**Role of the University Supervisor**

* Provide the teacher candidate with your email address for submission of outline of responsibilities and schedule.
* Establish a relationship with the cooperating teacher. This should involve contacting each cooperating teacher before the student teaching experience begins and reviewing the responsibilities the teacher candidate should fulfill during the placement, reviewing the expectations the cooperating teacher needs to fulfill in order to support a successful student teaching experience, and insuring that the teacher feels free to contact the university supervisor at any point during the placement when questions or concerns arise.
* Establish a supportive relationship with the teacher candidate. Student teaching is stressful, since teacher candidates are expected to assume the full-time responsibilities and duties of teaching while completing the requirements for the corresponding class they take. In addition, state policy requires that candidates successfully complete a teacher performance assessment. Many students have difficulty balancing the demands of the assessment with the expectations outlined in this student teaching syllabus. It is challenging to have hard conversations when needed while providing appropriate levels of support that will help candidates negotiate the many demands they must meet.
* Schedule regular observation times according to the deadlines provided for the semester. Instruct the teacher candidate to copy her or his cooperating teacher on emails regarding scheduled observations.
* During each visit to the classroom do the following:
  + Review the lesson plans the teacher candidate has designed since the previous observation and offer feedback.
  + Provide the teacher candidate with documentation that you have reviewed designated Teacher Performance Assessment related lesson plans.
  + Encourage appropriate progress on the teacher performance assessment. Support for this assessment takes place in EDUC 400. It is NOT your responsibility to assist the student in completing the assessment. However, to insure seamless communication between all components of the student teaching semester, a copy of the guidelines and rubric used for the assessment will be provided to you.
  + Check with the teacher to insure that all expectations are being met by the candidate and address any difficulties that may be developing. In the event that difficulties might become significant, alert the student teaching coordinator so that appropriate remedial actions can take place as needed.
  + Observe the scheduled lesson, taking notes relevant to the evaluation form.
  + Meet with the teacher candidate, and cooperating teacher where possible, after each observation to facilitate reflection and offer feedback. In the event that the teacher is unable to meet at this time, follow up with the teacher via email outlining the main points discussed with the teacher candidate and soliciting additional comments.
* Complete the ST-11 observation form following each observation and post it to TK-20 within 48 hours of the observation. Many supervisors find it helpful to also email it directly to the teacher candidate.
* Check that formal performance review took place at 4 (7 for 14 week placements) and 11 weeks. As needed, help the teacher candidate and cooperating teacher lay out a plan for improving areas of weakness.
* Throughout the placement, monitor progress and problem solve with both teacher and teacher candidate as needed to insure successful completion of the experience. At any time that serious concerns are raised, notify the student teaching coordinator of those concerns. We have multiple supervisors working with teacher candidates in each student teaching class. It is important that everybody implement expectations in the same way.
* Complete summative evaluation prior to the due date to insure that grades are turned in on time and graduation is not delayed.
* Verify student completion of the Student Teaching Activity Checklist.