



## UNIVERSITY OF CENTRAL OKLAHOMA

### UNIVERSITY OF CENTRAL OKLAHOMA TEACHER EDUCATION PROGRAM PARTNER SCHOOL AGREEMENT

- I. This Partner School Agreement is made between the University of Central Oklahoma and Stillwater 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.
    6. The University and the Partner School agree to apply/utilize the co-teaching strategies identified in Appendix B of this agreement.

**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 Jolene Schwind Office of Teacher Education Services will provide the assignments, training activities, and assessment tools for mentor teachers and 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.
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 will 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 catalogs, 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 candidate placed in a Partner School with 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 candidates, as needed. Training sessions may be delivered at the Partner School by University staff/faculty and/or through online tutorials.
  - d. The University will permit its faculty to participate as resource persons at

Partner School activities upon invitation from the Partner School and with the University's approval.

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.
3. The Partner School will collaborate with the University in determining a mentor teacher ("co-teacher") with a standard teaching certificate and a minimum of three years teaching experience in the teacher candidates' certification area to instruct and to supervise the teacher candidate.
4. The Partner School and University will give mentor teacher preference if they were prepared comprehensively, e.g. graduated with a degree in education from an accredited institution of higher education. The Partner School may not place a candidate with an adjunct teacher or a teacher who is on a plan of improvement in their district.
5. The Partner School and University will collaborate to place student teachers with mentors who have completed the University's co-teaching training (available in person and/or online) and who have demonstrated successful collaboration with colleagues.
6. 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.
7. The Partner School will provide teacher candidates an initial orientation to the Partner School and appropriate learning experiences.
8. The Partner School will be responsible for prompt submission of reports that adequately describe the teacher candidate's performance, as required by the University.
9. 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.
10. The Partner School will consult with the Coordinator of Clinical Experiences and/or the Director of Educator Preparation if specific circumstances require the Partner School to ask that the teacher candidate be withdrawn from any level of clinical experience.
11. The Partner School will ensure that teacher candidates have schedules that allow them to

complete coursework responsibilities, including days that candidates must return to the UCO campus during clinical experiences.

12. 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.
13. 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.
14. 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.
15. The Partner School agrees to follow the conditions for Early Release found in Appendix A, if a student teacher candidate is being considered for employment before graduation.

**The Agreement includes expectations and responsibilities as identified throughout this document. This agreement shall end on June 30, 2025.**

BLD Dean Approval

Aug 27, 2024



KP

General Counsel approved as to form

Aug 27, 2024

Charlotte K. Simmons  
Charlotte K. Simmons (Aug 27, 2024 19:25 CDT)

Charlotte Simmons

Aug 27, 2024

Signature of VP Academic Affairs, University of Central Oklahoma

Date

\_\_\_\_\_  
Signature of School Administrator

\_\_\_\_\_  
Date

Printed Name of School Administrator \_\_\_\_\_

Title of School Administrator \_\_\_\_\_

Email for School Administrator \_\_\_\_\_

## Attachment 1

Quality clinical experiences in P12 schools significantly influence the successful completion of education degrees. UCO is committed to collaborating with partner 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 be strong teachers and mentors as shown 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. Mentors must also provide accurate and ongoing feedback aimed at advancing the candidates’ skill sets. To ensure that clinical students share similar experiences at all levels, UCO has adopted a set of co-teaching strategies provided in Attachment B.

Descriptions of the different levels of clinical experience follow.

### Level I: Clinical Experience 1 (CE1)

- I. Purpose  
The first clinical experience allows teacher candidates 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 requires that teacher candidates 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  
To be a Level I 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-Student Teaching Internship (CE2)**

### **I. Purpose**

The Pre-Student Teaching Internship provides teacher candidates with practice using theoretical and evidence-based approaches in diverse educational settings. This clinical experience is intended to give the teacher candidates some experience managing a classroom and engaging in instructional activities. Teaching practice should 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. CE2 is to be completed the semester prior to student teaching so that the candidate and mentor teacher (co-teacher) can develop a healthy working relationship and the teacher candidate can acclimate to the school.

### **II. Demand on Resources**

CE2 requires that teacher candidates engage more actively 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

Note: Candidates in Special Education, Art Education, Instrumental and Vocal Music Education, Math Education, and Theater Education may be required to complete a split placement with two mentors to meet subject area accreditation requirements.

### **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.
- Practice teaching specific lesson plans developed in their courses, as needed

### **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 their two week “solo teaching” time. The co-teacher must be willing to discuss, plan, assess and reflect upon the teaching and learning in close collaboration with the student teacher.
- III. Clinical Hours Required  
Approximately 16 weeks, all day during regular teacher contract hours, based on the P12 district schedule  
Note: Student teaching begins on the same day as the mentor teachers report date in August/January.
- 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 instruction during a two week period of solo teaching.

## **Level IV: Clinical Experiences for Graduate Students**

### **I. Purpose**

UCO provides training and support to graduate students in a variety of education-focused programs, including School Counseling, Educational Leadership, Teaching English as a Second Language, Library Media Specialist, and Secondary Education. As part of their coursework, some graduate students may be required to complete time observing and assisting a teacher who meets the criteria previously described on page 4. Like undergraduate teacher candidates, those completing graduate program clinical experiences will have cleared a national background check and signed UCO's Code of Ethics prior to attending at their clinical site.

## Appendix A

### STUDENT TEACHER EARLY RELEASE AGREEMENT



A successful early release from student teaching requires strong support and communication between the UCO Educator Preparation Program, the university supervisor, the program coordinator, the clinical/hiring site, and the teacher candidate. Early release enables a teacher candidate to get a “jump start” on their professional career and assists sites/districts who may be experiencing teacher shortages. *It should be noted that until a degree is conferred at graduation, the teacher candidate is still a full-time student in their preparation program and certain requirements for early release must be met to support the candidate while they hold student status.*

The following requirements are set forth to ensure that UCO Teacher Candidates have sufficient support in their clinical classroom and that their coursework, certification exams and degree completion are not delayed. These requirements can also be found in the UCO MOU on file with the school district.

To confirm compliance with the early release requirements, a Zoom or face to face meeting with the teacher candidate, site administrator, university supervisor, program coordinator, and a representative from UCO’s Jolene Schwind Office of Teacher Education Services (JSTES) is required. The meeting will allow all parties to review requirements and plan for a successful early release. This agreement will serve as the agenda for the meeting and will be kept as documentation in the JSTES. A space for meeting notes is provided below the signature lines.

Date of Scheduled Zoom Meeting with all parties: \_\_\_\_\_

Requirements for Early Release of a UCO Teacher Candidate:

1. A certified mentor must have been in the classroom with the candidate full time for the first 12 weeks prior to early release.
2. The hiring administrator must hire the teacher candidate for a long-term substitute position in their field of certification. A position as a rotating substitute is not allowable. If a teacher candidate is early released to a different site, JSTES will notify the original site regarding early release.
3. The hiring school site must provide a certified mentor teacher **and** designate an administrator contact for the candidate, both of whom assume responsibility for supporting the candidate after early release.
4. The site administrator must notify UCO JSTES and receive approval in advance if

staffing changes at a school site result in the need to change a mentor assignment at any time during the student teaching internship semester. This ensures compliance with program accreditation requirements.

5. The site administrator must provide support for an early release candidate to resubmit any part of the PPAT if a score of 38 is not achieved. In some cases, this may require release time back to their original classroom assignment.
6. The hiring site must allow the teacher candidate to attend any required “touchback” days at UCO that occur during Weeks 13-16, e.g. our Honoring a Noble Profession event or other program level touchback days.
7. The university supervisor must be able to complete any remaining student teacher observations/visits.
8. The university supervisor must provide a recommendation in writing via email indicating their support for early release.
9. The teacher candidate must be “graduation ready,” including all coursework, disposition surveys, required student teaching course assessments in D2L, and the OSAT. SPED majors must also have passed the ORT. Modern Languages majors must also have passed the OPI.
10. The teacher candidate must submit all four completed PPAT tasks before early release will be approved.
11. The teacher candidate is not considered officially approved for early release until UCO JSTES provides an official email for the hiring administrator, the supervisor, and the candidate.
12. The teacher candidate must continue to adhere to the UCO absence policy in Weeks 13-16 at their early release site because they are enrolled in their student teaching course until graduation.

The teacher candidate and hiring administrator will sign below (or affirm via email) to acknowledge receipt of the early release requirements and a commitment to maintain the requirements. This document does not constitute an employment contract between the district and the teacher candidate.

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**Teacher Candidate Signature**

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**District Administrator**

## Appendix B: Co-Teaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	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. <b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	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. <b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<b>Station Teaching</b>	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. <b>Example:</b> 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.
<b>Parallel Teaching</b>	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. <b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	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. <b>Example:</b> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative (Differentiated)</b>	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. <b>Example:</b> 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.
<b>Team Teaching</b>	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. <b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.

***Co-teaching 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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# Stillwater Public Schools-UCO Partner School Agreement 24-25 final

Final Audit Report

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