Integrated Bachelor’s/Master’s (IB/M) Teacher Preparation Program

Welcome to Junior Orientation!
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Welcome
Introducing your administrative support team

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Introducing your faculty support team

Professional Development School Coordinators

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We currently partner with 34 elementary, middle, and high schools across nine public school districts.

This model is built upon a philosophy of simultaneous renewal that seeks to benefit all stakeholders.
Program at-a-glance
Program Overview

Evidence-based principles that have proven most effective in preparing teachers

- Strong Liberal Arts Education
- Common Core Of Pedagogical Knowledge
- Clinic-based Learning
- Subject and Grade-specific Pedagogy
- Reflective Practitioner Stance
- Quality Teacher Preparation
A National Leader in Teacher Preparation

- Our faculty members are dedicated and talented scholars and researchers in the field of education.
  - We believe we can make a positive difference in schools and in the lives of children and young people.
  - We are dedicated and committed to your continuing success as professional educators.
In your discussion groups...

Briefly share one thing you believe about the purpose of education (generally or specifically).
**JUNIOR Student as Learner**
- Education coursework
- Coursework in subject area
- Seminar
- 6 hrs/wk in clinic placement

**SENIOR Student as Teacher**
- Focus on methods
- 6 hrs/wk clinic – fall semester
- Seminar
- Full-time student teaching – spring semester

**MASTER Teacher as Leader**
- Graduate coursework in methods and subject area
- Leadership, methods, multiculturalism & research
- Seminar
- 18 hrs/wk in schools
Clinic Placements

- Each semester, you will spend **one day, or 6 hours**, in a PDC school each week.
- You will actively contribute and observe the work of the teacher and classroom community.

You will be placed in a variety of school settings:
- Two different school sites:
  - One semester in your certification area
  - One semester in a Special Education classroom within your grade level range
- You will be placed in communities that represent the state’s demographic
Clinic Teachers

• Work with you to schedule and structure your time in the clinic setting to provide a rich and useful range of experiences.

• Serve as resource people.

• Communicate and collaborate with UConn staff and faculty to make sure placements are appropriate and productive.

• Communicate regularly and informally with you about expectations and their evaluation of your performance.

• Provide you with formal feedback (mid-term and final evaluation).

What works in establishing a successful relationship?

• Communicate

• Discuss roles and responsibilities

• Be helpful

• Be professional

• Appreciate
In your discussion groups...

Briefly share one thing you hope to learn or experience this semester during your junior year.
Program Requirements

A Checklist

• Be aware of and sign the IB/M continuation policy
• Sign up asap for the NSOE junior listserv: NSOE_IBM_14-L@LISTSERV.UCONN.EDU
• **Optional:** Sign up for the student membership to the National Education Association. There are some great benefits and savings to you. www.nea.org/home/1676.htm

• **Professional Teaching Portfolio**
  – To demonstrate growth throughout the program
  – Start collecting artifacts of your learning and teaching this semester
  – Ask advisor for more info

• **Technology***
  – Personal laptops
  – Software purchases
  – Videotaping equipment

• **Taskstream E-Portfolio***
  – Purchase a 3 year subscription

• **Online Modules on Husky CT**
  – Substance Abuse
  – HIV/AIDS

*More info will be forthcoming from Lisa Rasicot
Questions?

http://education.uconn.edu
We’re now going to transition to EDCI 3000.

Thank you for your attention and participation in orientation!