities of the educator preparation governing unit shall be defined by written policy to include:
 - (A) Responsibilities of the officers of the unit;
 - (B) Responsibilities of the unit's standing committees; and
 - (C) Responsibilities in the following areas as they are related to educator preparation:
 - (i) Admission/retention in educator preparation;
 - (ii) Field experience and student teaching (admission and placement);
 - (iii) Development of courses and program curricula; and program review, evaluation and planning.

- (3) Program review, evaluation and revision responsibilities include:
 - (A) The governance unit shall conduct at least one systematic review, evaluation, and when appropriate, revision of all educator preparation programs within each accreditation period;
 - (B) Periodic program reviews and revisions shall be based on, but not limited to, stated goals and objectives; and
 - (C) The process for conducting program review, evaluation, and revision shall include, but not be limited to, participation by the following:
 - (i) Educator preparation 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 P-12 students and business and community leaders who are actively involved in assisting P-12 schools.
- (4) Documentation related to the budget-making process and level of financial support shall include the following:
 - (A) A clearly defined budget-making process for all teacher education programs; and
 - (B) An analysis showing that the institution's financial support for programs in educator preparation are maintained at a level appropriate for a professional preparation program.
- (b) Educator preparation faculty workload policies, including class-size and online course delivery, should allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent.
- (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 application for state initial accreditation.
 - (2) The conceptual framework shall consist of:
 - (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.
- (e) The following guidelines are to be used to collect and maintain data on each institution's educator preparation program:
 - (1) The institution shall establish a process which seeks information and program input from educator preparation faculty; faculty from arts and sciences and other programs and disciplines which are appropriate; candidates within the educator preparation 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 educator preparation program and to solicit and receive public input.

(3) The self-study 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.

(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 CAEP 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; trauma-informed responsive instruction; and classroom safety and discipline issues.

(9) Teacher candidate coursework or training includes the use of digital and other instructional technologies to effectively maximize student learning.

(10) Early childhood, elementary education and special education candidates; training includes research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia).

(11) Teacher candidates must complete the equivalent of twelve (12) weeks of student teaching and have a minimum of 60 hours of diverse field experiences prior to their student teaching internship.

(12) 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.

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

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

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

(16) 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 CAEP national (professional) learned societies' standards.

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

(18) 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.

(19) Effective September 1, 2015 mentor teachers are required to have minimum of three years of teaching experience in the area in which they are certified.

(g) The following guidelines are to be used to facilitate the professional learning of faculty: Teacher education faculty continue their professional learning 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 CAEP and/or State policies, guidelines and accreditation schedule.

(i) Gifted Education and Elementary Math Specialist programs, requiring no more than eighteen hours of graduate level coursework, designed as endorsement programs for certified educators are submitted to OEQA for process approval.

[Source: Added at 32 Ok Reg 1709, eff 9-11-15; Amended at 33 Ok Reg 736, eff 8-25-16; Amended at 34 Ok Reg 1111, eff 9-11-17; Amended at 35 Ok Reg 1159, eff 9-14-18 ¹; Amended at 35 Ok Reg 1181, eff 9-14-18 ¹; Amended at 36 Ok Reg 1115, eff 9-16-19; Amended at 37 Ok Reg 1218, eff 9-11-20]

EDITOR'S NOTE: ¹The agency promulgated two amended versions of this section (218:10-5-3) with the same effective date (9-14-18). Both versions were published in the 2018 Supplement. In 2019, the agency reconciled the two versions through permanent rulemaking, effective 9-16-19.

218:10-5-4. Standards for Oklahoma educator preparation programs

(a) Effective September 1, 2016 accreditation standards as defined by CAEP shall apply to undergraduate programs.

(1) Standard One: Content and pedagogical knowledge. The educator preparation program ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

(2) Standard Two: Clinical partnerships and practice. The educator preparation program ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

(3) Standard Three: Candidate quality, recruitment, and selectivity. The educator preparation program demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences and to decisions that completers are prepared to teach effectively and are recommended for certification. The educator preparation program demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

(4) Standard Four: Program impact. The educator preparation program demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

(5) Standard Five: Educator preparation program quality assurance and continuous improvement. The educator preparation program maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The educator preparation program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers. The educator preparation program uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity and test innovations to improve completers' impact on P-12 student learning and development.

(b) Effective September 1, 2019, accreditation standards as defined by CAEP shall apply to advanced programs.

(1) Standard A.1: Content and Pedagogical Knowledge. The educator preparation program ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

(2) Standard A.2: Clinical Partnership and Practice. The educator preparation program ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

(3) Standard A.3: Candidate Quality and Selectivity. The educator preparation program demonstrates That the quality of advanced program

candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

(4) Standard A.4: Program Impact. The educator preparation program documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

(5) Standard A.5: Provider Quality Assurance and Continuous Improvement. The educator preparation program maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates and completers positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers impact on P-12 student learning and development.

(c) Annual report. Each Oklahoma educator preparation unit shall submit an annual report to the OEQA. This report will satisfy the requirements for the CEQA, OSRHE, State Department of Education, and CAEP/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 stipulations/areas for improvement, if any, identified by the most recent on-site visit by the on-site accreditation review team. When the CEQA has determined that an education unit is not making progress toward the removal of the area for improvement on a state requirement, the institution will be notified that the unit is required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas of improvement, a state-level Target Visit will be warranted within 18 months. After such Target Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation. This progress will be annually reviewed by the OEQA.

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

(4) Program changes being implemented for OEQA and CAEP 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) Report on the participation in the alternative placement programs offered by the institution.
- (11) Report on the procedures used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.
- (12) Annually, the OEQA shall provide feedback to any institution if their annual report indicates that progress is not being made in addressing areas for improvement.
- (13) 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.
- (14) The OEQA 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 CAEP and OEQA review findings. 218:10-7-1.

[Source: Added at 32 Ok Reg 1709, eff 9-11-15; Amended at 33 Ok Reg 736, eff 8-25-16; Amended at 34 Ok Reg 1111, eff 9-11-17; Amended at 35 Ok Reg 1159, eff 9-14-18]

SUBCHAPTER 7. EDUCATOR ASSESSMENT REGULATIONS

218:10-7-1. Educator 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 OEQA. The competency examination is made up of three components: The Oklahoma General Education Test (OGET) or an approved assessment of general knowledge, the Oklahoma Subject Area Test (OSAT) and the Oklahoma Professional Teaching Exam (OPTE) or an approved performance assessment measuring professional knowledge and skills.

(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 or an approved performance assessment measuring professional knowledge and skills 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 or an approved performance assessment measuring professional knowledge and skills.

(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) and have successfully completed a competency examination used in the majority of other states or comparable customized exam, will be exempt from meeting the Oklahoma educator assessment requirements for the subject/grade levels most closely aligned with their out-of-state certification.

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

(1) If an examinee fails to comply with the conditions and requirements specified or referenced on the Certification Examinations for Oklahoma Educators Test website, 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 OEQA, the examinee will be allowed one (1) retake under controlled conditions at no cost to the examinee.

[Source: Added at 32 Ok Reg 1709, eff 9-11-15; Amended at 33 Ok Reg 736, eff 8-25-16; Amended at 34 Ok Reg 1111, eff 9-11-17; Amended at 35 Ok Reg 1159, eff 9-14-18; Amended at 36 Ok Reg 1098, eff 6-27-19 (emergency); Amended at 37 Ok Reg 1218, eff 9-11-20]

218:10-7-3. 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 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) Allowance of a medical device in the testing room

(C) Frequent breaks

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

(E) Use of a pen for written assignment

(F) Use of a trackball mouse

(G) Adjustable table

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

(A) A completed registration 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 Evaluation Systems Group of Pearson 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 32 Ok Reg 1709, eff 9-11-15]

SUBCHAPTER 8. TEACHING CERTIFICATION SCHOLARSHIP PROGRAM

218:10-8-1. Teaching Certification Scholarship Program

(a) **Scholarship Program.** The Commission for Educational Quality and Accountability shall establish the Teaching Certification Scholarship Program. The purpose of the program shall be to provide qualifying teacher candidates who are

seeking certification with a scholarship toward the cost of competency examinations required by Section 6-187 of Title 70 of the Oklahoma Statutes, subject to the availability of funds.

(1) Scholarships are limited to one per teacher candidate.

(2) Teacher candidates must be currently seeking initial certification.

(b) **Scholarship application.** OEQA will develop the scholarship application and any associated deadlines.

(c) **Selection of scholarship recipient.**

(1) The Scholarship applications will be considered on one or more of the following:

(A) Degree which applicant conveys scholarship need

(B) Conveyance of commitment to teaching in an accredited school district in Oklahoma for a minimum of one (1) year

(C) Demonstration of professional disposition

(2) Scholarship recipients will be selected based on scores determined within the application process, ranking from highest to lowest based on application score

(d) **Payment and reimbursement of competency examination fees.**

(1) OEQA will make payment for competency examination fees for each scholarship candidate upon signing a letter of intent

(2) If the scholarship recipient does not teach at a school district in Oklahoma upon achieving certification, he or she shall be required to reimburse OEQA for the full amount awarded

[Source: Added at 34 Ok Reg 1111, eff 9-11-17; Amended at 38 Ok Reg 1757, eff 9-11-21]

SUBCHAPTER 9. EDUCATION LEADERSHIP OKLAHOMA

218:10-9-1. Education Leadership Oklahoma regulations

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

(1) Applicant can be funded for one Education Leadership Oklahoma (ELO) and one Maintenance of Certification 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) OEQA shall develop the ELO application and any associated deadlines. The application will seek information in the form of short answer questions and essay.

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

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

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

(B) Each Application Review Committee member will be trained to read and score applications.

(C) 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) Conveyance of commitment to rigorous process
 - (v) Provision of quality writing which is clear and sufficiently elaborated
 - (vi) Demonstration of knowledge, ability, and leadership
 - (vii) Verification of percentage of free/reduced lunch
- (D) ELO candidates shall be selected 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) Candidates must attend required Professional Development
- (E) Priority of scholarship awards will go to initial National Board Certification applicants.

(b) Payment and reimbursement of assessment fees.

- (1) OEQA shall make assessment fee payments to NBPTS for each scholarship candidate, upon signing a Letter of Intent.
- (2) Should a candidate be unable to complete the process by the National Board deadline, the following shall apply:
 - (A) 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 by the National Board deadlines, he/she will be responsible to OEQA for the reimbursement of the assessment fee
- (3) OEQA 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) OEQA will fund a maximum of two retakes to candidates that bank scores with the NBPTS provided funding is available.

[Source: Added at 32 Ok Reg 1709, eff 9-11-15; Amended at 38 Ok Reg 1757, eff 9-11-21]

APPENDIX A. COMPETENCY EXAM REQUIREMENTS BY CERTIFICATION AREAS

- [Figure 1](#)
- [Figure 2](#)
- [Figure 3](#)
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- [Figure 6](#)
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- [Figure 9](#)
- [Figure 10](#)

[Source: Added at 32 Ok Reg 1709, eff 9-11-15; Revoked and reenacted at 33 Ok Reg 736, eff 8-25-16; Revoked and reenacted at 35 Ok Reg 1159, eff 9-14-18]