



Educator Preparation

Reflective • Responsive • Resourceful

Dear Potential Partner School:

We realize that engaged school partners are essential in preparing future teachers. We are committed to collaborating with you to prepare educators who are reflective, responsive, and resourceful.

UCO College of Education and Professional Studies' faculty and staff continuously review mentor teacher data, university supervisor data, and teacher candidate and graduate feedback, as well as current research, to determine the best strategies and practices for creating impactful clinical experiences. As a result, we have developed guidelines aimed at providing enriched and deeper clinical experiences for our teacher candidates.

Schools 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 carefully to determine the appropriate partnership for your school. While there are numerous mutual benefits to hosting teacher candidates, a main benefit is that you and your teachers have a direct hand in creating the type of teacher you desire for your school—one, hopefully, you can hire onsite or in the district.

Thank you for collaborating with us to provide exemplary experiences so that these teacher candidates can become effective teachers who positively impact their students and have longevity in the profession.

Sincerely,

Mike Nelson, Ph.D.
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**UNIVERSITY OF CENTRAL OKLAHOMA TEACHER EDUCATION PROGRAM
PARTNER SCHOOL AGREEMENT**

- I. This Partner School Agreement is made between the University of Central Oklahoma and Broken Arrow Public Schools (the "Partner School").
- II. It is the desire of the University to utilize resources of the Partner School for teacher candidates enrolled in education courses involving clinical experiences and/or student teaching, and the Partner School has such facilities and is willing to cooperate with the University in making them available for educational purposes.

A. The University and the Partner School jointly agree:

1. The Partner School and the University agree to cooperate in the placement of teacher candidates. The Partner School has no obligation to work with teacher candidates who are initially considered to be, or are later found to be, unsuited to the Partner School clinical experience and/or student teaching assignment.
2. Access to teacher candidate records shall be governed by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.,
3. No party to this agreement shall, in connection with any aspect of its performance, discriminate against any person because of perceived or actual race, creed, color, gender, age, religion, disability, veteran's status, sexual orientation, or national or ethnic origin.
4. It is mutually agreed that neither party has any financial obligation to compensate the other for performance under this Agreement. Compensation cannot be provided to teacher candidates for clinical experience and/or the student teaching assignment. Student teachers **may not** be utilized as substitute teachers during their assignment.
5. The University and the Partner School agree to prohibit teacher candidates, faculty, or staff from publishing any confidential materials of the Partner School as a direct result of the clinical experience and/or student teaching experience in the Partner School, unless such publication is approved for release, in writing, by the Partner School and the University.

B. Responsibility of the University:

1. The University will designate a University liaison to work with the Partner School or district who will coordinate the placement of teacher candidates.
2. The University will communicate with the Partner School, prior to the placement of teacher candidates, to review the purpose, provisions, and responsibilities involved in the clinical experience and/or student teaching assignments.
3. The University's Teacher Education Services Office will provide the assignments, training activities, and assessment tools for teacher candidates. Successful completion of these items is necessary for teacher certification.
4. The University is responsible for monitoring the learning experiences of the teacher candidate. Each student teacher will be assigned a university supervisor to provide support and facilitate communications between the Partner School and the University. Each student teacher will be assigned a supervisor to observe and evaluate performance.

5. When circumstances beyond the control of the University or Partner School indicate the teacher candidate must be withdrawn, or if the Partner School is unable to meet the conditions of the agreement, the University has the responsibility to withdraw the teacher candidate from the Partner School. This action would be taken only in consultation with the Coordinator of Clinical Experiences and the Director of Educator Preparation.
6. The University agrees not to use the Partner School's name in any publications or advertising, except in University catalogues, bulletins, University accreditation reports and teacher candidate recruitment materials without prior written Partner School approval.
7. The following clauses are applicable to this agreement:
 - A. The University will provide each clinical experience and/or student teaching candidate in the Partner School with the current University policies, guidelines, and required practices.
 - B. The University will provide the Partner School with current information on dates of clinical experience and/or student teaching assignments and the nature of the educational assignment necessary for each teacher candidate.
 - C. The University will provide training for Partner School administrators and mentor teachers ("co-teachers") of clinical experience and/or student teaching candidates. These programs are planned to promote understanding of the curriculum of the university, to encourage communication and interaction, and to develop competence in clinical practice and/or student teaching. Training sessions will be delivered at the Partner School by the University lead supervisor and/or through digital or online tutorials.
 - D. The University will permit its faculty to participate as resource persons at Partner School activities on invitation from the Partner School and with the approval of the University.
8. The University shall ensure that each teacher candidate has passed a current criminal background check and sex offender registry as conducted by the vendor Trak-1, prior to the teacher candidate's clinical experience.

C. Responsibilities of the Partner School

1. The Partner School will allow the University to use its facilities for a clinical experience and/or student teaching assignment for teacher candidates enrolled at the University.
2. The Partner School will be responsible for the supervision of the teacher candidate's activities within the Partner School. The Partner School will collaborate with the University in determining a mentor teacher ("co-teacher") with a minimum of three years teaching experience in the teacher candidates' certification area to instruct and to supervise the teacher candidate. Student teachers will only be placed with Partner School mentors who have completed the University's co-teaching training (available in person and/or online) and who have demonstrated willingness and success collaborating with colleagues.
3. The Partner School will provide adequate work resources that enable the teacher candidate to function effectively. The Partner School is responsible for providing adequate provision for safeguarding confidential materials.
4. The Partner School will provide teacher candidates an initial orientation to the Partner School and appropriate learning experiences.
5. The Partner School will be responsible for prompt submission of reports that adequately describe the teacher candidate's performance, as required by the University.
6. The Partner School will communicate immediately with the supervisor, Coordinator of Clinical Experiences and/or the Director of Educator Preparation any concern regarding a teacher candidate's performance.

7. The Partner School will consult with the Coordinator of Clinical Experiences and/or the Director of Educator Preparation if specific circumstances arise that require the Partner School to ask that the teacher candidate be withdrawn from the clinical experience and/or student teaching assignment during the school year.
8. The Partner School will agree to arrange teacher candidate schedules that will not conflict with course responsibilities of the University.
9. The Partner School agrees to permit, upon reasonable request, the visitation of Partner School facilities by the University and by those agencies charged with the accreditation of the University.
10. The Partner School agrees to provide each teacher candidate in the Partner School all Partner School policies, rules, regulations, and expectations that are pertinent to the teacher candidate's role in the assignment.
11. The Partner School will provide adequate time for the clinical experience and/or student teaching mentor teacher ("co- teacher") to hold individual conferences with the teacher candidate as needed.
12. The Partner School will provide time for the clinical experience and/or student teaching mentor teacher ("co-teacher") to attend meetings mutually agreed upon between the Partner School and the University.

PARTNERSHIP SCHOOLS OPTIONS LIST

Quality clinical experiences in P12 schools are influential on whether education majors finish their degree, complete teacher certification requirements, and stay in the profession. UCO is committed to collaborating with schools to ensure high quality placements for every teacher candidate. Our accreditors define "high quality" placements through several conditions:

- mentors (co-teachers) must be certified in the area in which they teach,
- mentors (co-teachers) must have at least 3 years of successful teaching experience,
- mentors (co-teachers) must demonstrate positive professional dispositions, **and**
- mentors (co-teachers) must not only be strong teachers but also strong mentors as demonstrated by their ability to work productively and collaboratively with colleagues.

Strong mentors dedicate time to making their classroom management strategies, instructional approaches (including planning, delivery and assessment) and other professional decisions explicit. These mentors must also provide accurate and ongoing feedback aimed at advancing the candidates' skill sets. In an effort to share similar expectations regarding teacher candidates' roles, responsibilities and training experiences, UCO has adopted a set of co-teaching strategies from St. Cloud University (MN), provided on page X, to guide clinical experiences. Descriptions of the different levels of clinical experience follow.

Level I: Clinical Experience 1 (CE1)

- I. Purpose
The purpose of the first clinical experience is to provide teacher candidates the opportunity to identify the knowledge, skills and dispositions involved in helping all students learn. This clinical experience is intended to help teacher candidates make informed decisions concerning the pursuit of a career in public education.
- II. Demand on Resources
The Level I clinical experience is the least intrusive as teacher candidates primarily complete targeted observations and interact with students in ways that assist the mentor (co-teacher). Appropriate co-teaching strategies include, but do not have to be limited to, the following: One Teach, One Observe & One Teach, One Assist
- III. Clinical Hours Required 15
- IV. Expectations of Partner School

In order to be a Level 1 partner school, Teacher Candidates should be given the opportunity to:

- experience actual classroom settings in their discipline;
- observe and assist a willing mentor teacher (co-teacher) who is an effective classroom manager and instructor and who will look for opportunities to implement co-teaching strategies 1 & 2;
- understand school policies and expectations such as working hours, records and reports, lesson planning and other responsibilities;
- observe student and teacher behaviors in a targeted manner (e.g., identifying questioning techniques used by the teacher, monitoring student engagement/responses during instruction, identifying effective classroom management approaches, etc.;
- interact with students to practice minimally intrusive classroom management strategies; and
- assist the mentor teacher with instructional tasks.

Level II: Pre-Internship (CE2)

- I. Purpose
The purpose of the Pre-Internship is to provide teacher candidates targeted practice using theoretical and evidence-based approaches as identified on UCO's Clinical Experience Performance Rubric (CEPR) in diverse educational settings. This clinical experience is intended to give the teacher candidates some experience managing the classroom and engaging in instructional activities. We expect some of the targeted practice to include working with instructional and teacher-related (e.g., attendance, grading, management) technologies and interacting with emergent bilingual/language learning and special education (to include gifted) students. The Pre-Internship is to be completed the semester (spring) prior to student teaching (fall) so that candidate and mentor teacher (co-teacher) can develop a healthy working relationship and the teacher candidate can acclimate to the school. Our expectation is that during student teaching the teacher candidate is equipped and ready to participate in all professional responsibilities.
- II. Demand on Resources
CE2 requires that teacher candidates engage more prominently in classrooms than during CE1. Through mentor teacher (co-teacher) guidance, the candidates will implement targeted strategies designed to advance learners' knowledge, strategies, and abilities in the content area. The emphasis during CE2 should be on the following co-teaching strategies: One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; or Alternative (Differentiated) Teaching.

III. Clinical Hours
45 (Some programs are required to split these hours between two placements.)

IV. Expectations of Partner School

In addition to the expectations listed for the Level I school partnership, the Level II partner should provide teacher candidates the opportunity to:

- observe expertise in dedicated targeted areas including with emergent bilinguals and special education students;
- assist the mentor teacher with instructional tasks;
- understand and implement a variety of the 7 Co-Teaching strategies when appropriate; **and**
- interact with students in small groups to practice classroom management and targeted instructional strategies.

Level III: Student Teaching Internship (CE3)

I. Purpose

The purpose of student teaching is for teacher candidates to demonstrate and advance their knowledge, skills and dispositions related to teaching and learning in a P12 setting. This internship requires student teachers to be reflective, responsive and resourceful when planning, designing, and facilitating instruction and when assessing and reassessing student learning and classroom management approaches.

II. Demand on Resources

CE3 requires that student teachers complete their internship with a mentor teacher (co-teacher) who will work collaboratively utilize some, if not all, of the 7 Co-Teaching strategies. The co-teacher should need only to relinquish the class to the student teacher fully during his/her Unit of Instruction and should otherwise be engaged to some degree in sharing the instruction. The co-teacher must be willing to discuss, plan, assess and reflect upon the teaching and learning in close collaboration with the student teacher. Research has demonstrated powerful benefits for students (including learning gains) and teacher colleagues when the co-teaching strategies adopted by UCO have been employed.

III. Clinical Hours Required

16 weeks, all day during regular contract hours, based on the P12 district's schedule

Early Release Agreement

With the teacher shortage in Oklahoma we are finding many schools are requesting to hire our student teachers for long-term substitute positions and/or full-time faculty positions. UCO will allow soon-to-be graduates to accept a paid full-time position after their twelfth week of unpaid student teaching (as per Oklahoma law) as long as the following protocol and **all** requirements are met:

- The hiring school must hire the teacher candidate for a long-term substitute position and/or full time faculty position in their field of certification.
- The school must provide a supportive mentor teacher and administrator to the teacher candidate.
- Our University supervisor will still complete remaining visits to assess the teacher candidate.
- The school where the teacher candidate was student teaching must be informed of the early release.
- The teacher candidate must be "graduation ready" regarding completed coursework and key assessments, positive indicators of student teaching performance, and passing scores on the appropriate Oklahoma Subject Area Test (OSAT) and the Oklahoma Professional Teaching Exam (OPTe) or Praxis Performance Assessment of Teaching (PPAT) required for certification. Additionally, Modern Languages majors must have a passing score on the Oral Proficiency Interview (OPI), and Special Education majors must have a passing score on the Oklahoma Reading Test (ORT).

- The University must receive a recommendation from the teacher candidate's University supervisor for early release.
- The teacher candidate will not officially be released until the University gives him/her final permission. (This process can take a couple of weeks.)
- The teacher candidate must continue to adhere to the UCO absence policy.
- The teacher candidate must attend required days here at UCO.
- Split block teacher candidates must complete at least six weeks in each block (Secondary and Elementary).

A teacher candidate hired through this protocol is paid by the hiring district as a substitute until after graduation and certification is received. At that time, the candidate is officially hired as a full-time faculty member. However, the teacher candidate is placed in his/her full-time teaching role and assumes all responsibilities immediately upon early release employment. The early release allows the hiring school to provide a trained teacher in the classroom to establish stability and a strong learning environment for P12 learners sooner rather than later.

IV. Expectations of Partner School

Level III partner schools must also be a Level I and II partner. In addition to the expectations for schools listed on Levels I and II, the school site must place teacher candidates with a strong mentor (co-teacher):

- through joint agreement between the school administrator and UCO personnel;
- who meets all required mentor criteria on page 4;
- who will work collaboratively with the teacher candidate and the university;
- who has completed UCO's Co-Teacher/Mentor Training, face-to-face or online;
- who has a history/ability of providing ongoing performance feedback to student teachers, including completing survey assessments needed by the university for program data and accreditation;
- who will commit time to co-planning;
- who will meet with University supervisors to document student teaching performance; **and**
- who will allow the teacher candidate to lead a Unit of Instruction during a period of solo teaching.

Alternative Pathway Clinical Experiences

UCO's M.Ed. in Secondary Education program (and courses from other areas) provide training and support to candidates for alternative certification through the Oklahoma State Department of Education. As part of their coursework with us, they must complete time observing and assisting a strong mentor teacher who meets the criteria previously described on page 4. All observations will target particular instructional and classroom management processes, and interactions with students while assisting the mentor will allow candidates to practice behaviors that encourage professional relationships and student learning. Like our other teacher candidates, those completing the alternative path experiences will have cleared a national background check and will have signed UCO's Code of Ethics prior to attending. The mentor teacher would need to allow the following for these candidates:

	Alternative Certification Candidates will...
Managing Secondary Classrooms	observe, assist the teacher and/or students, and as possible, lead a small group or class activity. (10 hours)
Meeting Secondary Students' Needs	observe and consider physical, cognitive, and social-emotional development in relation to school climate, classroom climate and instructional strategies. (10 hours)
Advanced Educational Psychology	observe and analyze the learning environment in their teaching specialty in a secondary school. Students will conduct a needs assessment for the reference classroom. (10 hours)

The Partnership Agreement includes expectations and responsibilities as identified throughout this document. This Agreement becomes invalid if the individual who originally signed the agreement is no longer at the school site. A Partnership Agreement will need to be signed by the new site administrator to continue the partnership.

APPROVED:

Charlotte Simmons, Ph.D. University of Central Oklahoma Date
Associate VP Academic Affairs

Printed Name of School Administrator Email Date

Signature of Site Administrator School District

District Administrator Title Date

Please indicate your preferences below.

___ Level I: I agree to have _____ (#) UCO **teacher candidates** during Clinical Experience 1 each semester.

___ Level II: I agree to have _____ (#) UCO **pre-student teaching** candidates during Clinical Experience 2.

___ Level III: I agree to have _____ (#) UCO **student teachers** during Clinical Experience 3 (mainly fall).

___ Alternative Path: I agree to have _____ (#) UCO candidates complete focused observations each semester.

On the next page, please indicate the subject areas in which you currently have strong and willing mentor teachers available.

Subject Areas	Comprehensive Route: Indicate in which areas you have mentors for those completing comprehensive/university teacher training.	Alternative Pathway: Indicate in which areas you have mentors for those completing alternative pathway requirements through select university classes.
Elementary School Areas:		
Early Childhood (PK-3)		
Elementary (1-6)		
Secondary Areas:		
English		
Math		
Science—Biology		
Science—Chemistry		
Social Studies (U.S. and World History)		
P-12 Areas:		
Art		
Dance		
Drama/Theatre/Speech/Communication		
Family & Consumer Science		
Health & Physical Education		
Languages—French		
Languages—German		
Languages—Spanish		
Music—Band		
Music—Orchestra		
Music—Vocal		
Special Education—Mild/Moderate		
Special Education—Severe/Profound		
Speech Language Pathology		

Appendix: Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <u>Example:</u> One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <u>Example:</u> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they do not understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <u>Example:</u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <u>Example:</u> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <u>Example:</u> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <u>Example:</u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

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