



JOY HOFMEISTER  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

## MEMORANDUM

**TO:** The Honorable Members of the State Board of Education  
**FROM:** Joy Hofmeister  
**DATE:** March 25, 2021  
**SUBJECT:** Administrative Rule Promulgation

The State Board of Education will be taking action at the March meeting on the following proposed rule changes pursuant to the *Oklahoma Administrative Procedures Act*, 75 O.S. § 250 *et seq.*:

- (1) Title 210. State Department of Education  
Chapter 15. Curriculum and Instruction  
Subchapter 3. Oklahoma Academic Standards  
Part 21. Information Literacy  
**210:15-3-172. Overview [REVOKED]**  
**210:15-3-172.1. Definitions [REVOKED]**  
**210:15-3-173. Information Literacy [AMENDED]**

The Information Literacy standards that are currently codified were adopted in 2007, based on the 2007 American Association of School Librarians (AASL) standards. Because the AASL model standards addressing information literacy were updated in 2017, the associated rules are being amended to incorporate the current guidelines. Through this amendment, the Information Literacy standards are also being streamlined into one administrative rule, with revocations of the other rule sections currently in place in this Part.

(Please note that while the Information Literacy standards reside in the Oklahoma Academic Standards subchapter due to the section numbers assigned in their original adoption, these guidelines are not academic subject matter standards, with an associated textbook adoption, that would be subject to the non-rulemaking revision process at 70 O.S. § 11-103.6a.)

- (2) Title 210. State Department of Education  
Chapter 15. Curriculum and Instruction  
Subchapter 3. Oklahoma Academic Standards  
Part 23. Instructional Technology  
**210:15-3-183. Overview [REVOKED]**  
**210:15-3-183.1. Definitions [REVOKED]**  
**210:15-3-184. Standards [AMENDED]**

**210:15-3-185. Intermediate level prior to completion of grade 8  
[REVOKED]**

**210:15-3-186. Advanced level prior to completion of grade 12 [REVOKED]**

The Instructional Technology standards that are currently codified were adopted in 2007, based on the 2007 International Society for Technology in Education (ISTE) standards. Because the ISTE model standards addressing instructional technology were updated in 2016, the associated rules are being amended to incorporate the current guidelines. Through this update, the Instructional Technology standards are also being streamlined into one administrative rule, with revocations of the other rule sections currently in place in this Part.

(Please note that while the Instructional Technology standards reside in the Oklahoma Academic Standards subchapter due to the section numbers assigned in their original adoption, these guidelines are not academic subject matter standards, with an associated textbook adoption, that would be subject to the non-rulemaking revision process at 70 O.S. § 11-103.6a.)

- (3) Title 210. State Department of Education
  - Chapter 20. Staff
  - Subchapter 9. Professional Standards: Teacher Education and Certification
  - Part 9. Teacher Certification
  - 210:20-9-110. Alternative placement teaching certificates [AMENDED]**

The rule that addresses teacher certification obtained through the alternative certification pathway is being updated to reflect a change in the authorizing statute. Senate Bill 1115 (2020) amended 70 O.S. § 6-122.3 to provide that in consultation with the Commission for Educational Quality and Accountability (OEQA), the State Board of Education is authorized to "grant an exception to the requirement to complete a subject area examination for initial certification in a field which does not require an advanced degree pursuant to [statute,] if the candidate has an advanced degree in a subject that is substantially comparable to the content assessed on a subject area examination."

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 15. CURRICULUM AND INSTRUCTION  
SUBCHAPTER 3. OKLAHOMA ACADEMIC STANDARDS  
PART 21. INFORMATION LITERACY**

*Proposed new content begins on page 7, following the old content identified for revocation.*

**210:15-3-172. Overview [REVOKED]**

(a) ~~Information literacy is no longer a simple matter of being able to locate information in reference books. Digital information has increased the complexity of information literacy to include digital, visual, and technological literacy, in addition to textual literacy. These literacy skills are essential to success in the modern world.~~

(b) ~~STANDARDS FOR THE 21<sup>ST</sup>-CENTURY LEARNER, by the American Association of School Librarians (AASL) (2007), addresses the new complexity of information literacy. Because these standards outline the skills our students will need for future success, they have been adopted as the PRIORITY ACADEMIC STUDENT SKILLS for Information Literacy with the permission of AASL. These standards consist of skills, dispositions, responsibilities, and self-assessment strategies. Skills are the key abilities needed for understanding, learning, thinking, and mastering subjects (AASL). Dispositions are ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken (AASL). Responsibilities are common behaviors used by independent learners in researching, investigating, and problem solving (AASL). Self-assessment strategies are reflections of one's own learning to determine that the skills, dispositions, and responsibilities are effective (AASL). Taken together, these four strands, or components, outline the knowledge and skills a student must possess to become a responsible digital citizen.~~

(c) ~~Information literacy standards are to be taught as an integral part of curriculum content in science, social studies, language arts, reading, etc. To facilitate the identification of information literacy skills, a book icon follows each standard or objective within the curriculum document which has information literacy embedded within the curriculum. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist. The classroom teacher and media specialist should provide opportunities for students to use information literacy skills in completion of class assignments.~~

(d) ~~Specific benchmarks for each of the standards are provided in the Benchmarks for Information Literacy document. This document is excerpted from STANDARDS FOR THE 21ST-CENTURY LEARNER IN ACTION by the American Association of School Librarians (2009). This publication is considered an essential tool for library media specialists and should be part of the professional collection for all school libraries.~~

**210:15-3-172.1. Definitions [REVOKED]**

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"AASL" means American Association of School Librarians.

"Access(es)" means ability to obtain and to make use of.

"Accurate" means conforming exactly to fact; errorless.

"Assimilate" means to incorporate and absorb into the mind.

"Bias(ed)" means a preference or an inclination, especially one that inhibits impartial judgment, or to influence in a particular, typically unfair direction; prejudice.

"**Collaboration**" means to work together, especially in a joint intellectual effort.  
 "**Cooperation**" means to work or act together toward a common end or purpose.  
 "**Credibility of authorship**" means reliable.  
 "**Embed(ded)**" means an integral part of the whole.  
 "**Format(s)**" means the material form or layout of a publication; the arrangement of data.  
 "**Genre(s)**" means category of literature marked by a distinctive style.  
 "**Icon**" means an image; a representation.  
 "**Information literacy**" means the ability to find and use information.  
 "**Ownership of information**" means exclusive right of any author, composer, or computer programmer to protect against unauthorized reproduction, display, performance, or translation of his/her original works.  
 "**Perspective(s)**" means point of view.  
 "**Proactively**" means acting in advance to deal with an expected difficulty.  
 "**Relevancy**" means having a bearing on or connection with the matter at hand.  
 "**Retrieve**" means the process of accessing information from memory or other format.

## 210:15-3-173. Information literacy

(a) ~~**Standard 1: Inquire, think critically, and gain knowledge.**~~ (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)

### (1) ~~**Skills.**~~

- (A) Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- (B) Use prior and background knowledge as context for new learning.
- (C) Develop and refine a range of questions to frame the search for new understanding.
- (D) Find, evaluate, and select appropriate sources to answer questions.
- (E) Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- (F) Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- (G) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- (H) Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- (I) Collaborate with others to broaden and deepen understanding.

### (2) ~~**Dispositions.**~~

- (A) Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- (B) Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- (C) Demonstrate creativity by using multiple resources and formats.
- (D) Maintain a critical stance by questioning the validity and accuracy of all information.
- (E) Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

~~(F) Display emotional resilience by persisting in information searching despite challenges.~~

~~(G) Display persistence by continuing to pursue information to gain a broad perspective.~~

~~(3) **Responsibilities.**~~

~~(A) Respect copyright/ intellectual property rights of creators and producers.~~

~~(B) Seek divergent perspectives during information gathering and assessment.~~

~~(C) Follow ethical and legal guidelines in gathering and using information.~~

~~(D) Contribute to the exchange of ideas within the learning community.~~

~~(E) Use information technology responsibly.~~

~~(4) **Self-Assessment Strategies.**~~

~~(A) Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.~~

~~(B) Use interaction with and feedback from teachers and peers to guide own inquiry process.~~

~~(C) Monitor gathered information, and assess for gaps or weaknesses.~~

~~(D) Seek appropriate help when it is needed.~~

~~(b) **Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST CENTURY LEARNER)~~

~~(1) **Skills.**~~

~~(A) Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.~~

~~(B) Organize knowledge so that it is useful.~~

~~(C) Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.~~

~~(D) Use technology and other information tools to analyze and organize information.~~

~~(E) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.~~

~~(F) Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.~~

~~(2) **Dispositions.**~~

~~(A) Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.~~

~~(B) Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.~~

~~(C) Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.~~

~~(D) Demonstrate personal productivity by completing products to express learning.~~

~~(3) **Responsibilities.**~~

~~(A) Connect understanding to the real world.~~

~~(B) Consider diverse and global perspectives in drawing conclusions.~~

~~(C) Use valid information and reasoned conclusions to make ethical decisions.~~

~~(4) **Self-Assessment Strategies.**~~

- ~~(A) Determine how to act on information (accept, reject, modify).~~
- ~~(B) Reflect on systematic process, and assess for completeness of investigation.~~
- ~~(C) Recognize new knowledge and understanding.~~
- ~~(D) Develop directions for future investigations.~~
- ~~(c) **Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)~~

~~(1) **Skills.**~~

- ~~(A) Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.~~
- ~~(B) Participate and collaborate as members of a social and intellectual network of learners.~~
- ~~(C) Use writing and speaking skills to communicate new understandings effectively.~~
- ~~(D) Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.~~
- ~~(E) Connect learning to community issues.~~
- ~~(F) Use information and technology ethically and responsibly.~~

~~(2) **Dispositions.**~~

- ~~(A) Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.~~
- ~~(B) Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.~~
- ~~(C) Demonstrate teamwork by working productively with others.~~

~~(3) **Responsibilities.**~~

- ~~(A) Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.~~
- ~~(B) Respect the differing interests and experiences of others, and seek a variety of viewpoints.~~
- ~~(C) Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.~~
- ~~(D) Create products that apply to authentic, real-world contexts.~~
- ~~(E) Contribute to the exchange of ideas within and beyond the learning community.~~
- ~~(F) Use information and knowledge in the service of democratic values.~~
- ~~(G) Respect the principles of intellectual freedom.~~

~~(4) **Self-Assessment Strategies.**~~

- ~~(A) Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.~~
- ~~(B) Assess the quality and effectiveness of the learning product.~~
- ~~(C) Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.~~

- ~~(d) **Standard 4: Pursue personal and aesthetic growth.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)~~

~~(1) **Skills.**~~

- ~~(A) Read, view, and listen for pleasure and personal growth.~~
- ~~(B) Read widely and fluently to make connections with self, the world, and previous reading.~~

- ~~(C) Respond to literature and creative expressions of ideas in various formats and genres.~~
- ~~(D) Seek information for personal learning in a variety of formats and genres.~~
- ~~(E) Connect ideas to own interests and previous knowledge and experience.~~
- ~~(F) Organize personal knowledge in a way that can be called upon easily.~~
- ~~(G) Use social networks and information tools to gather and share information.~~
- ~~(H) Use creative and artistic formats to express personal learning.~~

**(2) Dispositions.**

- ~~(A) Demonstrate curiosity by pursuing interests through multiple resources.~~
- ~~(B) Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.~~
- ~~(C) Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.~~
- ~~(D) Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.~~

**(3) Responsibilities.**

- ~~(A) Participate in the social exchange of ideas, both electronically and in person.~~
- ~~(B) Recognize that resources are created for a variety of purposes.~~
- ~~(C) Seek opportunities for pursuing personal and aesthetic growth.~~
- ~~(D) Practice safe and ethical behaviors in personal electronic communication and interaction.~~

**(4) Self-Assessment Strategies.**

- ~~(A) Identify own areas of interest.~~
- ~~(B) Recognize the limits of own personal knowledge.~~
- ~~(C) Recognize how to focus efforts in personal learning.~~
- ~~(D) Interpret new information based on cultural and social context.~~
- ~~(E) Develop personal criteria for gauging how effectively own ideas are expressed.~~
- ~~(F) Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.~~

(a) **Structure of the standards.** The Oklahoma Academic Standards for Information Literacy incorporate the American Academy of School Librarians (AASL) Standards Framework for Learners (2017). The standards are organized around six (6) key foundational concepts for learners: Inquire, Include, Collaborate, Curate, Explore, and Engage. These foundation areas are each connected to four (4) competency domains: Think (Cognitive Domain), Create (Psychomotor Domain), Share (Affective Domain), and Grow (Developmental Domain).

(b) **Inquire.** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

(1) **Think.** Learners display curiosity and initiative by:

- (A) Formulating questions about a personal interest or a curricular topic.
- (B) Recalling prior and background knowledge as context for new meaning.

(2) **Create.** Learners engage with new knowledge by following a process that includes:

- (A) Using evidence to investigate questions.
- (B) Devising and implementing a plan to fill knowledge gaps.
- (C) Generating products that illustrate learning.

- (3) **Share.** Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- (A) Interacting with content presented by others.
  - (B) Providing constructive feedback.
  - (C) Acting on feedback to improve.
  - (D) Sharing products with an authentic audience.
- (4) **Grow.** Learners participate in an ongoing inquiry-based process by:
- (A) Continually seeking knowledge.
  - (B) Engaging in sustained inquiry.
  - (C) Enacting new understanding through real-world connections.
  - (D) Using reflection to guide informed decisions.
- (c) **Include.** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- (1) **Think.** Learners contribute a balanced perspective when participating in a learning community by:
- (A) Articulating an awareness of the contributions of a range of learners.
  - (B) Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
  - (C) Describing their understanding of cultural relevancy and placement within the global learning community.
- (2) **Create.** Learners adjust their awareness of the global learning community by:
- (A) Interacting with learners who reflect a range of perspectives.
  - (B) Evaluating a variety of perspectives during learning activities.
  - (C) Representing diverse perspectives during learning activities.
- (3) **Share.** Learners exhibit empathy with and tolerance for diverse ideas by:
- (A) Engaging in informed conversation and active debate.
  - (B) Contributing to discussions in which multiple viewpoints on a topic are expressed.
- (4) **Grow.** Learners demonstrate empathy and equity in knowledge building within the global learning community by:
- (A) Seeking interactions with a range of learners.
  - (B) Demonstrating interest in other perspectives during learning activities.
  - (C) Reflecting on their own place within the global learning community.
- (d) **Collaborate.** Work effectively with others to broaden perspectives and work toward common goals.
- (1) **Think.** Learners identify collaborative opportunities by:
- (A) Demonstrating their desire to broaden and deepen understandings.
  - (B) Developing new understandings through engagement in a learning group.
  - (C) Deciding to solve problems informed by group interaction.
- (2) **Create.** Learners participate in personal, social, and intellectual networks by:
- (A) Using a variety of communication tools and resources.
  - (B) Establishing connections with other learners to build on their own prior knowledge and create new knowledge.
- (3) **Share.** Learners work productively with others to solve problems by:
- (A) Soliciting and responding to feedback from others.
  - (B) Involving diverse perspectives in their own inquiry processes.
- (4) **Grow.** Learners actively participate with others in learning situations by:



- (A) Actively contributing to group discussions.
- (B) Recognizing learning as a social responsibility.
- (e) **Curate.** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
  - (1) **Think.** Learners act on an information need by:
    - (A) Determining the need to gather information.
    - (B) Identifying possible sources of information.
    - (C) Making critical choices about information sources to use.
  - (2) **Create.** Learners gather information appropriate to the task by:
    - (A) Seeking a variety of sources.
    - (B) Collecting information representing diverse perspectives.
    - (C) Systematically questioning and assessing the validity and accuracy of information.
    - (D) Organizing information by priority, topic, or other systematic scheme.
  - (3) **Share.** Learners exchange information resources within and beyond their learning community by:
    - (A) Accessing and evaluating collaboratively constructed information sites.
    - (B) Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.
    - (C) Joining with others to compare and contrast information derived from collaboratively constructed information sites.
  - (4) **Grow.** Learners select and organize information for a variety of audiences by:
    - (A) Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
    - (B) Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
    - (C) Openly communicating curation processes for others to use, interpret, and validate.
- (f) **Explore.** Discover and innovate in a growth mindset developed through experience and reflection.
  - (1) **Think.** Learners develop and satisfy personal curiosity by:
    - (A) Reading widely and deeply in multiple formats, and writing and creating for a variety of purposes.
    - (B) Reflecting and questioning assumptions and possible misconceptions.
    - (C) Engaging in inquiry-based processes for personal growth.
  - (2) **Create.** Learners construct new knowledge by:
    - (A) Problem solving through cycles of design, implementation, and reflection.
    - (B) Persisting through self-directed pursuits by tinkering and making.
  - (3) **Share.** Learners engage with the learning community by:
    - (A) Expressing curiosity about a topic of personal interest or curricular relevance.
    - (B) Co-constructing innovative means of investigation.
    - (C) Collaboratively identifying innovative solutions to a challenge or a problem.
  - (4) **Grow.** Learners develop through experience and reflection by:
    - (A) Iteratively responding to challenges.
    - (B) Recognizing capabilities and skills that can be developed, improved, and expanded.
    - (C) Open-mindedly accepting feedback for positive and constructive growth.
- (g) **Engage.** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

(1) **Think.** Learners follow ethical and legal guidelines for gathering and using information by:

- (A) Responsibly applying information, technology, and media to learning.
- (B) Understanding the ethical use of information, technology, and media.
- (C) Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

(2) **Create.** Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

- (A) Ethically using and reproducing others' work.
- (B) Acknowledging authorship and demonstrating respect for the intellectual property of others.
- (C) Including elements in personal-knowledge products that allow others to credit content appropriately.

(3) **Share.** Learners responsibly, ethically, and legally share new information with a global community by:

- (A) Sharing information resources in accordance with modification, reuse, and remix policies.
- (B) Disseminating new knowledge through means appropriate for the intended audience.

(4) **Grow.** Learners engage with information to extend personal learning by:

- (A) Personalizing their use of information and information technologies.
- (B) Reflecting on the process of ethical generation of knowledge.
- (C) Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

## **RULE IMPACT STATEMENT**

### **Information Literacy**

a. **What is the purpose of the proposed rule change?**

The Information Literacy standards that are currently codified were adopted in 2007, based on the 2007 American Association of School Librarians (AASL) standards. Because the AASL model standards addressing information literacy were updated in 2017, the associated rules are being amended to incorporate the current guidelines. Through this amendment, the Information Literacy standards are also being streamlined into one administrative rule, with revocations of the other rule sections currently in place in this Part.

(Please note that while the Information Literacy standards reside in the Oklahoma Academic Standards subchapter due to the section numbers assigned in their original adoption, these guidelines are not academic subject matter standards, with an associated textbook adoption, that would be subject to the non-rulemaking revision process at 70 O.S. § 11-103.6a.)

b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**

The rule change will affect Oklahoma public schools, and staff responsible for assisting students with research and information gathering.

c. **What classes of persons will benefit from the proposed rule change?**

The rule change will benefit Oklahoma schools and their students by ensuring that the state's codified guidance for information literacy reflects current standards and best practices.

d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**

Because the amended standards do not require material changes to library media programs, there are no direct costs associated with the amendment. As with other changes in informational or instructional standards, school districts may wish to incorporate the new content into existing training for staff at no additional cost, or may choose to pursue additional training or professional development for staff with costs that would vary depending on the district's choice of additional training resources.

e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**

The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.

- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**

The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.

- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**

The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.

- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**

No.

- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

- k. **Date Prepared:** January 7, 2021

**STATUTORY AUTHORITY FOR 210:15-3-172 et seq.**

**Oklahoma Statutes**

**Title 70. Schools**

**Chapter 1 - School Code of 1971**

**Article III - State Department of Education**

**Section 3-104 - State Board of Education - Powers and Duties**

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The supervision of the public school system of Oklahoma shall be vested in the State Board of Education and, subject to limitations otherwise provided by law, the State Board of Education shall:

1. Adopt policies and make rules for the operation of the public school system of the state;

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5. Provide for the formulation and adoption of curricula, courses of study and other instructional aids necessary for the adequate instruction of pupils in the public schools;

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**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 15. CURRICULUM AND INSTRUCTION  
SUBCHAPTER 3. OKLAHOMA ACADEMIC STANDARDS  
PART 23. INSTRUCTIONAL TECHNOLOGY**

*Proposed new content appears on pages 18-20.*

**210:15-3-183. Overview [REVOKED]**

~~These **PRIORITY ACADEMIC STUDENT SKILLS** are the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NET-S), used with their permission.~~

**210:15-3-183.1. Definitions [REVOKED]**

~~The following words or terms, when used in this Chapter, shall have the following meaning, unless the context clearly indicates otherwise:~~

~~**"Browser"** means the program used to search and locate information on the World Wide Web.~~

~~**"Collaborative Electronic Authoring Tools"** means the tools that allow multiple authors from multiple locations simultaneously. Examples: Google™ Documents or wikis~~

~~**"Digital Citizenship"** means the Mike Ribble and Gerald Bailey definition of digital citizenship as the norms of appropriate and responsible behavior with regard to technology use, indicated through nine elements. The nine elements are:~~

~~(A) **Digital Etiquette.** Electronic standards of conduct or procedure. Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.~~

~~(B) **Digital Communication.** Electronic exchange of information. One of the significant changes within the digital revolution is a person's ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options.~~

~~(C) **Digital Literacy.** Process of teaching and learning about technology and the use of technology. While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that are not being used in schools (e.g., videoconferencing, online sharing spaces such as wikis). In~~

addition, workers in many different occupations need immediate information (just in time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating people in a new way these individuals need a high degree of information literacy skills.

(D) **Digital Access.** Full electronic participation in society. Technology users need to be aware of and support electronic access for all to create a foundation for Digital Citizenship. Digital exclusion of any kind does not enhance the growth of users in an electronic society. All people should have fair access to technology no matter who they are. Places or organizations with limited connectivity need to be addressed as well. To become productive citizens, we need to be committed to equal digital access.

(E) **Digital Commerce.** Electronic buying and selling of goods. Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller need to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of illegal/immoral goods and services are surfacing such as pornography and gambling. Users need to learn about how to be effective consumers in a new digital economy.

(F) **Digital Law.** Electronic responsibility for actions and deeds. Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime. There are certain rules of society that users need to be aware in an ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone's identify or property is unethical.

(G) **Digital Rights & Responsibilities.** Those freedoms extended to everyone in a digital world. Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

(H) **Digital Health & Wellness.** Physical and psychological well-being in a digital technology world. Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological

issues that are becoming more prevalent such as Internet addiction. Users need to be taught that there inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

(I) **Digital Security (self-protection).** Electronic precautions to guarantee safety. In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

**"Digital Imaging"** means objects created from a camera, scanner, etc.

**"Digital Media"** means digitized content that can be transmitted over the Internet or computer networks including text, graphics, audio, and video.

**"Digital Storytelling"** means some mix of computer based images, text, audio, and/or video.

**"Digital Tools"** means any technological resource including, but not limited to, word processors, presentation tools, desktop publishers, geographical information systems, instant messaging or SMS, audio tools, video tools, mind mapping tools, graphic tools, modeling tools, time line tools, data processing, and spreadsheet tools.

**"Editing"** means content decisions including additions, deletions, and modifications of text, graphics, etc.

**"Electronic Authoring Tools"** means computer based system that allows users to create content.

**"File Types"** mean

(A) .pdf – portable document file (Adobe Acrobat)

(B) .mpeg – typical music file

(C) .xls – Microsoft Excel™ file

(D) .dat – database file

(E) .bit/.bmp – picture/clip art file

(F) .wmv – Windows movie file

(G) .jpeg – picture file (Most digital cameras take pictures in this format.)

**"Graphical Organizers"** means Visual representations of knowledge, concepts or ideas.

**"Hyperlink"** means embedded text directing to a web page or remote site.

**"Lifelong Learning"** means the "lifelong, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship, and personal development, but also competitiveness and employability.

**"Mapping Software"** means software that chart data on a map.

**"Media-Rich Presentation"** means mixed media (audio, video, text, still images, animation, video interactivity).

**"Online Learning Community"** means common place on the Internet that addresses the learning needs of its members.



**"Simulation"** means acting out or mimicking an actual or probable real-life condition, event, or situation to solve or explore a problem, issue, or topic.

**"Streaming Media"** means media compressed to be viewed on a Web site.

**"Technology"** means the body of knowledge available that is of use in extracting, creating, distributing, manipulating or collecting data and/or information.

**"(Technology) Applications"** means the technology system designed to solve a specific problem.

**"Technology Systems"** means the interactive and interdependent components of technology (See technology.) that combine to form a solution.

**"Upload/Download"** means download is moving a digital file (such as a media file or word processing file) from a server where it is stored to a local system for viewing or editing. Upload is moving a digital file from a local system to a server for storage or distribution.

**"URL"** means the address of a Web page.

### **210:15-3-184. Instructional Technology Standards**

(a) **Creativity and Innovation.** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students will:

- (1) apply existing knowledge to generate new ideas, products, or processes.
- (2) create original works as a means of personal or group expression.
- (3) use models and simulations to explore complex systems and issues.
- (4) identify trends and forecast possibilities.

(b) **Communication and Collaboration.** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students will:

- (1) interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- (2) communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- (3) develop cultural understanding and global awareness by engaging with learners of other cultures.
- (4) contribute to project teams to produce original works or solve problems.

(c) **Research and Information Fluency.** Students apply digital tools to gather, evaluate, and use information. Students will:

- (1) plan strategies to guide inquiry.
- (2) locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- (3) evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- (4) process data and report results.

(d) **Critical Thinking, Problem Solving, and Decision Making.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students will:

- (1) identify and define authentic problems and significant questions for investigation.
- (2) plan and manage activities to develop a solution or complete a project.
- (3) collect and analyze data to identify solutions and/or make informed decisions.
- (4) use multiple processes and diverse perspectives to explore alternative solutions.

- (e) **Digital Citizenship.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will:
- (1) ~~advocate and practice safe, legal, and responsible use of information and technology.~~
  - (2) ~~exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.~~
  - (3) ~~demonstrate personal responsibility for lifelong learning.~~
  - (4) ~~exhibit leadership for digital citizenship.~~
- (f) **Technology Operations and Concepts.** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students will:
- (1) ~~understand and use technology systems.~~
  - (2) ~~select and use applications effectively and productively.~~
  - (3) ~~troubleshoot systems and applications.~~
  - (4) ~~transfer current knowledge to learning of new technologies.~~
- (a) **Structure of the standards.** The Oklahoma Academic Standards for Instructional Technology incorporate the International Society for Technology in Education (ISTE) Standards for Students (2016). The standards are organized around seven (7) competency areas: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator. For each of the seven (7) competency areas, four (4) specific standards are included.
- (b) **Empowered Learner.** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- (1) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
  - (2) Students build networks and customize their learning environments in ways that support the learning process.
  - (3) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
  - (4) Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use, and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.
- (c) **Digital Citizen.** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They act in ways that are safe, legal, and ethical.
- (1) Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.
  - (2) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
  - (3) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
  - (4) Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.
- (d) **Knowledge Constructor.** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- (1) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- (2) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- (3) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- (4) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
- (e) Innovative Designer.** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
  - (1) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
  - (2) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
  - (3) Students develop, test, and refine prototypes as part of a cyclical design process.
  - (4) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
- (f) Computational Thinker.** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
  - (1) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
  - (2) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
  - (3) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
  - (4) Students understand how automation works, and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
- (g) Creative Communicator.** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
  - (1) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
  - (2) Students create original works or responsibly repurpose or remix digital resources into new creations.
  - (3) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
  - (4) Students publish or present content that customizes the message and medium for their intended audiences.
- (h) Global Collaborator.** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
  - (1) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
  - (2) Students use collaborative technologies to work with others—including peers, experts, or community members—to examine issues and problems from multiple viewpoints.

(3) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

(4) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

**210:15-3-185. Intermediate level prior to completion of grade 8 [REVOKED]**

~~(a) **Standard.** The student will demonstrate knowledge of basic operations and concepts.~~

~~(1) Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.~~

~~(2) Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.~~

~~(b) **Standard.** The student will demonstrate knowledge of social, ethical, and human issues.~~

~~(1) Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.~~

~~(2) Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.~~

~~(3) Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.~~

~~(c) **Standard.** The student will demonstrate knowledge of technology productivity tools.~~

~~(1) Use content specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.~~

~~(2) Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.~~

~~(d) **Standard.** The student will demonstrate knowledge of technology communication tools.~~

~~(1) Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.~~

~~(2) Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.~~

~~(e) **Standard.** The student will demonstrate knowledge of technology research tools.~~

~~(1) Use content specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.~~

~~(2) Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.~~

~~(3) Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.~~

~~(4) Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.~~

~~(5) Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems.~~

~~(f) **Standard.** The student will demonstrate knowledge of technology problem solving and decision making tools.~~

- (1) ~~Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.~~
- (2) ~~Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.~~
- (3) ~~Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.~~
- (4) ~~Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.~~
- (5) ~~Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.~~

**210:15-3-186. Advanced level prior to completion of grade 12 [REVOKED]**

- (a) ~~**Standard.** The student will demonstrate knowledge of basic operations and concepts and make informed choices among technology systems, resources, and services.~~
- (b) ~~**Standard.** The student will demonstrate knowledge of social, ethical, and human issues.~~
  - (1) ~~Identify capabilities and limitations of contemporary, emerging technology resources, and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.~~
  - (2) ~~Make informed choices among technology systems, resources, and services.~~
  - (3) ~~Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.~~
  - (4) ~~Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.~~
- (c) ~~**Standard.** The student will demonstrate knowledge of technology productivity tool.~~
  - (1) ~~Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).~~
  - (2) ~~Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.~~
- (d) ~~**Standard.** The student will demonstrate knowledge of technology communications tools.~~
  - (1) ~~Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).~~
  - (2) ~~Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.~~
  - (3) ~~Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.~~
  - (4) ~~Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.~~
- (e) ~~**Standard.** The student will demonstrate knowledge of technology research tools.~~
  - (1) ~~Evaluate technology-based options, including distance and distributed education, for lifelong learning.~~
  - (2) ~~Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.~~

- ~~(3) Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.~~
- ~~(4) Investigate and apply expert systems, intelligent agents, and simulations in real world situations.~~
- ~~(5) Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.~~
- ~~(f) **Standard.** The student will demonstrate knowledge of technology problem solving and decision making tools.~~
  - ~~(1) Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.~~
  - ~~(2) Investigate and apply expert systems, intelligent agents, and simulations in real world situations.~~
  - ~~(3) Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.~~

## **RULE IMPACT STATEMENT**

### **Instructional Technology**

a. **What is the purpose of the proposed rule change?**

The Instructional Technology standards that are currently codified were adopted in 2007, based on the 2007 International Society for Technology in Education (ISTE) standards. Because the ISTE model standards addressing instructional technology were updated in 2016, the associated rules are being amended to incorporate the current guidelines. Through this update, the Instructional Technology standards are also being streamlined into one administrative rule, with revocations of the other rule sections currently in place in this Part.

(Please note that while the Instructional Technology standards reside in the Oklahoma Academic Standards subchapter due to the section numbers assigned in their original adoption, these guidelines are not academic subject matter standards, with an associated textbook adoption, that would be subject to the non-rulemaking revision process at 70 O.S. § 11-103.6a.)

b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**

The rule change will affect Oklahoma schools and their students and staff.

c. **What classes of persons will benefit from the proposed rule change?**

The rule change will benefit school communities by ensuring that the state's codified guidance for instructional technology reflects current standards and best practices, especially important due to the growing role of information and communication technologies in education.

d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**

Because the amended standards do not require material changes to instructional programs, there are no direct costs associated with the amendment. As with other changes in informational or instructional standards, school districts may wish to incorporate the new content into existing training for staff at no additional cost, or may choose to pursue additional training or professional development for staff with costs that would vary depending on the district's choice of additional training resources.

e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**

The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.

- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**

The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.

- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**

The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.

- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**

No.

- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

- k. **Date Prepared:** January 7, 2021



**STATUTORY AUTHORITY FOR 210:15-3-183 et seq.**

**Oklahoma Statutes**

**Title 70. Schools**

**Chapter 1 - School Code of 1971**

**Article III - State Department of Education**

**Section 3-104 - State Board of Education - Powers and Duties**

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The supervision of the public school system of Oklahoma shall be vested in the State Board of Education and, subject to limitations otherwise provided by law, the State Board of Education shall:

1. Adopt policies and make rules for the operation of the public school system of the state;

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5. Provide for the formulation and adoption of curricula, courses of study and other instructional aids necessary for the adequate instruction of pupils in the public schools;

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**TITLE 210. STATE DEPARTMENT OF EDUCATION**  
**CHAPTER 20. STAFF**  
**SUBCHAPTER 9. PROFESSIONAL STANDARDS: TEACHER EDUCATION**  
**AND CERTIFICATION**  
**PART 9. TEACHER CERTIFICATION**

*Proposed new content appears on page 27.*  
*Language adjustments made following the public comment period appear in red italics.*

**210:20-9-110. Alternative placement teaching certificates**

(a) **Issuance of provisional alternative teaching certificates.** The State Department of Education shall issue a three (3) year, nonrenewable provisional alternative placement teaching certificate to an individual who completes the application for an alternative placement teaching certificate and submits all documentation necessary to verify that the applicant meets all of the following criteria:

- (1) **Post-secondary education.** The applicant for alternative placement certification holds:
  - (A) At least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education and has attained a retention grade point average of not less than 2.50 on a 4.0 scale; or
  - (B) A terminal degree in any field from an institution accredited by a national or regional accrediting agency recognized by the United States Department of Education, verified as a terminal degree by the Oklahoma State Regents for Higher Education; or
  - (C) At least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education, and has completed at least two (2) years of qualified work experience. For purposes of this section, qualified work experience must be documentable through standard employment verification procedures, and relevant to a certification area or area of specialization as determined by the State Board of Education, the Office of Educational Quality and Accountability, the Department of Career and Technology Education, and/or the State Regents for Higher Education.
- (2) **Competency in a certification area.** In addition to having completed qualifying post-secondary education, the applicant demonstrates competency in an area of specialization for an elementary-secondary certificate, a secondary certificate, or a vocational-technical certificate. Competency in a certification area may be demonstrated through the following:
  - (A) Completion of an academic major, or at least thirty (30) credit hours of post-secondary coursework, in a field that corresponds to a certification area.
  - (B) Completion of an academic minor, or at least fifteen (15) credit hours of post-secondary coursework, in a field that corresponds to a certification area, plus at least one (1) year of qualified work experience or relevant volunteer experience in the same field. Volunteer experience must be verified through documentation and/or references.
  - (C) At least three (3) years of qualified work experience or relevant volunteer experience in a field that corresponds to an area of certification, or a combination of relevant work and volunteer experience totaling at least three (3) years, plus a written recommendation from an employer or volunteer coordinator.
  - (D) Successful completion of a relevant professional exam (e.g. accountancy, nursing).

- (E) Publication of a relevant article in a peer-reviewed academic journal or trade journal.
  - (F) Other documentable means of demonstrating competency, subject to the approval of the State Department of Education.
- (3) **Intent to earn standard certification.** The applicant declares the intention to earn standard certification by means of an alternative placement program that meets the requirements of 70 O.S. § 6-122.3 in not more than three (3) years. An applicant shall be deemed to have declared their intent to earn standard certification through submitting a completed application for alternative certification.
- (4) **Teacher competency examinations.** The applicant has passed all of the following teacher competency examinations:
- (A) The Oklahoma General Education Test (OGET); and
  - (B) The Oklahoma Subject Area Test (OSAT) in each area of specialization for which certification is sought, unless the applicant is eligible for an exception to the OSAT requirement under 70 O.S. § 6-122.3(e). Pursuant to statute, in consultation with the Commission for Educational Quality and Accountability, the State Board of Education may grant an exception to the requirement to complete the OSAT exam for initial certification in a subject area for which the applicant holds a substantially related advanced degree from an accredited institution. This exception is not available for subject areas which require an advanced degree for certification, such as school administrator, ~~or~~ school counselor, library media specialist, and reading specialist certificates.
- (5) **Intent to serve as a public school teacher.** The applicant declares their intention to serve as a teacher at an Oklahoma public school. An applicant shall be deemed to have declared their intent to seek employment at an accredited Oklahoma public school district through submitting a completed application for alternative certification.
- (b) **Requirements for enrollment in an alternative certification program.** As a prerequisite to enrollment in an alternative placement program set forth in 70 O.S. § 6-122.3, applicants shall meet all of the following requirements:
- (1) The applicant has never been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools and by the Oklahoma Commission for Educational Quality and Accountability to offer teacher education programs; and has never been enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of the program;
  - (2) The applicant has on file with the director of teacher education at an Oklahoma institution of higher education a plan for meeting standard certification requirements within three (3) years; and
  - (3) The applicant is participating in the teacher residency program set forth in 70 O.S. § 6-195.
- (c) **Requirements for professional education instruction.** Participants in alternative placement programs as addressed in subsection (b) must complete between six (6) and eighteen (18) credit hours of professional education instruction, or between ninety (90) and two hundred seventy (270) clock hours of school district-approved professional development, with the minimum hours of instruction required dependent on the applicant's prior level of education and/or experience. Professional education requirements must be completed within three (3) years after entering the Alternative Placement program. For all participants, professional education

instruction must include at least one college credit course addressing pedagogical principles and at least one college credit course addressing classroom management. For each year of documented experience in the relevant certification area, a participant's total required professional education may be reduced by three (3) credit hours or forty-five (45) clock hours, provided all participants must complete at least six (6) credit hours or ninety (90) clock hours of professional education instruction. Minimum required instructional hours shall be determined as follows:

- (1) For alternative placement program participants who hold a terminal degree, six (6) credit hours or ninety (90) clock hours of professional education instruction are required.
- (2) For alternative placement program participants who hold a non-terminal degree beyond a baccalaureate degree, twelve (12) credit hours or one hundred eighty (180) clock hours of professional education instruction are required.
- (3) For alternative placement program participants who hold a baccalaureate degree, eighteen (18) credit hours or two hundred seventy (270) clock hours of professional education instruction are required.

(d) **Issuance of standard teaching certificates.** The State Department of Education shall issue a standard teaching certificate to an individual who successfully completes all of the requirements set forth in (a), (b), and (c) of this Section within three (3) years of the date of issuance of the applicant's provisional alternative teaching certificate and meets all of the following requirements:

- (1) The applicant has passed the Oklahoma Professional Teaching Exam (OPTE) for either elementary/middle level or secondary level; and
- (2) The applicant has completed all professional education requirements of the alternative placement program set forth in 70 O.S. § 6-122.3 and the administrative rules and/or adopted policies of the State Board of Education.

(e) **No student teaching experience required.** Student teaching and/or pre-student teaching field experience shall not be required of alternative program applicants as a condition of receiving a provisional or standard certificate pursuant to the provisions of this Section.

(f) **Criminal history record check.** Prior to employing an alternatively certified teacher, the district board of education shall request a criminal history record check of the individual under the provisions of 70 O.S. § 5-142.

(g) **State Board of Education exceptions.** In accordance with the requirements of 70 O.S. § 6-122.3, the State Board of Education may grant a waiver or exception to any of the requirements of this Section and may grant a certificate upon demonstration of specific competency in the subject area of specialization by the applicant. An applicant for alternative certification who does not have at least two (2) years of relevant work experience, but demonstrates competency in the subject area in which certification is sought, may request an exception to the work experience requirement of 70 O.S. § 6-122.3.

## **RULE IMPACT STATEMENT 210:20-9-110**

### **"Alternative placement teaching certificates" [AMENDED]**

a. **What is the purpose of the proposed rule change?**

The rule that addresses teacher certification obtained through the alternative certification pathway is being updated to reflect a change in the authorizing statute. Senate Bill 1115 (2020) amended 70 O.S. § 6-122.3 to provide that in consultation with the Commission for Educational Quality and Accountability (OEQA), the State Board of Education is authorized to "grant an exception to the requirement to complete a subject area examination for initial certification in a field which does not require an advanced degree pursuant to [statute,] if the candidate has an advanced degree in a subject that is substantially comparable to the content assessed on a subject area examination."

b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**

The rule change will affect individuals who wish to apply for alternative certification and who hold an advanced degree, provided the advanced degree is in a subject area that does not require a postgraduate degree for educator certification.

c. **What classes of persons will benefit from the proposed rule change?**

The rule change will benefit eligible candidates for alternative certification, and the school districts that will have access to additional qualified teachers through the alternative certification pathway.

d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**

The agency does not anticipate any economic impact upon political subdivisions or affected classes as a result of implementation of the proposed rule change at this time.

e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**

The agency does not anticipate any cost to the agency to implement and enforce as a result of the proposed change in the rule at this time. Additional record keeping, if any, will be performed by existing staff.

f. **What is the economic impact on any political subdivision to implement the proposed rule change?**

The agency does not anticipate any economic impact on any political subdivision to implement the proposed rule change at this time.

- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**

The agency does not anticipate any adverse economic impact on small business as a result of the proposed rule change at this time.

- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**

No.

- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

The agency does not anticipate any impact on public health, safety, or environment as a result of implementation of the proposed rule at this time.

- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

The agency does not anticipate any detrimental effect on public health, safety, or environment as a result of failure to implement the proposed rule at this time.

- k. **Date Prepared:** February 8, 2021

**STATUTORY AUTHORITY FOR 210:20-9-110**

**Oklahoma Statutes**

**Title 70. Schools**

**Chapter 1 - School Code of 1971**

**Article VI - Teachers**

**Section 6-122.3 - Eligibility for Grant of Alternative Placement Teaching Certificate**

*See (E) on page 32 for provisions specific to this proposed rule amendment.*

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A. The State Board of Education shall grant an alternative placement teaching certificate to a person who makes application to the Board and meets the following criteria:

1. a. holds at least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education and has attained a retention grade point average of not less than 2.50 on a 4.0 scale, or
  - b. has successfully completed a terminal degree, such as a doctorate of philosophy, a doctorate in education, professional doctorates, a master of fine arts degree or a master of library science degree, from an institution accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education. The Oklahoma State Regents for Higher Education shall be consulted to verify other terminal degrees, or
  - c. holds at least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education and has qualified work experience in a field that corresponds to an area of certification as determined by the State Board of Education, and
  - d. in addition to the requirements of subparagraphs a, b and c of this paragraph, has demonstrated competency or completed a major in a field that corresponds to an area of specialization for an Elementary-Secondary Certificate or a Secondary Certificate as determined by the State Board of Education or a vocational-technical certificate as recommended by the Oklahoma Department of Career and Technology Education;
2. Declares the intention to earn standard certification by means of an alternative placement program in not more than three (3) years. The State Board of Education shall determine the subject matter and the number of clock or semester hours required for the professional education component for each person making application for an alternative placement teaching certificate based on the criteria of paragraph 1 of this subsection.

The State Board of Education shall establish a core minimum of six (6) semester hours or ninety (90) clock hours and a maximum of eighteen (18) semester hours or two hundred seventy (270) clock hours for the professional education component.

The requirements set forth in this subsection shall exclude all student teaching requirements pursuant to the provisions of subsection E of this section;

3. Has passed the general education and subject area portions of the competency examination required in [Section 6-187](#) of this title in the area of specialization for which certification is sought; and

4. Either presents a document from an accredited public school district in this state offering employment in the area of specialization for which certification is sought on condition that the person enroll in an alternative placement program approved by the State Board of Education or declares the intention to seek employment as a teacher at an accredited public school district in this state. The certificate granted pursuant to this subsection shall be considered a “valid certificate of qualification” for the purposes of [Sections 6-107](#) and [6-108](#) of this title, and the holder of the certificate shall be considered an inductee for the purposes of [Section 6-195](#) of this title.

B. An alternative placement teaching certificate shall be renewed for not more than a maximum of three (3) years upon presentation of a document from an accredited public school district in this state offering renewed employment in the same area of specialization and a document from a teacher education institution verifying satisfactory progress in an appropriate alternative placement program.

C. Persons enrolled in an alternative placement program shall:

1. Have never been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools and by the Oklahoma Commission for Teacher Preparation to offer teacher education programs, nor have enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of the program, except those persons who hold a certificate;

2. Have on file with the director of teacher education at an Oklahoma institution of higher education a plan for meeting standard certification requirements within three (3) years; and

3. Participate in an induction program as required in [Section 6-195](#) of this title and have the same duties and responsibilities as other inductees.

D. The State Board of Education may grant an exception to the requirements for certification and, upon demonstration by an individual of specific competency in the subject area of specialization, may grant a certificate to the individual. The State Board may establish other requirements necessary to grant exceptions.

E. The State Board of Education, in consultation with the Commission for Educational Quality and Accountability, may grant an exception to the requirement to complete a subject area examination for initial certification in a field which does not require an advanced degree pursuant to this section if the candidate has an advanced degree in a subject that is substantially comparable to the content assessed on a subject area examination. The degree shall be from an institution accredited by a national or regional accrediting agency which is recognized by the Secretary of the U.S. Department of Education. The Commission shall provide the Board with the necessary information to determine comparability.



F. Student teaching and a prestudent teaching field experience shall not be required of alternative placement program participants for standard certification.

G. The State Board of Education shall promulgate rules authorizing adjunct teachers who shall be persons with distinguished qualifications in their field. Adjunct teachers shall not be required to meet standard certification. Adjunct teachers shall be limited to two hundred seventy (270) clock hours of classroom teaching per semester.

H. Each teacher education institution shall provide the Oklahoma Commission for Teacher Preparation an annual report of information as specified by the Commission regarding participation in the alternative placement programs offered by the institution.

I. The Oklahoma Commission for Teacher Preparation shall not accredit, renew the accreditation of, or otherwise approve any teacher education program of any institution of higher education in this state that has not implemented alternative placement programs in at least four areas of specialization, including mathematics, science and a foreign language. Each institution shall allow individuals who meet the criteria of subsections A and C of this section to be:

1. Admitted to an alternative placement program without further qualification; and
2. Offered the opportunity to complete the requirements for standard certification set forth in subsection A of this section during the summer preceding and the summer following the first year of teaching with an alternative placement teaching certificate. Any person seeking standard certification through an alternative placement program shall be permitted to take necessary courses during regular semesters if offered.

J. The criteria specified in subsection I of this section can be met through a cooperative arrangement entered into by two or more institutions of higher education.