



# RE-VISIONING

ADVANCING OUR EDUCATOR PREPARATION PROGRAMS IN ORDER TO BETTER PREPARE REFLECTIVE, RESPONSIVE, AND RESOURCEFUL PROFESSIONALS.

## LENSES



Feedback & other data from teacher candidates, P12 educators (including graduates, candidates' mentors and principals), education agencies, etc.



2011 InTASC Standards, 2010 NCATE Blue Ribbon Panel Report, CAEP Standards



Research (UTPA, co-teaching, clinical experience, OKC metro demographics, educator pipelines, etc.)

## SEMESTER PLAN

### Semesters 1-3:

0-Level Induction Course  
Pre-Admission Service  
Learning Activities

### Semesters 4:

Clinical Experience 1  
(15 Hours beginning Fall 2014)

### Semesters 5:

Program- Specific Practica  
P12 Site-Based  
Classes/Clinical Faculty\*

### Semesters 6:

(SPRING)  
Clinical Experience 2  
(45 Hours beginning Fall 2015)  
Clinical "Rounds"\*\*\*  
18 Hours Pre-ST

### Semesters 7:

(FALL only beginning w/  
In-Service/Fall 2016)  
Student Teaching with  
UCO-Trained Co-Teacher

### Semesters 8+:

"Residency" & Outreach  
"Hub for Subs"

\*in some classes

\*\*pilot opportunities Spring 2015

\*\*\*Assessment of Dispositions Inventory (ADI) with all Clinical Experiences



# NEW PARTNERSHIP MODEL

Our EPP and schools have entered new agreements providing a tiered structure of partnerships. This agreement shares authority in teacher candidate placements to better provide high quality co-teachers willing and capable of scaffolding, shaping and inducting novice teachers into the profession using research-supported strategies.

Check box and complete information for level of partnership desired

- Level I- Initial Clinical Experience**  
Number of UCO clinical experience students desired: \_\_\_\_
- Level II - Clinical Rounds**  
Number of UCO clinical experience students desired: \_\_\_\_
- Level III - Pre-Internship and Student Teaching**

## CLINICAL EXPERIENCES

### Level I: Initial Clinical Experience 15 Hours

- Work with a willing mentor teacher with at least 3 yrs. Experience
- Observe student and teacher behaviors
- Observe effective classroom management
- Interact with students
- Assist with instructional tasks as needed via Co-Teaching strategies

### Level II: Clinical Rounds 27 hours (SPRING ONLY)

- Be placed 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
- Plan, teach, and assess a lesson

### Level III: Pre-Internship (18 hours-SPRING) & Student Teaching 16 Weeks (FALL ONLY)

- Be placed with a "UCO trained" Co-Teaching mentor
- Be placed with a mentor who has a history of successful teaching
- Practice and implement all 7 Co-Teaching strategies
- Lead a unit of instruction during a period of solo teaching

## CO-TEACHING

### Seven Strategies of Co-Teaching

1. One Teach, One Observe
2. One Teach, One Assist
3. Station Teaching
4. Parallel Teaching
5. Supplemental Teaching
6. Alternative (Differentiated) Teaching
7. Team Teaching

"These techniques are extremely beneficial for aiding in student learning as well as teacher retention."

"I think this is a great training! Being a co-teacher is very important to those new teachers and is vital to their training. Anyone having a student teacher must go through this training."

"I feel much more equipped to accept a teacher candidate."

"Many of these strategies align with our PLC strategies."

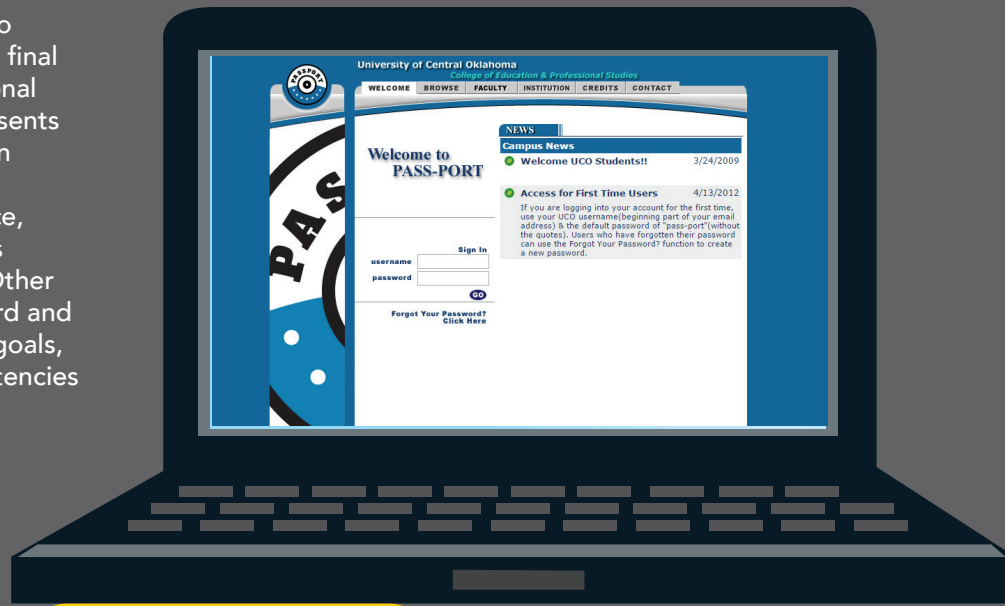
Selected responses from K12 Teachers

As of March 2016, we have 14 partner districts with 930 mentors co-teacher trained.



# PASS-PORT

The UCO Educator Preparation Portfolio (PASS-PORT) is an edited collection and final documentation of candidates' professional growth and reflections. This work represents progress demonstrated in coursework in general education, the major field, the professional teacher education sequence, and professional dispositions. Portfolios should show Teacher Candidate's and Other Education Professional's progress toward and competency in reaching their personal goals, UCO program goals, Oklahoma competencies and national standards.



# PIPELINES



The purpose of the UTPA\* is to provide more highly qualified and highly effective teachers for employment in Oklahoma City Public Schools. The Academy exposes teacher candidates to principles, knowledge, resources and experiences so they will have a positive impact on learners.

## UCO EDUCATORS' LEADERSHIP ACADEMY(ELA) - PRINCIPALS' ACADEMY

Professional development on job-related competencies and professional networking involving practicing principals and assistant principals statewide.

## MASTERS OF EDUCATION—COHORT PARTNERSHIP PROGRAM

Since 2007, UCO has delivered degree programs in a Cohort Partnership format to most of the Metropolitan OKC school districts. Participating districts have included Midwest City/Del City, Oklahoma City, Edmond, Putnam City, Yukon, Moore, and Mustang Public Schools. Programs offered include Educational Leadership, Reading Specialist, School Counseling, and Library Media Education.

## COMMUNITY COLLEGE TRANSITIONS

This outreach focuses on potential transfer students from local community colleges, and offers an in-depth look at the pathway to certification through UCO in order to ease the transition between institutions. This session outlines the necessary requirements to be accepted into the Teacher Education Program.



## Prospective Teachers Academy

Geared towards high school students, the Prospective Teachers Academy provides an in-depth look at the path through the teacher education program at UCO. The goal is to help incoming freshman save time, money and feel more in charge of their educational journey.

## BILINGUAL PARAPROFESSIONAL TEACHER PIPELINE

This program\* serves in-service bilingual paraprofessionals (teacher's assistants) in Oklahoma City Public Schools in completing a bachelor of early childhood education degree so that they will qualify to be certified teachers.

\*Program funding provided by the Foundation for Oklahoma City Public Schools.

