

Supervising Teacher Quick Start Guide

Hello! Welcome to the 2009-2010 student teaching experience. Thanks very much for accepting the student teacher in your classroom and agreeing to help them through their first full-time experience. This "Quick Start Guide" is meant to be a reference you can use throughout the experience. It is no substitute for the Student Teaching Manual, which you also should have received and reviewed. This guide contains a list of your official responsibilities taken from the handbook, advice given by experienced university supervisors, and some symptoms for a placement which is not going well. If you have additions to this guide, please let me know!

Your "Official" Responsibilities

To your pupils

- Prepare pupils for the student teacher's arrival. Create an atmosphere where the student teacher feels part of the classroom community.
- *The final authority for the classroom pupils' academic progress rests with the supervising teacher. If the student teaching experience is detrimental to pupils based on observations, documentation, and discussions with the university supervisor, the student teaching experience should be terminated.*

To the student teacher

- Acquaint student teacher with school policies and procedures. Introduce the student teacher to faculty, staff, school, and local communities.
- Define the extent of the student teacher's authority and responsibilities.
- Demonstrate and provide a variety of effective classroom management and discipline techniques.
- Communicate regularly, review lesson plans, observe teaching and teacher/pupil interaction, and provide ongoing feedback with the student teacher.
- Observe the student teacher on a regular basis.
- Provide verbal and/or written feedback of each observation.

- Arrange to see all subjects/periods for which student teacher is responsible.
- Use written summaries to help facilitate growth and development.
- Keep an individual file of the student teacher's progress.

To the university supervisor

- Communicate frequently with the university supervisor to support and evaluate the student teacher.
- Report any concerns about the student teacher to the university supervisor.
- Collaboratively prepare and present the midterm and final evaluations with the university supervisor to the student teacher to support growth and development.

To the student teaching program

- Complete appropriate administrative paperwork.
- Become familiar with the University expectations of student teachers and the assessment forms.
- Complete the midterm and final evaluations and participate actively in the associated conferences.
- Submit an evaluation of the student teaching experience.

REMINDER: Student Teachers may not...

- Participate in any job actions (strikes or picketing)
- Administer or witness corporal punishment
- Transport any pupil in their own vehicle
- Visit pupils in their homes or privately; pupil conferences should be public
- Take an unsupervised responsibility for extracurricular events or activities including school-sponsored trips
- Be used as an unsupervised substitute teacher

For immediate assistance, contact the university supervisor, or the Director of Student Teaching.

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Symptoms of a Failing Placement

It is important to remain objective about the performance of the student teacher. Ultimately, they are being licensed to go out into the state and teach Indiana's children. We have "improvement plans" and other resources in place to get the student teacher on the right track, if we know early enough.

There may be a problem if one or more of the following symptoms appear...

- ✓ The student teacher is late to school several days, regularly asks to leave early, or does not show up.
- ✓ Your pupils are not showing progress during the time the student teacher is teaching.
- ✓ The student teacher comes unprepared for classroom responsibilities.
- ✓ The student teacher is defensive and unable to make changes or adjust their teaching to reflect constructive criticism.
- ✓ The student teacher is unable to develop a rapport with pupils or seems unwilling to interact positively with pupils.
- ✓ The student teacher does not ask questions, seek input on performance, or cannot identify any of his/her own strengths or weaknesses.
- ✓ The student teacher shows little enthusiasm for teaching activities, like writing lesson plans.
- ✓ The student teacher has not been totally honest or truthful with you.
- ✓ You have contacted the university supervisor about a concern and found little evidence from the subsequent performance that the problem is being addressed.
- ✓ Comments regarding your pupils seem always to be negative and putting blame on your pupils for the student teacher's lack of success.

Tips from Experienced Supervisors

- ✓ The student teachers should understand that they need to teach within the parameters of your teaching program and learn your way of doing the job regardless of whether or not they agree with your approach.
- ✓ The student teachers should be collecting thoughts, methods, approaches, and philosophies during their tenure so that they can formulate a teaching approach that will work for them when get their first job.
- ✓ The student teachers need to teach within the mandate of the State Standards and Guidelines and not only be concerned about their learning curve for improvement but more importantly that of the pupil in the classroom.
- ✓ The supervising teachers need to inform university supervisors if there is a classroom management problem or other problem, early in the experience, preferably before midterm. Notify us of any concern!
- ✓ Observe the student teacher often, and provide daily verbal feedback (both positive and constructive comments). Meet with your student teacher at the end of each day to review plans for the next day.
- ✓ Stay in the classroom until you are comfortable leaving the student teacher alone; when you do leave, check in often.
- ✓ When you are out of the classroom, please make sure that the student teacher always knows where you are.
- ✓ Give the student teacher access to all administrative responsibilities, including the grade book, attendance forms, etc.
- ✓ Write one formal observation per week as soon as the student teacher begins to take over classes. These should be discussed with the student teacher, and a copy given to the university supervisor.
- ✓ If you are absent from school, please assign another teacher as a "go to person" in case of emergency.