OKLAHOMA
STATE REQUIREMENTS REPORT
(Off-site)

Institution:
Date of Off-Site Visit:

Requirement 1: Foreign Language/Emergent Bilingual/English Learning Proficiency Requirement (Initial)

Requirement	Initial	Supporting Evidence/Rationale
The unit has a policy in place that ensures that teacher preparation candidates demonstrate conversational skills at a novice high level or the knowledge and skills necessary to address the needs of Emergent Bilingual students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 1b. below)	

a. **Feedback on correcting previous requirements previously not met   N/A**

b. **Areas of concern related to continuing to meet the requirement   N/A**

c. **Evidence for the Site Visit Team to validate during the onsite visit**

    Interview candidates, faculty and/or stakeholders to confirm.

Requirement 2: Input from Stakeholders (Initial and Advanced)

Requirement	Initial	Supporting Evidence/Rationale	Advanced	Supporting Evidence/Rationale
The institution has an established process for seeking program information and input from teacher preparation faculty, faculty from arts and sciences, other programs and disciplines as appropriate, candidates within the teacher education program, teachers, administrators, parents, guardians or custodians of students, and business and community leaders.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 2b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 2b. below)	
The institution reports annually to Office of Educational Quality and Accountability 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.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 2b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 2b. below)	

a. **Feedback on correcting previous requirements previously not met**   N/A

b. **Areas of concern related to continuing to meet the requirement**   N/A

c. **Evidence for the Site Visit Team to validate during the onsite visit**

   Interview candidates, faculty and/or stakeholders to confirm.

Requirement 3: Content Preparation (Initial)

Requirement	Initial	Supporting Evidence/Rationale
Secondary and elementary/secondary teacher candidates have undergraduate majors, or their equivalents, in a subject area.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 3b. below)	
Teacher candidates in early childhood, elementary, and special education have subject area concentrations that qualify them as generalists. Oklahoma State Regents for Higher Education require 12 semester hours in: • mathematics, • science, • language arts, • social studies.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 3b. below)	
Teacher candidates study in existing coursework: • 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 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 designed to address the core academic and non-academic needs of all students	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 3b. below)	

a. **Feedback on correcting previous requirements previously not met   N/A**

b. **Areas of concern related to continuing to meet the requirement   N/A**

c. **Evidence for the Site Visit Team to validate during the onsite visit**

   Interview candidates, faculty and/or stakeholders to confirm.

Requirement 4: Advisement (Initial)

Requirement	Initial	Supporting Evidence/Rationale
Teacher candidates are provided with advisement services to assist them in taking course work designed to maximize their opportunities for certification and employment. At the minimum teacher candidates are provided information on: • latest supply and demand information • teacher employment, • state salary structure • teaching shortage areas.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 4b. below)	

a. **Feedback on correcting previous requirements previously not met**   **N/A**

b. **Areas of concern related to continuing to meet the requirement**   **N/A**

c. **Evidence for the Site Visit Team to validate during the onsite visit**

    Interview candidates, faculty and/or stakeholders to confirm.

Requirement 5: Field Experiences (Initial and Advanced)

Requirement	Initial	Supporting Evidence/Rationale	Advanced	Supporting Evidence/Rationale
A minimum of 60 hours of diverse field experiences are completed by all initial candidates prior to student teaching.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 5b. below)			
A minimum of 12 weeks or 360 hours of full-time student teaching or its equivalent is completed by all initial candidates prior to program completion.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 5b. below)			
In advanced programs, practicum/clinical experiences are in place that adequately addresses the requirements established by their respective learned societies			Supporting Evidence Found No Evidence Found Partial Evidence Found (See 5b. below)	

a. **Feedback on correcting previous requirements previously not met**   N/A

b. **Areas of concern related to continuing to meet the requirement**   N/A

c. **Evidence for the Site Visit Team to validate during the onsite visit**

Interview candidates, faculty and/or stakeholders to confirm.

Requirement 6: Admission and Exit Requirements (Initial and Advanced)

Requirement	Initial	Supporting Evidence/Rationale	Advanced	Supporting Evidence/Rationale
Entry Requirements				
Documentation of the candidate experiences working with children is available	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 6b. below)			

Candidate admission to educator preparation the following requirement:
 	
Assessment of academic proficiency (e.g., general education skills proficiency tests)
   or
successful completion of any prior college/university course work with at least 3.0 grade point average (GPA) on a 4-point scale in the liberal arts and sciences courses (a minimum of 20 hours) as defined by State Regent's policy
   or
achieving an acceptable score on the State Regent's approved assessment for admittance into teacher education programs.
	Supporting Evidence Found
	
	No Evidence Found
	
	Partial Evidence Found (See 6b. below)			

Exit Requirements				
The unit provides information on the criteria for exit adhering to all rules and regulations established by the Oklahoma State Department of Education.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 6b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 6b. below)	

a. **Feedback on correcting previous requirements previously not met**   **N/A**

b. **Areas of concern related to continuing to meet the requirement**   **N/A**

c. **Evidence for the Site Visit Team to validate during the onsite visit**

    Interview candidates, faculty and/or stakeholders to confirm.

Requirement 7: Faculty Professional Development (Initial and Advanced)

Requirement	Initial	Supporting Evidence/Rationale	Advanced	Supporting Evidence/Rationale
The Unit has a system in place for documenting and reporting the annual professional development activities of all educator preparation faculty members.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 7b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 7b. below)	
All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 7b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 7b. below)	

a. **Feedback on correcting previous requirements previously not met**   **N/A**

b. **Areas of concern related to continuing to meet the requirement**   **N/A**

c. **Evidence for the Site Visit Team to validate during the onsite visit**

   Interview candidates, faculty and/or stakeholders to confirm.

Requirement 8: Alternative Placement Program (Initial and Advanced)

Requirement	Initial	Supporting Evidence/Rationale	Advanced	Supporting Evidence/Rationale
A plan for alternative placement is in place that addresses the unique needs of candidates who seek teacher certification following professional experience in other professions.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 8b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 8b. below)	
The unit maintains records on alternative placement candidates as required by law, including the submission of data on alternative placement candidates as part of the annual reports submitted to the Office of Educational Quality and Accountability.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 8b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 8b. below)	

a. **Feedback on correcting previous requirements previously not met**   **N/A**

b. **Areas of concern related to continuing to meet the requirement**   **N/A**

c. **Evidence for the Site Visit Team to validate during the onsite visit**

   Interview candidates, faculty and/or stakeholders to confirm.

Requirement 9: Faculty Workload (Initial and Advanced)

Requirement	Initial	Supporting Evidence/Rationale	Advanced	Supporting Evidence/Rationale
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. 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.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 9 b. below)		Supporting Evidence Found No Evidence Found Partial Evidence Found (See 9b. below)	

a. **Feedback on correcting previous requirements previously not met**   **N/A**

b. **Areas of concern related to continuing to meet the requirement**   **N/A**

c. **Evidence for the Site Visit Team to validate during the onsite visit**

   Interview candidates, faculty and/or stakeholders to confirm.

Requirement 10: Mentor Teachers (Initial)

Requirement	Initial	Supporting Evidence/Rationale
Mentor teachers are required to have a minimum of three years of teaching experience in the area in which they are certified.	Supporting Evidence Found No Evidence Found Partial Evidence Found (See 10b. below)	

a. Feedback on correcting previous requirements previously not met   N/A

b. Areas of concern related to continuing to meet the requirement   N/A

c. Evidence for the Site Visit Team to validate during the onsite visit

   Interview candidates, faculty and/or stakeholders to confirm.