

## The Ohio Association of Colleges for Teacher Education (OACTE)

### **Ohio Teacher Preparation: Adding Value to Ohio**

*In response to an increasingly competitive, global, 21<sup>st</sup> century marketplace, Ohio teacher preparation programs have united in a collective effort to prepare professional teachers for a changing world that is driven by knowledgeable, innovative, well-informed and responsible citizens. In such a world, human capital is the most prized resource and its development a national priority. To meet these challenges, teacher educators are building strong partnerships with schools and communities to create an innovative, clinical model of teacher preparation. Integral to this approach are intensive clinical experiences that are enhanced by thoughtful reflection and informed by meaningful coursework. Clinically-based teacher preparation is a performance-based, outcomes-driven approach that is adding value in the state of Ohio by:*

#### **Ensuring that Our Graduates are Ready to be Successful in the Classroom on Day One**

New teachers need to enter their classrooms with the knowledge and skills needed to be successful from day one. Teacher preparation programs ensure their readiness by:

- Screening candidates and measuring their progress along the way through performance assessments, evaluations by supervising teachers, and other benchmark indicators of quality teaching.
- Observing candidates in P-12 classrooms as they instruct students (including English Learners and students with disabilities) and assessing their impact on student learning through student artifacts.
- Ensuring candidates can manage classroom behavior by providing strategies and opportunities to put them into practice.
- Providing a capstone performance assessment that is scored by experts from across the nation.
- Ensuring mastery of content knowledge by requiring rigorous coursework.
- Ensuring that all candidates are skilled in the teaching of reading.
- Aligning the curriculum of teacher preparation with Ohio Learning Standards for College and Career Readiness.

#### **Strengthening Communities**

Teacher preparation supports both the educational development and the physical, mental and economic well-being of its youth thus strengthening communities by:

- Preparing teacher candidates to share in a community's concerns and passion for addressing rapid social changes and persistent problems affecting P-12 learners.
- Preparing teacher candidates to collaborate and learn with others so that teaching practice is continually improved.
- Providing community intensive and culturally responsive opportunities for clinical practice which enable teacher candidates to develop knowledge of community values and resources, learners, classrooms, and schools.
- Recruiting diverse and talented individuals into the teaching profession to strengthen community confidence in teachers and their ability to relate to a diversity of P-12 learners.

#### **Meeting State and Local Needs**

Teacher preparation programs meet Ohio's need for responsible citizens and a globally competitive workforce by:

- Preparing candidates for high needs schools and subject areas.
- Shifting to a co-teaching, year-long model of student teaching which increases the instructional capacity of supervising teachers.
- Supporting the professional development of classroom teachers.
- Challenging candidates to become globally-minded, innovative role models for P-12 learners.
- Implementing continuous improvement processes that maintain Ohio's position as a national leader in teacher preparation.
- Bringing prominence to Ohio by leading the nation in innovative approaches to teacher preparation