

ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION

COOPERATING TEACHERS ORIENTATION

MONDAY, SEPTEMBER 9, 2013

COLLEGE OF EDUCATION
Transformed Educators

**COOPERATING TEACHER
ORIENTATION**

Monday, September 9, 2013

4:00 p.m. - 5:30 p.m.

South Lobby, East Room, Mabee Center

❖ *Arrive/Eat/Fellowship*

❖ *Greeting*

Dr. Kim E. Boyd
Dean, College of Education

❖ *Invocation*

Dr. Linda Dunham
Undergraduate Chair

❖ *Masters and Doctoral Programs*

Tim Woods
Graduate Ed Representative

❖ *Cooperating Teacher General Information*

Lauren Alvarez
Coordinator of Student Teaching &
Gerry Landers
Ed Tech- Assistant Professor

- **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 reception

9/9/13

Dr. Kim Boyd welcomed the cooperating teachers, recognized senior teacher candidates. Dr. Boyd recognized each cooperating teacher and expressed appreciation for what they do in mentoring our candidates this semester.

University supervisors stood and introduced themselves so cooperating teachers could make connections with the supervisor of their student teacher.

You should conference with them regularly. Give them feedback on how to improve lessons and classroom management.

Provide TC with materials, standards, calendars, school policies, etc. student teachers follow your school calendars. Please report absences and any problems early.

Share with them parent communication techniques.

Student Teachers must write a teacher work samples. This is a big document they write about their teaching, instruction, student learning.

Cooperating teachers have several forms to complete. First the timeline of responsibilities. Release responsibilities a little at a time until they have full responsibility for the last two weeks. Then they give back responsibility for instruction a little at a time.

TC cannot be a substitute alone. They can teach, but if you are sick, there must be a substitute in the room.

The evaluations are electronic this year. Gerry Landers will demonstrate the process on this form. This electronic form will be sent twice during the semester.

The email will say work to assess. Go to chalk and wire. Password is your email address. It is called manual assessment. Look for student name. The small "i" will give you more information. Please comments to student teacher.

Also fill out the disposition evaluation on your student teacher.

Lastly, fill out the feedback form on how well our program has prepared the candidate.

Dr. Boyd, then presented the conceptual model. This model lets you know who we are and what our goals are in educating teachers. For the next 5 min TC describe conceptual framework and the cooperating teachers expect from the candidate.

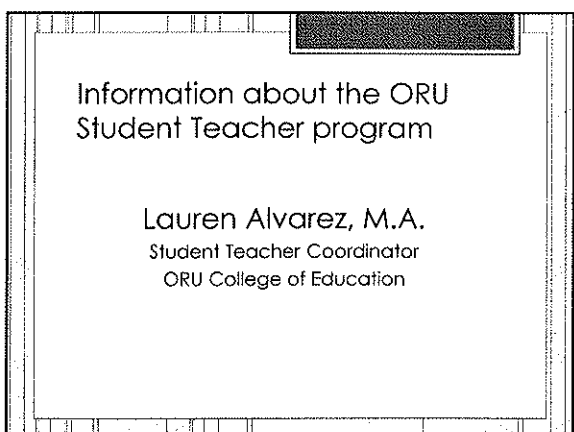
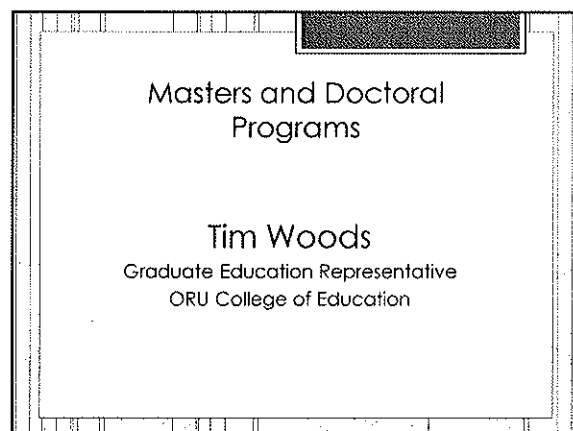
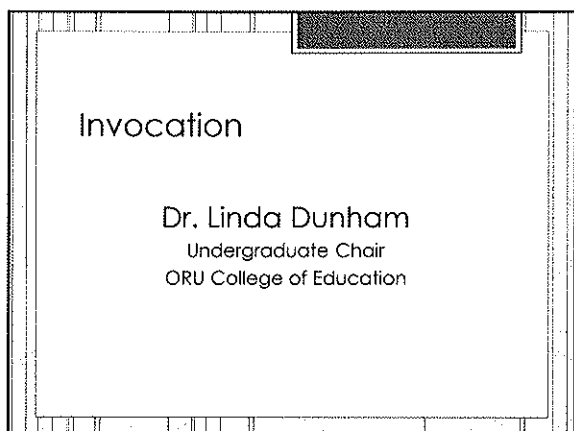
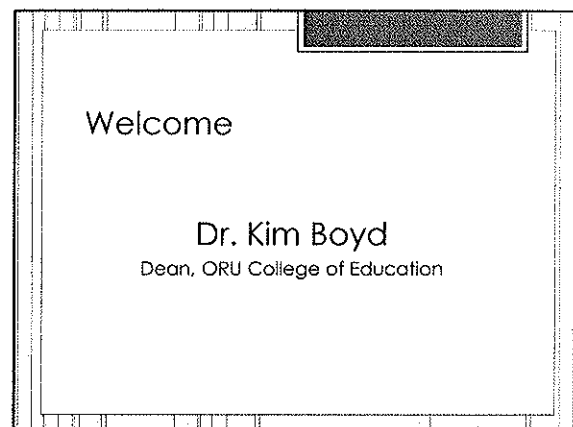
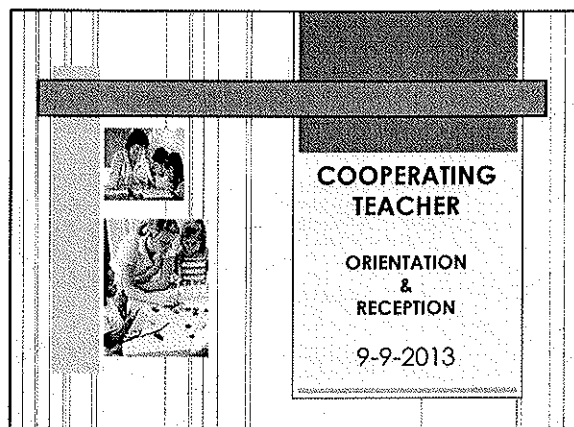
Cooperating teachers each told one component they would like to share with a new teacher.

They shared the following: walk in with a smile everyday no matter what.

Be consistent. Routines are important. Love them and respect them.

Create community with students and families. Think of what you would want a teacher to do with your child. Reflect on what you do every day in order to improve. Model the excellence you expect. Be a role model. Don't be afraid to change the plan if it is not working. Make sure your children feel safe in learning. Build a connection so that they will share when they are trouble. Look for the uniqueness in each individual. Have back-up plans in your lessons. Look at kids as your mission field. You hear don't still until December, SOS don't go overboard and try to be their buddy, but do make the connection. It may make all the difference to that child.

David Farnsworth, MFLE university supervisor, closed the meeting in prayer.



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

Role of Cooperating Teacher

- 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 Student Teacher Coordinator

Role of the Cooperating Teacher

- Conference regularly with the Student Teacher
- Offer regular feedback on lessons and classroom management

Role of the Cooperating Teacher

- 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
 - Discuss Implementation of Common Core

Role of the Cooperating Teacher

- o Maintain a record of Student Teacher attendance and professionalism
- o Only two absences allowed per placement
- o Student teacher must contact you, me and University Supervisor about absence (need home or cell phone)
- o If any concerns arise, contact University Supervisor or Lauren Alvarez, Student Teaching Coordinator at laalvarez@oru.edu or 918-704-6518

Team Teaching

- o Discuss lesson plan construction and considerations unique to each class
- o Analyze discipline cases that arise, suggest preventative discipline strategies and ways of handling problems within the guidelines of classroom rules and school policy

Team Teaching

- o Note the social and psychological characteristics of the class and ramifications of such attributes
- o Observe and discuss variety of assessment techniques and how these are reported to parents
- o Discuss parent communication

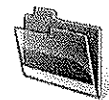
Teacher Work Sample

- o Each Student Teacher is required to develop, teach and analyze a lesson in depth for inclusion in his or her portfolio
- o 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

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

Blue Cooperating Teacher Folder



Observation Instruments

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

Complete with Student Teacher During first week of student teaching

TIMELINE OF RESPONSIBILITIES

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Complete Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan
Central teacher responsibilities with regular classroom					
1. Lesson Plan	2. Lesson Plan	3. Lesson Plan	4. Lesson Plan	5. Lesson Plan	6. Lesson Plan
7. Lesson Plan	8. Lesson Plan	9. Lesson Plan	10. Lesson Plan	11. Lesson Plan	12. Lesson Plan
Central teacher responsibilities with regular classroom					
1. Lesson Plan	2. Lesson Plan	3. Lesson Plan	4. Lesson Plan	5. Lesson Plan	6. Lesson Plan
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Central teacher responsibilities with regular classroom

1. Lesson Plan

2. Lesson Plan

3. Lesson Plan

4. Lesson Plan

5. Lesson Plan

6. Lesson Plan

7. Lesson Plan

8. Lesson Plan

9. Lesson Plan

10. Lesson Plan

11. Lesson Plan

12. Lesson Plan

Teaching Responsibilities

- o 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.
- o Follow the gradual release of responsibility as suggested in the Timeline of Responsibilities
- o Student Teacher is not allowed to substitute during student teaching. May assume teaching responsibilities if substitute is present.

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Complete Twice: Week 3 or 4 and again week 6 or 7

Digital Performance Evaluations

- o Fall 2013 moving to digital performance evaluation
- o Email with link will be sent during the first few weeks of student teaching
- o Paper copies of evaluation provided in your folders from student teachers
- o See explanation in packet

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Explanation of Digital Performance Evaluations

Gerald Landers
Assistant Professor
Technology
glanders@oru.edu
918-495-7007

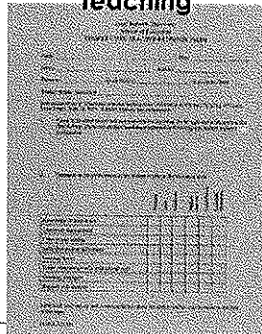
Explanation of Digital Performance Evaluations

Gerald Landers
Assistant Professor
Technology
glanders@oru.edu
918-495-7007

<h2 style="text-align: center;">Disposition Evaluation</h2> <h3 style="text-align: center;">Cooperating Teacher completes week 5 or 6.</h3> <p style="text-align: center;">Date: _____</p>							
Candidate		Faculty			Date		
Classroom Visit	Pr	So	Fr	Se	Approved	Comments	
Grade: Teacher: Subject: Room: Time: Observer:	Observations: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Approved: Yes <input type="checkbox"/> No <input type="checkbox"/>	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:

<h2 style="text-align: center;">Disposition Evaluation</h2> <h3 style="text-align: center;">Cooperating Teacher completes week 5 or 6.</h3> <p style="text-align: center;">Date: _____</p>							
Candidate		Faculty			Date		
Classroom Visit	Pr	So	Fr	Se	Approved	Comments	
Grade: Teacher: Subject: Room: Time: Observer:	Observations: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Approved: Yes <input type="checkbox"/> No <input type="checkbox"/>	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:	Comments: 1. Planning: 2. Instruction: 3. Assessment: 4. Classroom Management: 5. Professionalism: 6. Communication: 7. Reflection:

Complete last week of student teaching



Role of Building Administrator

- o Letter in blue folder from student teacher to give to administrator
- o Visit the classroom if possible
- o Conduct a mock employment interview with the student teacher.
- o This has proven to be extremely valuable for the student teacher in future interviews and has given principals viable candidates for upcoming openings.

Tuition Credit Vouchers

- o Good for one credit hour applied to undergraduate or graduate degree programs at ORU
- o Voucher is transferable if needed
- o Contact Lauren Alvarez, Coordinator of Student Teaching, at 918-704-6518 or laalvarez@oru.edu with any questions
- o If you wish to sell or transfer your credit, send Lauren Alvarez an email so she can put your name on a list.
- o See list of degree programs as described by our Graduate Education Representative

Questions and Answers

Conceptual Framework and Review of Assessment Data

Dr. Kim Boyd

Dean, ORU College of Education

**COLLEGE OF EDUCATION
COOPERATING TEACHERS ORIENTATION**

COOPERATING TEACHERS

SIGN-IN SHEET

MONDAY, SEPTEMBER 9, 2013

NAME

SCHOOL

Anda Burritt	victory Christian
Jill Steeley	Coweta Central
Brooke Kasbaum	Moore Elem.-Union
Chandra Shrum	Vandever Elem-BA
Sarah Chimblo	Jenks East Elem
Sophia Quiroz	Jenks East Elem
Christy Waters	Victory Christian
Lisa Cole	Centennial M.S. BA
Diana Avilla	J.E.Int.
2. Sarah Luttrell-Smith	Jenks West Elem. -
Erin Meehan	Leisure Park
Brittany Gray	Moore Elementary
Becky Chapman	Rosa Parks Elem
Karin Park	Rosa Parks Elem.
Melissa Sniffel	Rosa Park
Janna Hamilton	Rosa Parks
Alea Leaneet	Jenks Middle School
Alecia McGuire	Jenks West Elem.

STUDENT TEACHERS

SIGN-IN SHEET

MONDAY, SEPTEMBER 9, 2013

NAME

Emma Taylor

Hannah Koehler

Rosalyn Simon

Jessica Waite

Stephanie Pendergrass

Alexis Khosla

Christina Gordon

Rachel Swaggs

Jannexy

SIGN-IN SHEET
MONDAY, SEPTEMBER 9, 2013

Charles Martin
David Cummings
Joyce Moss
Eva Lullig
D. Miller (Dennis)
Laura Kuhl

**COLLEGE OF EDUCATION
COOPERTATING TEACHERS ORIENTATION
SECONDARY STUDENT TEACHERS
SIGN-IN SHEET
MONDAY, SEPTEMBER 9, 2013**

NAME

Rachel Whitlock
Chris Rodgers
Jesse Musungu

COLLEGE OF EDUCATION
COOPERTATING TEACHERS ORIENTATION

STUDENT TEACHERS

SIGN-IN SHEET

MONDAY, SEPTEMBER 9, 2013

NAME

Kathrin Rogers
Kristen Appling
Victoria Malone
Rachel Tarrant
Lydia Erskin
Jalissa Alexander
Holly Davidson
Ashlyn Gilbert
Kellie Henderson
Sarah Abert
Erin Uynam
Janey Ebenor
Abigail Woodhead
Chris Rodgers
Lindsay Thomas
Elyse Harris
Jamie Cune
Keilah Banegas