

# THE SUPERVISING TEAM PRACTICUM/STUDENT TEACHING FIELD PLACEMENTS

The supervising team consists of the cooperating teacher, one or more Campbell University supervisors, the school principal, and other school and university personnel involved in the entire teacher education program. Through team meetings, each member of the team may assist in analyzing the candidate's potential and then recommend experiences for him/her. Other teachers in the building may become involved in the supervision of the candidates as they allow him/her to work in or visit their classrooms and discuss the results of the visit. Each member of the supervising team has a unique contribution to make as a specific program is developed for each student teacher.

## **A. GUIDELINES FOR PRINCIPALS**

The responsibilities of school principals include the following:

1. Orienting the candidate to the building, the school schedule, the calendar of events, guidance and other available services, the instructional materials center, the district policies, and the expectations of the teachers, students, and community;
2. Arranging for the candidate to learn about the operations of the school office and the principal's role;
3. Encouraging the candidate to visit with local school system personnel to learn about the organization and to become acquainted with the services for the teachers and the community;
4. Assisting the cooperating teachers by providing supplies and equipment and by helping arrange for observations of other teachers in the building;
5. Cooperating in the supervision of the candidate through observation, team meetings, and other supervisory activities.
6. Assisting, when possible, in the evaluation of the candidate with the cooperating teacher and the university supervisor;
7. Interpreting the field experience program to the community.

## **B. GUIDELINES FOR UNIVERSITY SUPERVISORS**

Each candidate will be assigned at least one university supervisor. The university supervisors coordinate the university and the school resources for maximizing the value of the field experience for the candidate. The responsibilities of the university supervisor include the following:

1. Become aware of the personal, social, and educational qualifications of the candidate;
2. Become acquainted with the philosophy, objectives, organization, and content of the programs of the cooperating schools;
3. Acquaint cooperating school personnel with the philosophy, objectives, organization, and content of the university's teacher education program;
4. Provide pertinent information concerning candidates to the cooperating teacher and principal of the cooperating school;
5. Provide the cooperating teachers with the necessary orientation regarding their responsibilities in working with a candidate;
6. Participate with university and school personnel in planning the candidate's schedule and program of experience;
7. Observe in the cooperating schools and hold individual and joint conferences with candidates and cooperating teachers to provide feedback on performance. Observations *must* be spaced appropriately throughout the field experience;
8. Analyze the performance of the candidate and assist in resolving personal and professional problems of adjustment;
9. Counsel with individual candidates;
10. Evaluate the candidate within the Tk20 Online System as required by School of Education;
11. Collect and interpret all evaluative information and develop a final report for individual candidates, including the course grade;
12. Cooperate with university and school personnel in continuous evaluation and revision of the field experience program.
13. Meet all deadlines established for binder evaluations, observations, and submission of grades.

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## C. GUIDELINES FOR COOPERATING TEACHERS

The following list will provide an overview of the expectations of a cooperating teacher.

1. Prepare the class for a “second teacher.”
2. Make the candidate feel a part of the school by meeting the principal, other teachers, and staff members.
3. Explain the procedure for signing in each day and the requirement for name badges.
4. Provide him/her with a desk, schedule, school handbooks, textbooks, and other instructional materials and services.
5. Acquaint him/her with the school policies regarding discipline, and have an agreement for handling difficult situations.
6. Inform the candidate of routines including records, reports, special activities, support services, school regulations, and procedures for emergency situations, using the library or instructional resources center and obtaining supplies.
7. Conduct and participate in conferences with the candidate and/or university supervisor as appropriate, and provide documentation.
8. Share with him/her the long-range planning for the entire semester.
9. Evaluate the candidate within the Tk20 Online System as required by School of Education;
10. **Remember that the person assigned is “learning” to teach; evaluations should be based on the level of competence realistically expected of a person who is learning to practice the profession.**
11. Accept him/her as a co-teacher and give him/her a sense of security in the classroom.
12. Arrange for observation of other teachers in his/her own and other grade levels.
13. Gradually lead him/her into full-time teaching by permitting him/her to assume partial and varied roles.
14. Encourage his/her attendance at faculty, in-service, P.T.A., or other meetings.
15. Check and provide guidance for lesson plans with the candidate prior to teaching.
16. Give him/her constructive help and guidance in making usable lesson plans.
17. Encourage him/her to recognize special needs and show an interest in the progress of each individual student.
18. Provide opportunities for him/her to gain experiences through participation in extra-class activities (field trips, play, ball games) as well as non-instructional duties (bus duty, etc.).
19. Provide adequate time for regular conferences.
20. Encourage the candidate to ask questions.
21. Utilize conferences to help the candidate analyze his/her teaching behavior in terms of sound principles of learning.
22. Guide the candidate in self-evaluation and help develop ways for improvement.
23. Permit him/her to participate in parent-teacher conferences.
24. Give sincere praise and recognition when deserved.
25. Arrange for conferences with university supervisors.
26. Provide input as the candidate develops the Electronic binder.
27. Complete all forms required for documentation of the student teaching experience for the student teacher.
28. Complete the Final Evaluation within the Tk20 electronic system and review it with the candidate and the university supervisor.
29. Verify log of hours by signature.