

UNIVERSITY SUPERVISOR

The university supervisor is selected by the respective department to observe, assess and advocate for the teacher candidate. This person has content and grade level expertise to enable them to objectively evaluate and coach the respective candidates. Their role is strategic to accurate and open communications between the university, district employees and the teacher candidate.

EXPECTATIONS

Facilitator

- If possible, meet with student teachers at the opening Orientation seminar to introduce yourself and set up future meeting times and venues.
- Share your **course syllabi** for both student teaching and seminar.
- Outline expectations relative to university assignments, student performance and professional dispositions.
- If you find it useful, have your candidates fill out the [School Familiarization Form](#).
- Take the lead in the triad to plan, enrich, and evaluate the student teaching experience; facilitate triad conferences.
- Clarify the teaching calendar and expectations for the candidate.
- The following links are suggested timelines for the teacher candidate.
 - Cooperating Teacher Timeline [9-week \(quarter\) placement](#)
 - Cooperating Teacher Timeline [18-week \(semester\) placement](#)
- When will the candidate teach full time and how many weeks?
- Clarify how absences will be handled - who should the student contact; how many days are reasonable?
- Conduct Student Teaching Small Group Seminars. You may combine your cohort with another supervisor if you desire. Seminars are assessed as a letter grade (A; A- B, etc.).
- Be as supportive as you can with the edTPA. Attend on campus Writing Days if you are able.
- Complete an Evaluation Form for each candidate toward the end of their placement.
- A Final Narrative is required to be used as part of the candidate's credential file.
- Submit student teaching and Seminar grades when requested by the Certifying Officer prior to the end of the UW Oshkosh semester.

Mentor

- Assist the teacher candidate in the selection and planning of appropriate strategies, activities and resources to maximize learning.
- Schedule a minimum of 3 observations of each candidate per semester and complete an observation form for each of these visits.
- Coach the candidate about the value of differentiating instruction for a diverse population.
- Assist with any permissible edTPA questions that may emerge from candidate.
- Suggest various guided observations of the CT. The candidate can focus on:
 - Classroom Environment: physical organization, types of interactions with students
 - Instructional Strategies: type of pedagogy, use of other professionals, technology
 - Classroom Management: pacing, routines and procedures, positive reinforcement, use of voice, compassion for students who have trauma in their background.

- Lesson Plan: a reasonable and effective structure, how written plan reflects actual practice, incorporation of assessment, long-range unit planning.

Liaison

- Check in at the school office before each observation visit. Wear your official UWO name tag.
- Provide relevant materials, evaluations and resources for the student teacher and cooperating teacher.
- Discuss expectations for lesson plans with sensitivity to possible school or district formats.
- Clarify how you will evaluate for a final grade of P/F. Confer with the CT on a performance grade.
- Submit all required evaluation materials before the end of the semester at the date suggested by the Certifying Office of the college.
- Ensure the CT has completed the required Tk20 evaluations.

REFLECTION

- You are the performance assessment expert - what do you need to observe to feel comfortable recommending this candidate for licensure? Make these expectations clear.
 - Explore resources to stay abreast of new developments in teacher education, e.g., licensing rules, trauma sensitive care, working with students of poverty, etc. Who are your best "human resources?"
 - Do all parties understand the college expectations and requirements? Has your syllabus been discussed for both student teaching and seminar? Lesson plan format and timing?
 - Are there opportunities for you to engage in the edTPA on-campus meetings?
 - Have all forms including Travel Expense Reports been submitted in a timely fashion?
 - Has the department chair communicated the policy for Student Opinion Surveys (SOS)?
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