

**TITLE 218. OFFICE OF EDUCATIONAL QUALITY AND ACCOUNTABILITY  
CHAPTER 10. EDUCATIONAL QUALITY**

**SUBCHAPTER 5. EDUCATOR PREPARATION PROGRAM ACCREDITATION**

**218:10-5-1. Educator preparation program accreditation and review process [Amended]**

- (a) Oklahoma educator preparation institutions function under an 'accreditation program' system which requires the evaluation of teacher education units and programs on a periodic basis.
- (b) Effective July 1, 2014 the Commission of Educational Quality and Accountability, hereafter referred to as the CEQA, shall assume responsibility for accrediting educator preparation programs in Oklahoma's public and private institutions of higher education.
- (c) The program accreditation system shall be a multifaceted system based on:
- (1) A competency-based educator preparation program built around the standards for Oklahoma educator preparation programs (See 218:10-5-3 and 218:10-5-4);
  - (2) Self-studies as outlined in the standards for state accreditation;
  - (3) ~~On-site accreditation~~ **Accreditation** review team ~~site visits~~ **reviews** (either virtual or on-site) ~~to~~ **of** the campuses of the institutions of higher education;
  - (4) Analysis of data related to student success rates on the general education, professional education, and subject matter assessments;
  - (5) Analysis of student satisfaction data;
- (d) Prior to being accredited each institution must meet the eligibility requirements for accreditation and all requirements of the CEQA, and receive the approval of the Oklahoma State Regents for Higher Education, Hereafter referred to as the OSRHE, when applicable. An institution seeking first-time or initial accreditation must complete a two (2) part application process beginning with Part 1 to establish the status of the applicant and ending with Part 2 to establish accreditation eligibility. After acceptance of the Part 1 application by CAEP and/or CEQA, the educator preparation program, hereafter referred to as EPP, must submit the Part 2 application and schedule a site ~~visit~~ **review** within a three (3) year period. The site ~~visit~~ **review** must occur within five (5) years of the date of acceptance of the Part 1 application.
- (1) **Part 1: Applicant Status.** The Part 1 application is completed by the EPP administrator, signed by the administrator and the president, and submitted to CAEP and/or CEQA.
- (2) **Part 2: Accreditation Eligibility.** Upon acceptance of the Part 1 application, the EPP is granted applicant status. The EPP submits the following:
- (A) Description of evidence demonstrating the capacity to prepare educators and/or other school professionals, as requested annually by OEQA, this may include data such as, but not limited to, 24 months of educator candidate data consisting of GPAs and competency examinations scores as defined by the OEQA.
  - (B) Evidence that graduates/completers are eligible for an educator license issued by the state.
  - (C) A list of all programs offered for the preparation of P-12 educators and/or other school professionals.
  - (D) An accreditation plan for programs by site of operation including number of completers.
  - (E) A list of all of the EPP clinical educators (faculty).
  - (F) Information on applicable EPP characteristics, such as governance, regional accreditation, and Carnegie classification.

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

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

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

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

(2) **Records to be kept on file at the institution.** The following items and records shall be kept on file at the institution with the director/dean of teacher education.

(A) Copy of the self-study;

(B) Copy of annual report to the CEQA;

(C) Syllabi for courses in the areas of specialization, general education, and professional education will be kept on file with the institution; and

(D) The qualifications of all faculty members and all instructing personnel.

(E) Copies of program review reports.

(F) Candidate competency examinations scores as defined by the OEQA.

(3) **OEQA personnel will establish an accreditation visitsite review schedule that will adhere to State accreditation timelines, and CAEP timelines when applicable.**

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

(A) For CAEP reviews, team members must have been trained by CAEP staff and/or their designee in the application of CAEP standards and on the process for evaluating programs for the CEQA.

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

(i) Three to six CAEP site visitorsreviewers (for institutions seeking national accreditation)

(ii) The state site review team shall consist of a minimum of three reviewers: One site reviewer from the OEQA serving as State Consultant; One at-large site reviewer; and One site reviewer from higher education who is a member of an educator preparation unit. When possible, for accreditation of private institutions, OEQA shall appoint one state reviewer from a private institution. When possible, for accreditation of public institutions, OEQA shall appoint one state reviewer from a public institution~~State site visitors appointed by the OEQA including: One P-12 site visitor (when available); one site visitor from higher education who is a member of an educator preparation unit. For accreditation of private institutions the site visitor shall be from a private institution; for public institutions this site visitor shall be from a public institution; One site visitor from the OEQA serving as State Consultant; One additional at-large site visitor;~~

(iii) For any institution requesting accreditation of a career technology program(s) an additional site visitorreviewer may be recommended by the State Director of Career and Technology Education.

(iv) The OEQA may invite observers representing the Oklahoma State Regents for Higher Education, Oklahoma State Department of Education, Oklahoma Department for Career and Technology Education, professional organizations, and the community-at-large.

(v) Observers shall ~~be actively involved in the data collection process,~~ participate in the accreditation review team meetings, and assist the accreditation review team to understand state nuances. They may assist with writing the **state team** report. They shall not be a voting member of the team.

(vi) Observers are expected to participate in the entire **visitsite reiew** and all assigned meetings and activities.

(vii) The ~~chair of the accreditation review team~~**State Consultant** has the authority to dismiss any observer from the accreditation **visitsite reiew** who does not participate in the entire site review and assigned activities.

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

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

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

(i) CAEP site **visitorsreviewers** as determined by CAEP, when applicable (for CAEP accredited institutions);

(ii) State site **visitorsreviewers** which will number no less than two.

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

~~(iii)(iv)~~ The OEQA may invite observers representing Oklahoma State Regents for Higher Education, State Department of Education, and the community-at-large. If a Career and Technology program is offered at the institution the State Director of Career and Technology Education may nominate a site **visitorreviewer** for any institution requesting accreditation of career and technology program(s);

~~(iv)(v)~~ Observers shall ~~be actively involved in the data collection process,~~ participate in the accreditation review team meetings, and assist the accreditation review team with understanding state nuances. They may assist but shall not be required to write any sections of the team report. They shall not be a voting member of the team.

~~(v)(vi)~~ Observers are expected to participate in the entire **visitsite reiew** and all assigned meetings and activities.

~~(vi)(vii)~~ The ~~chair of the accreditation review team~~**State Consultant** has the authority to dismiss any observer from the accreditation **visitsite reiew** who does not participate in the entire site review and assigned activities.

(D) Accreditation teams for non-CAEP accredited institutions shall be composed of state site **visitorsreviewers**.

(E) CEQA members and OEQA appointees who are involved in a unit or program evaluation and/or accreditation, must complete training, as determined by CEQA, prior to voting and/or participating in any accreditation decisions.

**(5) Logistics for CAEP/State accreditation **visitsite reiew**s shall adhere to the CAEP and State guidelines.**

(A) The accreditation process will include

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

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

(iii) Response to the Formative Feedback Report

(iv) Site **visitreview**

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

(C) **Visiting/Reviewing** team members shall conduct site **visits/reviews** virtually when possible. **Visiting/Reviewing** team members will not be reimbursed for expenses incurred for conducting an on-site **visit/review** when a virtual **visit/review** is possible.

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

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

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

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

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

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

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

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

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

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

the time of the decision. Institutions that lose their state accreditation may recommend candidates for certification for one year from the end of the semester in which accreditation is revoked.

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

**(8) Appeals Board.**

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

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

(C) Membership of CEQA Appeals Board shall be:

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

(ii) Representative from OEQA with State Consultant experience;

(iii) Program subject matter and/or standards expert(s). If the appeal is related to a specific program, the program expert shall be in the area(s) being appealed;

(iv) One P-12 school classroom teacher (optional);

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

(vi) One educator preparation faculty representative; and

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

**(9) Appeal of an accreditation adverse action.**

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

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

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

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

(ii) A conflict of interest or prejudice by members of visitorreviewer teams, Commissioners, or OEQA staff that influenced the accreditation decision;

(iii) The accreditation decision is not supported adequately or is contrary to facts presented and known at the time of the decision;

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

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

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

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

(ii) A conflict of interest or prejudice by members of visitorreviewer teams, Commissioners, or OEQA staff that influenced the accreditation decision;

(iii) The accreditation decision is not supported adequately or is contrary to facts presented and known at the time of the decision.

**(11) Cost of review.**



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

(B) If the CEQA Appeals Board finds in favor of the institution, the CEQA will be liable for expenses of the AB and second accreditation review team. All expenses will be reimbursed according to state travel reimbursement guidelines.

**218:10-5-3. Specific state requirements for program accreditation [Amended]**

(a) The following requirements apply to both undergraduate and graduate programs. The governance and administration of the total educator preparation program standard is based on the premise that there must be a recognizable and functioning governance entity within the institution's administrative structure which has responsibility for designing, approving and continuously evaluating and developing educator preparation programs. This governing unit may be a council, committee, department, school, college, or any other recognizable entity, which includes the administration of educator preparation as one of its functions. The governing unit membership and responsibilities include the following:

(1) Membership on the educator preparation governing unit shall be defined by written policy to include:

(A) A majority of the members who have a minimum of three years teaching experience in public schools;

(B) A majority of the members in the governance unit who are currently teacher education faculty members;

(C) Some faculty members who shall represent the arts and sciences;

(D) A designated director of educator preparation defined as the institution's official representative for educator preparation. The authority and responsibilities of this individual shall be clearly defined in written policies; and

(E) A clearly defined process whereby faculty members and administrators become members and the terms of office.

(2) The responsibilities of the educator preparation governing unit shall be defined by written policy to include:

(A) Responsibilities of the officers of the unit;

(B) Responsibilities of the unit's standing committees; and

(C) Responsibilities in the following areas as they are related to educator preparation:

(i) Admission/retention in educator preparation;

(ii) Field experience and student teaching (admission and placement);

(iii) Development of courses and program curricula; and program review, evaluation and planning.

(3) Program review, evaluation and revision responsibilities include:

(A) The governance unit shall conduct at least one systematic review, evaluation, and when appropriate, revision of all educator preparation programs within each accreditation period;

(B) Periodic program reviews and revisions shall be based on, but not limited to, stated goals and objectives; and

(C) The process for conducting program review, evaluation, and revision shall include, but not be limited to, participation by the following:

- (i) Educator preparation faculty and arts and science faculty;
  - (ii) Graduates of the programs;
  - (iii) Students currently in the program;
  - (iv) Teachers and administrators from the public schools;
  - (v) **Optional:** Parents of P-12 students and business and community leaders who are actively involved in assisting P-12 schools.
- (4) Documentation related to the budget-making process and level of financial support shall include the following:
- (A) A clearly defined budget-making process for all teacher education programs; and
  - (B) An analysis showing that the institution's financial support for programs in educator preparation **are is** maintained at a level appropriate for a professional preparation program.
- (b) Educator preparation faculty workload policies, including class-size and online course delivery, should allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent.
- (c) Candidate-related standards are to be consistent with accreditation standards.
- (d) Program decisions of the professional education unit are to be guided by a conceptual framework, which establishes the shared vision for the preparation of teacher candidates.
- (1) The conceptual framework application for state initial accreditation.
  - (2) The conceptual framework shall consist of:
    - (A) The program's philosophy, purposes, professional commitments and dispositions;
    - (B) A knowledge base that provides the foundation for the framework;
    - (C) Performance expectations for candidates that align with professional, state and institutional standards; and
    - (D) A system by which candidate performance is regularly assessed.
- (e) The following guidelines are to be used to collect and maintain data on each institution's educator preparation program:
- (1) The institution shall establish a process which seeks information and program input from educator preparation faculty; faculty from arts and sciences and other programs and disciplines which are appropriate; candidates within the educator preparation program; teachers, administrators, parents, guardians or custodians of students; and business and community leaders.
  - (2) The institution shall establish procedures to inform the public regarding the educator preparation program and to solicit and receive public input.
  - (3) The self-study shall be accessible to any interested party under the Oklahoma Open Records Act.
  - (4) The submitted institutional plan must be approved by the institution's governing board.
  - (5) Annual reviews and reports indicating program changes.
- (f) The following policies, procedures and guidelines are used to direct the content and candidates' experiences of each institution's teacher preparation program.
- (1) Programs require teacher candidates to have speaking and listening skills at a novice high level in a language other than English or the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the

strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work, approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.

(2) General studies requirements for candidates include the arts, communication, history, literature, mathematics, philosophy, sciences, English, government, and the social sciences.

(3) Programs establish cohort or colleague groups within the institution to assist teacher candidates in achieving competencies, better adapting to the school environment and furthering professional growth.

(4) Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that ensures student competency in the Oklahoma State Department of Education Full Subject Matter Competencies for Teacher Licensure and Certification.

(5) The guidelines and standards for program reviews representing specialty organizations and national learned society standards are used in developing programs in each content area.

(6) Secondary and elementary/secondary teacher candidates have undergraduate majors or their equivalents, in a subject area.

(7) Teacher candidates in early childhood, elementary, and special education have subject area concentrations, which allow qualification as a generalist. To qualify as a generalist, candidates must document competency in mathematics, science, language arts, and social studies as identified in the CAEP professional learned societies' standards and State Department of Education Full Subject Matter Competencies for early childhood, elementary and special education.

(8) Teacher candidate coursework includes the study of substance abuse symptoms identification and prevention; mental illness symptoms identification and mental health issues; classroom management skills; trauma-informed responsive instruction; classroom safety and discipline issues and multi-tiered systems of support.

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

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

(11) Teacher candidates must complete and have a minimum of 60 hours of diverse field experiences prior to their student teaching internship, unless in a qualified job embedded competency based Teacher Registered Apprentice Program (See US DOL Standards). Teacher candidates must complete the equivalent of twelve (12) weeks of student teaching under the direct supervision of a mentor teacher serving as the teacher of record and has a minimum of three years of teaching experience in the area for which they are certified, or complete a qualified job embedded competency based Teacher Registered Apprentice Program. The Teacher Registered Apprentice Program must also include a teacher mentor with no less than three years of experience.

(12) Teacher candidates are provided with advisement services to assist them in taking course work designed to maximize their opportunities for certification and employment. At a minimum,



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

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

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

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

(16) The unit establishes and publishes a set of criteria/competencies for exit from each professional education program. These criteria/competencies reflect the Oklahoma Department of Education General Teacher Competencies and/or subject matter competencies outlined in the CAEP national (professional) learned societies' standards.

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

(18) A candidate's mastery of a program's stated exit criteria or competencies is assessed through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests and course grades.

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

(g) The following guidelines are to be used to facilitate the professional learning of faculty: Teacher education faculty continue their professional learning during their tenure at an institution of higher education to ensure that the future teachers of Oklahoma are taught by professional educators fully trained in their areas of expertise. Professional development for teacher educators and arts and sciences faculty should be focused on the faculty members' ability to model such effective teaching strategies as inquiry, group discussions and collaborative learning.

(h) The following policies are to be used to evaluate individual program areas at each institution: The institution shall submit program reviews for each required program area based upon the CAEP and/or State policies, guidelines and accreditation schedule. An educator preparation provider that has secured specialty area accreditation from a specialized accrediting agency that is recognized by the U.S. Department of Education or CHEA can choose to have any such accredited program(s) exempted from review.

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

#### **218:10-5-4. Standards for Oklahoma educator preparation programs [Amended]**

(a) All educator preparation programs shall meet the standards as defined by CAEP for initial and advanced programs. CAEP standards may be revised or amended from time to time and all educator preparation programs shall meet the most current standards in effect. Effective September 1, 2016 standards as defined by CAEP shall apply to undergraduate and graduate programs.

(1) Standard One: Content and pedagogical knowledge.

~~(2) Standard Two: Clinical partnerships and practice.~~  
~~(3) Standard Three: Candidate recruitment, progression, and support.~~  
~~(4) Standard Four: Program impact.~~  
~~(5) Standard Five: Quality assurance system and continuous improvement.~~  
~~(b) Effective September 1, 2019, accreditation standards as defined by CAEP shall apply to advanced programs.~~  
~~(1) Standard A.1: Content and Pedagogical Knowledge.~~  
~~(2) Standard A.2: Clinical Partnership and Practice.~~  
~~(3) Standard A.3: Candidate Quality and Selectivity.~~  
~~(4) Standard A.4: Satisfaction with Preparation.~~  
~~(5) Standard A.5: Provider Quality Assurance and Continuous Improvement.~~  
(c) Annual report. Each Oklahoma educator preparation unit shall submit an annual report to the OEQA. This report will satisfy the requirements for the CEQA, OSRHE, State Department of Education, and CAEP/AACTE. The following information will be included in the report:  
~~(1) Changes that occurred in implementation of the standards outlined in the Institution Plan as a result of local and statewide evaluations/assessments, public hearings or other reasons;~~  
~~(1)(2)~~ Progress made in addressing the stipulations/areas for improvement, if any, identified by the most recent on-site visit~~review~~ by the on-site accreditation review team. When the CEQA has determined that an education unit is not making progress toward the removal of the area for improvement on a state requirement, the institution will be notified that the unit is required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas of improvement, a state-level Target Visit~~Review~~ will be warranted within 18 months. After such Target Visit~~Review~~ the CEQA will have the option of granting continuing accreditation or revoking accreditation. This progress will be annually reviewed by the OEQA.  
~~(3) Quantitative data related to the unit's programs as required in the AACTE/CAEP Annual Report. These data shall reflect information pertaining to supply and demand for teacher candidates;~~  
~~(2)(4)~~ Program changes being implemented for OEQA and CAEP continued accreditation;  
~~(5) Report on resources devoted to technology;~~  
~~(3)(6)~~ Report on professional development activities of faculty;  
~~(4)(7)~~ Report on the number of hours each faculty member taught or were in direct contact with students in public schools;  
~~(8) Report on the number of graduate students admitted conditionally and the success rates.~~  
~~(9) Report on the results of the assessment of teaching skills in the area of reading instruction as administered to candidates in elementary, early childhood education, and special education.~~  
~~(5)(10)~~ Report on the participation in the alternative placement programs offered by the institution.  
~~(6)(11)~~ Report on the procedures used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.  
~~(7)(12)~~ Annually, the OEQA shall provide feedback to any institution if their annual report indicates that progress is not being made in addressing areas for improvement.  
~~(8)(13)~~ Complete copies of the annual reports for public institutions will be distributed to OSRHE and summary data for all institutions will be distributed to constituents based on reporting requirements outlined in 70 O.S., Section 6-186.

**(9)(14)** The OEQA will produce a report describing the accreditation status of each institution. This report will devote a section to each institution separately and include a summary of CAEP and OEQA review findings. 218:10-7-1.

## **SUBCHAPTER 7. EDUCATOR ASSESSMENT REGULATIONS**

### **218:10-7-4. CALT and CERI Micro-Credentials [New]**

**(a) CALT and CERI micro-credentials.** Pursuant to 70 O.S. § 7002, a CALT micro-credential and CERI micro-credential are available for certified teachers who complete Certified Academic Language Therapist (CALT) certification or Center for Effective Reading Instruction (CERI). A certified teacher who earns a CALT micro-credential or a CERI micro-credential pursuant shall be authorized to screen students for and identify characteristics of dyslexia. A CALT or CERI micro-credential awarded pursuant to 70 O.S. § 7002 and this rule shall be reflected on a teacher's certificate to teach.

**(b) Requirements for a CALT micro-credential.** The following shall be the requirements for a CALT micro-credential:

(1) A master's degree in an education related field or other field approved by CEQA;

(2) Completion of a comprehensive therapy-level training through a program accredited by the Academic Language Therapy Association (ALTA). A list of accredited programs may be found at <https://www.altaread.org/membership/training/>;

(3) Successful passage of the ALTA Competency Exam for Multisensory Structured Language Education (MSLE) at the Therapy Level; and

(4) Twenty-eight (28) days of instruction post the passage of the ALTA Competency Exam for MSLE at the Therapy Level as approved by CEQA.

**(c) Requirements for a CERI micro-credential.** The following shall be the requirements for a CERI micro-credential:

(1) A master's degree in an education related field or other field approved by CEQA;

(2) Completion of a comprehensive therapy-level training through a program accredited by the International Dyslexia Association (IDA) which shall have resulted in obtaining a Structured Literacy Dyslexia Specialist (C-SLDS) certificate from the Center for Effective Reading Instruction (CERI). A list of accredited programs can be found on the IDA website at <https://dyslexiaida.org/accredited-teaching-training-programs/>;

(3) Successful passage of the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI); and

(4) Twenty-eight (28) days of instruction post the passage of the KPEERI examination as approved by CEQA.

## **SUBCHAPTER 9. EDUCATION LEADERSHIP OKLAHOMA**

### **218:10-9-1. Education Leadership Oklahoma regulations [Amended]**

(a) Selection of scholarship recipients.

(1) Applicant can be funded for one Education Leadership Oklahoma (ELO) scholarship to attain National Board Certification.

(2) Applicant must currently be a full-time, Oklahoma public school classroom teacher with special consideration given to teachers who work in designated Title 1 schools as defined by

law, work in school districts with a low percentage of National Board-Certified Teachers, and who have completed all the certification requirements set by the Oklahoma State Department of Education and hold a standard certification.

(3) OEQA shall develop the ELO application and any associated deadlines. The application may seek information in the form of multiple choice, short answer questions and/or essays.

(4) If there are 100 applicants or fewer than 100 applicants, all eligible applicants will be accepted into the program..

(5) If there are more than 100 applicants, OEQA shall assemble an Application Review Committee that shall review and score applications to award scholarships

(A) The Application Review Committee will consist of OEQA employees and need not but may also include other persons as may be determined by OEQA such as current or former National Board-Certified Teachers.

(B) OEQA will provide a scoring rubric outlining guidelines for application scoring and provide training for each Application Review Committee member prior to the applications being read and scored.

(C) The Application Review Committee may consider one or more of the following:

(i) Knowledge of NBPTS process

(ii) Inclusion of the five core propositions within the essay question

(iii) Degree to which the applicant's essay conveys his/her application of the five core propositions

(iv) Conveyance of commitment to rigorous process

(v) Provision of quality writing which is clear and sufficiently elaborated

(vi) Demonstration of knowledge, ability, and leadership

(vii) Verification of percentage of free/reduced lunch

(D) ELO candidates shall be selected based on scores determined within the application process. Applicants will be ranked from highest to lowest based on the application scores.

(b) Payment and reimbursement of assessment fees.

(1) OEQA shall make assessment fee payments to NBPTS for each scholarship candidate, upon signing a Letter of Intent.

(2) Alternatively, scholarship candidates may choose to pay their own National Board assessment fees to be reimbursed by OEQA, up to ~~\$1,300.00~~**\$1,800.00**, upon achieving National Board certification. In that case, OEQA shall reimburse candidates for any National Board assessment fees paid by candidate, up to ~~\$1,300.00~~**\$1,800.00**, if they are a Teacher, as defined in ELO Act, Title 70 Section 6-204.1(7), in the year they certify.

~~(3) OEQA shall make payment to candidates for the \$500 scholarship as outlined in the Letter of Intent.~~

## **SUBCHAPTER 10. TEACHFORWARDOK PROGRAM [New]**

### **218:10-10-1. TeachForwardOK Program [New]**

**(a) TeachForwardOK Program.** Pursuant to 70 O.S. § 6-186.1, a pilot program to be known as TeachForwardOK is established, and will be maintained for a two-year period, to provide new, high-quality pathways to enter the teaching profession and increase the number of teachers in this state's workforce.

(b) To participate in TeachForwardOK, a teacher education program shall submit an application to CEQA in the manner and on a form prescribed by the CEQA. Applications must be submitted to OEQA and must include sufficient information for CEQA to assess the program's vision and goals, current program strength, opportunities for innovative or expanded pathways, internal capacity and support needs, and leadership commitment and readiness. Applications should provide enough detail and examples to demonstrate alignment with TeachForwardOK goals, feasibility of proposed initiatives, and potential impact on the state teacher workforce..

**(c) CEQA's Selection of Teacher Education Program Applicants.** CEQA shall review the applications and approve applicant teacher education programs to participate in TeachForwardOK. CEQA's selection of approved applicant teacher education programs will be based on the following criteria and CEQA will employ the following selection process:

(1) CEQA shall review applications and approve teacher education programs to participate in TeachForwardOK.

(2) CEQA will use a standardized rubric to evaluate applications, scoring each program on a 1 – 5 scale based on the following criteria:

(A) Vision and Alignment: Demonstrates a clear, compelling vision and readiness to implement innovative pathways such as registered apprenticeships and competency-based programs.

(B) Current Program Strength: Provides a detailed description of existing programs, partnerships, candidate pipelines, and compliance with state rules.

(C) Innovation and Pathway Potential: Presents opportunities for new or expanded pathways, including strategies to serve paraprofessionals, high school students, career changers, and other candidate populations, with potential impact on state teacher workforce needs.

(D) Capacity and Support Needs: Identifies internal strengths, areas for growth, and required support to implement the program, including mentorship, partnership development, recruitment, and financial planning.

(E) Commitment and Readiness: Demonstrates leadership buy-in, engagement in Phase 1 activities, and intent to pursue Phase 2 funding and implementation.

(3) Final approval of applicant teacher education programs shall be based on rubric scores and alignment with TeachForwardOK goals and state teacher workforce priorities.

**(d) Technical Assistance Provider (TAP) Evaluation Reports (Phase 1).** Subject to the availability of funds, CEQA shall award grants to approved applicant teacher education programs who shall use the awarded grants as incentives to participate and to contract with a technical assistance provider (TAP) selected by CEQA. The TAP shall prepare, and shall electronically submit to the approved applicant teacher education program and the CEQA, an evaluation report which evaluates, at a minimum, the following:

(1) Teacher candidate recruitment and completion;

(2) Whether the teacher education program prepares teacher candidates effectively;

(3) Whether the teacher education program meets workforce needs in this state; and

(4) Innovative ways to recruit nontraditional teacher candidates unique to the teacher education program.

**(e) Approved Applicant Teacher Education Program Response Report (Phase 1).** Within ninety (90) days of receiving the evaluation report, the approved applicant teacher education program shall electronically submit a response to the TAP evaluation report to the CEQ. The response report shall: (1) detail how the approved applicant teacher education program plans to address the TAP evaluation report's findings; and (2) prioritize innovative approaches to provide new, high-quality pathways to enter the teaching profession and increase the number of teachers

in this state's workforce, including, but not limited to: (a) developing a system for recruiting eligible teacher candidates (such as a pathway for high school students to become paraprofessionals; a pathway for paraprofessionals to become teachers; and a pathway for individuals with bachelor's degrees to become teachers); (b) developing a curriculum that includes intensive on-the-job training for teacher candidates, (c) identifying a mastery-based evaluation system to determine when eligible teacher candidates have mastered the skills and competencies necessary for graduation from an apprenticeship program and outlining benchmarks that teacher candidates must meet as they progress through on-the-job training; (d) offering a schedule that enables teacher candidates to work full time in a public school district while participating in an apprenticeship program and allowing paraprofessionals to continue in their positions; or (e) providing a flexible schedule for paraprofessionals participating in an apprenticeship program to support their success in the program that will facilitate course completion and on-the-job training.

**(f) CEQA's Selection of One Approved Applicant Teacher Education Program (Phase 2).**

Subject to the availability of funding, CEQA shall review the response reports submitted by approved applicant teacher education programs and select one approved applicant teacher education program to receive Five Hundred Thousand Dollars (\$500,000.00) to enact the initiatives outlined in the selected teacher education program's response report. CEQA's selection of one approved applicant teacher education program will be based on the following criteria and CEQA will employ the following selection process:

(1) CEQA shall review the TAP evaluation reports and response report of all teacher education programs participating in Phase 1 of TeachForwardOK and approve one teacher education program to participate in Phase 2 of TeachForwardOK.

(2) CEQA will use a standardized rubric to evaluate response reports, scoring each program on a 1–5 scale based on factors including, but not limited to:

(A) Partnerships and Pathways: Strength of partnerships with districts, communities, and workforce sponsors; clarity and accessibility of pathways for diverse candidates.

(B) Work-Based and Competency-Based Learning: Integration of practical teaching experiences, skill-based progression, and performance-based assessments.

(C) Data, Support, and Recruitment: Systems to track candidate progress, provide supports for diverse candidates, and recruit into high-need areas or populations.

(D) Apprenticeship and Alternative Pathways: Opportunities for paid apprenticeships or other innovative pathways toward licensure.

(E) Sustainability and Scalability: Demonstrated capacity and planning to sustain and potentially expand program impact.

(3) OEQA staff shall verify eligibility and completeness, and a selection committee selected by CEQA shall review rubric scores and recommendations to determine final approval.