

Science and Math: Teachers Needed!

***Alternative Provisional Licensure Program for Secondary Education (AYA -- grades 7-12)
College of Education, Criminal Justice, and Human Services, University of Cincinnati***

Introduction

This program is designed to lead to the awarding of a Provisional Teaching License for junior high or high school teachers at the end of a year of study and preparation. It is in support of Ohio's commitment to keep pace with 21st century education and progress, by ensuring that all students achieve increasing levels of academic success. High school graduates must be prepared for life as citizens who are competitive in a global economy with the necessary higher levels of education needed for fast-developing, higher paying jobs worldwide. Specifically, this program makes available the nine courses and induction experiences required for the Provisional License, as well as providing career advice and Praxis II content and professional test guidance. The program emphasizes science and mathematics teacher preparation, because these are high needs areas.

The "Teachers Needed" program is derived from the successful series of Alternative Educator Licensure (AEL) efforts provided by the University of Cincinnati and funded by the Ohio Department of Education, the US Department of Education, and the National Science Foundation. These efforts have successfully prepared over 100 science and mathematics teachers with high retention rates, strong minority representation, and strong commitments to teaching in high-needs schools. Fundamentally, the program is derived from the traditional Adolescent and Young Adult Licensure program at UC and follows the guidelines set forth by legislation that established requirements for Alternative Educator Licensure.



Features and Benefits

Alternative route program is parallel to the traditional program

Articulation with community resources

On-line courses

Orientation to on-line learning

Blackboard® on-line course system

Induction experiences

Induction Mentoring

- Builds on established program resources based on the Ohio Standards for the Teaching Profession
- Utilizes a robust network of established partners (ESCs, districts, IHEs, learning centers, media, agencies, businesses) connecting, networking, and collaborating with the math and science education community to recruit and support candidates.
- Provide optimal flexibility to support substitute teachers and STEM professionals in transitioning to the provisional teaching license
- Develops instructional technology and on-line learning skills. Provides full Microsoft Office software
- Makes course materials available from any location with Internet access, providing a variety of content formats: audio, video, and interactive multimedia
- Provide feedback and support to candidates throughout program as they transition to teaching and refine instructional skills
- Improves instructional skills based on classroom observations and support from a Praxis II and III framework drawing from the expertise of the ESCs, districts, and Praxis III personnel

Required courses

Instructional Planning: This course addresses the design and implementation of instruction, including planning skills, instructional models, instructional skills, and assessment. [equivalent course: Constructivist Classroom]

- *Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.*
- *Teachers plan and deliver effective instruction that advances the learning of each individual student.*
- *Teachers create learning environments that promote high levels of learning and achievement for all students.*

Human Development: Adolescent: This course presents processes, principles, issues, and selected theories associated with cognitive, social-emotional, language, personality and physical development in middle childhood and adolescence and the integral role of the family in the developmental cycle. [equivalent course: Developmental Psych: Middle childhood through adolescence]

- *Teachers understand student learning and development, and respect the diversity of the students they teach.*
- *Teachers create learning environments that promote high levels of learning and achievement for all students.*
- *Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.*

Supervised Field Experiences: The objective here is to gain teaching experience involving middle and secondary school students. Much of the reflective work and sharing of classroom experiences is done among cohort members on-line under the supervision of an experienced teacher.

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- *Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.*

(The above three courses meet the course requirements for an Alternative Educator License independent of continued work toward the Provisional License.)



Instructional Management: This course examines the teacher actions needed to plan, create, and sustain a classroom environment that supports learning and appropriate student behavior. [equivalent course: Classroom Management]

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Teaching Reading, Writing, and Learning Strategies: The course is based on the assumption that all secondary teachers must assist students as they read and write to learn. The specific objectives for the course are based on the pedagogy, knowledge, and attitudes that are necessary to accomplish this goal. [equivalent course: Reading, Writing workshop]

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- *Teachers plan and deliver effective instruction that advances the learning of each individual student.*

Individual Diversity: This course addresses the issue of human diversity as it is reflected in variations among individuals in learning styles, developmental rates, interaction styles, and how the student accesses the environment through communication, mobility, vision, and audition. [equivalent course: Supporting Diverse Backgrounds]

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Human Learning: The themes of the course are: (1) inquiry underlies most facets of human thought and action, (2) learning is shaped by the contexts in which it occurs, (3) meaning is constructed by the learner, and (4) conceptions of learning shape conceptions of teaching.

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Teaching Methods: [Science or Math]: These courses focus on frameworks for instructional goals in the field, suitable instructional models and practices, issues and values associated with the field, and pedagogic requirements uniquely associated with the subject matter.

- *Teachers know and understand the content area for which they have instructional responsibility.*
- *Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.*
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[Science or Math] Curriculum and Assessment: The course explores the contextual developments in the curricular field, specific influences on curricular design, curriculum models and patterns, and professional curriculum standards.

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(If you have taken any of these college courses recently, they may count towards meeting the program requirements.)

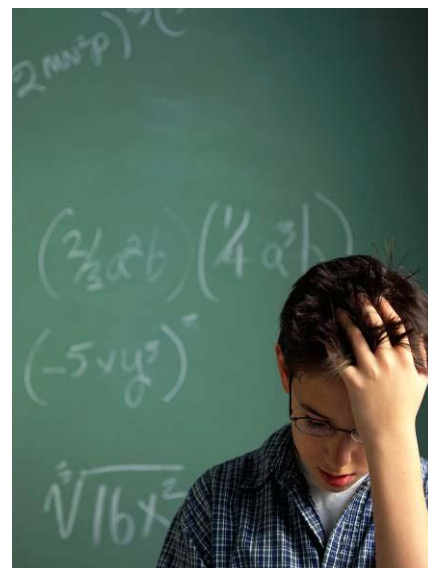
Course Work and Induction Experiences

2008-09 Year Cohorts	Fall 09		Winter 10	Spring 10		Summer 10
“A-Step-Ahead” Cohort Candidates who completed some course requirements during the 08-09 academic year	Human Learning	<i>The Praxis II test(s) on content must be passed in order to proceed beyond the introductory courses of the program</i>	S/M Curriculum	Reading, Writing	<i>This is the last chance to sign up for and pass the Praxis II PTL test to obtain a Provisional License in time for the 2009-10 school year</i>	
	Individual Diversity		S/M Methods	Instructional Management		
	New Teacher Induction I		New Teacher Induction II			
New 2009-10 Cohort Candidates who are just beginning teacher preparation study in Fall 2009	Instructional Planning*		S/M Curriculum	Human Learning		Instructional Management
	Field Experience*		S/M Methods	Individual Diversity		Reading, Writing
	Adolescent Psychology*		New Teacher Induction I	New Teacher Induction II		
NOTE: While two separate cohorts are identified, candidates mix together in classes as the year progresses.	* These three courses are prerequisite for all other courses in the program. They also meet the ODE AEL requirements		S/M Represents two separate courses: one for science and one for math teachers			

Induction field experiences are an integral part of this alternative preparation program. It has been our experience that most candidates are able to accommodate to public school settings for field experiences, even if they are working at other jobs. In fact most candidates insist on such an experience. However, in the circumstance that work or family schedules and school schedules are in conflict, alternative arrangements can be made. There are a number of instructional settings in the region, with which we have established partnerships, that would be valuable in learning about youth and the planning and delivery of instruction: nature centers, museums, volunteer and for-profit tutoring support groups, summer school settings, Saturday schools, Saturday and summer math and science camps, university summer preparatory programs for high school students, and community colleges.

During the *Field Experience* course, the instructor conducts on-line discussions among candidates, focusing attention on effective teacher behaviors, the nature of teacher-student interactions, and instructional management issues. Readings also inform candidates about the nature of teaching and learning. Candidates produce insightful reflections of their beliefs and understandings that are shared across the cohort.

Two additional induction experiences are required of candidates during successive quarters. Each couples a mentor with a candidate. During these mentored induction experiences, candidates will be expected to work closely with teachers and administrators to provide instruction to students in the variety of settings described above. It is essential that candidates refine interpersonal approaches necessary for working with youth and also instructional skills: planning, delivery, and assessment. Mentoring feedback is consistent with the structure of the Praxis III assessment system: instructional planning and assessment, interaction with students, instructional performance, and professional collaboration and communication.



Questions Asked or Which Should be Asked...

What if I don't pass the Praxis II test on content?

Study, get help, and try again. It is necessary to take the test soon to be able to address issues like this.

What if I still don't pass?

Study, get help, and try again. You need to pass the Praxis II content test before you can advance through the program and receive the Provisional Teaching License.

Will I be guaranteed a job if I go through this program?

No. You are seeking credentials and you need to sell yourself, first by being credentialed and also by being a good teacher.

Why is there no degree associated with this program?

Because it is not an academic program. We call it a "program" to communicate there is an organized and supported way to earn teaching credentials. While these are UC courses, it is not a University of Cincinnati degree program. Some courses will transfer into a M.Ed. graduate program in the Division of Teacher Education.

Is there any financial support available for the program?

Perhaps, support may be available through grants from the Ohio Department of Education and NSF at various times. The cost of tuition may be available in limited amounts for the specified courses with the label Professional Development "PRFS" Course fees are covered by transferring funds directly from a grant budget to a student's account. Textbooks, health insurance, and late registration fees are not covered.

Can I get support even if I have already completed most of my AEL requirements?

Yes, perhaps.

If I get financial support, can I get reimbursement for courses that clearly meet program requirements but which do not have the PRFS identifier in the course number?

No. However, if you want to take a regularly scheduled course, contact us. We may be able to set up a parallel or shadow course with the PRFS identifier into which you can enroll.

If I pay my UC bill for a course with my own money and then receive financial support, can I be reimbursed?

No. We can only transfer funds into your student account that shows registration for a PRFS course and an outstanding balance, except for candidates with Noyce scholarships.

What happens if I drop a course or fail a course that a grant has covered?

This is a problem. There might be a negotiated solution. A clear pattern of such behavior would mean that you would no longer be supported under a grant.

Can I meet licensure requirements in time for the 2010-2011 school year?

Yes. We will provide the courses. The rest is up to you: pass the courses, pass the Praxis II content test, pass the Praxis II PLT test, pass the induction experiences.

What is the first course that I should take?

You need to take the courses listed in the table of courses for each of the quarters shown, starting with the Field Experience and Instructional Planning.

I am currently teaching - either long term subbing or chaotic subbing. Can I do the field experience in my classes?

Yes. You will also be asked to visit math or science classrooms of other teachers. The on-line component of the field experience will require you to reflect on your experiences and observations.

I am not currently teaching. Where would I do my field experience?

It would be best for you to arrange to visit a classroom/teacher for the required 60 hours of the Field Experience and for each of the Induction Experiences. This way you can begin to cultivate a relationship with a school and district. Many jobs go to teachers that administrators already know to be reliable. We can supply support by communicating with appropriate school personnel about you and your goals. If you have no contacts, we can help you arrange something. (Districts require a CBI/FBI check and a TB test.)

Why do I feel overwhelmed?

Even though the process is straight forward, there are a number of complications that can arise.

What else can go wrong?

If you have a criminal record, you are not typically going to be hired as a teacher in Ohio or even get a license to teach. You will need to pass a CBI and an FBI background check. The sooner you start on this the better. We will provide directions.

For additional information about this opportunity contact Kathie Maynard or Ted Fowler of **Science and Math: Teachers Needed!** Kathie.Maynard@uc.edu or Ted.Fowler@uc.edu

And see the information at www.excellentmath.org and follow the shortcut to Teachers Needed