



OKLAHOMA

Educational Quality and Accountability

Statutory Authority and Purpose

This application implements the Non-IHE (Institutes of Higher Education) alternative educator preparation provider approval process established under 70 O.S. § 6-133, as amended by [House Bill 3076 \(2026\)](#). The Commission for Educational Quality and Accountability (CEQA), through the Office of Educational Quality and Accountability (OEQA), reviews and approves providers seeking to offer alternative pathways toward Oklahoma teacher certification. This application collects the information CEQA needs to determine whether a provider meets statutory eligibility, capacity, and program requirements.

Scope: This application is for non-institution-of-higher-education (non-IHE) providers, including school districts/LEAs, designated 501(c)(3) nonprofits, business organizations, and regional education service agencies. Institutions of higher education with an existing CEQA-approved educator preparation program pursue new alternative pathways through the traditional program review process rather than through this application.

Non-IHE Alternative Preparation Provider Application

Cover Sheet — For Non-Institutions of Higher Education

Organization Name	<hr/>
Application Type (select one)	<input type="checkbox"/> Initial Alternative Provider Approval: For a new program seeking CEQA approval for the first time. <input type="checkbox"/> Approved Alternative Provider Program Expansion: Program is CEQA approved and organization would like to add another certification area. <input type="checkbox"/> Approved Alternative Provider Program Revision: Organization has a CEQA approved program and would like to revise (and change) its currently approved program.
Provider Type (select one)	<input type="checkbox"/> School district / LEA <input type="checkbox"/> Designated 501(c)(3) nonprofit <input type="checkbox"/> For-Profit Business organization <input type="checkbox"/> Regional education service agency <input type="checkbox"/> Other (describe): _____
Certification Area(s) Applied For	<p><i>List every certification area included in this application. Attach additional sheet if needed.</i></p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
Accreditation Status	<input type="checkbox"/> Currently accredited by CAEP for work in Oklahoma <input type="checkbox"/> Currently accredited by AAQEP for work in Oklahoma <input type="checkbox"/> Not yet accredited (three-year accreditation plan required — see Attachment A3)
Primary Contact	Name: _____ Title: _____ Email: _____

Phone:	_____
Authorized Signature	Signature: _____ Date: _____
Date Submitted to OEQA	<i>(To be completed by OEQA staff upon receipt)</i> _____

Application Purpose

The application applies to providers seeking approval to offer an alternative educator preparation program that leads toward educator certification in Oklahoma. Providers may include eligible school districts, regional education service agencies, institutions of higher education, nonprofit entities, for-profit entities, or other eligible organizations.

Statewide requirements	Provider design flexibilities
Oklahoma educator competencies	Pacing and calendar structure
Mentor qualifications and training expectations	Delivery format, including in-person, virtual, or hybrid
Candidate assessment standards	Instructional model
Ethics and professional standards	Job-embedded structure
Data reporting and record security	Coursework structure and sequencing
Job-embedded supervised practice, coaching, and performance evidence	Coaching design and staffing model
Exit criteria for program completion	Local partnership model
Designation standards for certification	Candidate recruitment strategy

Approval Categories

These approval categories correspond to the Application Type options on the cover sheet.

Approval category	
Conditional Approval	A provider is allowed to begin implementation while completing required evidence, monitoring, and accreditation milestones. Conditional Approval is granted for 3 years and requires yearly reporting on the organization’s accreditation progress.
Full State Approval	A provider demonstrates compliance with state requirements, provider capacity, candidate quality systems, and outcome reporting expectations. Full State Approval is granted for seven years and follows the state accreditation cycle, including CAEP and AAQEP accreditation processes.
Program Expansion	An approved provider seeks to add certification areas, sites, delivery models, or partner districts.

Program Revision	An approved provider seeks to change curriculum, mentorship, assessment system, governance, or designation procedures.
Renewal	An approved provider seeks continued authorization based on evidence of implementation and outcomes.

Definitions

Term	Definition
Provider	An eligible school district, regional education service agency, institution of higher education, or other private or not-for-profit entity which is, or will be within three (3) years of being approved by the Commission for Educational Quality and Accountability, accredited by CAEP or AAQEP that seeks or has obtained approval of an alternative teacher preparation program leading to alternative certification, consistent with 70 O.S. § 6-133.
Alternative educator preparation program	A structured pathway that prepares educator candidates for certification through approved coursework, training, school-based practice, assessment, and designation procedures.
Candidate	An individual admitted to an approved pathway and seeking educator certification.
Job-embedded supervised practice	The candidate serves as the teacher-of-record or in a clinical experience. The candidate receives job-embedded supervision through ongoing coaching, observation, feedback, and performance evaluation from a certified mentor.
Competency progression map	A documented sequence showing how candidates develop and demonstrate required knowledge, skills, and professional behaviors over time.
Mentor educator	An appropriately certified educator with at least three years of teaching experience in the same certification area as the mentee who supports, observes, coaches, and provides feedback to a candidate.
Provider designation for certification consideration	The provider decision that a candidate has met all approved program, competency, assessment, and professional requirements for certification consideration by the appropriate state authority. The provider does not issue the teaching certificate.

Note: Consistent with 70 O.S. § 6-133, institutions of higher education are statutory providers. However, an IHE with an existing CEQA-approved educator preparation program pursues a new alternative pathway through the traditional program review process rather than through this application. See Scope statement on the preceding page.

Submission Instructions

- Complete the cover page and all required core application sections.
- Complete each pathway-specific addendum that applies to the proposed program.

- Attach evidence for every required item in the evidence matrix.
- Use clear file names that match the evidence checklist.
- If a requirement does not apply, mark it as not applicable and explain why.
- OEQA may request clarification, additional evidence, or a remediation plan before final action.
- Respond to each numbered prompt in the corresponding attachment listed in the Attachment Index and observe the page limit for each Part.

An application is considered complete when all required sections, applicable addenda, assurances, and required evidence items have been submitted in a format that permits review.

OEQA will review applications for completeness before formal review. Once an application is deemed complete, the Commission will approve or deny the application within the statutory timeline. If denied, the provider will receive written notice of deficiencies and an opportunity to remedy deficiencies as allowed by law.

Attachment Index and Page Limits

Respond to each numbered prompt in the corresponding attachment listed below rather than in the body of this application. Combine all attachments for a given Part into a single file where practical and name files to match the attachment codes (for example, "OrganizationName_AttachmentB.pdf"). Each attachment must remain within the page limit for its Part; format attachments in 12-point font, single-spaced, with 1-inch margins. Content exceeding the page limit may not be reviewed. Evidence items listed in Part J are supporting documents and are not subject to these narrative page limits.

Part	Attachments	Combined Page Limit
Part A: Provider Information and Eligibility	A1, A2, A3	3 pages
Part B: Provider Capacity, Governance, and Sustainability	B1–B6	4 pages
Part C: Statewide Non-Negotiable Requirements	C1–C9	5 pages
Part D: Provider Design Flexibilities	D1–D5	3 pages
Part E: Program Design, Curriculum, and Alignment	E1–E4	4 pages
Part F: Candidate Admission, Support, and Assessment	F1–F4	3 pages
Part G: Job-Embedded Practice, Mentoring, and Candidate Support	G1–G4	3 pages

Part H: Program Effectiveness, Reporting, and Continuous Improvement	H1–H4	3 pages
Part I: Pathway-Specific Addendum (applicable addendum only)	I2, I3, or I4	2 pages
Part J: Required Evidence Matrix	Supporting documents	No narrative page limit

Authority and Limits

Approval as an alternative educator preparation provider authorizes the provider to operate an approved preparation pathway and designate candidates who have met approved program completion requirements for certification consideration. Provider approval does not authorize the provider to issue teaching certificates, waive statutory certification requirements, or alter requirements established by the State Board of Education, the Oklahoma State Department of Education (OSDE), the Oklahoma State Regents for Higher Education (OSRHE), the Office of Educational Quality and Accountability (OEQA), or the Commission for Educational Quality and Accountability (CEQA).

Full text of the statutes and administrative rules referenced throughout this application is available on the Oklahoma State Legislature website (oklegislature.gov) and the OEQA website.

Part A: Provider Information and Eligibility

Field	Response
Legal provider name	
Doing business as, if applicable	
Provider type	<input type="checkbox"/> District/LEA <input type="checkbox"/> Nonprofit <input type="checkbox"/> For-profit <input type="checkbox"/> RESA <input type="checkbox"/> Other
Governing board or legal authority	
Physical address	
Website	
Primary contact name and title	
Email and phone of primary contact	
Authorized signer (if different from primary contact)	

A1. Provider mission and purpose

Describe the provider mission, the purpose of the proposed pathway, and how the pathway supports Oklahoma educator quality and workforce needs.

A2. Provider eligibility

Explain how the provider meets the statutory definition of an eligible provider under 70 O.S. § 6-133. Include the legal status of the organization, the relationship between the provider and any parent organization, partner, or governing entity, and confirmation that the provider is authorized to operate in the State of Oklahoma. Respond in Attachment A2.

A3. Accreditation status or plan

Indicate accreditation status on the cover sheet. If the provider is not currently accredited by CAEP or AAQEP, provide a three-year accreditation plan with milestones, responsible staff, target dates, and evidence to be produced. Respond in Attachment A3.

Part B: Provider Capacity, Governance, and Sustainability

B1. Fiscal solvency and sustainability

Provide evidence that the provider has the fiscal capacity to operate the program. Address current budget, projected revenue and expenses for two years, audit and oversight process, tuition dependence, refund policy, teach-out plan, and financial risks. Respond in Attachment B1.

B2. Governance and oversight

Describe the governance structure for educator preparation. Include decision-making authority, advisory structures, conflict-of-interest policies, program approval procedures, the process for receiving and resolving candidate complaints, and how the governing body monitors quality and compliance. Respond in Attachment B2.

B3. Staffing and operational capacity

Describe staffing for instruction, coaching, supervision, assessment, data management, candidate support, and compliance. Include current staff, staff to be hired, qualifications, and staff-to-candidate ratios. Respond in Attachment B3.

B4. Data systems and record security

Describe the data systems used for admission, enrollment, candidate monitoring, assessment, testing, designation for certification consideration, and annual reporting. Explain how candidate records are protected in accordance with FERPA and other applicable laws and policies, and describe the data management plan, including who has access to candidate data and how that access is monitored. Respond in Attachment B4.

B5. Partnerships and community need

Describe district, school, IHE, nonprofit, business, or community partnerships that support the pathway. Include evidence of workforce need, shortage-area alignment, projected enrollment, and how the pathway complements existing programs in the region. Respond in Attachment B5.

B6. Public materials and recruitment guardrails

Describe how the provider will ensure public materials accurately describe program costs, certification requirements, timelines, employment expectations, testing requirements, refund policies, financial aid rules, program applicability, candidate responsibilities, and risks to candidates if the provider loses approval. Respond in Attachment B6.

Part C: Statewide Alternative Pathway Requirements

Every approved pathway must meet the requirements in this part. Like the capacity, governance, and sustainability requirements in Part B, these requirements are not optional; providers may differ in design, delivery, pacing, and structure, but candidates must be held to common statewide expectations before designation for certification considerations. Candidate protections are addressed throughout this application including candidate complaint process (B20), data privacy safeguards (B4), refund and teach-out protections (B1, B6), candidate appeal procedures (F30), separation of employment decisions from certification designation decisions (I2), and grounds for corrective action if a provider fails to meet requirements (L2).

C1. Competencies

Show how the program prepares candidates to demonstrate Oklahoma General Educator Competencies and applicable subject matter competencies. Include a curriculum and assessment alignment map. Respond in Attachment C1. [Oklahoma General Educator Competencies](#)

C2. Mentor qualifications

Describe how mentors are selected, trained, supported, and monitored. Mentors must hold appropriate certification and have at least three years of teaching experience in the certification area for which the mentor is providing support. Respond in Attachment C2.

C3. Candidate assessment

Describe how the program uses multiple measures to determine candidate progress, readiness, knowledge, skills, and behaviors. Include observation tools, performance rubrics, course assessments, certification exam support, and remediation procedures. Respond in Attachment C3.

C4. Ethics and professional standards

Describe how candidates are prepared for professional conduct, confidentiality, mandated reporting, appropriate use of technology, collaboration, and educator ethics. Respond in Attachment C4.

C5. Data reporting

Describe how the provider will collect, verify, and report required data, including enrollment, completion, exam outcomes, provider designations for certification consideration, placement, retention, and program effectiveness. Respond in Attachment C5.

C6. Job-embedded supervised practice

Describe how candidates serving as teacher of record or in an approved school-based role receive structured support, coaching, observation, feedback, and evaluation during their classroom-based teaching experience. Explain how the provider uses evidence from classroom practice to monitor candidate growth, identify needed support, and determine readiness for program completion and certification designation. Respond in Attachment C6.

C7. Entry Criteria

Describe the eligibility requirements and admission criteria for candidates entering the program, including alignment with statutory requirements for alternative teacher preparation candidates under 70 O.S. § 6-133 and § 6-122.3, candidate screening processes, content knowledge expectations, and any prerequisite coursework, assessments, employment, or experience requirements. Respond in Attachment C7.

C8. Exit criteria

State the criteria candidates must meet to complete the program. Exit criteria must align to competencies, assessments, classroom-based performance, professional expectations, and certification requirements. Respond in Attachment C8.

C9. Designation standards

Explain the process used to designate a candidate for certification consideration. Include who makes the decision, what evidence is reviewed, how conflicts are resolved, and where designation decisions and supporting records are documented and maintained. A provider designation does not issue certification. It verifies that the candidate completed the approved program and met all approved competency, school-based practice, assessment, and professional requirements for certification consideration by the appropriate state authority. Respond in Attachment C9.

Part D: Provider Design Flexibilities

Providers may propose different models as long as the statewide requirements are met. Use this section to explain the local design choices that make the pathway workable for the intended candidate population and partner schools.

D1. Pacing

Describe the program calendar, expected time to completion, checkpoints, and how candidates move through the pathway. Include how the program supports candidates who fall out of sync with the expected pacing, including available flexibilities, extensions, checkpoints, and re-entry procedures. Respond in Attachment D1.

D2. Delivery format

Describe whether the program is in-person, virtual, or hybrid. Identify platforms, sites, accessibility supports, and how candidate participation is verified. Respond in Attachment D2.

D3. Instructional model

Describe the instructional model. Include modules, coursework, seminars, coaching sessions, professional learning, applied assignments, and how learning connects to classroom practice in alignment with national teaching standards. Respond in Attachment D3.

D4. Coursework structure

Describe required coursework or learning experiences. Include course descriptions, contact hours or credit hours, sequence, instructor qualifications, and alignment to competencies. Respond in Attachment D4.

D5. Coaching design

Describe the coaching model, frequency of coaching, observation cycles, feedback procedures, and support for candidates who do not meet expectations. Respond in Attachment D5.

Part E: Program Design, Curriculum, and Alignment

E1. Program description

Provide a public-facing description of the program as it would appear on the provider website, catalog, handbook, or public materials. Identify each certification area for which approval is requested. Respond in Attachment E1.

E2. Curriculum alignment

Explain how required coursework, modules, trainings, and job-embedded practice align to Oklahoma competencies, applicable subject matter competencies, state academic standards, and professional standards. Respond in Attachment E2.

E3. Required preparation topics

Describe how the program addresses the following required preparation topics, which reflect the state's accreditation review requirements. For each topic, identify where it is addressed in existing coursework or training: substance abuse symptom identification and prevention; mental illness symptom 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 for instruction, assessment, and intervention for literacy development for all students, including students with dyslexia; trauma-informed responsive instruction; multi-tiered

systems of support (MTSS) designed to address the core academic and non-academic needs of all students; and supports for Emergent Bilingual or English Learner students. In addition, describe how the program develops candidate proficiency in evidence-based reading instruction aligned to the science of reading, particularly for candidates in the Early Childhood, Elementary Education, and Special Education pathways. Respond in Attachment E3.

E4. Competency progression map

Provide a map showing how candidates move from novice preparation to readiness for designation. Include entry expectations, development checkpoints, classroom-based performance milestones, assessment points, and exit benchmarks. Respond in Attachment E4.

Part F: Candidate Admission, Support, and Assessment

F1. Admission requirements

Describe admission criteria, including degree requirements, GPA or equivalent criteria, prior experience with children or youth, screening procedures, background requirements, and pathway-specific eligibility requirements. Respond in Attachment F1.

F2. Candidate advisement

Describe how candidates receive advisement on certification requirements, program expectations, testing, employment information, shortage areas, and completion timelines. Respond in Attachment F2.

F3. Monitoring and intervention

Describe how candidate progress is monitored. Include early warning indicators, intervention steps, remediation plans, dismissal procedures, appeal procedures, and documentation practices. Respond in Attachment F3.

F4. Candidate assessment system

Describe the full assessment system used to determine candidate mastery. Include performance assessments, observations, portfolios, interviews, course grades, exam results, and culminating experiences. Respond in Attachment F4.

Part G: Job-Embedded Practice, Mentoring, and Candidate Support

G1. Job-embedded practice model

Describe how candidates serve as teacher of record or in an approved school-based role while participating in the approved pathway. Include candidate responsibilities, provider supervision, mentor support, and how classroom-based evidence is used to evaluate progress. Respond in Attachment G1.

G2. Mentor selection and training

Describe mentor eligibility, selection, training, support, evaluation, and removal procedures. Include how mentors are matched to candidates and how mentor effectiveness is monitored. Respond in Attachment G2.

G3. Observation and feedback

Describe the frequency, format, and documentation of observations. Explain who observes candidates, how feedback is provided, how growth is tracked, and how concerns are escalated. Respond in Attachment G3.

G4. Partnership agreements

Describe agreements with districts, schools, employers, mentors, workforce partners, or other organizations. Agreements should define roles, responsibilities, data sharing, supervision, mentoring, and candidate support. Respond in Attachment G4.

Part H: Program Effectiveness, Reporting, and Continuous Improvement

H1. Annual reporting plan

Describe how the provider will report candidate enrollment, completion, certification examination outcomes, provider designations for certification consideration, placement, retention, and program improvement actions. Respond in Attachment H1.

H2. Program effectiveness measures

Identify the measures used to determine whether the program produces effective educators. Include candidate performance, completer outcomes, employer feedback, PK-12 student achievement or growth where available, and stakeholder feedback. Respond in Attachment H2.

H3. Continuous improvement process

Describe how data are reviewed, who reviews the data, how decisions are made, how changes are implemented, and how the provider documents improvement over time. Respond in Attachment H3.

H4. Corrective action and teach-out

Describe how the provider will address deficiencies, protect candidates if the program closes or loses approval, and support candidates through completion or transfer. Respond in Attachment H4.

Part I: Pathway-Specific Addenda

Complete each addendum that applies. OEQA may require more than one addendum when a provider uses multiple models.

I2. District or LEA provider addendum

For a district-led pathway, describe the district need, candidate employment model, mentor selection, separation of employment evaluation from program designations, data sharing with OEQA, candidate due process, and sustainability if district leadership or staffing changes. The provider must explain how employment decisions will be separated from program completion and certification designation decisions, including how candidates may appeal adverse program decisions without fear of employment retaliation. Respond in Attachment I2.

I3. Nonprofit or for-profit provider addendum

For nonprofit or for-profit providers, describe legal status, ownership or board structure, financial oversight, candidate fee structure, refund policy, teach-out plan, recruitment claims, marketing review process, and conflict-of-interest safeguards. Respond in Attachment I3.

I4. Regional education service agency addendum

For pathways operated through formal partnerships, identify the lead provider, each partner role, authority for certification designation, data ownership, candidate record custody, and dispute resolution process. Respond in Attachment I4.

Part J: Required Evidence Matrix

J1. Provider capacity evidence

Evidence item	Status	Location or attachment name	Applicant Justifications (required if “Not Included” or “Not Applicable” is selected)
Current approved budget or equivalent financial documentation	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Two-year revenue and expense projections	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Independent audit, 990, tax return, or equivalent oversight evidence	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Refund policy if candidates pay fees or tuition	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Teach-out plan if program closes or loses approval	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Organizational chart	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Governance bylaws or equivalent policies	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Conflict-of-interest policy	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Data security and records policy	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Nonprofit (501(c)(3)) determination letter, if applicable	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		

Articles of Incorporation or Secretary of State business designation	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Tuition and fee policy	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		

J2. Program design evidence

Evidence item	Status	Location or attachment name	Applicant Justifications (required if “Not Included” or “Not Applicable” is selected)
Program map or sequence	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Curriculum alignment map to Oklahoma competencies	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Course descriptions, module descriptions, or training outlines	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Syllabi or session plans for required learning experiences	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Competency progression map	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Candidate handbook	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Assessment system overview	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Sample rubrics and observation tools	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Assessment instruments and scoring guides	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		

J3. Job-embedded practice and mentoring evidence items and other supporting documentation

Evidence item	Status	Location or attachment name	Applicant Justifications
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			(required if “Not Included” or “Not Applicable” is selected)
Job-embedded employment verification procedures	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Mentor qualification policy	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Mentor training materials	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Mentor agreement or role description	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
District, school, or employer partnership agreements	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Observation and feedback forms	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Candidate intervention and remediation procedures	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		

J4. Accountability and outcomes evidence

Evidene item	Status	Location or attachment name	Applicant Justifications (required if “Not Included” or “Not Applicable” is selected)
Annual reporting plan	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Candidate monitoring procedures	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Certification designations procedures	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		

Completer and employer feedback plan	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Program review calendar	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Continuous improvement process documentation	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		
Accreditation timeline and milestone plan	<input type="checkbox"/> Included <input type="checkbox"/> Not included <input type="checkbox"/> Not applicable		

Part K: OEQA Review Rubric

This rubric is included to support consistent internal review. Reviewers may use it to determine approval, conditional approval, request for clarification, denial, or required corrective action.

Rating	Descriptor	
4 - Meets standard	The response is complete, evidence is credible, and the provider demonstrates capacity to implement the requirement.	
3 - Meets standard with clarification needed	The response generally meets the standard, but minor clarification or added documentation is needed.	
2 - Partially meets standard	The response addresses the requirement, but evidence is incomplete, unclear, or not yet implementation ready.	
1 - Does not meet standard	The response does not address the requirement or shows serious gaps in capacity, quality, compliance, or candidate protection.	
N/A	The requirement does not apply to the proposed pathway, and the provider gave a sufficient explanation.	
Review domain	Reviewer rating	Required follow-up or conditions
Provider eligibility and legal authority		
Fiscal solvency and operational capacity		
Governance and oversight		
Accreditation status or three-year plan		
Competency alignment		
Curriculum and required preparation topics		
Supervised practice		

Mentor qualifications and training		
Candidate assessment and intervention		
Exit and designation standards		
Data reporting and record security		
Program effectiveness and continuous improvement		

Part L: Material Changes, Approval Conditions, and Corrective Action

L1. Material changes requiring notice

The provider must notify OEQA of material changes before implementation when possible and will timely notify OEQA once a material change occurs. Material changes include changes in ownership or governance, certification areas, district or employer partners, delivery model, curriculum, assessment system, mentor model, fee structure, staffing capacity affecting supervision or coaching, data systems, financial condition, or candidate designation procedures.

L2. Approval conditions and corrective action

Approval may be denied, conditioned, suspended, revoked, or not renewed based on serious or unresolved concerns related to fiscal solvency, candidate protection, data security, competency alignment, mentor quality, assessment validity, reporting compliance, accreditation progress, or failure to meet approved program requirements.

Part M: Assurances and Signatures

By signing below, the provider certifies that:

- All submitted information is accurate and complete.
- The provider will comply with applicable Oklahoma statutes, administrative rules, OEQA requirements, and Commission actions.
- The provider will maintain required candidate records and make them available for review upon request.
- The provider will protect candidate records and personally identifiable information according to FERPA standards.
- The provider will submit required annual reports and outcome data in a timely manner in alignment with OEQA deadlines..

- The provider will notify OEQA of material changes in governance, ownership, staffing, curriculum, job-embedded practice model, certification areas, partnerships, or financial condition.
- The provider will not designate a candidate for certification until the candidate has met all approved exit and designation standards.
- The provider understands that failure to meet requirements may result in monitoring, corrective action, suspension, revocation, or denial of renewal.

The signature below must be provided by the individual with legal signatory authority for the organization (for example, executive director, superintendent, board chair, or other authorized officer).

Name	Title	Signature	Date of Signature

Appendix A: Legal and Policy Alignment Crosswalk

Application area	Primary alignment
Provider eligibility	HB 3076 provider definition and approval process
Fiscal solvency and operational capacity	HB 3076 program requirements for solvency, capacity, operation, and effectiveness
Data systems and record security	HB 3076 requirements for accurate, timely, secure data and candidate records
Pre-service preparation	HB 3076 requirement for intensive preparation before classroom responsibilities
Research-based instruction	HB 3076 requirement for a research-based, results-oriented approach
Assessment, supervision, and evaluation	HB 3076 requirement for ongoing assessment, supervision, and evaluation
Professional development and mentoring	HB 3076 requirement for intensive ongoing professional development and mentoring
Competency review and designation	HB 3076 requirement for review of final competency before certification designation
Alternative demonstrations of proficiency	HB 3076 allowance for school-based and nontraditional demonstrations
Annual reporting	HB 3076 reporting requirements after one year and annually thereafter
State accreditation requirements	Oklahoma Administrative Code 218:10-5-3 and state educator preparation requirements

