Thank You, Supervisors!!!

Your role as a supervisor for teacher candidates is a special one that bridges the university (Office of Field Placement as well as all Teaching & Learning programs) with the teacher candidate and cooperating teacher. You are a liaison and a communication conduit between several stakeholder groups: the university, the cooperating teacher, the school district/administration, and the teacher candidate. Your job is not a small one, and your role includes handling difficult situations at times. We are very grateful for all your efforts, and your willingness to share your experiences – feats, follies, and all!

Your guidance for our candidates will ensure the professional growth necessary to demonstrate the candidates’ readiness for teacher licensure. Communication plays a lead role in what you will be doing. Please see/read through the following items that will define your role in the student teaching experience more fully.

Understanding Key Roles

Roles of Key Players: Teacher Candidate

- **End Goal:** To show your professional competency as a practicing teacher
- **Grow** through semester to the end goal of taking on the entire classroom **successfully**
- **Learn** through semester so that you will become more confident
- **YOUR ROLE:** LEARNER PROFESSIONAL TEACHER

Roles of Key Players: Cooperating Teacher

- Mentors you through the process of teaching on a daily basis; introduces you to faculty, students, parents
- Approves daily lesson plans (Use FEM); shares resources with you
- Has the final say on what happens in the classroom
- Shares more ownership of the classroom OVER TIME
- Evaluates your progress toward professional teaching level; helps you grow toward this

Roles of Key Players: Supervisors

- Liaison between the classroom teacher/school and UND; hired by UND
- Mentors you through the student teaching process periodically throughout the semester; you will meet during your first week of ST or earlier
- Evaluates your progression toward professional level of teaching, and visits with you about your progress; helps you define goals to ensure growth toward this
- Facilitates discussion between you and cooperating teacher; and between you and me if problems occur in field
- Helps problem solve when necessary – communicate regularly!!!
Partnerships in Practice

The relationship between the supervisor and the teacher candidate is one of mentorship, yet at a distance when compared to that of the cooperating teacher who is with the candidate daily. Unlike the cooperating teacher, the supervisor pays periodic visits to observe and evaluate the progress of the candidate. In some cases, the involvement of the supervisor will increase with the need of the candidate; the supervisor, then, must be flexible and willing to observe and offer guidance more than the general guidelines state (see General Guidelines below).

Current practices illustrate a significant evolution of the relationship to one of collaboration rather than cooperation. Whether the Cooperating Teacher and the Candidate have determined that they will implement the co-teaching model or the traditional model of student teaching, both avenues mandate collaboration; the former cooperative practice is no longer useful or encouraged. It is important for Supervisors to know this because that will be the attitude brought to the formal observations and subsequent conferences – without notice of this, it can be rather surprising to hear the Candidate speak up as candidly as she/he will using this format.

Collaboration means that each person brings ideas to the table and they are discussed from a professional perspective that each holds value. There is no longer one single expert and one single novice/learner; it is now understood that each party has valuable gifts to share. The former “single expert” is now “the one with real life professional teaching experience to share” and the former “novice/learner” is now “one who has relevant and innovative ideas based on current research and practice”; the two form a perfect equation of learning for both partners.

Developmental Phases of Student Teaching

Again, historically speaking, there were four distinct phases that candidates went through in their student teaching experiences. This, however, is not reflective of today’s real classrooms and the needs of today’s students. Although there are certainly phases the candidates go through, realistically, these phases ebb and flow in and out of each other throughout the experience with the overall progression heading toward full teaching responsibility (see Table below).

Phases include orientation (which is completed much earlier and quicker than before), observation (which is now defined much more broadly than before, yet requires more effort than before as well), participation (which is required much earlier than before), and full teaching responsibility (which can look differently than before). Due to the uniqueness of each classroom, the lines between phases can be blurred.
Orientation consists of assimilating the candidate into the classroom and school environment, priming the students for when the candidate begins, and ongoing discussions that allow the candidate to feel welcome and valued. Observation is no longer when a candidate sits in the back of the room and takes notes on what they see; rather, it is now the study of classroom management, students’ development and learning patterns, classroom organization, etc., that develops from actively participating with the students and teacher. Notes should be taken in this phase, but most important is the discussion between the cooperating teacher and the candidate regarding specific items. Participation begins in the observation phase, but it allows for more than simply working with the kids and learning from them; it connotes that the candidates are part of the planning, preparation, and instruction of curriculum, and their continued involvement in the school community at every level appropriate. Full teaching responsibility is exactly as it states: the candidate has the lead teaching role and is responsible for all curriculum writing, planning, and implementation for a minimum period of 10 consecutive days (5 consecutive days in each of the two 8-week placements for Music and Kinesiology students).

The lines between phases are further muddled with the co-teaching model implementation which is the most valuable format for student teaching. This is strongly encouraged for all student teaching relationships. See the Table below to compare the Traditional student teaching process with the Co-Teaching Model process.

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<th>Traditional Student Teaching Process</th>
<th>Co-Teaching Model Process</th>
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<tr>
<td>Initial week or two: candidate is an observer, helper (Phase 1: Observer; Phase 2: Orientation)</td>
<td>Immediately: collaboration in planning curriculum and instruction between the candidate and cooperating teacher</td>
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<tr>
<td>Week 2-3: Gradually take on one subject/class period (Phase 3: Participation)</td>
<td>Candidates are immediately involved with small groups of students, taking on the assistant role at first</td>
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<td>Continue to take on additional class periods/subject areas gradually (one at a time)</td>
<td>Easing in to more leadership teaching roles as time goes on (i.e., parallel teaching, co-teaching, differentiated teaching, etc.)</td>
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<td>By mid-semester, candidate is teaching most subjects/class periods</td>
<td>By mid-semester, there is complete integration of planning and instruction between cooperating teacher and candidate</td>
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<td>Week 12-14: candidate have 2 weeks minimum alone in the classroom having full control; leads paras; works with special education faculty; takes on full teaching duties; cooperating teacher is out of the room (Phase 3: Participation)</td>
<td>Week 12-14 (approximately): candidate takes full leadership role in planning, ensuring that cooperating teacher is used as co-teacher when/where candidate determines through collaboration. When co-teaching is not used (e.g., for particular subject areas/class periods), then cooperating teacher is out of the room</td>
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<td>Weeks 15-16: candidate gradually steps back from lead role and cooperating teacher gradually takes back full control of classroom by the end of the 16-week period (Phase 4: Full Responsibility)</td>
<td>Weeks 15-16: candidate gradually steps back from leadership role in planning and instruction, and returns to co-planning and co-instruction with the cooperating teacher gradually taking more of the leadership role. By the end of student teaching experience, cooperating teacher has taken back full control of the classroom</td>
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**Benefits of Co-Teaching:**
- It allows the realities of today’s inclusive classroom practices to be realized by candidates.
- It provides more help to the cooperating teacher from the beginning; reduces risk of decreased student learning.
- Allows better learning for children because more things can be done in the co-teaching model than with a single teacher.
- The candidate is more prepared for real teaching on their own.
- Allows the cooperating teacher to remain actively involved.

**What IS Co-Teaching?**
- Co-teaching is an ATTITUDE of sharing the classroom, students, and responsibilities for their learning.
- Co-teaching assumes EACH teacher is valued, has beneficial ideas to bring to the table.
- Co-teaching assumes EACH teacher is giving his/her FULL EFFORTS into ALL tasks.
- Co-teaching assumes OPENNESS:
  - EACH teacher is willing to LISTEN to the other’s constructive feedback so as to better their future teaching so students learn.
  - EACH teacher can bounce ideas off of one another.
  - EACH teacher can express opinions professionally and the other is receptive to them without defensiveness.
- Co-teaching is TEAMWORK.
- Co-teaching is COLLABORATION - not cooperation where one person says to do something, and the other feels he/she has to do it.
  - Rather, EACH person is expected to bring ideas to the table, compromise, and teach better because of it.
- Co-teaching is REFLECTIVE PRACTICE.

**General Guidelines & Expectations**

Teacher Candidates are expected to:
1. Provide the Cooperating Teacher with daily lesson plans once they begin to teach lessons in any subject. Daily lesson plans are to be started approximately 5 days before teaching the lesson, then modified up to the day of teaching, and must be approved by the Cooperating Teacher two days in advance of teaching the lesson.
2. Upon scheduling a formal observation/evaluation, the Teacher Candidate must provide you with a formal lesson plan in UbD format (unless you say differently; by requiring the UbD format for formal observations only, it will prepare them for the Teacher Work Sample) a minimum of 2 days prior to the observation. Daily lesson plans should be at your reach on the Field Experience Module as an attachment.
3. Complete a Safety/Security Plan (see Assignments & Expectations).
4. Complete weekly journal reflections (see Assignments & Expectations).
5. Complete and Teach a Teacher Work Sample (see Assignments & Expectations, and Teacher Work Sample Explanation).
6. Show initiative, be an active learner and participant in planning and teaching at all times.
7. Meet Expectations on all evaluations at the end of the student teaching experience.

Supervisors are expected to:
1. Mentor Teacher Candidates through the process from pre-experience to final recommendation after the student teaching experience ends on a periodic basis. Develop a trusting relationship as a liaison between the university Office of Field Placement and the school district.
2. Supervisors work on behalf of the student, representing UND teacher education programs, whereas Cooperating Teachers work on behalf of the school district’s children and act as a daily mentor teacher for the Candidate.

3. Evaluate teacher candidates fairly, objectively, and accurately on each evaluation tool – PLEASE pay attention to the actual wording on the evaluations and what you actually see the candidate doing – do not exaggerate their progress.

4. Ensure that the teacher candidate is ready to take on the appropriate load of work at a given time (don’t hold them back, but don’t allow for overload). You can do this by visiting with the Cooperating Teacher from time to time.

5. Communicate professionally and include constructive criticism along with some potential solutions to the problems the Candidate is having; allow the candidate to come up with his/her own ideas as well.

6. Communicate regularly – set aside daily/weekly timeslots to visit with the candidate and go over your list and his/her list of items to discuss. Discuss challenges to philosophy and practice, how to better a lesson, discuss controversial issues, etc.

7. Work with the Cooperating Teacher to ensure there are opportunities (within reason) for the candidate to take a chance, fail, learn from it, and grow to be a better teacher. There should always be an end result of students learning, so make sure there’s time to fail, and time to do it again in a better way for children.

8. You may be called to discuss and share about different models of assessment for students, including special education, informal and formal teacher tests, rubrics, state tests, and how to use the results to plan and design curriculum.

9. Participate in a minimum of four 3-way conferences between you, the Candidate, and the Cooperating Teacher for formal evaluations.

10. Ensure there are strategic observations in other classrooms scheduled for the candidate either at the beginning, middle or end of the student teaching experience by requesting this service from the Cooperating Teacher. Each person’s classroom needs are different; therefore, the timing of this is up to the Cooperating Teacher and the Candidate. The Supervisor must be informed of which week this will take place.

11. Demonstrate a commitment to the profession and to your Teacher Candidate by behavior, personal appearance, speech, and attitude. You are a confidant yet a professional who is committed to helping children learn. In other words, your perspective should include two tiers: your university student, and the public school students.