Supervision Expectations

- Articulate the mission of teacher preparation at Gustavus (See Conceptual Framework – Student Handbook.)

- Become familiar with the documentation and forms associated with Student Teaching
  - Deliver and discuss the Cooperating Teacher Handbook with the Cooperating Teacher. Highlight the written expectations for the Cooperating Teacher.
    - Student Teacher Performance Assessment
    - Letter of Recommendation (on school letterhead)
    - Program Evaluation (lilac form sent to the teacher)
    - Student Teaching Process evaluation (in handbook)
  - Complete written notes that are shared with the student teacher and Cooperating Teacher after each observation and debriefing.
  - Discuss the Student Teacher Performance Assessment with the student teacher at the end of the first placement and develop goals for the second placement
  - Prepare for the student teacher’s file a final written Student Teacher Performance Assessment and a letter of recommendation.

- Ask the Cooperating Teacher to provide written as well as oral feedback for the student teacher. (Sample feedback sheets are included in the Cooperating Teacher Handbook.) The Student Teacher should keep these documents in a notebook with lesson plans, etc. so you can see them when you visit. This will give you a sense of the conversations that have gone on when you are not there.

- Discuss the Supervision Model with both the Cooperating Teacher and the Student Teacher. (See attached.) It is important for everyone to understand her/his role in the process.

- Plan to observe the student teacher 8 – 12 times in a semester. You may schedule each visit with the student teacher/Cooperating Teacher or you may want to plan one or two “drop-in” visits. Explain your observation plans with both of them at the beginning of the placement. If you feel the student teacher is struggling, please make additional visits to offer support and check on progress.

- Develop ongoing communication flow with the student teacher.
  - Check the student’s journal at each visit.
  - Discuss the weekly critical incident with the student. You may want to ask the student to email the critical incident to you each week.

- Communicate (to Cooperating Teacher and Student Teacher) the timelines and expectations for involving student teachers in classroom activities and assigning responsibilities for teaching. (Students should be responsible for 2 weeks of full time teaching.)
Facilitate, when necessary, discussion of the schedule with the Cooperating Teacher and Student Teacher that will lead to the student teacher’s assuming responsibility for the class.

Check to make sure that the plan is working and the student is moving toward continued involvement.

At the end of each placement, collect from the Cooperating Teacher:

- For the student’s file
  - the Student Teacher Performance Assessment
  - the letter of recommendation

- For the Department for the department
  - Cooperating Teacher Evaluation of Student Teaching Program
  - Teacher preparation Program Evaluation
  - These may also be mailed to the Coordinator by the Cooperating Teacher.

Forward to the Coordinator – we especially need you to take responsibility for collecting the final Student Teacher Performance Assessment and Letter of Recommendation.

Additional suggestions:
When possible involve the Cooperating Teacher in your discussions with the student teacher. Make sure that you arrange some of your observations of the student teacher at a time that both can be available . . . just prior to lunch, before a prep time, just before the end of the day, etc.

Give the COOPERATING TEACHER and student teacher contact information so they can reach you if there are any changes in the schedule, concerns that arise, etc. Also be sure that you have their contact information in case you need to make changes in your schedule, etc. Be clear about your preferred method of contact. If you plan to communicate via email (i.e. your schedule, etc.) be sure the student teacher understands that and makes a habit of checking email regularly.

If situations develop that seem out of the ordinary, contact the Coordinator immediately. Please keep her informed of any areas of concern you have regarding the student teacher, the placement or anything that doesn’t seem right.

If you have suggestions for ways we can improve the supervision process, please share them with the coordinator. We are always looking for ideas to be better.