Texas Southern University

University Supervisor Responsibilities

LIAISON

Act as a liaison between the participating school and the Texas Southern University College of Education (includes communication with principals, mentor teachers, candidate teachers and the Director of Field Experiences and Clinical Practice).

Facilitate the transition of the candidate teacher into the school environment.

Provide an overview of the program for cooperating teachers.

INSTRUCTION

Conduct campus orientation of cooperating teachers with information on the philosophy of the program, responsibilities, and best modes of effective communication with the candidate teacher, cooperating teacher, university supervisor, and university.

Assist candidate teachers in the planning of effective lessons reflecting best practices to ensure student achievement.

Observe candidate teachers implementing cooperatively planned lessons: at least two per placement-pre and post.

Facilitate the three-way conference with the cooperating teacher, the candidate teacher, and the university supervisor immediately following the observation of instruction.

Schedule dates and times candidate teachers must submit the hard copies of the items from the Teacher Work Sample to be placed in their electronic portfolios. These items may be submitted via e-mail if mutually agreed upon by the university supervisor, the cooperating teacher when necessary, and the candidate teacher.

Support the completion of all requirements for clinical practice and participate in assisting candidate teachers in submitting work that is reflective of all of the Texas Southern University stakeholders. When their work is reviewed it is a reflection on each and everyone at Texas Southern University.

EVALUATION

Guide the candidate teacher’s growth in reflective thinking and self-evaluation.

Evaluate the candidate teacher’s instructional designs, instructional materials and provide verbal and /or written feedback.
Observe, assess, and reflectively evaluate candidate teachers on a regular basis (minimum of two observations per placement) regarding teaching/planning.

Complete the Observation Evaluation Instrument and facilitate the prompt (within two weeks of the observation) distribution of all signed copies to each of the parties involved, **including the candidate teachers’ self-evaluation.**

Participate in a three-way evaluation conference (at least 15 minutes) with the candidate teacher and the cooperating teacher at the mid-point and end of the semester.

Provide the candidate teacher with a **Growth/Probation Contract** (see appendices in Handbook of Clinical Practice 11th Edition) if there are instructional, professional, or problematic areas that need growth. A copy of the Growth/Probation Contract must be submitted to the Director of Field Experiences and Clinical Practice as soon as all parties have signed the form.

Document any infractions of school policy or professionalism as well as unsatisfactory progress in classroom instruction and management.

Determine the **final grade for the candidate teacher’s field experience(s) only** reflecting the candidate teacher’s growth that has occurred from the initial and the final observation. **The final grade assigned will be derived from the university supervisors’ evaluation and that of the Director of Field Experiences and Clinical Practice.**

Submit all signed Observation Evaluation Forms to the Director of Field Experiences and Clinical Practice **one week prior** to the date for submission of the grade reports to the registrar’s office. Candidate teachers will receive an **Incomplete** if all observations have not be submitted.

Collaborate with the Director of Field Experiences and Clinical Practice regarding, when necessary, any concerns, observations, or issues pertinent to the candidate teacher’s success in the program.