

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The role of the University supervisor is vital in the development of a high quality student teaching program. As a liaison agent representing the Office of Field Experiences, the University supervisor will observe, evaluate, and confer with each student teacher and cooperating teacher. This collegial team facilitates the planning, implementation, and evaluation of experiences that will increase the professional competence of the student teacher.

VISITATIONS AND OBSERVATIONS BY THE SUPERVISOR

- Visits and observations of student teachers occur at least five times during the student teaching experience. More visits/observations may be required if the student teacher is experiencing difficulty.
- The initial visit should occur during the first two weeks of the student teaching experience.
- An observation should occur prior to the mid-term evaluation.
- Two observations should be scheduled when the student teacher assumes full responsibility for the classroom prior to the final evaluation.
- The final observation should occur shortly before the final evaluation.
- The University supervisor should confer with cooperating teachers in evaluating student teachers and composing the narrative section of the final evaluation.

COMPONENTS OF OBSERVATION

Observing the student teacher's instructional performance is critical for his/her professional development. The University supervisor must be able to provide specific, objective feedback.

Observations include:

- Review and assessment of lesson plans.
- Observation and documentation of the actual lesson.
- Participation in a three-way conference at each formal evaluation session with the cooperating teacher and student teacher.
- Identify areas of instructional strengths and identify specific areas for refinement.
- Identify strategies to improve area(s) for refinement.
- Review of reflection journal.
- Review of verification sheet at final evaluation.

SEMINARS

- Supervisors are encouraged to provide seminars throughout the student teaching experience.
- Supervisors should announce the time and place for seminars early in the semester.
- Content of seminars depends on the specific needs of the student teachers.

ESTABLISHING RAPPORT WITH COOPERATING TEACHERS

- Meet cooperating teacher and exchange contact information to facilitate communication.
- Frequently ask cooperating teacher for informal input about student teacher's progress.
- Be sensitive to the needs and concerns of the cooperating teacher.

ADDITIONAL RESPONSIBILITIES SPECIFIC TO PROGRAM AREA