Overall shortage of 800 teachers across the state.

Between 2009-2012: OK lost more than 1,300 teachers while student population increased. (OEEQA)
To fill vacancies, districts will:

- Seek emergency certifications: 56%
- Hire long-term subs: 31%
- Hire short-term subs: 19%

*Based on survey responses*
UCO Teacher Education Program Completers

UCO Teacher Education Program Graduates
Fall 2009 - 2014 (n= 1,133)

- 2009-2010: 242
- 2010-2011: 230
- 2011-2012: 251
- 2012-2013: 196
- 2013-2014: 214

Total ST
Self-Report of Employment by Graduation

UCO Graduates for Fall 2009 - Spring 2014  
Self reported Hired on/before Graduation  
(684 out of 1,133; 60%)
Self-Report of Employment by Graduation

UCO Graduates for Fall 2009 - Spring 2014
Self reported Hired on/before Graduation
(684 out of 1,133; 60%)
UCO Graduates by Teaching Areas
2009 - 2014

Art
Biology
Business
Chemistry
Comm/Drama
Dance
Early childhood
Elementary
English
FACS
German
History
Math
Spanish
Music Instr
music vocal
PE/Health
SPED M/M
SPED S/P
“Lenses” for the Re-Visioning:

- Feedback & other data from teacher candidates, P-12 educators (including candidates’ mentors), education agencies
- 2011 InTASC Standards
- Blue Ribbon Panel (NCATE): “10 Design Principles for Clinically Based Preparation”
- NCATE & now CAEP Standards
- Research (UTPA, co-teaching, clinical experience, OKC metro demographics, etc.)
Major Themes:

- Quality Clinical Experiences
  - Strong Mentors
  - Informed Mentors
  - Opportunities for Rich Experience
  - Attention to Dispositions/Professional Behaviors
  - Training to Assist Interrater Reliability Regarding Assessments
Major Themes:

- Strategic P-12 Partnerships
  - Two-Way
  - Shared Decision-Making
  - Choice Regarding Levels of Engagement

- Learning Differences & P-12 Student Performance
  - Addition of an ELL Strategies Course
  - Focus of Technology in Methods Courses
  - Training in Data Use
Major Themes:

- Current Expectations
  - Including Oklahoma Standards
  - Including Evaluation Models
  - Informing Candidates about Oklahoma Teacher Supply & Demand

- Teacher Candidate Quality
  - Content Knowledge
  - Dispositions
  - “Calling”

- Research & Development
  - Continual Improvement
  - Transparency—Quality Indicators
UCO Initiatives

UCO has a number of initiatives to create educational career pipelines that will increase the teacher workforce AND support teachers in the classroom.

Residency Program & Clinical Experiences

[Image of Prospective Teachers Academy]

[Image of Urban Teacher Preparation Academy]
Urban Teacher Preparation Academy (UTPA)
Dr. Genia James, UTPA Coordinator

Cohorts #1, 2, 3, and 4

Current Teaching Retention Rate = 87%
Current Teaching Retention Rate in OKCPS = 76%
Fall 2013

**Top Ten Feeder High Schools (New Freshmen):**
Edmond North (137) Edmond Memorial (103) Edmond Santa Fe (94) Putnam City North (76) Putnam City (52) Mustang (52) Guthrie (50) Westmoore (38) Yukon (37) Broken Arrow (33)

**Top Ten Feeder Colleges (New Transfers):**
OCCC (241) Rose State (184) OSU-OKC (159) OU (81) Northern OK (63) TCC (52) Redlands CC (45) OSU-Main (45) SWOSU (35) Seminole State (31)

UCO Graduates hired by District
Self-Report for Fall 2009 - Spring 2014
(n=684 out of 1,133)
Semester 4
Level I
Clinical Experience
(15 Hours beginning Fall 2014)

Semester 6
Level II Clinical Experience
27 hours = 9x3
& 18 Hours Pre-Student teaching
With Mentor (Spring)
=45 hours total
Use of some co-teaching strategies

Semester 7
(Fall ONLY beginning 2016)
16 weeks student teaching with UCO trained Co-Teaching mentor

Semester 8
Residency Support &
HUB FOR SUBS
Level I: Initial Clinical Experience
15 Hours

Expectations of School

Teacher candidates should have the opportunity to:
• Work with a willing mentor teacher with at least 3 yrs. experience
• Observe student and teacher behaviors
• Observe effective classroom management
• Interact with students minimally
• Assist with instructional tasks as needed via Co-Teaching strategies

Level II: Clinical Rounds
27 hours

Expectations of the School

Teacher candidates should have the opportunity to:
• Be placed, possibly several at a time, with a mentor teacher who demonstrates expertise in a target area
• Observe expertise in target area, classroom management and instruction
• Assist the Mentor Teacher with instructional tasks via Co-Teaching strategies
• Interact with students in small groups to practice classroom management and instructional strategies
Level III: Pre-Internship & Student Teaching 16 Weeks

Spring: 18 hours of observation with Cooperating Teacher
Fall: 16 Weeks of Student Teaching with a mentor teacher

Expectations of the School

Teacher candidates should have the opportunity to:
• Be placed with a “UCO trained” Co-Teaching mentor who works collaboratively with TC
• Be placed with a mentor who has a history of successful mentorship with TCs
• Practice and implement all 7 Co-Teaching strategies
• Lead a unit of instruction during a period of solo teaching
Memorandum of Understanding (MOUs) for School Partnerships
Preferred Levels of Engagement

May 29, 2014

Dear Potential Partner School:

At the University of Central Oklahoma we appreciate our school partners and realize that engaged partners are essential in preparing future teachers. We are committed to preparing educators who are reflective, responsive and resourceful.

Recently, UCO’s College of Education and Professional Studies leaders have reviewed over five years of P12 mentor teacher data, University supervisor data, and teacher candidate and graduate feedback regarding our educator preparation programs as well as current scientific research to determine the best strategy for creating impactful clinical experiences. As a result, many changes have been implemented that are aimed at providing enriched and deeper clinical experiences for our teacher candidates.

The added benefit to our partners is that schools now have several options when choosing to collaborate with UCO. The levels of engagement for schools are outlined in the attached document and should be reviewed and considered carefully. Through an active partnership, schools play a vital role in developing quality teachers who will remain in the profession for many years.

While there are numerous benefits to hosting teacher candidates, the main benefit is that the opportunities and training you and your teachers provide allows you to have a direct hand in creating the type of teacher you desire for your school. Because of our commitment to offering the best clinical experiences to our candidates, we will be focusing our efforts on partnering with fewer school sites than we have in years past. This will allow us to offer our partner sites opportunities such as professional development, UCO classes held at partner sites and more interaction with faculty members.

Clinical experience is an important part of training for teacher candidates. Thank you for collaborating with us to provide exemplary experiences so that these teacher candidates can become effective teachers.

Sincerely,
Mutually Beneficial P-12 Partnerships

- Better prepared novice teachers
- An opportunity to make candidates fall in love with your school/district
- Vouchers
- Free professional development
- On-site classes
- “UCO Master Teachers”
Updated Evaluation

- An Ad-hoc Committee was formed to create an updated evaluation process with end goal in mind – starting with Student Teaching first and working backwards.
- The committee includes representatives from college of education, content areas, clinical observation adjuncts, staff, administration, etc.
- Numerous resources were examined, including TLE models, InTASC Standards, Oklahoma Criteria for Effective Teaching, former UCO evaluations, other university evaluations, etc.
- After an open comment period, the instrument is in pilot stages.
- The final step will be to align with InTASC and our own Conceptual Framework.
Questions?