

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor plays a major role in helping the teaching candidate make the transition from university student to professional teacher. This role involves analysis, on-going evaluation of teaching ability, and guidance in the candidate's areas of strength and weakness. The university supervisor also serves in a liaison capacity between the university and the cooperating school. The following list contains guidelines for the university supervisor.

Preparation

- The following information will be given to university supervisors in advance of this timeframe:
 - Student name
 - School name, address and school phone #
 - Cooperating teacher name and contact information (including grade level for preprimary and K-8)
- Make an initial contact with the school administrator and cooperating teacher before assignment begins (This date depends on school, residency program, training – foundations/pair training, etc.).
- Meet with the teaching candidate to introduce self, explain specific expectations and interpret the teaching candidate program to the candidate (information listed in teaching candidate binder) at the beginning of the semester.
- Conduct a meeting with the cooperating teacher and the teaching candidate during first few weeks of placement to review expectations, answer questions, guide in co-teaching; use this model for implementing the 14 week Term Overview.

Supervision

- Accept responsibility for maintaining a good working relationship between cooperating school personnel, Bethel University, and the teaching candidate.
- Assume responsibility for guiding the learning experiences of the teaching candidate in close partnership with the cooperating teacher.
- Conduct weekly supervision visits:
 - A minimum of 4 supervision visits is *required* for each 6-week placement
 - A minimum of 5 supervision visits is *required* for each 7-week placement
 - A minimum of 8 supervision visits is *required* for each 10-week placement
 - A minimum of 10 supervision visits is *required* for each 14-week placement
- Evaluate using rubric – focusing on one (or more) each observation.
- Confer with the teaching candidate (and cooperating teacher if necessary) immediately following the observation (if time allows).
- Plan and direct regular conferences individually or with a group (number of times and when will depend on supervisor's schedule and number of students).
- Act as a resource person for the teaching candidate when necessary.

Evaluation

- Make both written (**Teacher Candidate Rubric Evaluation** found online) and oral evaluations of the teaching candidate's performance. Written evaluations of classroom observations are given to the teaching candidate.
- Be available for unscheduled conferences with the teaching candidate when there are problems and questions to be discussed.
- Review and comment on weekly journals (received by Saturday, 5pm). Journals should be returned to teaching candidates through email or in person the following week.
- Review of teaching candidate's written lesson plans when observing. These should be read and evaluated regularly.
- Hold a mid-term rubric evaluation meeting with the candidate and cooperating teacher. The supervisor should complete one mid-term rubric evaluation form, and the cooperating teacher should complete one form—both will be reviewed at the mid-term conference.
- Hold a final rubric evaluation meeting with the teaching candidate and cooperating teacher. The final rubric evaluation form is to be signed by the teaching candidate, cooperating teacher, and university supervisor, and submitted to the Bethel University Education Department.
- Write a letter of recommendation for the teaching candidate and give directly to the candidate.
- Hold teaching candidates accountable for edTPA deadlines and completion date.
- Evaluate the e-folio foundational standards and inform the licensing coordinator that the candidate has successfully completed all e-folio Foundational Standards completely.