



ANNUAL REPORT FISCAL YEAR 2025

Office of Educational Quality and Accountability

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COMMISSION AND LEADERSHIP

Commission Members

Secretary of Education, Dr. Dan Hamlin

Ms. Jennifer Carlson, Parent Member

Mr. John Daniel, Public School Administrator

Ms. Melissa Evon, Secondary Teacher

Dr. Ashlyn Fiegenger, Higher Education Faculty

Mr. Kenneth Parker, Business Leader

Ms. Kathryn Szallar, Elementary Teacher

Agency Leadership

Dr. Michelle Seybolt, Executive Director



MISSION & STATUTORY AUTHORITY

The Office of Educational Quality and Accountability (OEQA) is charged under Title 70 of Oklahoma Statutes with ensuring quality, accountability, and transparency across Oklahoma's education system.



Our mission is to Inform, Improve, and Innovate.

EXECUTIVE OVERVIEW

Fiscal Year 2025 marked a pivotal year for the Office of Educational Quality and Accountability (OEQA) as the agency advanced a strategic agenda focused on modernization, educator quality, and student-centered learning environments. Throughout the year, OEQA strengthened its role as a trusted partner to educators, policymakers, and the public by delivering data-driven insights, implementing statutory initiatives, and modernizing systems to better serve Oklahoma's education community.

A defining theme of FY25 was OEQA's commitment to transparency and accessibility. The agency successfully modernized the Oklahoma Education Indicators Program (OEIP), transitioning from static school profiles to a forward-facing, interactive dashboard. This redesign improved public access to meaningful, timely information about school performance and educator workforce trends while leveraging existing internal technology to reduce long-term costs and increase sustainability. The new dashboard equips families, educators, and policymakers with tools that support informed decision-making and reinforces OEQA's mission to promote accountability through clarity and usability.

In FY25, OEQA also advanced educator quality through the adoption and implementation of a Foundations of Reading assessment requirement for early childhood, elementary, and special education teachers seeking licensure. This initiative reflects Oklahoma's continued commitment to evidence-based literacy instruction and aligns licensure expectations with the science of reading.

OEQA further supported positive learning environments by implementing the Cell Phone Free Schools grant program. Through this initiative, districts received targeted resources to adopt and enforce cell phone-free instructional policies designed to reduce classroom distractions and increase student engagement. OEQA provided oversight and monitoring to ensure funds were used effectively and in alignment with legislative intent, reinforcing the agency's role in stewarding public resources while supporting local implementation.

Another major accomplishment in FY25 was the launch of TeachForwardOK, a two-year initiative aimed at expanding and strengthening Oklahoma's teacher pipeline. In collaboration with education partners, institutions of higher education, and philanthropic organizations, OEQA laid the groundwork for innovative preparation pathways, including registered teacher apprenticeships and alternative certification models. FY25 activities focused on planning,

stakeholder engagement, and infrastructure development to position TeachForwardOK for statewide implementation and long-term impact.

Across all initiatives, OEQA demonstrated strong fiscal stewardship and operational efficiency. By leveraging existing technology, restructuring program delivery models, and building internal capacity, the agency reduced reliance on external vendors while maintaining high-quality outcomes. These efforts allowed OEQA to absorb new statutory responsibilities without compromising service delivery.

Together, these accomplishments reflect OEQA's continued evolution as a modern, data-informed agency dedicated to improving educator quality, supporting effective policy, and strengthening Oklahoma's education system. FY25 set a strong foundation for future work, positioning OEQA to continue advancing innovative solutions that benefit educators, students, and communities across the state.

OEQA at a Glance

Statutory Responsibilities

OEQA's statutory responsibilities focus on ensuring quality, accountability, and transparency across Oklahoma's education system. These responsibilities include:

- Accrediting and overseeing educator preparation programs (EPPs)
- Administering educator certification testing and assessments
- Operating the Oklahoma Education Indicators Program (OEIP)
- Conducting school performance reviews and transfer audits
- Providing research, analysis, and reporting to state leaders

Core Functions

To carry out its statutory charge, OEQA focuses on the following core functions:

- Ensuring quality and accountability across educator preparation and licensure systems
- Collecting and analyzing education data to inform policy and practice
- Reporting clear, timely information to the public and policymakers
- Supporting continuous improvement through accreditation and monitoring
- Implementing statutory initiatives and grant programs with fidelity

FY25 Highlights

In FY25, OEQA advanced several key initiatives that strengthened educator quality, improved transparency, and supported positive learning environments:

- Modernizing the Oklahoma Education Indicators Program into a forward-facing public dashboard
- Implementing the Foundations of Reading assessment for early childhood, elementary, and special education licensure
- Administering the Cell Phone Free Schools grant program statewide
- Launching TeachForwardOK to expand and strengthen Oklahoma's teacher pipeline
- Strengthening operational efficiency through internal capacity and technology investments

Major Initiatives & Programs

OEQA's major initiatives in FY25 reflect a streamlined focus on educator quality, workforce development, data transparency, and effective program oversight. To improve clarity and readability, related work has been grouped into the following core initiative areas.

Educator Preparation & Licensure

This initiative area reflects OEQA's responsibility to ensure educator readiness and program quality across preparation and licensure systems. In FY25, OEQA continued oversight of educator preparation program accreditation, implemented new licensure expectations, and worked collaboratively with preparation providers to support compliance and continuous improvement.

FY25 Outcomes

- Strengthened alignment between licensure requirements and evidence-based instructional practices, including literacy-focused competencies and updated assessment expectations
- Continued accreditation and program review cycles aligned with CAEP and state requirements
- Implemented the Foundations of Reading licensure requirement for early childhood, elementary, and special education candidates

- Provided clear guidance and technical assistance to educator preparation programs
- Supported preparation providers in using outcome data to inform continuous improvement

In addition to supporting innovation and continuous improvement, OEQA maintains rigorous oversight of educator preparation programs to ensure compliance with state and national quality standards. The agency administers cyclical accreditation and program review processes aligned with Council for the Accreditation of Educator Preparation (CAEP) standards and Oklahoma requirements. Through site reviews, outcome data analysis, and ongoing monitoring, OEQA works collaboratively with preparation providers to identify strengths, address areas for improvement, and ensure teacher candidates are prepared to meet the needs of Oklahoma students. This balanced approach supports both accountability and innovation across preparation pathways.

Teacher Assessment & Licensure Testing

OEQA administered and oversaw Oklahoma's educator assessment system to ensure licensure decisions were grounded in valid, reliable, and standards-aligned measures of educator readiness. In FY25, the agency focused on maintaining assessment quality, reducing barriers to certification, and improving statewide access to testing.

FY25 Outcomes

- Administered educator certification examinations statewide in alignment with Oklahoma and national standards
- Transitioned the pedagogical licensure assessment from the Praxis Performance Assessment for Teachers (PPAT) to the Assessment of Professional Knowledge (APK)
- Maintained assessment validity and reliability through ongoing review and redevelopment cycles
- Streamlined processes related to testing access, accommodations, and out-of-state test comparability
- Provided assessment data to inform policy discussions and program improvement efforts

OEQA remains committed to maintaining the validity, reliability, and fairness of Oklahoma's educator assessment system. Assessment development and redevelopment efforts involve

collaboration with Oklahoma educators, higher education faculty, and content experts to ensure alignment with state standards and current instructional practices. OEQA regularly reviews test frameworks, performance data, and candidate outcomes to verify assessments accurately measure educator readiness while identifying and reducing unnecessary barriers to certification. This ongoing quality assurance process ensures licensure decisions remain grounded in evidence-based measures of professional competence.

TeachForwardOK: Teacher Pipeline Innovation

TeachForwardOK represents OEQA's two-year strategy to expand and modernize Oklahoma's teacher pipeline. FY25 activities focused on planning and launch efforts, stakeholder engagement, and development of innovative preparation pathways to address workforce needs across the state.

FY25 Outcomes

- Launched TeachForwardOK as a coordinated, statewide teacher pipeline initiative
- Engaged educator preparation programs, districts, and partners in planning and design
- Established foundational structures for registered teacher apprenticeship pathways
- Aligned state and philanthropic resources to support long-term implementation
- Positioned the initiative for phased expansion beginning in FY26

Education Data & Transparency

OEQA advanced data transparency and public reporting through the modernization of the Oklahoma Education Indicators Program. In FY25, the agency transitioned school profiles and workforce data into a forward-facing, interactive dashboard designed to improve accessibility and usability for the public and policymakers.

FY25 Outcomes

- Launched a modernized, public-facing Oklahoma Education Indicators Dashboard
- Improved accessibility and usability of school and educator workforce data
- Reduced reliance on static reports in favor of interactive data tools
- Leveraged internal technology to increase sustainability and reduce long-term costs
- Expanded OEQA's capacity to support data-informed policy discussions

Grants, Programs, and Statutory Initiatives

OEQA administered and monitored several statutory initiatives and grant programs in FY25, including the Cell Phone Free Schools grant program and Educational Leadership Oklahoma. This work emphasized fiscal stewardship, alignment with legislative intent, and support for effective local implementation.

OEQA maintains statutory responsibility for oversight of school performance reviews and transfer audit requirements to support transparency, accountability, and effective district operations. While no school performance reviews were conducted in FY25, OEQA continued monitoring statutory expectations and evaluating opportunities to strengthen review processes and implementation models.

In FY25, OEQA conducted the annual school transfer audit in accordance with state law and published results on the agency website to promote transparency and public awareness. The audit reviewed district transfer policies, capacity determinations, and approval and denial practices to ensure alignment with statutory requirements and support consistency in implementation across districts.

FY25 Outcomes

- Administered the Cell Phone Free Schools grant program to support distraction-free learning environments
- Ensured grant funds were used in alignment with legislative intent
- Continued support for Educational Leadership Oklahoma and National Board Certification efforts
- Strengthened monitoring and reporting processes for statutory programs
- Demonstrated responsible stewardship of public funds across initiatives

Operational Excellence & Stewardship

OEQA prioritized operational excellence and responsible stewardship of public resources in FY25 as the agency absorbed new statutory responsibilities and expanded its scope of work. Emphasis was placed on strengthening internal capacity, improving efficiency, and ensuring that resources were aligned to the agency's highest-impact priorities.

Fiscal Stewardship & Efficiency

OEQA demonstrated strong fiscal stewardship in FY25 by intentionally managing resources, leveraging existing technology, and reducing reliance on external vendors. These efforts supported modernization and program expansion while maintaining accountability and cost control.

FY25 Outcomes

- Leveraged internal technology to modernize systems while reducing long-term operational costs
- Reduced reliance on external vendors by building sustainable internal capacity
- Redirected savings toward high-priority initiatives, including data modernization and educator pipeline work allowing OEQA to expand statutory responsibilities while minimizing additional fiscal impact
- Ensured grant and program expenditures aligned with statutory requirements and legislative intent
- Maintained clear financial oversight and accountability across agency operations

Staffing, Research, and Organizational Capacity

As OEQA's responsibilities expanded in FY25, the agency aligned staffing structures, research capacity, and internal processes to support sustainability and effectiveness. OEQA focused on cross-functional roles, workload management, and the use of data and analysis to support implementation and continuous improvement.

FY25 Outcomes

- Aligned staffing structures to support expanded statutory responsibilities and new initiatives
- Strengthened internal capacity in data analysis, assessment, and program oversight
- Used research and data analysis to inform program implementation and continuous improvement
- Improved internal reporting processes to increase consistency and accuracy
- Positioned the agency to sustain growth and innovation without proportional increases in staffing

Looking Ahead

FY26 Priorities

As OEQA looks ahead to FY26, the agency will continue building on the strong foundation established in FY25. Priorities will focus on sustaining recently launched initiatives, strengthening implementation, and ensuring that systems, data, and programs continue to support educator quality and student success across Oklahoma.

OEQA's FY26 work will emphasize thoughtful growth, continuous improvement, and responsible stewardship as the agency advances its statutory responsibilities and supports statewide education priorities.

Key FY26 Focus Areas

Sustaining and Expanding TeachForwardOK

OEQA will move TeachForwardOK from planning and launch into phased implementation. Efforts will focus on supporting early adopters, refining registered teacher apprenticeship pathways, and strengthening partnerships to ensure scalability and long-term impact.

Strengthening Educator Preparation, Licensure, and Assessment Systems

Building on FY25 implementation of the Foundations of Reading assessment and other licensure updates, OEQA will continue to support educator preparation programs and candidates through clear guidance, technical assistance, and ongoing system refinement.

Enhancing Data Transparency and Use

OEQA will continue enhancing the Oklahoma Education Indicators Dashboard by refining data displays, expanding available measures, and improving usability. These efforts will support informed decision-making by educators, policymakers, and the public.

Ensuring Effective Implementation of Statutory Programs

OEQA will continue overseeing grants and statutory initiatives to ensure funds are used effectively and in alignment with legislative intent, while strengthening monitoring and reporting processes to support accountability.

Maintaining Operational Excellence

OEQA will prioritize sustaining internal capacity, refining processes, and leveraging technology to support growth without compromising efficiency, accuracy, or fiscal responsibility.



APPENDICES

The following appendices provide supporting data, accreditation standards, and reference materials that reinforce OEQA's statutory responsibilities and transparency commitments.

Appendix A: CAEP Standards

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard 3: Candidate Recruitment, Progression, and Support.

The provider demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Appendix B: Oklahoma Accreditation Requirements

In addition to meeting the CAEP standards, Oklahoma institutions must meet the ten requirements summarized below.

Requirement 1: Foreign Language

Candidates who are admitted to teacher preparation must have conversational skills at a novice high level in a language other than English, or the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P12 classroom.

Requirement 2: Input from Stakeholders

Institutions report to OEQA the procedures used to inform the public regarding the teacher education program and the manner through which public input is solicited.

Requirement 3: Content Preparation

Secondary and elementary/secondary teachers have undergraduate majors or their equivalents in a subject area. Teacher candidates in early childhood, elementary, and special education must complete 12 hours in mathematics, science, language arts, and social studies. Teacher candidates study, in existing coursework or training: substance abuse symptoms identification and prevention; mental illness symptoms identification and mental health issues; classroom management skills; classroom safety and discipline techniques; the use of digital and other instructional technology; research-based instructional strategies, assessment and intervention for literacy development for all students (including students with dyslexia); trauma-informed responsive instruction; and multi-tiered systems of support (MTSS).

Requirement 4: Advisement

Teacher candidates are provided advisement services and information on the latest supply and demand concerning teacher employment, salary structure, and teaching shortage areas.

Requirement 5: Field Experiences

Teacher candidates must complete a minimum of 60 hours of diverse field experiences prior to student teaching and a minimum of 12 weeks of full-time student teaching.

Requirement 6: Admission & Exit Requirements

Candidates must meet the Regents' requirements for admission to an initial teacher preparation program, which includes documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the program.

Requirement 7: Faculty Professional Development

Candidates must meet the Regents' requirements for admission to an initial teacher preparation program, which include documented experiences working with children and assessment of academic proficiency. The unit provides information on the criteria for exit and satisfactory completion of the program.

Requirement 8: Alternative Placement Program

Units have a plan that addresses the unique needs of candidates who seek teacher certification following professional experience in other fields.

Requirement 9: Faculty Workload

Educator preparation faculty workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.

Requirement 10: Mentor Teachers

Mentor teachers are required to have a minimum of three years of teaching experience in the area in which they are certified.

Appendix C: Education Preparation Program Accreditation Statuses

Institution	Accreditation Status (Areas For Improvement Cited in Last Visit)	Next Site Visit
Cameron University	CAEP/State Continuing (no areas for improvement)	Fall 2029
East Central University	CAEP/State Continuing (2 areas for improvement)	Fall 2026
Langston University	CAEP/State Continuing (11 areas for improvement)	Fall 2029
Mid-America Christian University	State Continuing (1 area for improvement)	Fall 2027
Northeastern Oklahoma State University	CAEP/State Continuing (no areas for improvement)	Fall 2032
Northwestern Oklahoma State University	CAEP/State Continuing (no areas for improvement)	Fall 2026
Oklahoma Baptist University	CAEP/State Continuing (no areas for improvement)	Fall 2030
Oklahoma Christian University	CAEP/State Continuing (no areas for improvement)	Spring 2027
Oklahoma City University	State Continuing (2 areas for improvement)	Fall 2026
Oklahoma Panhandle University	CAEP/State Continuing (9 areas for improvement, 2 stipulations)	Fall 2030
Oklahoma State University	CAEP/State Continuing (1 area for improvement)	Spring 2028
Oklahoma Wesleyan University	CAEP/State Continuing (18 areas for improvement)	Spring 2030
Oral Roberts University	CAEP/State Continuing (no areas for improvement)	Fall 2028
Randall University	State Continuing (5 areas for improvement)	Spring 2030
Southeastern Oklahoma State	CAEP/State Continuing (16 areas for improvement)	Spring 2031
Southern Nazarene University	CAEP/State Continuing (pending CAEP Council decision)	Fall 2032
Southwestern Christian University	State Focus (15 areas for improvement)	Spring 2026
Southwestern Oklahoma State University	CAEP/State Continuing (no areas for improvement)	Spring 2027
University of Central Oklahoma	CAEP/State Continuing (no areas for improvement)	Spring 2030
University of Oklahoma	CAEP/State Continuing (no areas for improvement)	Spring 2026
University of Science & Arts of Oklahoma	CAEP/State Continuing (1 area for improvement)	Fall 2030
University of Tulsa	First Accreditation/State (2 areas for improvement)	Fall 2026

Appendix D: Certification Examinations for Oklahoma Educators

Aggregate Pass Rate by Test

Test	N	% Pass
026 Middle Level Science	123	35
030 Deaf/Hard of Hearing	6	–
036 Driver/Safety Education	30	96.7
041 Marketing Education	22	45.5
042 Agricultural Education	82	80.5
083 Gifted Education	6	–
084 Speech Language Pathology - Assistant	15	93.3
085 Special Ed. Comprehensive Assessment	169	72.2
102 Art	118	41.5
104 Chemistry	32	21.9
108 Earth Science	15	53.3
109 Family and Consumer Sciences	43	79.1
110 Biological Sciences	142	33.8
111 Advanced Mathematics	57	47.4
112 Physical Education/Health/Safety	323	39
113 Physical Science	69	34.8
114 Physics	10	70
115 Reading Specialist	56	87.5
116 Speech/Drama/Debate	45	53.3
117 U.S. History/OK History/Govern/Economics	277	59.2
118 World History/Geography	99	74.7
119 Spanish	52	65.4
120 French	4	–
121 German	3	–
123 Latin	3	–
124 Middle Level English	76	43.4
127 Middle Level Social Studies	183	52.5
128 Blind/Visual Impairment	4	–
129 Mild-Moderate Disabilities	421	63.9
131 Severe-Profound/Multiple Disabilities	46	47.8
132 Psychology/Sociology	46	76.1
133 School Psychologist	5	–
134 Psychometrist	65	86.2
137 Journalism	22	81.8

Test	N	% Pass
138 Library-Media Specialist	94	77.7
139 School Counselor	172	54.1
140 Business Education	156	28.8
143 Technology Engineering	8	–
144 Principal Comprehensive Assessment	360	58.6
150 Elementary Education Subtest 1	1,055	79.5
151 Elementary Education Subtest 2	1,241	64.8
174 Oklahoma General Education Test	40	42.5
177 English as a Second Language	85	58.8
178 Dance	10	50
179 Cherokee	5	–
180 Chinese (Mandarin)	2	–
181 Computer Science	21	42.9
182 Elementary Mathematics Specialist	6	–
201 Instrumental General Music	84	81
203 Vocal/General Music	52	71.2
205 Early Childhood Education	809	61.3
207 English	279	78.5
225 Middle Level/Intermediate Mathematics	239	54.4
248 Superintendent	126	98.4
TOTAL	7,513	62.9

Appendix E: Certification Examinations for Oklahoma Educators

Aggregate Pass Rate by Teacher Preparation Institutions

Institution	N	% Pass
No verified institution	5,293	57.7
Bacone College	2	–
Cameron University	148	70.9
Carl Albert State College	1	–
Connors State College	1	–
East Central University	93	83.9
Eastern Oklahoma State College	2	–
Langston University	33	15.2

Institution	N	% Pass
Mid-America Christian University	30	60
Murray State College	1	–
Northeastern Oklahoma A&M College	2	–
Northeastern State University	252	77.4
Northwestern Oklahoma State University	75	73.3
Oklahoma Baptist University	31	93.5
Oklahoma Christian University	24	100
Oklahoma City Community College	13	38.5
Oklahoma City University	14	78.6
Oklahoma Panhandle State University	26	69.2
Oklahoma State University	411	85.4
Oklahoma Wesleyan University	14	64.3
Oral Roberts University	77	77.9
Randall University	11	36.4
Redlands Community College	2	–
Rogers State University	5	–
Rose State College	17	41.2
Southeastern Oklahoma State University	92	77.2
Southern Nazarene University	28	64.3
Southwestern Christian University	12	75
Southwestern Oklahoma State University	192	77.1
St. Gregory's University	2	–
Tulsa Community College	7	–
University of Central Oklahoma	265	66.8
University of Oklahoma	231	88.3
University of Science and Arts of Oklahoma	27	85.2
University of Tulsa	10	80
Western Oklahoma State College	1	–

Appendix F: Glossary

Accreditation

A review process used to ensure educator preparation programs meet state and national quality standards.

Assessment of Professional Knowledge (APK)

A certification test that measures a teacher candidate's understanding of teaching methods, classroom instruction, and professional responsibilities.

Candidate

An individual completing preparation and testing requirements to become a certified teacher.

Certification Examination

A required test used to determine whether a teacher candidate meets state standards for licensure.

Council for the Accreditation of Educator Preparation (CAEP)

The national organization that establishes quality standards for educator preparation programs.

Educator Preparation Program (EPP)

A college, university, or approved provider that prepares individuals to become licensed educators.

Foundations of Reading Assessment

A certification test that measures knowledge of effective, research-based reading instruction.

Licensure

Official state approval allowing an individual to work as a certified teacher.

N (Number of Test Takers)

The total number of individuals who took a specific certification exam during the reporting period.

Oklahoma Education Indicators Program (OEIP)

OEQA's public reporting system that provides information on school performance and educator workforce data.

Pass Rate

The percentage of test takers who earned a passing score on a certification examination.

Praxis Performance Assessment for Teachers (PPAT)

A former teacher certification assessment previously used to evaluate teaching knowledge and skills.

Registered Teacher Apprenticeship

A teacher preparation pathway that combines paid classroom experience with coursework and mentoring.

Science of Reading

Research that explains how students learn to read and identifies effective methods for teaching reading.

TeachForwardOK

A statewide initiative led by OEQA to strengthen Oklahoma's teacher workforce and expand preparation pathways.

Teacher Pipeline

The process of recruiting, preparing, certifying, and supporting teachers to meet workforce needs.

Teacher Preparation Institution

A college or university that operates an approved educator preparation program.

