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)

Your primary functions as an UTeach-Liberal Arts (UTLA) Field Supervisor are:
• 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
Student teaching is a learning experience to help the individual student teacher develop or improve the skills needed for effective teaching. The combination of UTL 360 and 670 are the last course student teachers take prior to certification. It is during the student teaching experience that most students will fully develop skills in classroom and behavior management. The UTL 670 Secondary School Teaching Practicum involves 60 full teaching days spread over twelve weeks, Monday through Friday. Student teaching begins after students have completed the district student teaching orientation. In tandem with UTL 670, students teachers are also enroll in UTL 360 Practicum Seminar, which involves 45 hours of class time on the UT-Austin campus. UTL 360 is conducted on Thursday evenings from 5:00 – 8:00.

UTL 360 - Problems/Principles of Secondary Education
UTL 670 - Directed Teaching in Secondary Schools
Student teaching is a learning experience to help the individual student teacher develop or improve the skills needed for effective teaching. UTL 360/670 is the last course they take prior to certification. It is during the student teaching experience that most students will fully develop skills in classroom and behavior management. The UTL 670 Secondary School Teaching Practicum involves 60 full teaching days spread over twelve weeks, Monday through Friday. Student teaching begins after students have completed the district student teaching orientation. In tandem with UTL 670, students also enroll in UTL 360 Practicum Seminar, which involves 45
hours of class time on the UT-Austin campus. UTL 360 is conducted on Thursday evenings from 5:00 – 8:00.

EXPECTATIONS OF STUDENT INTERNS AND STUDENT TEACHERS

- Recognize and accept that the Cooperating Teacher has the ultimate responsibility for what you 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 your Cooperating Teacher and Field Supervisor.
- Submit lesson plans approximately 48 hours in advance of observations and share copies with the Cooperating Teacher, University Professor 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 University Professor.
- Attend all required University seminars.
- Become familiar with the school climate and culture; and when possible, introduce yourself to campus teachers, administrators and staff.
- 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 either by telephone, email, or other electronic communication, within the first three weeks of assignment, with the following goals as part of the initial contact.

- Provide brief information about yourself. Let the student know that you look forward to meeting them and getting to know them.
- Clarify roles, responsibilities, and expectations.
- Establish your 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, especially cell phone numbers.
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 45 - 60 minutes and is conducted face-to-face.
- If more observations are needed, contact the UTLA University Professor and provide a rationale.

Student Teacher
- Student teachers will be observed four times by a Field Supervisor during the semester.
- The first observation for student teachers must occur within the first six weeks of the assignment.
- The first and third observations are considered informal observations, the second observation is the Formative Observation, and the fourth observation is the Summative Observation.
- After each observation, a face-to-face debriefing session should be scheduled.
- After the Formative and Summative Observation, a separate face-to-face debriefing session is required with the student teacher and Cooperating Teacher to provide feedback.
- If more observations are needed or a debriefing session lasts longer than 90 minutes, contact the UTLA University Professor 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 minutes 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 your first debriefing session, schedule the Formative Observation with the student; the Formative should take place on or around the sixth week of the field placement as both of the first two observations must occur around mid semester. 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 a 45 - 60 minutes to discuss the observation with the student teacher.
- Repeat this process for the third observation and Summative Observation.
- The third observation and Summative Observation must be completed prior to the end of the program semester.
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 640/320/670 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 teacher and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed. The student intern, UTLA University Professor and Field Supervisor will all receive a copy of the observation form.

Student Teacher
• For student teacher observations one and three, Field Supervisors may download and use the UTL 640/360/670 form located in the UTLA office or they may handwritten their observations.
• Field Supervisors will use the Formative and Summative Observation forms for those specific observations.
• At the end of each debriefing session, the observation forms should be signed by the student teacher and Field Supervisor with the date of the debrief session, start and stop time, subject, and grade level with record of instructional strategies observed.
• The student teacher, UTLA University Professor, and Field Supervisor will receive a copy of all forms used to observe students during the 4 required observations.
• The Cooperating Teacher is required to receive a copy of the Formative and Summative Observation form. It is not required, but suggested that the Field Supervisor provide a copy of the observation forms from Observation 1 and 3 to the Cooperating Teacher.

SUBMISSION OF FORMS

<table>
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<tr>
<th>Categories</th>
<th>Field Supervisor Log</th>
<th>Attendance Form</th>
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<tr>
<td>Description</td>
<td>• Logs observations and meetings</td>
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<td>• Student Teacher</td>
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<tr>
<td>Submitted To</td>
<td>• End of the Semester to Office Manager</td>
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### Categories

<table>
<thead>
<tr>
<th>Observation Evaluation UTL 640/360/670 Form</th>
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<td><strong>Description</strong></td>
<td>• Records student actions during observations</td>
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</tr>
<tr>
<td><strong>Location</strong></td>
<td>• Website or Office</td>
<td>• Website or Office</td>
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<td>• Student Teacher</td>
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<td><strong>Completed By</strong></td>
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#### RECORDING METHOD

Field Supervisors will evaluate the student intern/student 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 how they may improve. 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 University Professor. 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 role 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 subject area University Professor 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 University Professor has the option to develop an Individual Growth Plan (IGP) to help improve the student intern’s skills. Anyone working with a student may identify the student for evaluation at any time. If you choose to refer a student, contact the UTLA University Professor and provide a rationale and documentation. This documentation is vital if the student is dropped 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 your student intern. The UTLA University Professor will meet with the student intern to review and monitor the student’s progress and discuss the results of the IGP.