

C. THE UNIVERSITY SUPERVISOR

The university supervisor has the following responsibilities:

- 1. Serve as a liaison between the university and the public schools. In this role the supervisor would:**
 - a. Support and mentor the developing teacher;**
 - b. Periodically meet with school administrators or their designees to determine the progress of the developing teacher;**
 - c. Acquaint school personnel with the teacher preparation program;**
 - d. Establish and maintain quality relationships between the university and the school.**

- 2. Work as a team with the clinical educator(s) to provide ongoing support to the developing teacher by:**
 - a. Providing overall guidance and mentoring;**
 - b. Planning the time frame for the developing teacher's responsibilities, including observations, the unit plan, and the portfolio;**
 - c. Providing feedback on the mid-term and final assessment form;**
 - d. Providing specific suggestions to improve practice.**

- 3. Visit each developing teacher a minimum of five times during the semester. Schedule visits to observe a variety of teaching/learning episodes. Use pre - and post-observation conferences.**

- 4. Arrange conferences with the clinical educator during visits for ongoing evaluation of the developing teacher so the entire burden of the evaluation process does not fall on the supervisor. Include the developing teacher in the conferences when appropriate.**

- 5. Review lesson plans, unit plans, and portfolio each visit.**

- 6. Submit the following to the Office for Academic and Student Services in a timely manner:**
 - a. A minimum of four observation forms with long lesson plans and reflections;**
 - b. Documentation of the clinical educator's four informal observations with long lesson plans and reflections (attached to mid-term and final assessments);**
 - c. Mid-Term and Final Assessment forms;**
 - d. Unit Plan Feedback Sheet (to be completed before unit lessons are taught);**
 - e. Professional Development Plan for students competencies rated "2" or "1";**
 - f. Professional Goal;**
 - g. Portfolio Checklist/Feedback;**
 - h. Evaluation of Candidate;**
 - i. Letter of Recommendation;**
 - j. Assessments of school site, clinical educator, and university supervisor;**
 - k. Statements of Understanding;**
 - l. Final Grade Sheet.**

- 7. Review the following with the Clinical Education Team:**
 - a. Handbook and Syllabus;**
 - b. Student Teaching Grade Sheet;**
 - c. Mid-Term/Final Assessment form;**
 - d. Developing Teacher Reflection form;**
 - e. Initial Conference Report;**
 - f. Professional Goal.**
- 8. Provide the Director/Coordinator of Student Teaching with periodic updates on the progress of the developing teacher(s).**
- 9. Alert the Director/Coordinator of Student Teaching immediately when a developing teacher is not showing progress, if there is any difficulty in the placement, or if a school requests more assistance from the university.**
- 10. Follow university procedures with developing teachers experiencing difficulty (“Procedures to Follow if Problems Arise” in the Student Teaching Handbook).**
- 11. Attend and/or conduct designated meetings, orientations, seminars, and professional development days.**