



A Guide for University Supervisors

Education Support Center

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Training Sessions and Seminars

Student teaching supervisors have two opportunities for orientation and training:

1. **All new supervisors** must attend an orientation session to become familiar with the expectations for supervising student teachers. These orientations are typically held the week before classes begin each semester. Topics covered include:

- JMU's Conceptual Framework for Teacher Education
- Supervisor Expectations
- Student Teacher Expectations
- Observing and Evaluating Student Teachers
- Special Student Teaching Situations
- Clinical Faculty and Partnership Schools
- Paper Work and Deadlines

New supervisors are notified of this orientation session by their program coordinators.

2. **All supervisors** are encouraged to request to attend the two-day clinical faculty training sponsored by the [MidValley Consortium for Teacher Education](#) early in their supervisory career. This training is held each fall and spring, usually at Bridgewater College. The ESC can provide supervisors with information about clinical faculty training dates and location early in the semester.

Supervisor Responsibilities

The following supervisor responsibilities have been organized in a format consistent with the teaching/learning process and the major categories of the student teacher performance assessment instrument. Student teaching forms used by university supervisors may be found on the ESC website at: <http://www.imu.edu/coe/esc/fieldexperience.shtml>.

Student teaching supervisors are expected to complete the following activities:

- a. Visit each student teacher an average of **at least** once every two weeks (more frequently if individual circumstances warrant). *The frequency of supervisor visits/observations and the degree of support provided may vary if the cooperating teacher has had clinical faculty training. The supervisor and clinical faculty member should discuss this at the beginning of the student teaching experience and review as necessary.*
- b. Review the student teacher's lesson plans (before observing him/her teach whenever possible).
- c. Observe the student teacher teach one or more classes or activities **during each visit**.
- d. Confer with the student teacher and cooperating teacher, or schedule another time to do so.
- e. Provide four-week/midblock and final written assessments of the student teacher's progress.
- f. Conduct four-week/midblock and final student teacher and cooperating teacher conferences to evaluate the student teacher's progress.
- g. Assign final course credit.
- h. Complete an evaluation of the effectiveness of the cooperating teacher/placement.
- i. Submit the appropriate documentation during the last week of the student teaching block and any additional paperwork to the ESC within three weeks after each student teaching placement ends.

Schedule & Deadlines

Student teachers currently complete either two eight-week student teaching experiences or one twelve-week extended block. The charts below outline the schedule that supervisors should follow in supporting their student teachers:

WEEK	BLOCKS 1,2,3,4 AND MIDTERM
1	<ul style="list-style-type: none"> ∅ Make introductory classroom visit to each student teacher reviewing syllabus and expectations – hold group meetings when possible ∅ Review block organizer
2	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Maintain contact with each student teacher and cooperating teacher ∅ Submit cooperating teacher verification form
3	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Make 1st classroom observation and confer with each student teacher and cooperating teacher
4-5	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Make 2nd classroom observation and confer with each student teacher and cooperating teacher; submit mid-block evaluation ∅ Confirm that CT has submitted mid-block evaluation ∅ Maintain contact with each student teacher and cooperating teacher
6-8	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Make 3rd classroom observation and confer with student teacher and cooperating teacher ∅ Confirm that CT has submitted evaluation(s) ∅ Submit final evaluation and placement feedback ∅ Confirm check-out list for each student teacher ∅ Submit student teaching grade in MyMadison ∅ Submit travel in Chrome River ∅ Write recommendation letters for student teachers, if requested

WEEK	EXTENDED BLOCK
1	<ul style="list-style-type: none"> ∅ Make introductory classroom visit to each student teacher reviewing syllabus and expectations – hold group meetings when possible ∅ Review block organizer
2	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Maintain contact with each student teacher and cooperating teacher ∅ Submit cooperating teacher verification form
3-4	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Make 1st classroom observation and confer with each student teacher and cooperating teacher
5-9	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Make 2nd and 3rd classroom observation every other week and confer with each student teacher and cooperating teacher; submit mid-block evaluation ∅ Confirm that CT has submitted mid-block evaluation(s) ∅ Maintain contact with each student teacher and cooperating teacher
10-12	<ul style="list-style-type: none"> ∅ Review each student teacher’s activity log and CT and ST reflections ∅ Make 4th and 5th classroom observation every other week and confer with student teacher and cooperating teacher ∅ Confirm that CT has submitted evaluation(s) ∅ Submit final evaluation and Placement Feedback ∅ Confirm check-out list for each student teacher ∅ Submit student teaching grade in MyMadison ∅ Submit travel in Chrome River ∅ Write recommendation letters for student teachers, if requested