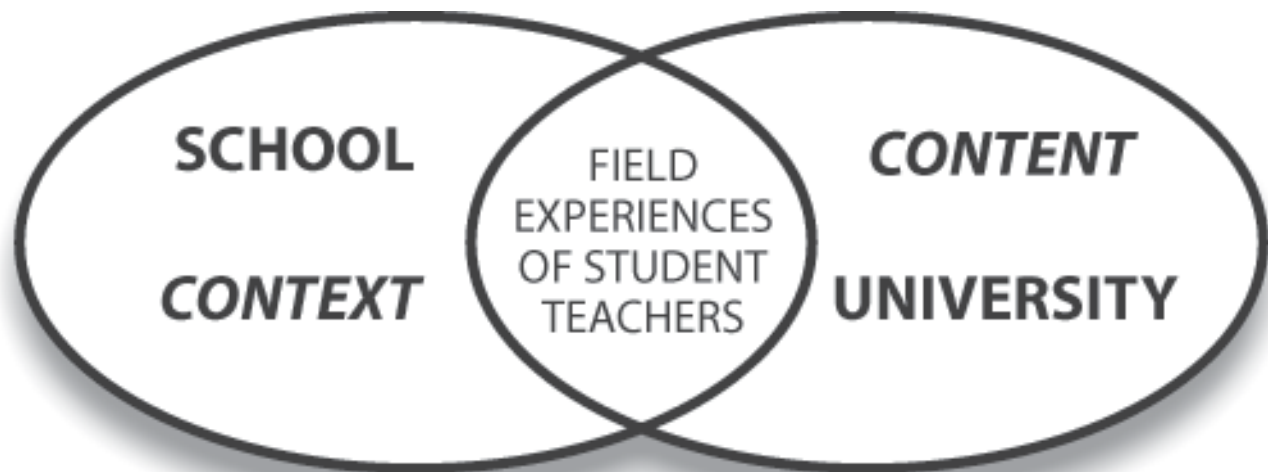


UNIVERSITY SUPERVISOR'S *Reference Guide*

CHICAGO AREA DIRECTORS OF STUDENT TEACHING GUIDED RECOMMENDATIONS FOR UNIVERSITY SUPERVISORS FIELD EXPERIENCE PARTNERSHIPS



Teacher Preparation Partnerships

"Life's greatest gift is the opportunity to throw oneself into a job that puts meaning and hope into the lives of other people. Seizing this opportunity is the surest way to put meaning and hope into one's own life."

M. Haberman

As university directors of student teaching, we are uniquely aware of the critical role you play in acculturating potential teachers to the profession at your individual schools. The greatest gift the university supervisor offers is a new and whole way of seeing things. The gift of wisdom is not a gift a supervisor can create overnight; it is a labor of a lifetime. This wisdom comes from having lived and thought deeply and it permeates all the mentor does with the student teacher. Your varied roles as trusted supervisor, mentor, tutor, and coach provide us with the surety that our teacher candidates will bring credit to the profession. We hope this guide can help provide some measure of support for this important task.

These recommendations are a guide to college/university supervisors in the following ways:

- Fostering a positive professional relationship with student and cooperating teachers
- Clarifying short- and long-term expectations for participation in the classroom
- Ensuring consistency of communication with student and cooperating teachers

Because of your college/university's partnership with local schools, university supervisors offer new classroom teachers the content that informs the context of the student teaching experience. These relationships critically depend on the active participation of the college/university supervisor as mentor, tutor, coach, and career professional.

This guide should be discussed with student teachers and cooperating teachers after reviewing individual college/university guidelines. This document is designed so that university supervisors can identify which topics have been discussed at least once with student teachers and/or cooperating teachers.

PROFESSIONALISM

I help my student teacher develop as a professional by:

- Mentoring my student teacher in the need for career teachers to display a professional demeanor daily with students, colleagues, and the school community.
- Discussing the Illinois Professional Teaching Standards and offering examples of how these standards can be demonstrated <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
- Discussing the Code of Ethics for Educators and emphasizing the ethical underpinnings of the profession <http://www.nea.org/aboutnea/code.html>

ORIENTATION

I helped my student teacher become familiar with the requirements of the student teaching experience by:

- Conferencing with the student teacher and the cooperating teacher at the beginning of the placement to discuss each of our roles and responsibilities.
- Encouraging participation in parent-teacher conferences, school activities, PTA/PTSA meetings, and Local School Council
- Making sure the student teacher is familiar with college/university policies concerning lesson planning, journaling, and portfolios

SCHEDULING

I helped my student teacher transition to teaching responsibilities that meet the school and university requirements by:

- Developing and sharing with the student and cooperating teachers a time-line to phase-in teaching responsibilities
- Scheduling with the student and cooperating teacher(s) times for observations, planning, and feedback
- Participating in evaluation sessions with the student teacher and cooperating teacher

CLASSROOM ENVIRONMENT

I discuss effective strategies for maintaining a safe environment that is conducive to learning by providing information about:

- Classroom management
- Building rapport with students
- Encouraging and motivating students
- Promoting fairness
- Maintaining high expectations
- Organizing time and materials
- Emergency procedures

PLANNING AND INSTRUCTION

I monitor teaching for learning by:

- Reviewing lesson plans for meeting school district and state goals for the particular grade level and/or subject
- Sharing knowledge about learning styles research
- Providing examples of teaching facilitating strategies
- Discussing accommodations for diverse learners
- Encouraging the use of available technology by student teachers
- Assisting student teachers in articulating their own reflective teaching practices

ASSESSMENT

I provide my student teacher with a clear picture of his/her teaching competencies by:

- Being in immediate contact with the cooperating teacher and seminar instructor in order to remediate any concerns if problems arise.

Cooperating Teacher's name: _____ Phone: _____ email: _____

Seminar Instructor: _____ Phone: _____ email: _____

- Conferencing with the student and cooperating teachers on a regular basis and providing ongoing written and verbal assessments during the student-teaching experience

COMMUNICATION

In frequent interactions with my student teacher, I provide continuous constructive feedback by:

- Communicating regularly with the student teacher and the classroom teacher to clarify competencies and expectations
- Providing ongoing verbal and written feedback to the student teacher in a supportive manner
- Encouraging dialogue with the student teacher about the placement experience
- Modeling strategies for effective interpersonal communication

ADDITIONAL RESOURCES

We, the Chicago Area Directors of Student Teaching, wish to thank you for your dedication to our profession. Working together to prepare teachers puts meaning and hope in all of our lives and the lives of our students. As university directors of student teaching, we are uniquely aware of the vital role that university supervisors play in acculturating potential teachers to the profession.

CADST is an organization of individual Chicago-area educators and professionals dedicated to improving the preservice teaching experiences through rich collaborations among teacher preparation programs and school districts.

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NOTES
