



Dear Administrator,

On behalf of the College of Education, I want to thank you for your willingness to allow our students to work under the direction and supervision of master teachers in your school. With your support, the attitudes and actions of a new generation of teachers will be positively impacted resulting in enriched student experiences and achievement.

Please find below select information taken from the Student Teacher Handbook outlining the ORU College of Education policies governing student teaching. The cooperating teacher has also been provided with documents explaining the College of Education's expectations regarding the role of a mentor.

ROLE OF THE BUILDING PRINCIPAL

Though the principal will not be involved in the daily supervision of the student teacher, he/she has a very important role in the student teacher's success. A positive and profitable experience can be facilitated by:

- Giving the student teacher an initial orientation to the school, its resources, and its policies, including any written materials (i.e. handbooks).
- Visiting the classroom. Feedback from a drop-in visit and/or scheduled observation has been helpful in identifying strengths and targeting specific area for improvement.
- Conducting 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.
- Refraining from assigning the intern to substitute positions. This is prohibited by ORU. S/he may, however, assume responsibilities in the assigned placement with a substitute present.

It is the expectation of the ORU College of Education that all parties associated with the Professional Education Program benefit from the Student Teaching experience resulting in increased student learning and the professional development of our Student Teacher and the receiving school. If at any time an issue or concern arises, do not hesitate to contact me or the assigned University Supervisor.

If you have any questions, comments, or concerns regarding the student teaching experience or the expectations the College of Education, please contact me at your convenience.

Again, thank you for your support. Your dedication to the education of future educators will contribute significantly to the future students under their charge.

Sincerely,

Lauren Alvarez, M.A.
Coordinator of Student Teaching
College of Education, Oral Roberts University
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laalvarez@oru.edu 918-704-6518 (cell) 918-495-6959 (fax)

According to Oklahoma Guidelines, the Cooperating Teacher must have a minimum of three years classroom teaching experience as a certified teacher and hold a standard certificate in the area in which (s)he is supervising. Serving as a Cooperating Teacher is a voluntary role that requires the ability to mentor adults and have a positive effect on student learners. These skills are critical to the development of future teachers.

The Early Experience is designed for Student Teachers working towards certification in Elementary Education, Early Childhood Education, Teaching English as a Second Language, and Special Education. Placing these interns in their Student Teaching assignment early in the semester for one week allows them the opportunity to investigate beginning of the school year activities; become familiar with the school, Cooperating Teacher, classroom, and students; and learn standard policies, procedures, and routines. In turn, each Student Teacher will be responsible for completing a Contextual Information Sheet demonstrating their familiarity and understanding of the context in which they will be working.

This week will be primarily observational with the Student Teacher expected to take initiative in assisting the Cooperating Teacher and students with transitional and routine activities. At no time during this week should the Student Teacher be left in charge of the students. This is a shadowing week, in which the Cooperating Teacher and Student Teacher work in unison.

SUGGESTED ACTIVITIES for the EARLY EXPERIENCE WEEK

- Acquaint the intern with the layout of the school and the classroom. Consider providing a copy of the fire escape route to help familiarize him/her with the building.
- Introduce the Student Teacher to administrators, faculty, and staff. It may be helpful to provide the Student Teacher with a copy of the faculty/staff page from last year's yearbook to help connect names and faces.
- Review the classroom and school routines (specials schedules, lunch schedule, recess, library, computer, etc.).
- Provide access to your teacher handbook, a student handbook, and other school policy manuals to ensure the Student Teacher is familiar with the expectations of teachers and students within your building.
- Provide a desk, table or other workspace for the Student Teacher to use throughout the placement. Consider stocking it with a few amenities to distinguish it from the students' work area. Suggestions include an adult-sized chair, stapler, tape dispenser, writing utensils, sticky notes, and the like.
- Provide access to curriculum guides, teacher's manuals, and commonly used instructional materials to help the Student Teacher gain an understanding of the programs expected to be used.
- Provide the Student Teacher with your contact information (phone numbers, email) and the school's contact information to ensure that you are alerted in case of an absence or emergency.

Following the Early Experience, the Student Teacher will return to campus to complete coursework and will report back to your site in approximately 6 weeks.

FAX

Sent to Fax Number: _____

Company Name: _____

Attention: _____

Date: _____

Time of Day: _____

of Pages Sent (including cover sheet): _____

This Fax Sent By: Lauren Alvarez, M.A., Coordinator of Student Teaching (918.495.6959)

SUBJ: STUDENT TEACHER PLACEMENT REQUEST(S)

In nurturing the professional growth of our teacher candidates, ORU College of Education continually works to identify quality schools employing exceptional educators. We are extremely pleased to have identified your school and thank you for your consideration in placing our preservice teachers with your highly qualified faculty.

Please complete the attached *Student Teaching Placement Request(s)* and **return via fax or email on or before** _____. We thank you for your consideration and are appreciative of your devotion to the field of education. Together we can continue to make a difference by facilitating the professional growth of the emerging educator, leadership experience for the cooperating teacher, and quality learning experiences for their students.

I am available by email or phone should you have any questions, comments or concerns.

Respectfully,

Lauren Alvarez, M. A.
 Coordinator of Student Teaching
laalvarez@oru.edu
 918-704-6518



STUDENT TEACHER PLACEMENT REQUEST

Please return via fax (918.495.6959) on or before _____
Email or phone call verification all that is needed for now while teachers are gone. Signed forms can come later*

Date: _____

Teacher Candidate: _____

Seeking Certification in: Early Childhood Elementary
 English as a Second Language Special Education

Grade Level Preference(s): PK or K 1st or 2nd 3rd or 4th
 5th or 6th Middle School High School

Oral Roberts University respectfully requests that the teacher candidate listed above be placed at _____ in the _____ district for a **1-week Early Experience** (August 15-August 21, 2014) and an **8-week Student Teaching Experience** (October 6-November 28, 2014). *Early experience can be adjusted based on school start date.

Please check the appropriate box and sign below:

- I confirm placement with _____ in _____.
- I have identified a highly-qualified educator who has been teaching a minimum of 4 years and is willing to mentor a student teacher: _____ in _____.
(teacher's name) (subject and/or grade level)
- I am UNABLE to place a student teacher at this time.

Principal's Printed Name

Cooperating Teacher's Name

Principal's Signature of Approval

Cooperating Teacher's Signature of Approval

Email

Email

Phone

Phone

With sincerest appreciation, we thank you for providing a future educator with this invaluable experience.

Please return via fax (918.495.6959) or email laalvarez@oru.edu

ORU • Undergraduate College of Education • Lauren Alvarez • 918.704.6518 • 7777 S. Lewis Ave. • Tulsa, Oklahoma 74171

Background checks are required for all ORU education candidates prior to participating in field experiences and internships. By requesting a placement for the following candidate, we attest that the student has been cleared through a background check.