National recognition of this program is dependent on the review of the program by representatives of the Association for Childhood Education International (ACEI).

COVER PAGE

Name of Institution
Oklahoma State University

Date of Review
08/01/2018

This report is in response to a(n):
- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review
Elementary Education

Grade Level\(^{(1)}\)
1-8

(1) e.g. Early Childhood; Elementary K-6

Program Type
First Teaching License

Award or Degree Level(s)
- Baccalaureate
- Post Baccalaureate
- Master's
PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):
- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:
- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:
Clinical experience exceeds state requirement (more than double the state requirement). Highly qualified faculty.
DEVELOPMENT, LEARNING AND MOTIVATION

Standard 1.0. Development, Learning and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

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Comment:
Assessments 3, 4 & 5 were submitted for this standard.

Assessment 3 LESSON PLAN COLLECTION was submitted as evidence for ACEI 2007 Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.0, and 5.1. Candidates prepare and submit a lesson plan for Literacy (2.1) Math (2.3) Science (2.2) and Social Studies (2.4) in methods courses. Each content area is scored with a rubric with rows designed to evaluate Content Area Common Core objectives, and with rows aligned to InTASC and ACEI Standards. Literacy is also aligned to IRA Standards. Some rubric rows are aligned to multiple ACEI Standards. Three years/cycles of data for both undergraduate and graduate programs were provided for review. This assessment supports ACEI 2007 Standards 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.0, and 5.1 with conditions.

Assessment 4 STUDENT TEACHING EVALUATION was submitted as evidence for ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 and 5.2. This assessment is scored with a rating scale supported by a scoring guide. The scoring instrument includes rows aligned to InTASC and rows aligned to ACEI. The ACEI rows use the language of standards. Three years/cycles of data for both undergraduate and graduate programs were provided for review. This assessment supports ACEI Standards 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 and 5.2 with conditions.

Assessment 5 TEACHER WORK SAMPLE PROJECT was submitted as evidence for ACEI 2007 Standards 1.0, (2.1, 2.2, 2.3 or 2.4), 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, and 5.1. This assessment is based on elements from edTPA. Rubric rows are aligned to multiple ACEI Standards. All candidates are scored for mastery of Instruction, Assessment and Professional Standards. The content standard scored is dependent on the classroom assignment.

Three years of data for both undergraduate and graduate programs were provided for review. This assessment supports ACEI Standards 1.0, 3.1, 3.2, 3.3, 3.4, 35, 4.0, 5.1 and 5.2 with conditions. Standards 2.1, 2.2, 2.3, and 2.4 are not met.

CURRICULUM

Standard 2.1. Reading, Writing, and Oral Language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
Assessments 1, 2, 3, 4, and 5 were submitted for this standard.

Assessment 1 OKLAHOMA GENERAL EDUCATION TEST (OGET), OKLAHOMA SUBJECT AREA TESTS (OSAT 1 & 2), OKLAHOMA PROFESSIONAL TEACHING EXAMINATION (OPTE) were submitted as evidence for ACEI 2007 Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. Three years/cycles of data for both undergraduate and graduate were provided for review. This assessment supports candidate content knowledge for ACEI 2007 Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7.

Assessment 2 COURSE GRADES was submitted as evidence for ACEI 2007 Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. The program generally followed CAEP requirements for reporting content course grades as an assessment. In some cases, candidates were allowed to choose a similar but more difficult course replacing the one required. Three years/cycles of undergraduate data and two years/cycles of graduate data were provided for review. This assessment supports candidate content knowledge for ACEI 2007 Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7.

See additional comments in 1.0

**Standard 2.2. Science.** Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Assessments 1, 2, 3, 4, and 5 were submitted for this standard.

See comments in 1.0 and 2.1

**Standard 2.3. Mathematics.** Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Assessments 1, 2, 3, 4, and 5 were submitted for this standard.

See comments in 1.0 and 2.1

**Standard 2.4. Social studies.** Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Assessments 1, 2, 3, 4, and 5 were submitted for this standard.
### Standard 2.5. The arts

Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

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**Comment:**
Assessments 1, 2, and 4 were submitted for this standard.

### Standard 2.6. Health education

Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

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**Comment:**
Assessments 1, 2, and 4 were submitted for this standard.

### Standard 2.7. Physical education

Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

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**Comment:**
Assessments 1, 2, and 4 were submitted for this standard.

### INSTRUCTION

#### Standard 3.1. Integrating and applying knowledge for instruction

Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

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**Comment:**
Assessments 3, 4, and 5 were submitted for this standard.

#### Standard 3.2. Adaptation to diverse students

Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

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**Comment:**
Assessments 3, 4, and 5 were submitted for this standard.

#### Standard 3.3. Development of critical thinking and problem solving

Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.
<table>
<thead>
<tr>
<th>Standard 3.4. Active engagement in learning</th>
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<td>Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</td>
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**Comment:**
Assessments 3, 4, and 5 were submitted for this standard.

See comments in 1.0

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<th>Standard 3.5. Communication to foster collaboration</th>
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<tr>
<td>Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</td>
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**Comment:**
Assessments 4, 5, and 6 were submitted for this standard.

See comments in 1.0

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<th>Standard 4.0. Assessment for instruction</th>
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<td>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
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**Comment:**
Assessments 3, 4, and 5 were submitted for this standard.

See comments in 1.0
## PROFESSIONALISM

**Standard 5.1. Professional growth, reflection, and evaluation.** Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

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**Comment:**
Assessments 3, 4, and 5 were submitted for this standard.

See comments in 1.0

**Standard 5.2. Collaboration with families, colleagues, and community agencies.** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

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**Comment:**
Assessments 4 and 6 were submitted for this standard.

See comments in 1.0 and 3.5
### C.1. Candidates' knowledge of content
Assessment 1 provides primary support for candidates' knowledge of content.

### C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions
Assessment 4 could support candidates' ability to understand and apply pedagogical and professional content knowledge, and skills when conditions are satisfied.

### C.3. Candidate effects on P-12 student learning
Assessment 5 could provide primary support for candidate effects on P-12 student learning when conditions are satisfied.
### Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

- Identification of the need for better content alignment in Arts and Sciences courses.
- Meeting with University Supervisors to help alleviate inconsistencies in ratings between mentor teachers and university supervisors.
- Additional opportunities for candidates to apply assessment principles are being provided in mathematics methods courses.
Consider developing and using rubrics with clear, unique, performance-based criteria that demonstrate a developmental progression across the rubric levels to provide candidates with actionable feedback. Consider rubric criteria with qualitative rather than quantitative performance criteria. Consider performances in the lowest rubric level that describe poor performance rather than the absence of an element.
PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:
N/A

F.2. Concerns for possible follow-up by the CAEP site visitors:
N/A
Decision:

National Recognition with Conditions. The program has received a decision of conditional national recognition. See below for details.
NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM   DD   YYYY
08   01   2020

Subsequent action by the institution: Programs will have a maximum of two opportunities to resubmit a report with revisions to receive National Recognition. A report addressing the conditions must be submitted in accordance with the dates provided on the National Recognition Report. A program should NOT submit its Response to Conditions until it has the required data and is confident that it has addressed all the conditions in Part G of this Recognition Report. If no reports are submitted by the noted date, the program’s recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Response to Conditions Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

If the program is currently Recognized with Conditions and is submitting a second Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM   DD   YYYY
03   15   2020

The following conditions must be addressed within the time period specified above if the program's recognition with conditions has been continued. See above for specific date.

The program must address the following conditions by the time noted above to receive national recognition:

1. Assessment #3: This assessment should be modified. Alignment and discussion focused on standards other than ACEI 2007 does not support meeting ACEI 2007 standards.

2. Assessment #3, 5, 6: These assessments should be modified. These assessments are aligned in such a way that one element of data is aligned to multiple standards. Alignment should be such that each row is aligned to a single ACEI standard. One Row, One Standard.

3. Assessment #4: This assessment should be modified. Rubrics rows mirror the language of the standards, and do not describe candidate performance in operational terms. See Areas for Consideration section.

4. Once the rubrics are revised and realigned, one set/semester of new data will need to be gathered with the candidates using the newly designed rubrics to guide their work. Do not include data collected before the rubric was modified, edited or realigned to standards. Data tables can be constructed in the same format as the rubric showing how many score at each level on each row of the rubric.

Resubmit Section IV in its entirety for Assessments 3, 4, 5 and 6. Complete the cover page and Sections V & VI of the ACEI program template as well before resubmitting the program.
To meet standards 2.1, 2.2, 2.3, and 2.4 candidate content knowledge, understanding and use (performance) must be demonstrated for every candidate.
This is the end of the report. Please click "Next" to proceed.