



The **UNIVERSITY of OKLAHOMA**
Jeannine Rainbolt College of Education

Internship Handbook

for

**Interns, Cooperating Teachers,
Principals, & University Supervisors**

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Welcome

Welcome to the OU Internship Experience. I want to thank the dedicated cooperating teachers, school principals, and university supervisors who make the teaching internship the transformative experience that it is. Your commitment to guiding and nurturing the next generation of educators is vital to the teaching profession. To our OU interns, I wish you all the best as you take this exciting next step in becoming an outstanding professional educator.

This handbook contains key information to guide interns, cooperating teachers, school principals, and university supervisors through the expectations and procedures associated with the teaching internship. In the following pages you will be introduced to the TE-PLUS conceptual framework that guides our teacher education work at the Jeannine Rainbolt College of Education, and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, which have been adopted by the State of Oklahoma as the standards governing teacher certification. Following is information on the roles and responsibilities of interns, cooperating teachers, school principals, and university supervisors, as well as information about assessment of the OU interns. The handbook concludes with contact information.

If you have questions about anything in this handbook, please let me know (ahenry@ou.edu). Also, if you have any questions or concerns about the internship experience as it unfolds across this very important semester, I urge you to be in touch with me or the appropriate teacher education faculty and supervisors (see the contact information). At OU, we strive to be the best possible teacher preparation program. Your feedback helps us reach that goal.

Thank you and best wishes as you undertake the challenging and important work of developing or becoming excellent educators.



Aiyana Henry, Ed. D.
Associate Dean for Professional Education
Jeannine Rainbolt College of Education

The TE-PLUS Framework

The teacher education program at OU is organized around the TE-PLUS framework: **Teacher Education: Professionalism, Leadership, Understanding, Scholarship**. The elements of the TE-PLUS framework are explained below.

Professionalism

Professionalism involves the conduct, aims, or qualities that characterize or mark a profession.

Teachers possess dispositions that include deepening their own professional understanding, assuming shared responsibility for student learning, understanding the strengths and needs of diverse learners, advocating for the wellbeing of all students, and working collaboratively with colleagues, families and communities. Teachers engage in ongoing professional development and learning, reflect critically and constructively upon their practice, use various forms of authentic assessment to evaluate and improve their teaching, engage in ethical decision-making, and consider the impact of their choices on others.

Leadership

A leader is one who leads. Leadership is the quality, condition, or act of leading.

Teachers exercise leadership both formally and informally. Teachers can demonstrate leadership by striving for excellence their everyday practice, sharing scholarship and action research, taking active roles on instructional teams, developing and evaluating curricular materials, and assuming leadership positions within the school, the community, and professional organizations. Teacher leaders are committed to spreading excellence in education in the various settings in which it exists. They continually explore how to use discipline specific, interdisciplinary, and social, cultural and developmental knowledge as a lens for exploring and addressing local and global issues.

Understanding

Understanding implies a mental grasp or the power of comprehending. It can also mean a friendly or harmonious relationship, an agreement of opinion or feeling, or an adjustment of differences.

Teachers understand and apply historical and contemporary knowledge appropriate to their teaching emphases, including understanding of relevant subject matter, pedagogical theories and practices, social conditions and relationships, and assessment approaches. In addition to developing content and instructional expertise, teachers must model social behavior and learning processes, manage school responsibilities and classroom environments, create learning conditions that help motivate students to learn and achieve, and promote habits of inquiry, deep content knowledge, and integrated understanding that will apply in real world contexts.

Scholarship

A scholar is a person who has studied a subject for a long time and knows a lot about it, an intelligent and well-educated person who knows a particular subject very well.

Teachers have significant knowledge of subject matter content, teaching strategies, social and cultural contexts and relationships, and assessment techniques, as well as the tools for acquiring this knowledge. Teachers continuously pursue scholarly depth and breadth through activities such as professional reading and writing, professional study, and active participation in professional organizations to ensure that their teaching is engaging, dynamic, imaginative, relevant, functional,

and useful to students. While deepening their professional knowledge, they actively engage in continuous evaluation and refinement of their learning.

InTASC Model Core Teaching Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offers this set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

For more information about the InTASC Standards, please visit <http://www.ccsso.org/intasc>. Information about InTASC-based teacher learning progressions may be found here: http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html.

The Learner and Learning

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Roles and Responsibilities

The internship experience is viewed as one of the most significant components of the teacher education program. It provides the intern with an opportunity to apply academic study and experience in a full-time classroom setting. It also allows the intern to translate theory into practice under the guidance and supervision of a cooperating teacher, principal, and University supervisor. The roles and responsibilities of the individuals involved are explained below.

Intern

A successful internship experience is built on open lines of communication. First and foremost, the intern must develop an open and professional working relationship with the cooperating teacher, principal, and University supervisor. At the beginning of the experience, communication may focus on the "hows" and "whys" of events/situations/issues within the classroom and the school. As time goes on, the focus expands to include cooperative planning, assessment of students, and the gradual shift of teaching responsibilities from the cooperating teacher to the intern.

Interns should demonstrate initiative as their role becomes more complex, implementing innovative ideas while developing an understanding for and appreciation of established practices. While interns are expected to assume full teaching responsibilities for a minimum of two weeks¹ during the semester, they are, of course, encouraged to teach beyond two weeks.

Throughout the experience, communication is most beneficial when it is based on critical reflections about teaching and learning. This critical reflection is facilitated by such personal activities as videotaping one's own teaching and maintaining a reflective journal. Critical reflection

is also a major component of the OU course taken concurrently with the internship. This course may require projects that will be conducted as a part of the classroom experience.

A positive internship experience will include the intern doing the following:

1. Attending the OU Orientation Seminar.
2. Becoming familiar with the school setting, philosophy, policies and procedures.
3. Becoming familiar with the cooperating teacher's philosophy of teaching and learning.
4. Articulating and continuously reflecting on his/her own philosophy of teaching and learning.
5. Understanding and meeting expectations for professionalism, teaching, assessment, classroom management and human relations.
6. Taking initiative to assume increased classroom responsibilities as they progress through the semester.
7. Interacting with parents and other community members regarding the education of children including parent-teacher conferences.
8. Completing Evaluation Forms on his/her own progress to be discussed during the midterm and final conferences.
9. Participating in midterm and final three-way conferences with the cooperating teacher and University supervisor regarding progress to date.
10. Maintaining effective communication with all members of the educational community, including children, parents, cooperating teacher, principal, University supervisor, and other school personnel.
11. Attending and participating in all aspects of school life, such as faculty meetings, professional development activities, and after-school events.
12. Assuming full teaching responsibilities for a minimum of 2 weeks². For those interns/student teachers who have split placements this may mean a minimum of 1 week full time teaching per placement.
13. Attending the OU Closure Seminar.

During the internship experience the intern is afforded a maximum of 3 days of absence to be used for family-related emergencies or illness only. Under such circumstances the intern must contact the school, cooperating teacher, and university supervisor as soon as possible; and at least before school begins on the day of the absence.

Cooperating Teacher

The cooperating teacher is crucial in the intern's growth as a professional educator. First and foremost, effective communication is the key to establishing a productive relationship in which both the cooperating teacher and the intern contribute to the learning environment. The cooperating teacher will assume a mentoring role, recognizing the intern as a developing professional. Within this mentoring role, the cooperating teacher encourages the intern to try out innovative ideas as well as develop an understanding for and appreciation of established practices.

Throughout the experience, interns are encouraged to engage in critical reflection about teaching and learning. This critical reflection is facilitated by such personal activities as videotaping their own teaching and maintaining reflective journals. Critical reflection is also a major component of

the OU course that is taken concurrently with the internship. This course may require projects that will be conducted as a part of the classroom experience.

Some of the ways the cooperating teacher can facilitate effective communication and a positive internship experience include the following:

1. Welcoming the intern as a valued member of the classroom and school community.
2. Describing one's own philosophy of teaching and learning and relating how this philosophy affects daily classroom decisions and long-term planning.
3. Encouraging the intern to articulate and continuously reflect on their own philosophy of teaching and learning.
4. Explaining expectations for professionalism, teaching and assessment, classroom management and human relations.
5. Involving the intern in all aspects of the role of classroom teacher.
6. Encouraging the intern to assume increased classroom responsibilities as he or she progresses through the experience.
7. Ensuring the intern assumes full teaching responsibilities for a minimum of 2 weeks³ during the semester. For those interns who have split placements, such as early childhood education majors, this may mean a minimum of 1 week full-time teaching per placement.
8. Involving the intern in interactions with parents and the community, including parent-student-teacher conferences.
9. Completing two Evaluation Forms, midterm and final, to be discussed during the three-way conference and given to the University supervisor for placement in the intern's file.
10. Participating in midterm and final three-way conferences also involving the University supervisor and intern, contributing to the completion of the Summary of Conference Form.
11. Maintaining effective communication with the University supervisor (and certification chair if needed) regarding the intern's preparedness and/or progress.

The cooperating teacher's role in the internship experience is on-going from an initial welcome to the classroom community to supporting the intern's professional development. Most important is the facilitation of effective communication, which promotes positive learning experiences for everyone involved.

In the event that the cooperating teacher is absent from the classroom the school administrator must ensure that the intern receives adequate supervision. This can be achieved by arranging for either a district approved substitute teacher for the class or another certified teacher within the building to provide supervision.

The College of Education will offer a tuition fee waiver for serving as a cooperating teacher. This fee waiver will be valid for the current semester through the summer semester. A letter will be sent from the Office of Field Experiences describing the procedures for applying for the waiver.

Principal

Recognition of the intern as a new and valued member of the school community involves everyone,

³ Students in the Tulsa early childhood program are expected to assume full teaching responsibilities for a minimum of four weeks.

development of faculty and staff, at the same time, provides a context that promotes the professional development of the interns.

Throughout the experience, interns are encouraged to engage in critical reflection about teaching and learning. This critical reflection is facilitated by such personal activities as videotaping their own teaching and maintaining reflective journals. Critical reflection is also a major component of the OU course that is taken concurrently with the internship. This course may require projects that will be conducted as a part of the classroom experience.

Some of the ways the principal can facilitate effective communication and a positive internship experience include the following:

1. Describing the school setting, including the surrounding community and its values.
2. Explaining the school philosophy, including particular expectations related to that philosophy.
3. Reviewing school policies and procedures.
4. Introducing the intern to school personnel.
5. Involving the intern in professional development activities as appropriate.
6. Observing and providing feedback regarding the intern's progress.
7. Providing feedback to the cooperating teacher and the University supervisor reflecting their perspective of the intern's overall abilities to function in the role of a classroom teacher.
8. Conducting a mock interview with the intern, providing appropriate feedback.

The principal's role in the internship experience is on-going from an introduction to the school community to supporting the intern's professional development. Most important is the facilitation of effective communication among members within the school community, which promotes positive learning experiences for everyone involved.

In the event that the cooperating teacher is absent from the classroom the school administrator must ensure that the intern receives adequate supervision. This can be achieved by arranging for either a district approved substitute teacher for the class or another certified teacher within the building to provide supervision.

University Supervisor

The University supervisor plays a vital role as liaison between OU and the schools hosting the interns. The University supervisor carries the primary responsibility for establishing, coordinating, and maintaining open lines of communication among everyone involved: a) intern, b) principal, c) cooperating teacher, and d) OU personnel.

Some of the ways the University supervisor can facilitate effective communication and a positive internship/student teaching experience include the following:⁴

1. Attending and assisting with the OU Orientation Seminar, and addressing expectations for interns during the semester.
2. Visiting the school within the first few days of the placement, making initial contacts with the principal and cooperating teacher and checking in with the intern. During this initial visit, the University supervisor will review roles and responsibilities and establish a schedule for visits.
3. Being available for informal conversations regarding the intern's daily activities and assisting in problem-solving as needed.
4. Providing feedback on reflections and lesson plans submitted.

5. Conducting required formal and informal observations and providing feedback after each.
6. Completing required Evaluation Forms to be discussed during the three-way conferences. Conducting midterm and final three-way conferences also involving the cooperating teacher and intern, recording the discussion on the Summary of Conference Form and collecting Evaluation Forms completed by the cooperating teacher.
7. Maintaining regular contact with the certification chair of the appropriate program area about each intern's progress.
8. Attending and assisting with the OU Closure Seminar, ensuring that appropriate student evaluations are completed.
9. Submitting appropriate paperwork to the Certification Chair for grading purposes, including a) Observation Forms, b) Evaluation Forms (from the supervisor and from the cooperating teacher) and c) Summary of Conference Forms.

On behalf of OU, the supervisor should express appreciation to school personnel for roles that they have played in the professional development of the intern. The supervisor should also acknowledge the school's vital role in supporting OU's TE-PLUS program.

The University supervisor's role in the internship experience is on-going, beginning with the Orientation Seminar and continuing throughout the semester to support intern's professional development. Most important is the facilitation of effective communication between OU and school personnel, which promotes positive learning experiences for everyone involved.

Evaluation of Interns

Over the course of the semester, interns will be evaluated in two separate ways for two separate purposes. Evaluations yielding feedback specific to the performance of the intern will entail observations and three-way conferences as described below. Evaluations yielding information that is used for continual improvement of the OU teacher preparation program will be gathered via online survey at the close of the semester as described below.

Observations and Three-Way Conferences

Interns will be observed by, and receive informal feedback from, their cooperating teachers and their university supervisors on an on-going basis. In addition, a minimum of two three-way conferences will be held during the semester to formally collect and review feedback on the professional growth of the intern. Three-way conferences are face-to-face meetings involving the intern, the cooperating teacher, and the university supervisor. They are held at the mid-point and end of the internship semester. The purpose of these meetings is to support the professional development of the intern and, at the end-of-semester meeting, to judge the intern's readiness to teach. Each teacher preparation area will provide specific instructions regarding (a) materials to prepare prior to each three-way conference, (b) the format of the three-way conference, and (c) how to prepare a meeting summary and collect key materials following the meeting.

Online Survey

Near the end of the semester, cooperating teachers will receive an email message from OU containing a link to an online survey. The survey assesses qualities of teaching as defined in the InTASC standards. Cooperating teachers are asked to rate their interns on each of the qualities. Information from this survey will be aggregated and used for program improvement purposes, not to evaluate the specific interns.

⁴ NOTE: Certification areas may provide alternative internship/student teaching guidelines for University supervisors.

Items in the Online Survey

Content Knowledge. The OU Intern:

1. Demonstrates command of the academic language of the content area.
2. Exhibits broad understanding of content.
3. Exhibits detailed understanding of content.
4. Demonstrates ability to integrate the Oklahoma academic standards into the curriculum.

Learner Characteristics. The OU Intern:

1. Plans learning experiences based on an understanding of students' growth and development.
2. Demonstrates an awareness of individual learning differences represented in the classroom.
3. Demonstrates an awareness of the racial/ethnic diversity represented in the classroom.
4. Demonstrates an awareness of the socioeconomic diversity represented in the classroom.

Learning and Instruction. The OU Intern:

1. Plans learning experiences based on an understanding of the needs of individuals and the group.
2. Uses an understanding of the learning process in designing learning experiences.
3. Demonstrates effective use of technology available in the classroom.
4. Collaborates with students in learning situations.
5. Practices pedagogy reflecting current educational theories.

Learning Environment. The OU Intern:

1. Provides a learning environment that encourages self-directed learning.
2. Provides a learning environment that is dynamic and engaging for all students.
3. Provides a learning environment that promotes problem solving.
4. Provides a learning environment that promotes critical inquiry.
5. Provides a learning environment that promotes collaboration.
6. Provides a psychologically safe environment that is conducive to learning.

Classroom Management. The OU Intern:

1. Encourages positive behavior in students
2. Redirects negative behavior.
3. Helps students become increasingly responsible for managing their own behavior.
4. Demonstrates effective techniques for handling disruptive students.
5. Makes effective use of classroom routines.

Assessment. The OU Intern:

1. Uses appropriate formal assessments to measure student progress toward learning goals.
2. Uses appropriate informal assessments to measure student progress toward learning goals.
3. Uses multiple forms of assessment (e.g., written, oral, demonstration) to determine if students are progressing toward goals for learning.
4. Uses results of assessments to plan instruction.

Legal Issues. The OU Intern:

1. Understands the legal aspects of teaching including the rights of students, and parents/families.
2. Understands the legal rights and responsibilities of the teacher.

Reflective Practice. The OU Intern:

1. Continuously engages in critical reflection.
2. Recognizes all situations as learning experiences for students.
3. Recognizes all situations as learning experiences for self.
4. Regularly analyzes own professional behaviors.
5. Regularly adapts strategies based on own analyses.

Interpersonal Skills. The OU Intern:

1. Communicates well with students.
2. Communicates well with adults.
3. Uses appropriate language when interacting with students.
4. Uses appropriate language when interacting with colleagues.
5. Uses appropriate language when interacting with parents.
6. Listens attentively to colleagues.
7. Listens attentively to students.

Professional Disposition. The OU Intern:

1. Exhibits the belief that all students can learn.
2. Exhibits behavior that is consistent with the ideal of fairness.
3. Models and encourages a positive attitude toward learning.
4. Presents a professional appearance.
5. Is friendly and cooperative.
6. Handles constructive feedback appropriately.
7. Exhibits ethical behavior.
8. Is organized.
9. Takes initiative when appropriate.

Feedback for University Supervisors

Near the end of the semester, cooperating teachers and interns will receive an email message from OU containing a link to an online survey. The survey asks for feedback regarding characteristics of an effective university supervisor. Information from these surveys will be used to provide feedback to the university supervisor.

Items: Intern Feedback for the University Supervisor

The University Supervisor:

1. Effectively communicated what was expected of me during the semester.
2. Visited my school within the first few days of the placement and established a schedule for visits.
3. Was positive and encouraging about the profession.
4. Was available for informal conversations regarding my activities
5. Assisted me with problem-solving when needed.
6. Provided feedback on the reflections and lesson plans I submitted.
7. Conducted required formal and informal observations, providing feedback after each.

Items: Cooperating Teacher Feedback for the University Supervisor

The University Supervisor:

1. Visited my school early in the placement and reviewed roles and responsibilities.
2. Returned my phone calls or responded to email in a timely manner.
3. Responded promptly if a problem arose.
4. Demonstrated professional communication and behavior (with me).
5. Actively participated in midterm and final three-way conferences and completed associated

paperwork.

Feedback for Cooperating Teachers

Near the end of the semester, university supervisors and interns will receive an email message from OU containing a link to an online survey. The survey asks for feedback regarding characteristics of an effective cooperating teacher. Information from these surveys will be used to provide feedback to the cooperating teacher.

Items: Intern Feedback for Cooperating Teacher

The Cooperating Teacher:

1. Oriented me to the classroom and the school.
2. Created an atmosphere of acceptance for me.
3. Introduced me to classroom routines and instructional procedures.
4. Initiated conversations about their philosophy of teaching and learning and how it relates to daily classroom decisions and long-term planning.
5. Encouraging me to articulate and continuously reflect on my own philosophy of teaching and learning.
6. Explained expectations for professionalism, teaching and assessment, classroom management and human relations.
7. Provided opportunities for me to practice teaching.
8. Provided opportunities for me to practice classroom management.
9. Demonstrated a professional attitude in their relationship with other teachers, other school staff members, administrators, and parents.
10. Was positive and encouraging about the profession.
11. Shared planning strategies (daily, weekly, etc.) throughout the experience.
12. Involved me in all aspects of the role of classroom teacher.
13. Encouraged me to assume increased classroom responsibilities as I progressed through the experience.
14. Ensured that I assumed full teaching responsibilities for a minimum of 2 weeks during the semester. (For those interns who have split placements, this may mean a minimum of 1-week full-time teaching per placement.)
15. Involved me in interactions with parents and the community, including parent-student-teacher conferences.

Items: University Supervisor Feedback for Cooperating Teacher

The Cooperating Teacher:

1. Returned my phone calls or responded to email in a timely manner.
2. Initiated contact if a problem arose.
3. Demonstrated professional communication and behavior (with me).
4. Provided a positive internship experience.
5. Actively participated in midterm and final three-way conferences, and completed associated paperwork.

OU Policies and Procedures

Teacher education faculty at the University of Oklahoma have adopted the following policies in order to provide the most successful and productive internship experiences possible for everyone involved. These policies are in effect unless special permission is granted by both the Certification Chair of the appropriate program and the Associate Dean for Teacher Education. See the appropriate Certification Chair for the procedure to request policy exemption if needed.

1. All interns are placed in classrooms within a 40-mile radius of OU.
2. During the internship semester students may enroll in only one course in addition to the

internship.

3. All grades for internship are assigned by the OU faculty member who oversees the internship experiences in the particular program area.
4. Interns follow the host school's calendar, for example, observing their holidays.
5. Interns are not to replace regular certified teachers as substitutes in the classroom. This includes partial as well as full-day situations.
6. Interns are not to engage in activities that conflict with internship responsibilities.
7. Interns will assume full-time teaching responsibilities for a minimum of two weeks⁵ during the semester. For those interns who have split placements, this may mean a minimum of one week full-time teaching per placement.
8. Interns are afforded a maximum of three days of absences to be used for family-related emergencies or illness only. Under such circumstances, the intern must contact the school, cooperating teacher, and University supervisor as soon as possible; and at least before school begins on the day of the absence.
9. Interns are not allowed to intern in a school where they have close relatives as students or staff members.

Contact Information

Faculty chairs for each certification area (listed below) direct the placement of all interns through the Office of Field Experiences in the College of Education. Jamie Aldridge, Certification Officer, helps coordinate internship activities and processes. She may be reached at 325-2108 or jaldridge@ou.edu. Dr. Aiyana Henry, Associate Dean for Professional Education, oversees the Office of Field Experiences. She may be reached at 325-1081 or ahenry@ou.edu.

Early Childhood Education	Dr. Courtney Dewhirst (<i>Norman</i>)	405-325-1498	cbeers@ou.edu
Early Childhood Education	Dr. Libby Ethridge (<i>Tulsa</i>)	918-231-1667	ethridge@ou.edu
Elementary Education	Dr. Aiyana Henry	405-325-1081	ahenry@ou.edu
World Languages	Dr. Rebecca Borden	405-325-1498	rborden@ou.edu
	Dr. William Davis	405-325-1498	wsdavis@ou.edu
Language Arts	Dr. Crag Hill	405-325-1498	crag.a.hill@ou.edu
Mathematics	Dr. Kate Raymond	405-325-1498	kate.m.raymond@ou.edu
	Dr. Richard Velasco	405-325-1498	richard.velasco@ou.edu
Instrumental Music (Band)	Dr. Lonnie Easter or	405-325-2081	lonnie.easter-1@ou.edu
	Dr. Eric Pennello	405-325-2081	eric.pennello@ou.edu
Instrumental Music (Strings)	Dr. Charlene Dell	405-325-2081	cdell@ou.edu
Science	Dr. Kelly Feille	405-325-1498	feille@ou.edu
	Dr. Jacob Pleasants	405-325-1498	jacob.pleasants@ou.edu
Social Studies	Dr. Neil Houser or	405-325-1498	nhouser@ou.edu
	Dr. Kristy Brugar	405-325-1498	kristy.a.brugar@ou.edu
Special Education	Dr. Emily Kuntz	405-325-0337	emily.kuntz@ou.edu
Vocal Music	Dr. Melissa Baughman	405-325-2081	baughman@ou.edu
Elementary/General Music	Dr. Casey Gerber	405-325-2081	casey.gerber@ou.edu

⁵ Students in the Tulsa early childhood program are expected to assume full teaching responsibilities for a minimum of four 13 weeks.