ROLES AND RESPONSIBILITIES
FIELD SUPERVISOR

FIELD EXPERIENCES

Field experiences are an integral component of the UTeach-Liberal Arts Program and are built on strong collaborations with school districts. These experiences involve the observation of elementary, middle school and high school classrooms, and are designed to be sequential, cumulative, and performance-based, while preparing our graduates to implement and evaluate effective practices with diverse student populations. Our future teachers engage in field experiences that assist them in mastering their subject knowledge and pedagogical skills, learning how to work collaboratively with stakeholders, developing dispositions to be active citizens, and offering students the opportunity to develop these characteristics themselves. (19TAC 228.15)

FIELD SUPERVISOR

A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. (TAC 228.2.10)

UTeach-Liberal Arts (UTLA) Field Supervisors:
• Serve as a mentor offering constructive criticism, encouragement, and advice
• Observe and evaluate
• Help the student develop his or her skills as a teacher

BACKGROUND OF STUDENT INTERNS AND STUDENT TEACHERS

UTL 640 - Teaching in Secondary Schools
In UTL 640, student interns have officially committed to the UTeach-Liberal Arts Program. This course focuses on content standards, lesson design, assessment, and a variety of teaching strategies in the students’ specific content area. It also prepares the student to take part in the teacher certification process. As part of this course, students are required to complete 45 hours of field experience in a high school classroom in which they will observe their assigned cooperating teacher as well as design and teach nine lessons in their specific content area. The field experience should occur over a period of 10 to 12 weeks.

UTL 360 - Problems/Principles of Secondary Education
Student teaching is a learning experience that helps the student teacher develop or improve the skills needed for effective teaching. UTL 360 and 670 are the last courses student teachers take prior to certification. It is during the student teaching experience that most students will fully develop their skills in classroom and behavior management.
UTL 670 - Directed Teaching in Secondary Schools

The UTL 670 Secondary School Teaching Practicum involves 65 consecutive full teaching days, Monday through Friday. Student teaching begins after the student teacher has completed the district’s student teaching orientation. In tandem with UTL 670, student teachers are also enrolled in UTL 360 Practicum Seminar, which consists of 45 hours of class time on the UT-Austin campus. UTL 360 is conducted on Thursday evenings from 5:00pm – 8:00pm.

RESPONSIBILITIES OF STUDENT INTERNS AND STUDENT TEACHERS

- Recognize and accept that the cooperating teacher has the ultimate responsibility for what the student intern/teacher may or may not do in the classroom.
- Know and follow the rules, regulations, and policies of the district and school, including irregularities in the schedule.
- Maintain an ethical and professional attitude. This includes: a professional relationship with students, teachers, and administrators, professional dress, arriving with sufficient time to prepare, and utilizing discretion regarding student’s confidential information.
- Be available for regular planning and feedback sessions with the cooperating teacher and field supervisor.
- Submit lesson plans approximately 48 hours in advance of observations and share copies with the cooperating teacher, UTLA instructor, and field supervisor. Some districts may require earlier submission of lesson plans.
- Submit lesson plans to the cooperating teacher according to campus and district expectations.
- Use e-mail to communicate with cooperating teacher, field supervisor, and UTLA instructor
- Attend all required University seminars.
- Become familiar with the school climate and culture.
- Follow all university, UTLA, district and campus policies, regulations, and guidelines. Failure to do so may result in disciplinary action and termination from the program.

INITIAL CONTACT WITH STUDENT INTERN AND STUDENT TEACHER

Field supervisors must make contact with their assigned students by telephone, email, or other electronic communication, within the first three weeks of assignment, with the following goals as part of the initial contact.
- Introduce yourself to the student.
- Clarify roles, responsibilities, and expectations.
- Establish procedures for setting up observations.
- Ask the student to identify any concerns as they begin their assignment.
- Exchange all contact information in case of emergencies: cell phone numbers, emails, etc.
REQUIRED OBSERVATIONS

Student Intern
- Student interns will be observed two times by a field supervisor during the semester.
- Following each observation, a debriefing session with the student intern should be scheduled to provide feedback. This debriefing session generally lasts no more than one hour and is conducted face-to-face.
- If more observations are needed, contact the UTLA instructor and provide a rationale.

Student Teacher
- Student teachers will be observed five times, which includes a formative and summative observation and verbal and written feedback after each observation.
- The first observation for student teachers must occur within the first five weeks of the assignment.
- After each observation, a face-to-face debriefing session should be scheduled.
- After the formative and summative observation, a separate, more formal, face-to-face debriefing session is required with the student teacher and cooperating teacher.
- If more observations are needed or a debriefing session lasts longer than 60 minutes, contact the UTLA instructor and provide a rationale.

SCHEDULING OBSERVATIONS

Student Intern
- The 2nd or 3rd lesson is optimal for the first observation. The 7th or 8th lesson is best for the second observation.
- Schedule a 30-45 minute debrief session after each observation.
- The last observation must be completed prior to the end of the program semester and it is suggested that both observations be completed by the 8th lesson.

Student Teacher
- Schedule the first observation within the first two to four weeks of the assignment.
- At the end of the first debriefing session, schedule the formative observation and three-way debriefing session with the student. Have the student teacher confirm the date with the cooperating teacher.
- After the formative observation, the field supervisor and cooperating teacher together will meet for 45-60 minutes to discuss the completed observation notes with the student teacher.
- Like the first observation, the third and fourth observation, also require a debriefing session, but the cooperating teacher does not need to be present.
- At the end of the fourth debriefing session, schedule the summative observation and three-way debriefing session with the student. Have the student teacher confirm the date with the cooperating teacher.
- All observations must be completed prior to the end of the program semester.
<table>
<thead>
<tr>
<th>Student Teacher Observations</th>
<th>Observation Type</th>
<th>Required Debrief Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Informal</td>
<td>• Student Teacher&lt;br&gt;• Field Supervisor</td>
</tr>
<tr>
<td>2</td>
<td>Formative</td>
<td>• Student Teacher&lt;br&gt;• Field Supervisor&lt;br&gt;• Cooperating Teacher</td>
</tr>
<tr>
<td>3</td>
<td>Informal</td>
<td>• Student Teacher&lt;br&gt;• Field Supervisor</td>
</tr>
<tr>
<td>4</td>
<td>Informal</td>
<td>• Student Teacher&lt;br&gt;• Field Supervisor</td>
</tr>
<tr>
<td>5</td>
<td>Summative</td>
<td>• Student Teacher&lt;br&gt;• Field Supervisor&lt;br&gt;• Cooperating Teacher</td>
</tr>
</tbody>
</table>

**OBSERVATION FORMS**

Observation forms serve as official documentation of each student’s required observations for certification. These forms are used to summarize and record the results of each student’s observation and debriefing session. Students should provide forms to their field supervisor, but it is suggested that the field supervisor keep forms on hand. Forms can be downloaded from the UTLA website or found in the UTLA office.

**Student Intern**
- Field supervisors will use the UTL 640 form located on the UTLA website and in the office to record the evaluation of student interns.
- At the end of each debriefing session, the observation form should be signed by the student intern and field supervisor with the date, start and stop time, subject, and grade level. The student intern, UTLA instructor and field supervisor will receive a copy of the observation form.

**Student Teacher**
- For student teacher informal observations, field supervisors may download and use the UTL 360 form located on the UTLA website and in the office to record the evaluation of student teachers. Field supervisors may also hand-write the evaluation.
- For formal observations, field supervisors will use the formative and summative observation forms.
- At the end of each formal debriefing session, the observation forms should be signed by the student teacher, cooperating teacher, and field supervisor with the date of the debrief.
session, start and stop time, subject, and grade level. Each person will receive a copy of the observation form.

- Regarding informal debriefing sessions, the field supervisor and student teacher will be provided a copy of the observation. It is not required, but suggested that the field supervisor provide a copy of the observation to the cooperating teacher.

**SUBMISSION OF FORMS**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Field Supervisor Log</th>
<th>Attendance Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>• Logs observations and meetings</td>
<td>• Logs student attendance</td>
</tr>
<tr>
<td>Location</td>
<td>• Website</td>
<td>• Website</td>
</tr>
<tr>
<td>Completed By</td>
<td>• Field Supervisor</td>
<td>• Student Intern</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Teacher</td>
</tr>
<tr>
<td>Submitted To</td>
<td>• Office Manager at the end of the semester</td>
<td>• UTLA Instructor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Categories</th>
<th>Observation Evaluation UTL 640 &amp; 360 Form</th>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>• Records student actions during observations</td>
<td>• Records student actions during third observation</td>
<td>• Records student actions during final observation</td>
</tr>
<tr>
<td>Location</td>
<td>• Website or Office</td>
<td>• Website or Office</td>
<td>• Website or Office</td>
</tr>
<tr>
<td>Student Being Observed</td>
<td>• Student Intern</td>
<td>• Student Teacher</td>
<td>• Student Teacher</td>
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<td></td>
<td>• Student Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed By</td>
<td>• Field Supervisor</td>
<td>• Field Supervisor</td>
<td>• Field Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Cooperating Teacher</td>
<td>• Cooperating Teacher</td>
<td>• Cooperating Teacher</td>
</tr>
<tr>
<td>Submitted To</td>
<td>• Student Intern/Teacher</td>
<td>• UTLA Instructor</td>
<td>• Cooperating Teacher</td>
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<tr>
<td></td>
<td>• UTLA Instructor</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Cooperating Teacher</td>
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</tr>
</tbody>
</table>

**RECORDING METHODS**

Field supervisors will evaluate the student intern/teacher teaching their lesson using the appropriate form. They will rate each observable behavior and cite specific examples as supporting evidence. When observing and evaluating the student teacher a variety of methods can be used to record one’s thoughts, such as scripting, checklists, T-charts, etc. CTs should identify the student’s
strengths, successes, areas of concern, and areas for improvement. It is very beneficial to the student intern/student teacher if comments about the lesson taught are also included. These additional comments can be made on the comment page.

Feedback from the cooperating teacher about the student’s professionalism, performance and progress may also be included on the observation form. The field supervisor’s comments and suggestions will become part of the student’s record and may be part of the student’s grade.

OTHER RESPONSIBILITIES

- Help in the placement of student interns and student teachers as specified by the UTLA instructor. This help includes identifying and referring Secondary Social Studies, English, and LOTE teachers known to the field supervisor.
- Verify with a signature and date that you have completed field supervisor training and have read the roles and responsibilities of a field supervisor on the UTLA website.
- Keep a file of written memos, announcements, and all communication pertaining to your responsibilities.
- Communicate with the UTLA instructor on a regular basis to ensure that both of you are up-to-date on the student intern/student teacher’s progress.
- Meet deadlines as established by UTLA.
- At the beginning of each semester, the UTLA office manager will email forms and instructions listed below to each field supervisor to be completed and submitted by the end of each semester (May/December).
- Intern/Student Teacher Observation/Mileage form (Use Mapquest to complete travel log).
- TEA Observation Log.
- Signed the Texas Educator’s Code of Ethics and submitted to the UTLA office.

INDIVIDUAL GROWTH PLAN (IGP)

When a student intern is struggling, the UTLA instructor has the option to develop an Individual Growth Plan (IGP) to help improve the student intern’s skills. A student intern’s cooperating teacher or field supervisor may also identify them for evaluation at any time. If you choose to refer a student, contact the UTLA instructor and provide rationale and documentation. This documentation is vital if the student drops or fails the course.

The IGP identifies weaknesses and provides a description of performance issues, target goals, deadlines, and consequences for failing to meet those goals. It is important to keep accurate records of observations and feedback sessions for the student intern. The UTLA instructor will meet with the student intern to review and monitor the student’s progress and discuss the results of the IGP.