

**TITLE 210. STATE DEPARTMENT OF EDUCATION
CHAPTER 20. STAFF**

**SUBCHAPTER 9. PROFESSIONAL STANDARDS: TEACHER EDUCATION AND
CERTIFICATION**

Part 1. GENERAL TEACHING CERTIFICATE REQUIREMENTS

**210:20-9-12. General education requirements of individuals who already hold
baccalaureate degrees [REVOKED]**

~~If an applicant for a standard certificate completed a baccalaureate degree prior to the completion of requirements for the standard certificate for which he is currently applying, the general education requirements shall be considered fulfilled.~~

210:20-9-14. Alternative plan for student teaching requirements [REVOKED]

~~Any teacher holding a certificate/license assigned to teach in an accredited school and without student teaching experience shall be required to enroll in a supervised teaching experience with an approved teacher education institution. Vocational technical teachers required to show occupational competency by testing before receiving any additional certificate may be exempt from this requirement.~~

SUBCHAPTER 11. PROFESSIONAL STANDARDS: ACCREDITATION STANDARDS FOR APPROVED TEACHER EDUCATION PROGRAMS

210:20-11-1. Evaluation process [REVOKED]

(a) **Purpose.** ~~Oklahoma teacher education institutions function under an "approved program" system which requires the evaluation of teacher education units and program on a periodic basis.~~

(b) ~~Institutions which have no approved Teacher Education program and which desire to initiate a certificate program shall follow the format outlined here.~~

~~(1) The application form containing the required information will be completed by the director of teacher education at the institution seeking State Board of Education accreditation for the certificate programs.~~

~~(2) A Self Study Report addressing the following list of areas will be sent to the Administrator of Teacher Education along with the application form.~~

~~(A) Organization/administrative structure of the institution~~

~~(B) Organization/administrative structure of the program~~

~~(C) Admission to and retention in the program~~

~~(D) Admission to the professional education/student teaching component~~

~~(E) Need for the program~~

~~(F) Objectives of the certificate program(s) and an indication of where those objectives are met in the specific program curriculum~~

~~(G) Syllabi for courses in the area of specialization, general education, and professional education~~

~~(H) Curriculum forms shall be provided by the institution indicating the course number, title, and semester hours, as well as probable sequencing, for each course in general education, professional education, and the area of specialization.~~

~~(I) Library resources and other facilities for the program~~

~~(J) Faculty vitae~~

~~(3) The following timelines apply to the evaluation process.~~

~~(A) The director of teacher education and Professional Standards personnel will establish an on-site visit date from those listed on the application.~~

~~(B) The self study report and college catalog shall be sent to the Professional Standards Section six weeks prior to the scheduled visit in order that the appropriate informational documents may be mailed to visiting committee members.~~

~~(C) The visiting committee selection process should be completed four to six weeks prior to the on-site visit.~~

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

~~(E) After editing the committee report which results from the on-site visit, the Professional Standards Section will send a copy to committee members and the institutional director of teacher education before the report and recommendation are presented to the State Board of Education.~~

~~(4) Logistics of the On-Site Visit.~~

~~(A) A visitation schedule will be prepared and distributed along with the self study report approximately four weeks prior to the scheduled visit. The schedule will be~~

developed cooperatively by the director of teacher education and Professional Standards personnel.

(B) The visitation schedule will include:

- (i) Dates of the on-site visit
- (ii) Name and location of lodging where reservations have been made for committee members
- (iii) Location of visiting committee headquarters on the campus of the institution being evaluated
- (iv) Meeting time and place for committee organizational meeting
- (v) Meeting time and place for committee interviews with faculty members and administrators regarding the policies and procedures affecting all teacher education programs
- (vi) Meeting time and place for committee members and faculty members representing certificate programs
- (vii) Meeting time and place for committee to complete writing assignments
- (viii) Meeting time and place for committee to discuss writing assignments
- (ix) Meeting time and place for visiting committee to present the exit report

(C) The completed visiting committee report will be presented to the Professional Standards Section of the State Department of Education

(D) Visiting committee members will be reimbursed for expenses incurred in travel, lodging and per diem. Reimbursement forms must be signed by committee members on the last day of the visit.

(5) The visiting committee work will culminate in preparation of a report outlining the findings of the committee members as they are presented in their individual writing assignments which will be completed prior to the conclusion of the visit and which are read to the entire committee with a decision concerning approval reached by majority vote.

(A) The visiting committee report is to be based on the following:

- (i) Applying State Board of Education minimum standards to the proposed programs as they are presented in the self-study report
- (ii) Checking supporting documents against State Board of Education minimum standards
- (iii) Validating self-study report and supporting documents through interviews with faculty members and administrators
- (iv) Validating self-study report by visiting facilities and reviewing records
- (v) Specific standards for approved teacher education programs

(B) At the exit report, the visiting committee will present a summary of its evaluation of the program. The summary will include:

- (i) Strengths, concerns, and recommendations for improving the program.
- (ii) An indication that a specific timeline has been established prior to which all standards not met shall be brought into compliance by meeting the conditions set by the committee and that approval will not be granted until all conditions are met.
- (iii) The recommendation of the visiting committee which will be made to the State Board of Education regarding approval or nonapproval of the program.

(6) The recommendation process will be the final action as result of the evaluation.

(A) Copies of the edited visiting committee report will be forwarded by the Professional Standards Section to committee members who will be given the

opportunity to make corrections or addition in their respective assignment areas. Additionally, the director of teacher education will be given the opportunity to make corrections but only in factual information.

~~(B) Final action by the State Board of Education may include the following options:~~

~~(i) Full Approval in which the programs are recommended for full approval for accreditation. Concerns and/or recommendations made by the visiting committee shall be given careful consideration by the institution as a means for improving a program. Compliance with such recommendations will be considered by visiting committees on subsequent evaluations.~~

~~(ii) Conditional Approval in which accreditation is based on specified conditions being met within a specific timeframe. If the conditions are not met in the specified timeframe, accreditation will not continue. Concerns and/or recommendations made by the visiting committee shall be given careful consideration by the institution as a means for improving a program. Compliance with such recommendation will be considered by visiting committees on subsequent evaluations.~~

~~(iii) Nonapproval in which accreditation is denied because the programs do not meet State Board of Education minimum standards.~~

~~(c) Institutions wishing to initiate new certification program(s) shall follow the format outlined in 210:20-11-1 (b).~~

~~(d) Five-year evaluation for reaccreditation follows the same basic format as is outlined in 210:20-11-1(b). In addition, the visiting committee will review such things as faculty qualifications and loads, financial support of the unit, follow-up procedures, the Residency Program and Faculty Development procedures. The thrust of this on-site visit will, however, be the review of the entire teacher education program rather than specific individual programs. Final action by the State Board of Education may be any of the options listed in 210:20-11-1(b)(6)(B).~~

210:20-11-2. Specific Standards for Program Approval [REVOKED]

- ~~(a) The following standards apply to both undergraduate and graduate programs.~~
- ~~(b) The governance and administration of the total teacher education program standard is based on the premise that there must be a recognizable and functioning governance entity within the institution's administrative structure which has responsibility for designing, approving and continuously evaluating and developing teacher education programs. This governing unit may be a council, committee, department, school, college, or any other recognizable entity which includes the administration of teacher education as one of its functions.~~
 - ~~(1) The governing unit membership and responsibilities include the following:~~
 - ~~(A) Membership on the teacher education governing unit shall be defined by written policy to include:~~
 - ~~(i) a majority of the members who have teaching experience in public schools~~
 - ~~(ii) A majority of the members in the governance unit who are currently teacher education faculty members~~
 - ~~(iii) Some faculty members who shall represent the general education component~~
 - ~~(iv) A clearly defined process whereby faculty members and administrators become members and the terms of office.~~
 - ~~(B) The responsibilities of the teacher education governing unit shall be defined by written policy to include:~~
 - ~~(i) Responsibilities of the officers of the unit~~
 - ~~(ii) Responsibilities of the unit's standing committees~~
 - ~~(iii) Responsibilities in the following areas as they are related to teacher education~~
 - ~~(I) Admission/retention in teacher education~~
 - ~~(II) Student teaching (admission and placement)~~
 - ~~(III) Development of courses and program curricula~~
 - ~~(IV) Program review, evaluation and planning~~
 - ~~(C) The Director and the director's responsibilities shall include the following:~~
 - ~~(i) One person shall be designated as the official representative of teacher education at each institution.~~
 - ~~(ii) The authority and responsibilities of this individual shall be clearly defined in written policies.~~
 - ~~(D) Program review, evaluation and revision responsibilities include:~~
 - ~~(i) The governance unit shall conduct at least one systematic review, evaluation, and when appropriate, revision of all teacher education programs within each five-year approval period.~~
 - ~~(ii) The periodic program reviews and revisions shall be based on, but not limited to, stated goals and objectives.~~
 - ~~(iii) The process for conducting program review, evaluation and revision shall include, but not be limited to, participation by the following:~~
 - ~~(I) Teacher education faculty~~
 - ~~(II) Alumni of the programs~~
 - ~~(III) Students currently in the program~~
 - ~~(IV) Teachers and administrators from the public schools~~
 - ~~(E) Responsibilities related to the budget making process and level of financial support shall include the following:~~

- (i) ~~The budget-making process for all teacher education programs shall be clearly defined.~~
 - (ii) ~~Financial support for programs in teacher education shall be maintained by the institution at a level appropriate for a professional preparation program.~~
- (c) ~~Teacher education faculty standards are as follows:~~
 - (1) ~~The majority of the teacher education faculty will meet the following criteria:~~
 - (A) ~~Shall be directly involved in the preparation of teachers or school service personnel~~
 - (B) ~~Shall be academically qualified in their assigned areas~~
 - (C) ~~Shall hold a terminal degree~~
 - (D) ~~Shall have teaching experience in the public schools~~
 - (2) ~~Faculty teaching or advising students in graduate programs shall hold a terminal degree.~~
 - (3) ~~Adjunct faculty shall meet the following requirements:~~
 - (A) ~~The institutional criteria for the employment of adjunct faculty utilized in the teacher education program shall be clearly defined.~~
 - (B) ~~Adjunct faculty shall be adequately qualified for assigned duties.~~
 - (C) ~~Adjunct faculty will be utilized in teacher education programs only in cases where such appointments strengthen the quality of those programs~~
 - (4) ~~Assignments and workloads shall meet the following standards. Exceptions to the following criteria shall be explained and justified within the institution's self-study report.~~
 - (A) ~~Faculty shall be assigned duties (teaching, administration, research, student advisement, etc.) only in areas where they have had an adequate background of academic training and/or experience.~~
 - (B) ~~Faculty whose primary responsibilities are in undergraduate programs should not be assigned a working load beyond the equivalent of 24 semester hours of teaching per academic year.~~
 - (C) ~~Faculty load credit for supervision of student teachers will be calculated on the basis of no more than two (2) student teachers equivalent to one semester hour. The student teaching experience shall be the equivalent of one (1) semester of at least twelve (12) weeks in the school environment. Enrollment in the student teaching sequence is generally considered to be two-thirds (2/3) FTE student enrollment for an academic semester. Faculty should not be assigned exclusively to the supervision of student teachers.~~
 - (D) ~~Faculty load credit for participation in residency committees will be calculated on the basis of a full year on one residency committee. Faculty should not be assigned exclusively to the service on residency committees. Service of no more than two residency committees need not be considered as a part of faculty load if that service is designated as a faculty development activity. Participation on residency committees will be calculated on the basis of not more than two residency committees equivalent to one semester hour of faculty load.~~
 - (E) ~~Graduate faculty workloads should not exceed the equivalent of 18 semester hours of teaching per academic year.~~
 - (5) ~~Faculty support should meet the following criteria:~~
 - (A) ~~Support should be provided to allow faculty adequate time to plan, prepare for instruction, revise courses and conduct research. This support should be provided through:~~
 - (i) ~~Access to clerical and/or student assistance~~

- (ii) A policy which provides release time for faculty to conduct scholarly activities
 - (iii) Materials, resources, office space, and equipment which are adequate to carry out essential functions in teacher education such as research, curriculum development, lesson preparation and student advisement.
- (B) Teacher education program budgets should permit faculty members to attend and participate in state, regional and/or national professional conferences and other professional activities.
- (6) Faculty Development (See Appendix of ACCREDITATION STANDARDS FOR APPROVED TEACHER EDUCATION PROGRAMS handbook.)
- (d) Facilities and Instructional resources shall meet the following criteria:
 - (1) Classrooms should be of appropriate size and design to serve their defined purposes for teacher education.
 - (2) Library and media resources shall include the following:
 - (A) As a principal resource for teaching and learning, the library holdings in teacher education shall include:
 - (i) Professional journals
 - (ii) Texts
 - (iii) Reference works
 - (iv) Curriculum guides/materials
 - (v) Current elementary and secondary textbooks and other instructional materials which are sufficient in number and quality for the faculty and students served.
 - (B) Acquisitions should be based on the recommendations of the faculty and national professional organizations.
 - (C) Materials center and instructional media center(s) for teacher education shall be maintained either as a part of the library or as a separate unit(s).
 - (3) Standards related to laboratories and facilities are as follows:
 - (A) The institutions shall provide supplies and equipment specifically suited to the program and shall provide laboratory space where appropriate.
 - (B) The institution shall have a written procedure for acquisition, maintenance and replacement of laboratory equipment used in teacher education programs.
 - (C) The institution shall also provide supplies and equipment for activities such as videotaping, micro-teaching, and role playing.
- (e) Student-related standards are as follows:
 - (1) Admission to Teacher Education at the undergraduate level shall be designed to recruit a candidate with a strong commitment to teaching. Each admission shall be based on a professional assessment of the candidate using the criteria listed below:
 - (A) A minimum grade point average of 2.50; however, each institution may develop, publish, and implement a written policy for persons who completed thirty (30) semester hours of college credit in an accredited institution of higher education at least five (5) year prior to application for admission to teacher education provided the student has the following:
 - (i) A grade point average of 3.00 in the last thirty (30) semester hours of college work and
 - (ii) A minimum of fifteen (15) semester hours in required courses in the area of specialization with a minimum grade point average of 3.0.

- ~~(B) Evidence of adequate reading, writing and verbal communications skills demonstrated by appropriate academic course work and an interview with an Admission Committee~~
- ~~(C) Expressed interest in teaching demonstrated by prior experiences and activities.~~
- ~~(D) Evidence of personal traits that suggest potential for working with youth, with parents, and with other constituencies in education.~~
- ~~(2) Admission to student teaching and placement in student teaching shall necessitate each institution to develop and implement a written policy which includes and clearly explains at least the following:~~
 - ~~(A) The semester hours to be completed prior to submitting an application to student teaching~~
 - ~~(B) Course work requirements prior to admission to/placement in student teaching~~
 - ~~(C) Grade point average requirement(s) prior to admission to, and placement in, student teaching~~
 - ~~(D) Pre student teaching clinical experiences to be completed prior to student teaching (a minimum of 45 clock hours)~~
 - ~~(E) The office to which the application is to be submitted~~
 - ~~(F) The procedure and specific timeframe for securing admission to, and placement in student teaching.~~
- ~~(3) Each institution shall develop and implement a set of policies and procedures to be followed in the administration of the student teaching experience, including:~~
 - ~~(A) The placement of student teachers~~
 - ~~(B) The supervision of students by college or university faculty members~~
 - ~~(C) The selection of cooperating teachers~~
 - ~~(D) Identifying and implementing appropriate student teaching (clinical) experiences~~
 - ~~(E) Determining how and by whom the student teaching experience is evaluated.~~
- ~~(4) Admission to and retention in graduate level teacher education shall necessitate each institution to develop, publish, and implement a written policy which clearly defines criteria by which students are admitted to and retained in graduate teacher education programs and/or specific graduate certificate programs. These criteria shall meet or exceed admission and retention standards established for undergraduate programs.~~
- ~~(5) Each institution shall develop and implement an appeals procedure for students in undergraduate and graduate teacher education programs.~~
- ~~(6) Both graduate and undergraduate students enrolled in a teacher education program shall be advised on at least the following:~~
 - ~~(A) Admission~~
 - ~~(B) Retention~~
 - ~~(C) Degree requirements~~
 - ~~(D) Licensing/certification requirements~~
 - ~~(E) Certification procedures.~~
- ~~(7) Each institution of higher education which offers programs in teacher education shall provide opportunities for students to participate in the development, evaluation and revision of teacher education courses and programs. Student participation shall include:~~
 - ~~(A) Representation on the teacher education governance unit~~
 - ~~(B) Systematic evaluations of courses and instruction.~~

~~(8) Each institution of higher education which offers approved programs in teacher education shall develop a procedure for surveying graduates of its teacher education programs. The following criteria shall be addressed:~~

~~(A) These surveys shall be developed and administered at least every three (3) years in such a way as to determine the professional success of the graduates of each program.~~

~~(B) In addition, these surveys shall offer former students of the programs an opportunity to provide the institution with information that can be used for program revision.~~

~~(C) The institution shall provide evidence that information gathered on the teacher education program(s) is considered in the revision of teacher education courses and programs.~~

~~(f) Standards pertaining to the curriculum of programs within the teacher education program shall be as follows:~~

~~(1) Each institution of higher education which maintains a State Board of Education approved teacher education program shall administer that program on the basis of written objectives.~~

~~(2) The design and implementation of individual certificate programs will be based upon written objectives.~~

~~(A) Input in the development of these objectives will come from representatives of the teacher education faculty, graduates of the program, practitioners in the field, and state and national professional associations.~~

~~(B) There shall be evidence of a clear relationship between these objectives and the curriculum for the certificate program.~~

~~(3) The unit accountable for teacher education will be responsible for the preparation, appropriate identification and location of course outlines, descriptions, and/or syllabi required to fulfill the requirements of the teacher education program.~~

~~(A) Current syllabi for professional education courses will be kept on file and must contain the following information:~~

~~(i) Course title, number and semester hours~~

~~(ii) Prerequisites~~

~~(iii) Course description~~

~~(iv) Course objectives~~

~~(v) Units of instruction~~

~~(vi) Texts, reading lists, and materials~~

~~(vii) Requirements and evaluation criteria.~~

~~(B) For the specialization areas, course outlines, descriptions, and/or syllabi should be provided indicating where objectives for the program are being met.~~

~~(C) For general education, course outlines, descriptions and/or syllabi should be provided indicating where objectives for the program are being met.~~

210:20-11-3. General education and professional education [REVOKED]

~~(a) General Education is based on those studies known as the liberal arts which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, the social and behavioral sciences, and oral and written communication skills. College credit used to satisfy the requirements in General Education, in an amount not to exceed twelve (12) semester hours, may also be counted in meeting requirements in the field of Specialization. College credit used to satisfy the requirements in Professional Education shall not be counted toward meeting requirements in General Education. The General Education component of each approved certificate program must meet or exceed the following standards:~~

~~(1) Standard I: The General Education Program shall:~~

~~(A) Stimulate scholarship that will give understanding and help prepare people for change;~~

~~(B) Foster individual fulfillment and nurture free, rational, and responsible adults;~~

~~(C) Cultivate appreciation for the values associated with a free society;~~

~~(D) Contribute to the development of leaders who are intellectually competent, imaginative, and vigorous;~~

~~(E) Contribute to professional knowledge and its application; and~~

~~(F) Encourage discernment of the values inherent in world cultures.~~

~~(2) Standard II: General Education is a developmental experience emphasizing the first two (2) years of higher education and extending throughout the baccalaureate program.~~

~~(3) Standard III: Each institution approved for the education of teachers shall be responsible for building a sequential program of general studies. A minimum of fifty (50) semester hours in General Education is required, distributed so that:~~

~~(A) Upon successful completion of the General Education component, the student shall have acquired competencies in each of the following areas:~~

~~(i) Communication Skills: conversational speaking, composition, listening, and reading~~

~~(ii) Mathematics: computation, applications, thought processes, vocabulary, and concepts;~~

~~(iii) United States History and Government: The growth and development of the United States as a nation, its place in world affairs, and an analysis of the United States Constitutional Government;~~

~~(iv) Science: physical and biological science~~

~~(v) Behavioral Sciences: The study of psychology, and/or sociology, and/or anthropology; and~~

~~(vi) Arts and Humanities: The study of significant ideas of western civilization as manifested in art, literature, music and philosophy (course work shall be completed in a minimum of two (2) of these areas).~~

~~(B) Any electives needed to fulfill the fifty (50) hour minimum requirement may be selected from category A or the following:~~

~~(i) Contemporary World Culture: social, geographic, political and economic conditions and their impact on current problems in the world and nations, foreign language, American ethnic studies, and world literature with emphasis on, but not limited to, the writings of English and American authors;~~

- (ii) ~~Practical Arts: skills in areas such as typing, business, accounting, home economics, industrial arts/technology engineering, agriculture, drafting, computer science, and library science; and~~
 - (iii) ~~Health and Physical Education: the principles of health and physical education as they apply to the individual and the community.~~
- (b) ~~Professional Education shall include classroom and field experiences incorporating a minimum of thirty (30) semester hours. These experiences shall include course work fulfilling the criteria specified below. College credit used to satisfy the requirements in Professional Education shall not be counted in meeting requirements in the field of Specialization except where specifically designated in the Standards. College credit used to satisfy the requirements in Professional Education shall not be counted toward meeting requirements in General Education. The fulfillment of the Professional Education sequence shall include evidence that the candidate has successfully completed:~~
- ~~(1) Appropriate laboratory and field experiences designed to provide a preservice teacher an opportunity to synthesize, apply and extend knowledge and problem solving abilities acquired in educational foundations, theory, methods courses, and principal subject areas;~~
 - ~~(2) A minimum of forty-five (45) clock hours of supervised developmental and sequential prestudent teaching experiences in the field;~~
 - ~~(3) A student teaching experience equivalent to one (1) semester of at least twelve (12) weeks in the school environment; and~~
 - ~~(4) Course work in each of the following areas: Foundations of Education, Human Growth and Development, Learning, Evaluation, Exceptional Child, Media, Methods, and Student Teaching.~~
 - ~~(5) Standard I: The Professional Education sequence shall include course work in the processes of human growth, development, and learning and the practical application of this knowledge to the instructional process. The student shall demonstrate a knowledge of:~~
 - ~~(A) Individual differences among students such as interests, values, cultural and socioeconomic background;~~
 - ~~(B) Strategies to utilize data in grouping students for learning activities;~~
 - ~~(C) The development of instructional goals and objectives appropriate to student needs and learning modes;~~
 - ~~(D) Sequencing learning activities and experiences both logically and psychologically;~~
 - ~~(E) Behavior patterns of students;~~
 - ~~(F) Classroom conditions which are varied and appropriate; and~~
 - ~~(G) Student self-awareness and positive self-concepts.~~
 - ~~(6) Standard II: The Professional Education sequence shall include course work in the foundations underlying the development and organization of education in the United States. The student shall demonstrate a knowledge of:~~
 - ~~(A) The historical and philosophical development of education in the United States;~~
 - ~~(B) The organization of public schools;~~
 - ~~(C) Cultural pluralism as it relates to the public schools;~~
 - ~~(D) The development of education as a profession;~~
 - ~~(E) Legal and ethical considerations of school personnel including the rights and responsibilities of teachers, students, administrators, and staff;~~
 - ~~(F) The characteristics of effective teachers;~~
 - ~~(G) Democratic principles, free public education, and equal educational opportunity;~~

- (H) Objectives and purposes of education relating to pupils, parents, and other citizens; and
 - (I) School programs and the participatory role of the teacher in activities which contribute to student and faculty development.
- (7) Standard III: The Professional Education sequence shall include course work in measurement, methods, materials, and media appropriate to teaching. Emphasis shall be in the student's field(s) of Specialization. The student shall demonstrate a knowledge of:
- (A) Administration and interpretation of assessment techniques (standardized tests, sociometries, etc);
 - (B) Design and use of teacher-made tests (diagnostic and achievement, etc);
 - (C) Appropriate organization of instructional resources and materials for effective teaching;
 - (D) A variety of appropriate instruction strategies (programmed instruction, games, simulations, etc.);
 - (E) The appropriate use of a variety of communication patterns within the classroom;
 - (F) Individualization of instruction when appropriate;
 - (G) Interaction patterns and the ability to modify plans on the basis of feedback; and
 - (H) Incorporating reading techniques in content subjects.
- (8) Standard IV: the Professional Education sequence shall include course work in the purposes, administrative organization, and operation of the total educational program of the school. The student shall demonstrate a knowledge of:
- (A) Cultural pluralism concepts;
 - (B) Effective interaction and communication with parents;
 - (C) The organization of public schools;
 - (D) The major contemporary problems in public education;
 - (E) The professional organizations in education; and
 - (F) The requirements for accreditation, licensure, and certification.
- (9) Standard V: The Professional Education sequence shall include opportunities to demonstrate abilities to teach effectively and work ethically with pupils, teachers, administrators, and parents. Documentation shall be provided (rating scales, systematic observation, video tape, etc.) to evaluate the student teacher's ability to:
- (A) Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, paraprofessionals, and parents;
 - (B) Organize and implement a variety of activities to facilitate learning;
 - (C) Exhibit professional scholarship and behavior;
 - (D) Interact and communicate effectively with parents;
 - (E) Conceptualize and predict accurately the interaction of influencing variables in teaching and learning;
 - (F) Identify and become sensitive to individual differences among students;
 - (G) Plan, implement, and evaluate appropriate educational goals and related experiences for students; and
 - (H) Work effectively as a member of an educational team.

210:20-11-4. Specialization standards [REVOKED]

- ~~(a) The specialization component of each approved certificate program must meet the standards specified in the current edition of the TEACHER EDUCATION AND CERTIFICATION HANDBOOK.~~
- ~~(b) The specialization component of each approved certificate program shall be consistent with the institution's objectives for teacher education.~~
- ~~(c) The specialization component shall be based on a set of written program objectives which should include consideration of objectives developed for the state curriculum examinations.~~

210:20-11-6. NCATE/State joint visits [REVOKED]

~~(a) The application form for a joint visit will be completed by the director of teacher education at the institution seeking accreditation or reaccreditation. The completed application should include the following information:~~

- ~~(1) Name and location of the institution.~~
- ~~(2) A list of the certification programs for which approval is sought.~~
- ~~(3) Indication of the programs in the above list which were initially approved since the last five-year visit.~~
- ~~(4) A list of programs or endorsements to be considered for initial approval.~~
- ~~(5) Three sets of visitation dates (Sunday through Wednesday 4 days) submitted in order of preference.~~
- ~~(6) The signature of the director of teacher education and the chief administrative officer of the institution.~~

~~(b) The completed application form should be mailed directly to the Professional Standards Section of the State Department of Education. The Administrator of Teacher Education will negotiate with NCATE on the preferred date.~~

~~(c) The Basic Information sheet, provided by NCATE, should be completed by the director of teacher education. Preconditions 1-7, 9-10 should be completed with supporting documents and mailed to the NCATE office and the Oklahoma Department of Education 18 months prior to the visit.~~

~~(d) A self-study institutional report should be completed per instructions in Sections I, II, and IV of the NCATE Guide for Preparing the Institutional Report and should:~~

- ~~(1) Include introductory information concerning the institution~~
- ~~(2) Include a Table of Contents~~
- ~~(3) Include the report of Preconditions~~
- ~~(4) Address the five (5) NCATE unit-focused standards~~
- ~~(5) Include a copy of the institution's most recent NCATE Annual Report~~
- ~~(6) Include professional education programs and self-study forms based on Oklahoma standards as outlined in the TEACHER EDUCATION AND CERTIFICATION HANDBOOK.~~
- ~~(7) Include faculty vitae~~
- ~~(8) Include appendices any information which may assist the visitation team in making a decision~~
- ~~(9) Information indicated in 210:20-11-1 (b) (2) for the state visit will be addressed in the NCATE standards (Students, Faculty, Governance, and Resources, etc.).~~
- ~~(10) The institution sends a copy of the institutional report, college catalogs and class schedules to each NCATE/State team member, and two copies to the NCATE office.~~

~~(e) A previsit to the institution will be scheduled to finalize logistics, template (agenda) times, etc. for the visit. The NCATE Chair, state assistant chair and other personnel from the State Department of Education, meet with the institution's unit head and/or designee to complete plans for the visit. This previsit occurs at the institution within 60 days of the team visit. The selection of the date for the previsit should be a collaborative effort of the NCATE Chair, Oklahoma State Department of Education staff, the Assistant Chair and the institutional representative. (A lodging site should be chosen to include a private meeting room; should be~~

in close proximity to the institution; and should be a site which accepts state rates, unless the institution will incur the expenses.).

(f) Team members for the joint visit will be chosen by the participating agencies.

(1) NCATE selects a five member Board of Examiners (BOE) team for institutions with bachelor's and master's programs; a six member BOE team will be selected for institutions with postmaster's programs. NCATE will always have one more team member than the state.

(2) Oklahoma selects a four or five member team based on whether the institution has advanced programs. All members must have been through an NCATE training workshop. A list of NCATE trained participants will be provided to the director of teacher education upon request. The institution will be given an opportunity to review a list of potential members of the state visiting team. The institution may also wish to suggest the name of the state assistant chair.

(3) For continued joint visits, the ratio of NCATE to state members will be 4:3 or 3:2.

(4) An NCATE BOE team member is appointed chair of the joint visit; a state member will be selected as a state assistant chair. The chair has overall responsibility for the joint visit, and is subject to approval by the State Department of Education.

(5) The NCATE/State team votes as one unit on NCATE standards and specific program recommendations for the state.

(g) Logistics of the on-site visit will be outlined in the template.

(1) The template (agenda) is to be prepared by the NCATE BOE chair outlining the complete agenda for the visitation.

(2) The template will be sent along with the institution's self-study report and a list of committee members to the state visiting team approximately six weeks prior to the visit. The NCATE BOE chair will send a complete list of NCATE/State members and a template to the institution.

(3) The template will include:

(A) The date and site of the on-site visit;

(B) Explicit time frames for members and institutional representatives to be interviewed;

(C) Logistics college headquarters, hotel meeting room(s), etc. and

(D) Site for the Exit Report.

(h) Writing assignments will be assigned to each team member for inclusion in the final report.

(1) The state committee will write the report on approved programs; the BOE team will write reports on NCATE standards.

(2) The state report writing assignments may be divided into elementary, elementary-secondary, secondary, professional school services, or specific content areas. The state assistant chair will determine the format for assignments. The state team report, however, must adhere to the State Department of Education's guidelines.

(3) State committee members will present their reports to the state assistant chair. Either the assistant chair or the Administrator of Teacher Education will edit and complete the report and mail to the NCATE office.

(i) The time and location of the exit report will be determined at the time the template is established.

(1) The BOE chair, state assistant chair, and state Department of Education representatives should be in attendance with appropriate college officials.

~~(2) The Exit Report will be brief and should include an indication to the institution of the recommendation to be forwarded to the State Board of Education.~~

~~(3) NCATE accreditation is based on the NCATE Unit Accreditation Board and cannot be addressed by the exit report. The NCATE chair may inform the institution of the standards the visiting team found met or not met.~~

~~(j) The Recommendation Process.~~

~~(1) After editing the state report, the final copy is mailed to NCATE within thirty working days, to be appended to the NCATE report.~~

~~(2) The BOE team chair mails eight (8) copies of the final draft of its report to the NCATE office and a copy to each member of the joint team. NCATE then mails two copies of the appended report to the institution and two copies to the Oklahoma State Department of Education.~~

~~(3) After the institution has received the reports, it has 30 days to submit a rejoinder to NCATE. Six copies must be mailed to NCATE and two copies to the State Department of Education.~~

~~(4) The Unit Accreditation Board of NCATE meets twice a year. Within a month after the board takes action on the accreditation of the institution, an action report is sent to the chief executive officer and head of professional education at the institution, and a copy to the State Department of Education. The action report or letter will state whether or not the institution has received NCATE accreditation.~~

~~(k) NCATE renders separate accreditation decisions for the unit at the basic and advanced levels. One of the following four accreditation decisions for each level is issued:~~

~~(1) "Full Accreditation" for initial or continuing accreditation may be accompanied by statements of weakness, but nonetheless is unequivocal.~~

~~(2) "Accreditation with Stipulations" for initial or continuing accreditation specifies critical deficiencies that must be addressed by the institution prior to the granting of full accreditation, along with a timeline for overcoming these critical deficiencies. Full accreditation would be granted if the identified critical deficiencies are corrected within the stipulated timelines. NCATE will specify the period of time in which the institution must correct the critical deficiencies identified in the action letter. If the critical deficiencies are not corrected within the specified timeline, the institution's accreditation will be revoked.~~

~~(3) "Denial" prohibits initial accreditation of the professional education unit.~~

~~(4) "Revocation" terminates the current accreditation.~~

SUBCHAPTER 15: RESIDENCY PROGRAM

210:20-15-3. Residency committee [REVOKED]

~~(a) **Members.** A chairperson shall be chosen by each committee.~~

~~(b) **Qualifications of members.** Qualification which members of the residency committee must meet are as follows:~~

~~(1) The mentor teacher must meet all qualifications specified in Subchapter 17, Mentor Teacher, of this Chapter.~~

~~(2) Higher education faculty members who serve on residency committees must have an active involvement in the institution's undergraduate or graduate programs and be acceptable to the local board of education.~~

~~(3) The administrator must serve in an administrative capacity in the district.~~

~~(c) **Selection process.**~~

~~(1) The mentor teacher shall be selected according to the rules in Subchapter 17, Mentor Teacher, in this Chapter.~~

~~(2) The administrator shall be designated by the local school board to serve on the committee within ten (10) teaching days after the resident teacher enters the classroom.~~

~~(3) The educator from higher education shall be identified on a mutual action basis by the superintendent and the teacher education institution coordinator.~~

~~(A) All local school district requests for an educator will be channeled through one central office on the teacher education institution campus designated by the president of said teacher education institution.~~

~~(B) To facilitate the selection of a higher education person, the superintendent will contact the designated teacher education institution coordinator of the teacher education institution that recommended the resident teacher for an Oklahoma teacher license and inform the coordinator of the resident teacher's license type. At that point, the teacher education institution coordinator will assume responsibility for identifying an appropriate educator to recommend to the superintendent for the residency committee.~~

~~(i) Each teacher education institution is expected to assume responsibility for its own graduates; however, in making assignments, consideration should be given to the resident teacher's geographic location and the distance to the recommending institution. It is expected that the teacher education institution coordinator will inform the requesting superintendent of the name of a qualified higher education person within ten (10) working days after the request has been made.~~

~~(ii) For out-of-state resident teachers, the superintendent will contact the designated teacher education institution coordinator of the nearest teacher education institution in Oklahoma and inform the coordinator of the resident teacher's license type. The institution coordinator will assume responsibility for recommending an educator with the appropriate expertise and experience. It is expected that the teacher education institution coordinator will inform the requesting superintendent of the name of a qualified higher education person within ten (10) working days after the request has been made.~~

~~(d) **Role and function.**~~

(1) A residency program will not be complete unless the resident teacher has been employed for at least 120 days by the conclusion of the school year. If a resident teacher is employed for less than 120 days during one school year, it will be necessary for a residency committee to continue with the resident teacher during the next school year until a total of 180 days has been completed.

(2) The residency committee shall make a certification recommendation according to criteria established by the State Board of Education.

(e) Evaluation process.

(1) A standard observation instrument adopted by the State Board of Education will be used by each residency committee to evaluate a resident teacher for certification purposes only.

(2) Each residency committee will meet with the resident teacher a minimum of three (3) times per year for evaluation review and recommendation.

(3) Each member of the committee will observe the resident teacher a minimum of three (3) times per year.

(4) The committee process shall follow the sequence set forth:

(A) Formal Committee Meeting I with the resident teacher to become acquainted with each other, elect a chairperson, establish a communication system, establish a schedule for committee member's activities, and review the evaluation form.

(B) Observation I is an independent visitation.

(C) Observation II is an independent visitation.

(D) Formal Committee Meeting II with the resident teacher to review progress and formulate recommendations concerning the teaching performance of the resident teacher.

(E) Observation III is an independent visitation.

(F) Formal Committee Meeting III with the resident teacher to make a recommendation concerning certification. (Refer to 210:20-15-3 (f) (3)).

(f) Certification recommendation.

(1) The recommendation of the committee members will be determined by a majority vote.

(2) The recommendation of the committee will be made to the State Board of Education and the preparing institution of higher education between April 10 and the end of the school term. If the resident teacher is a graduate of an out-of-state institution of higher education, the recommendation of the residency committee shall be made to the State Board of Education and the institution of higher education which serves on the committee.

(3) If a resident teacher has been employed for less than 120 days during the school year, it will be necessary for the resident teacher to continue as a resident teacher during the next school year until a total of 180 days has been completed. This recommendation for certification or an additional residency year will be made between the 150th and 180th day of employment.

(4) The State Board of Education will make an annual report to each teacher education institution in Oklahoma on the certification status of each of its graduates who was employed as a resident teacher:

(A) recommendation for certification;

(B) recommendation for a second year in the Residency Program; or

(C) recommendation for noncertification at the conclusion of the second residency year.

(g) Appeal procedures.

(1) Pursuant to 70 O.S. Supp. 1997 §6-203, any resident teacher not recommended for certification after completing two (2) years in the program may request a hearing before the

State Board of Education to review the decision of the residency committee. All hearings shall be conducted in accordance with the Administrative Procedures Act, 75 O.S. §309 et seq.

(2) The parties to the proceeding shall be the teacher and the Resident Teacher Committee members.

(3) A request for a hearing must be received by the State Superintendent of Public Instruction within sixty (60) days from the date of the committee's recommendation to deny certification.

(4) The Executive Secretary of the State Board of Education shall notify the teacher and the Resident Teacher Committee members of the time, date and place of the hearing.

(5) The request for hearing must state in specific terms all issues asserted by the teacher as required by 75 O.S. §309 (B)(4). The request for hearing will be forwarded to residency committee members by the State Department of Education.

(6) The State Board of Education or a designated hearing officer appointed by the Chairperson of the Board, may present the parties with a pre-hearing schedule setting forth deadlines for submission of witness and exhibit lists. All exhibits set forth on the exhibit list and the witness list shall be provided to the Legal Services Section of the State Department of Education or the designated hearing officer and opposing party according to the pre-hearing schedule.

(7) The hearing shall be electronically recorded by the State Department of Education. In the event copies of the recordings are requested, the department may enlist the services of a certified court reporter; the cost to be borne by the party requesting transcription.

(8) At the hearing the teacher shall proceed before the Board first. Upon conclusion of the teacher's presentation, the Resident Teacher Committee members shall have an opportunity to present information to the Board.

(9) The Board may convene in executive session to review the evidence and arguments of the parties.

(10) General Counsel for the Board shall act as legal advisor to the Board.

(11) The Board may take such action as authorized by law.

(12) Findings of fact and conclusions of law will be entered by the Board. The Board may direct legal counsel to reduce these to writing.

(13) The findings and conclusions once finalized shall be mailed to the teacher and Resident Teacher Committee member by the Executive Secretary of the State Board of Education by certified mail, return receipt requested.

(14) In the event the State Board of Education should designate a hearing officer to hear the appeal the following procedures shall be utilized:

(A) The hearing officer, once appointed, shall notify the parties of his or her appointment and inform them of any pre-hearing deadlines for witness and exhibit lists.

(B) Written recommended findings of fact and conclusions of law shall be prepared by the hearing officer after conclusion of the hearing and submitted to the parties and the State Board of Education.

(C) The parties shall have the opportunities set out in 75 O.S. Supp. 1997 §311 before action is taken on the proposed findings of fact and conclusions of law.

(D) After the parties have been given notice and an opportunity to file exceptions, present briefs and oral arguments in accordance with 75 O.S. Supp. 1997 §311, action shall be taken to accept, reject, or modify the proposed Findings and Conclusions of the hearing officer. Within ten (10) days following the decision by the Oklahoma State Board of

Education, finalized Findings of Fact and Conclusions of Law shall be mailed by the Executive Secretary of the State Board of Education to each of the parties by certified mail.

(h) ~~Replacement of committee members.~~

~~(1) If it is necessary to replace a residency committee member, the Residency Program, State Department of Education, should be contacted and provided an official letter regarding the change. It is recommended that the residency committee chairperson and/or school district official discuss the situation with the Residency Program to assure all regulations are being fulfilled.~~

~~(2) The resigning committee members should give the observation instrument(s), if any, to the chairperson or another member of the committee to keep until the assignment of a new committee member. The replacement committee member should receive the observation instrument(s) completed by original committee member. The replacement committee member should also review the observation instrument(s) completed by the remaining original committee members.~~

~~(3) Replacement committee members are expected to enter the residency committee process at the point of departure of the original committee member and assume full responsibility as a committee member. If the original committee member has not made any observations of the resident teacher, the minimum requirement of three (3) independent observations is required of the replacement committee member. If prior observation(s) have been made by the original committee member, the replacement committee member is required to make at least two (2) independent observations of the resident teacher and complete two (2) observation instruments before Committee Meeting III.~~

~~(4) The Residency Program at the State Department of Education should be contacted if there is a need for additional observation instruments.~~

210:20-15-4. Variations to the residency program regulations [REVOKED]

~~(a) If any of the situations identified in this Subsection or any other variation occurs, contact the Residency Program, State Department of Education, to be informed of proper procedures.~~

~~Exceptions may include:~~

~~(1) Licensed teachers employed after April 1;~~

~~(2) Resident teachers who have been employed for less than 120 days during the school year;~~

~~(3) Replacement of residency committee members;~~

~~(4) Resignation of resident teacher before residency process is completed.~~

~~(b) Resident ROTC instructors are required to complete the Residency Program.~~

SUBCHAPTER 24. SCIENCE AND MATHEMATICS ADVANCED RECRUITING TECHNIQUE (SMART) PROGRAM

210:20-24-1. Purpose [REVOKED]

~~This rule prescribes procedures to be used in implementing the Science and Mathematics Advanced Recruiting Technique (SMART) Program pursuant to the provisions of state statute 62 O.S. 46.3.~~

210:20-24-2. Science and Mathematics Advanced Recruiting Technique (SMART) Program [REVOKED]

~~(a) The State Department of Education shall dispense recruitment funds to public school districts recruiting persons who meet all of the following criteria:~~

- ~~(1) Persons who hold an advanced degree in science, mathematics or both such disciplines (an advanced degree means a masters degree or above in the specific discipline);~~
- ~~(2) Persons who have not previously taught for a full academic year in an Oklahoma public school while holding an advanced degree in science, mathematics or both such disciplines;~~
- ~~and~~
- ~~(3) Persons for whom recruitment funds have never been received through the SMART Program.~~

~~(b) Advanced degrees in mathematics education and science education do not qualify.~~

~~(c) While funding is available, each eligible full-time employee teaching in the subject area matching the advanced degree shall receive a one-time payment of \$7,500 from the recruitment funds. The public school district shall receive the payment plus the employer's share of FICA and Teacher Retirement contribution.~~

~~(d) Payments from the recruitment funds shall be prorated based on the FTE in the subject area matching the advanced degree.~~

~~(e) Public school districts in the state recruiting eligible persons shall submit applications for recruitment funds. All applications shall be reviewed by a panel appointed by the State Superintendent. The recruitment funds shall be dispensed in the order applications are received subject to the availability of funds.~~

SUBCHAPTER 26. ACADEMIC ACHIEVEMENT AWARD PROGRAM

210:20-26-1. Purpose [REVOKED]

~~Establishment of procedures for the implementation of the Academic Achievement Awards (AAA) program.~~

210:20-26-2. Selection and payment criteria [REVOKED]

~~(a) Subsequent to the annual calculation of the Academic Performance Index (API), the State Department of Education shall determine the amount of funds available for the AAA Program established at 70 O.S. § 3-152.1.~~

~~(b) The State Department of Education will review the annual API results to determine which school in each of the following categories achieved the highest annual improvement in student achievement and the school with the highest overall student achievement:~~

- ~~(1) 0 to 135 ADM~~
- ~~(2) 136 to 235 ADM~~
- ~~(3) 236 to 345 ADM~~
- ~~(4) 346 to 505 ADM~~
- ~~(5) 506 or more ADM~~

210:20-26-3. Qualified employees [REVOKED]

~~(a) Once the school in each group has been identified, the State Department of Education will determine the number of employees qualified by law to receive the award at each school. Verification in writing of each employee's qualifications to receive the award shall be provided by the superintendent and/or principal.~~

~~(b) Prior to January 31 of each year, the State Department of Education will forward the monetary award to each school with employees qualified to receive such award.~~