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 construction feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates.

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.

BACKGROUND OF STUDENT INTERN AND STUDENT TEACHER

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 INTERN AND STUDENT TEACHER

- 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 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.
- 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.

RESPONSIBILITIES OF FIELD SUPERVISOR

- Assist in the placement of student interns/teachers.
- Communicate with student teachers and cooperating teachers offering guidance about the field experience.
- 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.
- Observe student interns a minimum of two times and student teachers a minimum of four times and provide verbal and written feedback after each observation.
- For student teachers, schedule a face to face pre- and post-conference for the required observations. The post-conference for the formative and the summative observations will include the field supervisor, cooperating teacher, and student teacher.
- Keep a file of written memos, announcements, and all communication pertaining to your responsibilities.
- 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.
- Sign the Texas Educator’s Code of Ethics and submit to the UTLA office.
• 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).
• Submit TEA Field Supervisors Observation Log.
• Meet deadlines as established by UTLA.

INITIAL CONTACT WITH STUDENT INTERN OR 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. This information will be recorded in the TEA Field Supervisors Log.
• 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 four times: two informal observations, a formative and summative observation, and verbal and written feedback will be provided after each observation. (See chart on page 4.)
• The first observation for student teachers must occur within the first five weeks of the assignment and is an information observation.
• 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.
• At the end of the formative observation goals will be set for improvement. These goals will be evaluated at the end of the summative observation.
• 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 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 informal 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 to discuss the completed observation notes with the student teacher.
- Like the first observation, the third observation is an informal and requires a debriefing session, but the cooperating teacher's presence is optional.
- At the end of the third 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field Supervisor</td>
</tr>
<tr>
<td>2</td>
<td>Formative</td>
<td>• Student Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cooperating Teacher</td>
</tr>
<tr>
<td>3</td>
<td>Informal</td>
<td>• Student Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field Supervisor</td>
</tr>
<tr>
<td>4</td>
<td>Summative</td>
<td>• Student Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cooperating Teacher</td>
</tr>
</tbody>
</table>

**OBSERVATION FORMS**

Observation forms serve as the official documentation of each student teacher's required observations for teacher certification. These forms are used to summarize and record the results of each observation and debriefing session. The observation forms below can be provided by the student teacher or downloaded from the UTLA website to be used to observe the student teacher.

**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, but a copy must be provided to all parties.
- 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.
- Field supervisors are required to submit their observation forms to the UTLA instructor.
- 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.
- Field supervisor will be required to submit completed observation form to the UTLA instructor.

**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 After Observation</td>
<td>• Office Manager at the end of the semester</td>
<td>• UTLA Instructor</td>
</tr>
<tr>
<td>To</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Categories</th>
<th>Observation Evaluation</th>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>• Records student</td>
<td>• Records student</td>
<td>• Records student</td>
</tr>
<tr>
<td></td>
<td>actions during</td>
<td>actions during third</td>
<td>actions during final</td>
</tr>
<tr>
<td></td>
<td>observations</td>
<td>observation</td>
<td>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>
</tr>
<tr>
<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 After Observation</td>
<td>• Student Intern/Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td>• UTLA Instructor</td>
<td>• UTLA Instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cooperating Teacher</td>
<td>• Cooperating Teacher</td>
<td></td>
</tr>
</tbody>
</table>
EVALUATING AND RECORDING METHODS

Field supervisors will evaluate the student intern/teacher teaching their lesson using the appropriate form. Field supervisors will rate each observable behavior and cite specific examples as supporting evidence.

When observing and evaluating the student intern/teacher a variety of methods can be used to record one’s thoughts such as scripting, checklists, T-charts, etc. Field supervisors should identify the student’s strengths, successes, areas of concern, and how they may improve. It is very beneficial to the student intern/teacher if comments about the lesson are also included.

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.

SUBSTITUTE TEACHING AND THE STUDENT TEACHER

School districts in the area have different policies when it comes to substitute teaching. During student teaching, the UTLA policy is that UTLA student teachers do not substitute. If they are paid for substitute teaching during this period of time, these days will not be counted toward their required 65 days of student teaching. After student teaching is complete, student teachers are free to be paid substitutes for any school district.