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, 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
The UTL 670 Secondary School Teaching Practicum is a pass/fail course that involves a supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by TEA that will lead to the completion of the UTeach-Liberal Arts program and a standard teaching certificate. The assignment will include 70 consecutive full teaching days, Monday through Friday.
UTL 670 - Directed Teaching in Secondary Schools

The UTL 670 Secondary School Teaching Practicum involves 70 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.
- 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 providing 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.
- Consult with UTLA instructor on issues concerning the student intern/teacher with the cooperating teacher or the assigned campus.
- 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.
• At the end of the formative observation, discuss with cooperating teacher and student teacher the number of absences or tardies the student teacher may have and record them. If the student teacher has two or more absences, contact the UTLA instructor immediately.
SCHEDULING OBSERVATIONS

Student Intern
- The 2\textsuperscript{nd} or 3\textsuperscript{rd} lesson is optimal for the first observation. The 7\textsuperscript{th} or 8\textsuperscript{th} 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 8\textsuperscript{th} lesson.

Student Teacher
- Schedule the first informal observation within the first five 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

The cooperating teacher and field supervisor will use the observation forms below to document the progress of the student teacher. These forms are the official documents for the Texas Education Agency (TEA) and are based on the Texas Teacher Evaluation Support System (T-TESS). They will be provided electronically to the field supervisor and on the website to download.

- UTL 640 Observation Form
- UTL 360/670 Observation Form
- Formative Evaluation Form
- Summative Evaluation Form

EVALUATING AND RECORDING OBSERVATIONS

Cooperating teachers may or may not evaluate student interns alongside the field supervisor but CTs with a student teacher will evaluate alongside field supervisors using the appropriate forms. Field supervisors will evaluate the student interns/teachers teaching their lesson using an electronic 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.

DEBRIEFING SESSION

Student Intern
After both observations, a debriefing session will be conducted to provide feedback about the lesson taught. The debriefing session should occur approximately 15 to 30 minutes. Field supervisors will discuss with the student teacher the student intern’s strengths, areas of concern, and ways to improve in preparation for the next lesson. When completed, the student intern, UTLA instructor and field supervisor will all receive a copy of these forms electronically to approve and have.

Student Teacher
After informal observations, a debriefing session will be conducted to provide feedback about the lesson taught. The debriefing session should occur approximately 15 to 30 minutes. Evaluators will discuss with the student teacher the student teacher’s strengths, areas of concern, and ways to improve in preparation for the next lesson. When completed, the student teacher, UTLA instructor and field supervisor will all receive a copy of these forms electronically to approve and have.

After the formative and summative observation, the student, CT, and field supervisor will schedule a face-to-face conference to discuss the observed lesson. These observations and debriefing sessions are required for teacher certification. It is important that the following
information is recorded on the observation forms: name of student, date, start and stop time, and signatures. When completed, the student teacher, CT, UTLA instructor and field supervisor will all receive a copy of these forms electronically to approve and have.

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</td>
<td>• Office Manager at the end of the semester</td>
<td>• UTLA Instructor</td>
</tr>
<tr>
<td>Observation To</td>
<td></td>
<td></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>
</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</td>
<td>• Student Intern/Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation To</td>
<td>• UTLA Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cooperating Teacher</td>
<td></td>
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</tr>
</tbody>
</table>

STIPENDS

Field Supervisors will receive a stipend of $40/hour per student interns/teacher for the following.

- Mentoring observing, and correspondence with student intern/teacher
- Collaboration with UTLA instructor
- Mileage at the current state rate
- Travel time
To receive the stipend payment, field supervisor’s will need to complete the administrative tasks below. The stipend will be processed at the end of the semester. Payments may take up to 4-6 weeks from the time the paperwork is received. If a field supervisor’s paperwork is not received by the due dates listed, the UTeach-LA office will be unable to pay the stipend.

- Complete the electronic form sent by the UTeach-LA office.
- Confirm classification - Independent Contractor or a UT Employee.
- Submit payment documents by the dates below to the UTeach-LA office.
  - Fall Semester January 15
  - Spring Semester June 15

**NOTE:** Payments may not be approved for individuals who are non-U.S. citizens or non-U.S. Legal Permanent Residents (green card holders).

**INDIVIDUAL GROWTH PLAN (IGP)**

When a student intern/teacher is struggling, the UTLA instructor has the option to develop an Individual Growth Plan (IGP) to help improve the student intern/teacher’s skills. A student intern/teacher’s cooperating teacher and 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/teacher. The UTLA instructor will meet with the student intern/teacher to review and monitor the student’s progress and discuss the results of the IGP.

**SUBSTITUTE TEACHING**

**Student Intern**
School districts in the area have different policies when it comes to substitute teaching. UTLA policy does not permit UTLA student interns to substitute while enrolled in a UTL course. After completion of the course, student interns are free to be paid substitutes for any school district.

**Student Teacher**
UTLA student teachers will be allowed to substitute up to five days for their cooperating teacher during their student teaching experience. Below are the requirements that must first be fulfilled to substitute during student teaching. Student teachers must –

- Complete the district’s substitute training
- Complete at least seven weeks of student teaching
- Complete and submit the curriculum unit required by UTL 360
- Be approved by their UTL 360 Instructor to substitute
- Be approved by their campus administration