The university supervisor plays a key role in the development of learning opportunities to help the student teacher to reach his/her potential as an effective and creative teacher. The first step in providing an environment conducive to student teaching is the establishment of a collaborative relationship between the cooperating teacher and the university supervisor.

One of the university supervisor’s primary responsibilities is observing the classroom performance of the student teacher. The supervisor should conduct a minimum of four observations throughout the semester -- at the beginning of the classroom experience, during the middle and again at the end of the student teaching experience. After each observation, the university supervisor should have a conference with the student teacher and with the cooperating teacher if possible. If, after consultation with the cooperating teacher, there is a need for closer observation of the student teacher’s activities, this should receive the immediate attention of the university supervisor.

The following statements are given to identify and clarify additional responsibilities of the university supervisor:

1. Assist in interviewing, assigning and reassigning student teachers and in identifying schools and cooperating teachers for placement of student teachers.

2. Provide orientation for the student teachers under her/his supervision.

3. Provide materials and other resources for working with student teachers.

4. Work with student teachers and help them apply their knowledge of diversity, including exceptionalities, as they design lessons and provide learning experiences for the students in their classrooms. In compliance with the National Council for Accreditation of Teacher Education, the University requires teacher candidates to have twenty (20) hours of field experiences in which they interact with culturally and linguistically diverse populations as well as exceptionalities.

5. Counsel with student teachers about problems or concerns in adjusting to the teaching role.

6. Support the cooperating teachers in dealing with the classroom experiences of the student teacher.
7. Conference with the cooperating teachers during the first week of the student teacher’s placement.

8 Observe, analyze and evaluate the instructional practices of the student teacher. Conference with the student teacher and offer constructive criticism that will help with his/her classroom activities and management.

9. Provide guidance and support to the student teacher in preparing and completing the professional portfolio.

10. Provide guidance and support in the development of a collaboration task (KTIP Task D), a leadership task (KTIP Task F) and a professional growth plan (KTIP Task E). The development of a Unit of Study Work Sample (KTIP Task G – J-2) is also a requirement for completing the student teaching experience and the university supervisor should work with the student teacher on this unit.

10. Participate in planning, organizing and implementing the University’s Teacher Education Services Student Teaching Handbook.

11. Establish and maintain good relations with the cooperating schools.

12. Maintain a positive atmosphere for feedback from the supervising team—student teacher, cooperating teacher and university supervisor.

13. Insist on and develop a continuous process of student teacher evaluation.
University Supervisor’s Guide for Mentoring Student Teachers

Introduction

This guide is provided to assist university supervisors of Eastern Kentucky University’s student teachers. The University has a long and distinguished history of providing teachers for the Commonwealth and the nation. During a given year, Eastern Kentucky University might provide more teachers than any university or college in Kentucky. Our graduates are in teaching positions throughout Kentucky and the nation and are successful professionals. We are responsible for keeping the excellent tradition that the EKY College of Education enjoys, and we strive to offer the very best supervision for our student teachers.

Requirements for student teaching:

Our student teachers are well prepared when they begin their student teaching. They must have attained an overall GPA of 2.75 and a 2.75 GPA in their teaching area(s). Students are not allowed to student teach until they have completed the required courses in their program(s). Prior to student teaching, the University requires students to have at least one hundred fifty (150) hours of field experiences in various courses preparing them to teach. With few exceptions, students are not allowed to enroll in other college classes during the student teaching semester. Students enter the student teaching experience with an acceptable portfolio from their undergraduate classes. A negative TB test and a general physical exam attesting to their good health as well as state and national criminal background checks are required before student teaching. Students must have the recommendations of their college advisor and department chair before they can student teach. For more specific information about the requirements for student teaching, review the information on our Website (www.education.eku.edu/fieldexperiences/FieldExp/).

Requirements for supervisors:

The Office of Teacher Education Services strives to provide student teachers with the highly qualified supervisors. Faculty in the EKY College of Education or professors from other departments who hold a terminal degree in their area of specialization supervise the majority of all student teachers. A number of part-time or adjunct faculty members also supervise. These people are master teachers and skilled educators. Many are retired teachers or administrators with years of practical experience in the schools. The Office of Teacher Education Services prefers that supervisors are certified in the Kentucky
Teacher Internship Program (KTIP) and that they use the KTIP process for part of their evaluations of student teachers. KTIP addresses the ten (10) Teacher Standards established for beginning teachers in Kentucky. We believe that student teachers can adequately address these ten (10) standards, some in a modified form. Using the KTIP process with student teachers provides a standards-based element to our program and familiarizes our students with the internship program they must complete in order to be fully certified in Kentucky. It also provides excellent documentation for evaluating the student teacher’s performance.

Supervisors are encouraged to attend the seminars scheduled for student teachers during the semester. Often student teachers must complete assignments generated by the seminars, and the supervisors need to be aware of what if required of the student teachers.

Kentucky law requires university supervisors to conduct at least four (4) formal observations of their student teachers. For all these formal observations, student teachers should prepare lesson plans using the newest KTIP format. The KTIP Intern Performance Record (IPR) evaluation form should be used for the observation during solo week. University supervisors should use the Teacher Observation Instrument developed by the Office of Teacher Education Services for other observations. It is important that both oral and written feedback be given to the student teacher and that the university supervisor use this information to help in the development of a professional growth plan using the KTIP process (KTIP Task E).

Scheduling the visits to the student teacher is the responsibility of the university supervisor. Observation visits should be spaced throughout the semester so that the student teacher is given guidance as the student teaching experience develops. After each observation, the university supervisor should have a conference with the student teacher and with the cooperating teacher if possible. If, after consultation with the cooperating teacher, there is a need for closer observation of the student teacher’s activities, this should receive the immediate attention of the university supervisor.

The University relies on supervisors to facilitate the flow of information between the Office of Teacher Education Services and the student teachers. Supervisors are asked to provide information that will assist this office in maintaining correct records or data.

Cooperating Teachers:

The University selects cooperating teachers who have the experience and proven skills to work with student teachers. Cooperating teachers must meet minimum qualifications as set forth under Kentucky law (KRS 161.042). To be eligible for compensation from the Commonwealth of Kentucky, cooperating teachers must have a valid Kentucky teaching certificate and a minimum of 3 years teaching experience with a Rank II or 15 hours of college credit toward Rank II in the first 5 years of teaching and must have taught one (1) year in the present school system. The expectations of the University for cooperating teachers can be found on the Website, [www.education.eku.edu/fieldexperiences/FieldExpi](http://www.education.eku.edu/fieldexperiences/FieldExpi).
Student Teaching Triad:

The crucial element for the success of the student teacher is the triad of the university supervisor, cooperating teacher and the student teacher. It is important that the university supervisor cultivate a good working relationship with the cooperating teacher and communicate the expectations the University has for the student teacher. The cooperating teacher should be invited to become a partner in the development of the student teacher. This should be a collaborative effort that includes the student teacher as a professional in a cooperative endeavor to help develop and improve his/her skills as a teacher. Working cooperatively to develop a realistic plan of action will work better than one person simply dictating to the other members of the triad what should be done.

The university supervisor often has to provide emotional support for the student teacher when normal disappointments, stress and adjustments to change become overwhelming. Feedback from both the cooperating teacher and the university supervisor is needed. Cooperating teachers sometimes have difficulty giving constructive criticism to the student teacher and the university supervisor must sometimes provide this feedback. If this occurs, the university supervisor must work with the cooperating teacher to help him/her provide daily and weekly evaluations and feedback to the student teacher in a non-threatening manner.

Working with the Difficult Student Teacher:

For a variety of reasons, student teachers sometimes experience difficulties that require the immediate attention of the university supervisor. The problem may be related to pedagogical issues, conflict with the cooperating teacher or personal issues that affect the student teacher’s daily classroom performance. Student teachers may bring personal problems with them (e.g., a difficult marriage, financial problems, insufficient support from significant others, a need to work outside the school day). These problems can influence their student teaching. Whatever the reason, the university supervisor should address these problems/concerns directly and quickly.

In some cases, the university supervisor becomes a counselor, advising the student teacher regarding personal problems. However, if the problem is lack of preparation, low energy or lack of enthusiasm, perhaps the problem is lack of proper nutrition or adequate sleep and rest. Student teachers often do not anticipate the energy needed to teach every day and meet the demands of after school duties or realize the expectations associated with being a teacher. Other problems may occur if the student teacher is not prepared to meet all the professional responsibilities that are a part of classroom teaching. Areas that consistently give the student teacher difficulty are: (1) writing comprehensive lesson plans, (2) matching educational objectives with assessment to evaluate learning, (3) providing multiple forms of assessment for learning, (4) classroom management, (5) selecting relevant samples for the portfolio.
When a student teacher needs early and constant assistance, then the responsibility of the triad is elevated. Planning, feedback and plans of action become even more important, and all parties need to provide feedback and understand their role. Problems should be addressed early, and the triad should keep open lines of communication. Monitoring the situation is necessary and additional visits to the school and classroom by the university supervisor will be needed. If a student teaching problem is not resolved in this way, the Assistant Director of the Office of Teacher Education Services should be consulted. In some cases, it is necessary to relocate the student teacher, but this should only be done by the Assistant Director of the Office of Teacher Education Services after consultation with the triad.

**Portfolio Process:**

Student teachers are required to develop an e-portfolio on TaskStream during their undergraduate program and their student teaching experience. The purpose of the e-portfolio is to document, through samples of activities and lessons, their work with children that contributes to learning. Student teachers must have an acceptable e-portfolio (i.e., TaskStream), developed during their undergraduate program, as a prerequisite to student teaching. The task of the student teacher is to extend and/or convert the undergraduate e-portfolio (on TaskStream) into one that can be used to accurately portray his/her disposition as a teacher and verify proficiency in making connections to Kentucky’s standards.

Student teachers need guidance in preparing the exit e-portfolio on Task Stream, especially in organizing and making decisions about its contents. The university supervisor and the cooperating teacher should work together to assist the student teacher in the development of this e-portfolio.

Student teachers should keep a working portfolio, organized with a section for each of the standards, and save work samples/documents for possible use in the exit e-portfolio (TaskStream). Some of the samples in the undergraduate e-portfolio may be used in the exit e-portfolio. For example, the student teacher’s educational philosophy and resume may be updated and used, and the disposition papers may be kept in the exit e-portfolio. Other entries in the ten standards may be used, but **at least one entry under each standard must be from the student teaching experience.** In order to pass student teaching, student teachers must develop an acceptable e-portfolio that addresses the ten Kentucky Teacher Standards, and this exit e-portfolio must be evaluated and approved by the university supervisor. **The exit e-portfolio is developed and can be viewed on TaskStream.**

Some required entries from student teaching are:

- An updated Professional Growth Plan (KTIP format) in Standard IX
- Sample entries from student teaching journal and or lesson reflections in Standard VII
- Sample unit/lesson plans in Standard II
- Evidence of teaching, including student work and KTIP Task C (Analysis) in Standard IV
- A Collaboration Task (KTIP Task D) developed and implemented in either block of student teaching
- A Leadership Task(KTIP Task F) developed and implemented in either block of student teaching
- Under ELE/EMG 449 – An Instructional Unit Work Sample
Evaluation of Student Teachers:

In accordance with the policies of Eastern Kentucky University, university supervisors are responsible for the final grade of the student teachers under their supervision. A mid-term grade and a final grade must be entered into the University computer system. Grades for student teaching are recorded as Satisfactory (S), Unsatisfactory (U), or Incomplete (I). The university supervisor is responsible for ensuring that the cooperating teacher completes weekly evaluations, a mid-term evaluation and a final evaluation that are shared with the student teacher. The cooperating teacher must complete both the mid-term and final evaluations and the university supervisor adds a summary to the final evaluation. The cooperating teacher, student teacher and university supervisor must properly sign both evaluations before they are given to the Office of Teacher Education Services. The Assistant Director of Teacher Education Services should be notified if there is a possibility that a student teacher will receive a grade of “U” or “I” for either the mid-term or the final evaluation. Proper documentation should be maintained in the event a grade is challenged by the student.

Absences or Extended Illnesses:

Student teachers must report any absences to their cooperating teacher and their university supervisor. Absences will not be excused except for the individual’s illness or a death in the immediate family, as defined in KRS 161.155(c). Chronic absences or tardies will be made up as days added to extend the student’s teaching experience. In cases of excessive absences or an extended illness of the student teacher, the university supervisor should contact the Assistant Director of Teacher Education Services. The number of extended days will be determined on a case-by-case basis by the Assistant Director in consultation with the university supervisor, and the student teacher will be notified in writing.

Travel:

The Office of Teacher Education Services processes request for travel reimbursement consistent with the policies of Eastern Kentucky University. Requests for university vehicles should be made through this office. Travel reimbursement must be requested using the University travel voucher obtained from the EKU Website. The Assistant Director of Teacher Education Services should approve any overnight expenses in advance. If a field visit requires a university supervisor to travel more than 60 miles in one direction (120 miles round trip), that supervisor must make arrangements through the Office of Teacher Education Services to rent a car. University supervisors should file travel reimbursement requests each month and not wait until the end of the semester. If a rental car is used, receipts from Enterprise must be turned in to the Office of Teacher Education Services within 48 hours.
Forms to be turned in:

1. **Location Form**: Lists the exact names of the student teachers under your supervision and their cooperating teachers.

2. **Request for Travel**: Filed through the Office of Teacher Education Services to reserve a university vehicle for travel to student teaching sites. Several weeks’ notice is necessary in order to secure a vehicle.

3. **Travel Reimbursement Form**: Secured from EKU Website and filed with the Office of Teacher Education Services. Mileage must correspond to the chart provided on the EKU Website and must be signed and dated.

4. **Cooperating Teacher Voucher**: Cooperating teachers receive a stipend from the Kentucky Education Professional Standards Board (KEPSB) and verification of their service must be provided to KEPSB. The voucher for this is online at the KEPSB Website and requires an electronic signature of the school principal, the cooperating teacher and the university supervisor if the cooperating teacher is to receive this stipend.

5. **Cooperating Teacher Program Evaluation**: Each semester cooperating teachers complete a survey evaluating the EKU teacher education program. This data is analyzed and used to make program changes. The survey is available online at the Office of Teacher Education Services Website, [www.education.eku.edu/fieldeperiences/Field Exp]/.

6. **Taskstream Portfolio Scoring**: Using the Taskstream rubric provided online, the university supervisor must score the student teacher’s exit portfolio and verify its completion as a requirement for graduation.

7. **Faculty Disposition Assessment Forms**: The university supervisor and cooperating teachers must complete the online disposition evaluation for each student teacher under their supervision. [www.coe.eku.edu/TeacherAdmissionCert/admissions.php](http://www.coe.eku.edu/TeacherAdmissionCert/admissions.php)

Program Evaluation:

Student teachers are asked to provide evaluation data regarding cooperating teachers. Using all data collected from student teachers and university supervisors, the Office of Teacher Education Services tracks this data and uses the information when making decisions regarding the selection of future cooperating teachers. Student teachers evaluate university supervisors, and the data is compiled and records are maintained in the Office of Teacher Education Services where the university supervisors may view them. Student teachers also complete an evaluation of the student teaching program and these data are shared with particular departments in the College of Education.
Contact:
Rose Skepple, Assistant Director
Teacher Education Services
Office of Student Teaching
Eastern Kentucky University 425 Bert Combs Building
521 Lancaster Avenue
Richmond, Kentucky 40475
Phone: 859-622-1828
Fax: 859-622-1546