

Role of University Supervisor

Responsibilities of the University Supervisor

1. Be sure all training requirements have been met (orientation, Basic responsibilities of a Cooperating Teacher (Part A) (EDMODO Quiz) and Best practices in supporting student teacher (Part B).
2. Attend Boot Camp with student teachers. This keeps you in the loop on the sessions your student teacher will be attending and keeps you informed on the latest expectations in the classroom. All of the sessions on Day 2 are provided by actual teachers working in the field.
3. Visit the student teacher and observe at least four times. The first visit (first week of student teaching) is complementary introductory.
4. Exemplify the best in teaching techniques, planning, organization, assessment, individual student differences, differentiation, classroom management, & reflection. This enables you to share your expertise with your student teacher.
5. Review and provide feedback on ST lesson plans prior to teaching. Lesson plans must be submitted at least three school days in advance of the scheduled observation. Failure to do this will result in cancellation of the observation.
6. Observe a minimum of four formal lessons throughout the semester. Complete and submit the electronic observation instrument in Taskstream for all lessons. Use the observation instrument and read the descriptors carefully as you score to make sure you have accurate scoring.
7. Submit all observation instruments in Taskstream.
8. Hold post conference with student teacher to reflect on lessons
9. Work closely with Cooperating Teacher—weekly feedback from CT on goals for student teacher.
10. Conduct a summative conference with student teacher and CT if at all possible to discuss summative assessment (final) ---mid-term progress and final overall progress.
11. Monitor student teacher attendance, punctuality and professional dispositions.
12. Submit mid-term and final grades to Office of Clinical Experiences.
13. Serve as an ambassador for ECU and as a liaison between the district/school and ECU.

Assignments and Tasks for Student Teachers

1. **Task Name: Case Study to Assess, Diagnose, Prescribe, Monitor, and Reflect on Student Learning, Instructional Effectiveness and Behavior (this may be two distinct tasks) In Taskstream**

Description: ST will collect baseline data, set student growth goals, design and implement instruction, monitor student progress, and reflect on student learning, instructional effectiveness and/or behavior improvement.

Task: Use the Student Improvement Plan template to complete the assess, diagnose and prescribe for academics and another one for behavior.

2. **Task Name: Unit Plan and Implementation and Reflection (One Unit in Taskstream)**

Description: ST will design and implement two instructional units that incorporate technology and differentiation of instruction. ST will administer a pre-assessment, use this data to edit the unit and teach these two units. Uses the KTIP Source of Evidence Templates.

Task: Develop two Instructional Units using Unit Plan Template. Instructional units must include lesson plans using the *Source of Evidence: Lesson Plan Template for observed lessons*. Other lessons in unit may use the lesson plan template of the school or CT.

3. Task Name: Lesson Plans (These must be submitted and scored in Taskstream)

Description: will design and teach at least four formal lessons, observed by the University Supervisor and two by cooperating teacher(s).

4. **Task Name: Daily lesson plans.** Student teachers are expected to be co-teaching from Day 1 of their placement(s). Lesson plans must be developed for all lessons taught and kept in a format for easy reference by cooperating teacher and/or university supervisor. These lesson plans may be electronic or hard copy and it is recommended to use the format required by the placement school.

5. Task Name: Professional Growth Plan (In Taskstream) Pages 16-19 in KTIP Handbook)

Description: ST will use observation feedback and self-reflection to identify priority goals.

Task: ST will use KTIP Source of Evidence: Professional Growth template at the beginning and end of their clinical experience.

6. **Task Name: Post-Observation Reflection (Pages 10-11 in KTIP Handbook).** The post-observation guidelines should be read and followed while developing the post-observation reflection.
7. **Task Name: Records and Communication (Pages 12-13 in KTIP Handbook).** Student teachers are expected to keep accurate records of both instructional and non-instructional events. Use the guidelines to deep these records.
8. **Task Name: Professional Involvement (Pages 14-15 in KTIP Handbook).** Student teachers will record all outside activities on the Professional Involvement Log. The can include, but not be limited to: PLC's, grade level meetings, district committees, family events etc.
9. **Task Name: Student Voice Survey (Pages 21-22 in KTIP Handbook).** Use the student voice survey provided in Blackboard for the student voice survey. This may be hard copy or electronic.
10. **Task Name: Drake Video:** Student teachers are expected to video themselves teaching early in the placement. A self-reflection of this teaching lesson will be provided to university supervisor.
11. **Weekly journaling:** Student teachers are expected to reflect on their practices and submit this daily/weekly journal to the university supervisor.
12. **Professional Portfolio:** Student teachers are expected to compile artifacts from the professional semester and organize in a professional portfolio. The portfolio can be shared during interviews and showcases academic performance during the semester.