

ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION

COOPERATING TEACHERS ORIENTATION

TUESDAY, FEBRUARY 21, 2012

College of Education

Transformed Educators

COOPERATING TEACHER ORIENTATION

Tuesday, February 21, 2012

4:00 p.m. – 5:30 p.m.

West Room, South Lobby, Mabee Center

- ❖ *Greeting* *Dr. Kim Boyd*
Dean, College of Education
- ❖ *Invocation* *Dr. Linda Dunham*
Undergraduate Chair
- ❖ *Masters and Doctoral Programs* *Dr. Patrick Otto*
Graduate Chair
- ❖ *Cooperating Teacher General Information* *Lauren Alvarez*
Coordinator of Student Teaching
 - The Purpose of Two Placements
 - Contents of Cooperating Teacher Packets
 - ❖ Gradual Release of Responsibility
 - Teacher Availability
 - ❖ Evaluations
 - Assignments in the Field
 - ❖ Weekly Reports
 - ❖ The Teacher Work Sample
 - Tuition Credit Certificates
- ❖ **Conceptual Framework & Review of Assessment Data** ***Dr. Kim E. Boyd***
Dean
- ❖ *Questions and Answers*

*Thank you for mentoring future educators and having a positive effect on student learning.
You are appreciated!*

Cooperating teacher orientation

Dean Boyd welcomes the cooperating teachers and teacher candidates. She thanked them for their dedication toward forming the current teacher candidates. We depend on their input and mentorship of teacher candidates.

Dr. Dunham, Undergraduate Chair, opened with the invocation and then introduced College of Education Representatives and faculty.

Dr. Patrick Otto, Graduate Chair, spoke about the importance of continuing education and what they could do to improve professionally through graduate work. Dr. Otto offered to do a mock interview with any teacher candidate who so desired.

Lauren Alvarez, student teacher coordinator, introduced cooperating teachers to the packet of forms and information. She talked to them about the importance of teacher candidates having two student teaching placements. To begin, orient the student teacher to your building, talk about any grants your school is getting, discuss the unique qualities pertaining to your campus, school policies, etc. Please conference with them often and go over the day and what went well or could be improved.

They follow your school calendar. Teacher Candidates are allowed two absences only. Please let us know if there are challenges. Discuss discipline issues and how to handle each one. Discuss with them your assessments, IEP meetings, professional and faculty meetings. You will do two formal observations. Give them honest feedback.

Each cooperating teacher received a blue folder.

The blue paper is the timeline of release of responsibility.

They do two full weeks of full time classroom authority and teaching.

The triplicate form is the formal evaluation form.

The disposition Rubric was explained.

The Cooperating Teacher response form gives them the opportunity to give us feedback on our program.

Letter to building administrator should be given to each administrator. Invite them to do a mock interview.

There is a Tuition Voucher also in each packet which can apply to a course or sold.

Dr. Boyd explained in greater length the Disposition Evaluation which helps us look for patterns of evidence.

Dr. Boyd explained the Conceptual Model to Cooperating Teachers.

Teacher candidates talked about specific portions of the conceptual framework. Jenny Bistline, (ELE major) talked about the knowledge base.

Jonathan Baker (HPE major) talked about the motto, transformed educator, and concept.

Mission statement and vision was discusses by Felicity Love (HPE major) Mission was discussed by Elizabeth Boisselle (ELE major) Christian Worldview was explained by Michael Smith (ELE/ECH major) Knowledge base was explained by Courtney Buron (SOSE major).

Competencies are on the blue sheet as to what Teacher candidates are expected to know and do.

Each table has a topic on it that cooperating teacher's talk to their teacher candidate about.

--English Language Learners

--Parent Communication

--Inclusion of special needs students

--Working with Peers

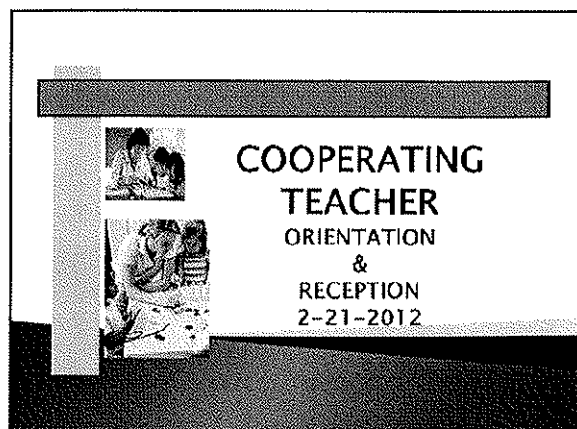
--Integration of Technology

--What do you expect Student Teachers to know when they walk into the classroom?

--Working with gifted students

Cooperating Teachers shared what they expect the student to do and learn in their classroom on the various topics.

Lauren Alvarez, Student Teacher coordinator, closed the meeting with the suggestion that they follow the timeline but there is flexibility within the structure.



Welcome

Dr. Kim Boyd
Dean, ORU College of Education

Invocation

Dr. Linda Dunham
Undergraduate Chair
ORU College of Education

Masters and Doctoral Programs

Dr. Patrick Otto
Graduate Chair
ORU College of Education

Cooperating Teacher General Information

Lauren Alvarez
Coordinator of Student Teaching
ORU College of Education
laalvarez@oru.edu
918-495-7047
918-704-6518

Cooperating Teachers

- ▶ Role as a mentor
 - Unique skills with subject matter, educational psychology, human development, organizational and communication skills, classroom management and teaching strategies, etc.
 - Best transmitted *person to person*, not via textbook and lectures
 - Mentor during the most challenging and rewarding aspect of teacher candidate preparation

Role of Cooperating Teacher

- › Orient the Student Teacher to the learning environment, community, school policies
- › Clarify intern's responsibilities with lesson plans, materials, and other necessary activities
- › Treat the Student Teacher as part of the teacher team (IEP's, parent conferences, staff meetings, etc.)
- › Maintain an open line of communication with University Supervisor and Coordinator of Student Teaching

Role of the Cooperating Teacher

- › Conference regularly with the Student Teacher
- › Offer regular feedback on lessons and classroom management
- › Encourage daily reflection
 - What went well?
 - What did you do to cause it to go well?
 - What did not go as smoothly as you would have liked?
 - What could you have done differently to improve the outcome?

Role of the Cooperating Teacher

- › Provide access to teaching materials, school handbook, contact information, school calendar
 - Student teacher follows your school calendar, not ORU calendar
- › Maintain a record of Student Teacher attendance and professionalism
 - Only two absences allowed per placement
 - Student teacher must contact you and University Supervisor about absence (need home or cell phone)
 - If any concerns arise, contact University Supervisor or Lauren Alvarez, Coordinator of Student Teaching

Team Teaching

- › Discuss lesson plan construction and considerations unique to each class
- › Analyze discipline cases that arise, suggest preventative discipline strategies and ways of handling problems within the guidelines of classroom rules and school policy
- › Note the social and psychological characteristics of the class and ramifications of such attributes
- › Observe and discuss variety of assessment techniques and how this is reported to parents
- › Encourage attendance at IEP meetings, parent teacher conferences and other meetings or activities

Teacher Work Sample

- › Each Student Teacher is required to develop, teach and analyze a lesson in depth for inclusion in his or her portfolio
- › Provide feedback and discuss lesson possibilities, but encourage self-direction and reflection on the part of the Student Teacher for maximum growth.

Role of the Cooperating Teacher

- › Complete all paperwork supplied by the ORU College of Education
- › Conference with the Student Teacher about evaluations to allow timely feedback and growth
- › Communicate any concerns about evaluations to University Supervisor or to Lauren Alvarez, Coordinator of Student Teaching in a timely manner to allow time for Student Teacher growth and adjustment

Blue Cooperating Teacher Folder



Observation
Instruments

Review and keep
if you do not have
a folder from your
student teacher

Complete with Student Teacher first week of Student Teaching

TIMELINE OF RESPONSIBILITIES

Student Teacher: _____ Cooperating Teacher: _____

Location: _____

Graduate Release of Responsibility with Timeline Worksheet

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Observation	1. Observe the student teacher in the classroom.	2. Observe the student teacher in the classroom.	3. Observe the student teacher in the classroom.	4. Observe the student teacher in the classroom.	5. Observe the student teacher in the classroom.	6. Observe the student teacher in the classroom.	7. Observe the student teacher in the classroom.
Feedback	1. Provide feedback to the student teacher.	2. Provide feedback to the student teacher.	3. Provide feedback to the student teacher.	4. Provide feedback to the student teacher.	5. Provide feedback to the student teacher.	6. Provide feedback to the student teacher.	7. Provide feedback to the student teacher.
Reflection	1. Reflect on the student teacher's performance.	2. Reflect on the student teacher's performance.	3. Reflect on the student teacher's performance.	4. Reflect on the student teacher's performance.	5. Reflect on the student teacher's performance.	6. Reflect on the student teacher's performance.	7. Reflect on the student teacher's performance.

1. Review the student teacher's performance and provide feedback.

2. Review the student teacher's performance and provide feedback.

3. Review the student teacher's performance and provide feedback.

4. Review the student teacher's performance and provide feedback.

5. Review the student teacher's performance and provide feedback.

6. Review the student teacher's performance and provide feedback.

7. Review the student teacher's performance and provide feedback.

Teaching Responsibilities

- Student teacher must complete a minimum of two weeks of full-time teaching in which he or she assumes total responsibility for the duties of the teacher.
- Follow the gradual release of responsibility as suggested in the Timeline of Responsibilities
- Student Teacher is not allowed to substitute during student teaching. May assume teaching responsibilities if substitute is present.

Cooperating Teacher completes first during weeks 3 or 4 and second during weeks 5, 6 or 7. Conference with Student Teacher about results.

STUDENT TEACHER PERFORMANCE EVALUATION

Student Teacher: _____ Cooperating Teacher: _____

Location: _____

Graduate Release of Responsibility with Timeline Worksheet

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Observation	1. Observe the student teacher in the classroom.	2. Observe the student teacher in the classroom.	3. Observe the student teacher in the classroom.	4. Observe the student teacher in the classroom.	5. Observe the student teacher in the classroom.	6. Observe the student teacher in the classroom.	7. Observe the student teacher in the classroom.
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7. Review the student teacher's performance and provide feedback.

Disposition Evaluation Cooperating Teacher completes week 5 or 6, discusses with student teacher, and student teacher turns in.

DISPOSITION EVALUATION

Student Teacher: _____ Cooperating Teacher: _____

Location: _____

Graduate Release of Responsibility with Timeline Worksheet

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Observation	1. Observe the student teacher in the classroom.	2. Observe the student teacher in the classroom.	3. Observe the student teacher in the classroom.	4. Observe the student teacher in the classroom.	5. Observe the student teacher in the classroom.	6. Observe the student teacher in the classroom.	7. Observe the student teacher in the classroom.
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6. Review the student teacher's performance and provide feedback.

7. Review the student teacher's performance and provide feedback.

Cooperating Teacher completes last week of student teaching

DISPOSITION EVALUATION

Student Teacher: _____ Cooperating Teacher: _____

Location: _____

Graduate Release of Responsibility with Timeline Worksheet

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7. Review the student teacher's performance and provide feedback.

Role of Building Administrator

- › See handout in blue folder to give to administrator
- › Visit the classroom if possible
- › Conduct a mock employment interview with the student teacher.
 - This has proven to be invaluable for the student teacher in future interviews and has given principals viable candidates for upcoming openings.

Tuition Credit Vouchers

- › Good for one credit hour applied to undergraduate or graduate degree programs at ORU
- › Voucher is transferable if needed
- › Contact Lauren Alvarez, Coordinator of Student Teaching, at 918-704-6518 or laalvarez@oru.edu with any questions
- › See list of degree programs as described by Dr. Otto

Conceptual Framework and Review of Assessment Data

Dr. Kim Boyd
Dean, ORU College of Education

Questions and Answers

COLLEGE OF EDUCATION
COOPERATING TEACHERS ORIENTATION
COOPERATING TEACHERS
SIGN-IN SHEET
TUESDAY, FEBRUARY 21, 2012

NAME	SCHOOL
Oherie Craig	TPS - Key Elem.
Rosie Coyle	TPS - Key Elem.
Nanette Spaldfield	Union - Rosa Parks
Katherine Christian	Union - McAuliffe
Lisa Chamberlin	Union - Rosa Parks
Lisa Limby	Tulsa Elisha Jonathan Baker
Sheri Tallman	Union - Garman
Kim Park	Union - Rosa Parks
Marcella Lockhart	Jenks West Elem
Heacy Newbold	Oliver Middle School BA
Sarah Onorato	Rosa Parks (Union)
Yama Moore	Thoreau Demonstration Academy
Susana Hernandez	SALK - ELL Teacher
Joy Edwards	Jenks High School
Ron I-kebo	Jenks High School
Ellen Lannert	Jenks Middle School
Laura Whitman-Q.	Jenks East Elem
Angela Briggs	Union - McAuliffe

COLLEGE OF EDUCATION
OPERATING TEACHERS ORIENTATION
COOPERATING TEACHERS
SIGN-IN SHEET
TUESDAY, FEBRUARY 21, 2012

NAME**SCHOOL**[illegible]

**COLLEGE OF EDUCATION
PERTAINING TEACHERS ORIENTATION
UNIVERSITY SUPERVISORS
SIGN-IN SHEET
TUESDAY, FEBRUARY 21, 2012**

NAME

~~Jonathan Baker~~

Dr. Scott Quant

Linda Dunham

Winston frost

Leigh Anne Locke

Charlene Martin

Catherine Kleum

Laura Krohn

Mancie Givings

Erie, Lauffer

Richard Besser

COLLEGE OF EDUCATION
COOPERTATING TEACHERS ORIENTATION
STUDENT TEACHERS
SIGN-IN SHEET
TUESDAY, FEBRUARY 21, 2012

NAME

Alexandria Elliott
Elizabeth Boisselle
Hayley McNamara
Rachael Mayer
Daniel Brister
Carissa Johnson
Courtney Buron
Tiffany Dominguez
Malia Dinebino
Alla Polatiz
Jenny Bistline
Saul Gross
Hammale Pepin
Alison Lynch
Felicity Love
Amber Lewalle
Ulura Egstad
Michael B. Smith

