THE COLLEGE SUPERVISOR

Dear Supervising Teacher,

On behalf of the Luther College Education Department, I thank you for providing professional mentorship to your Luther student teacher. Your student teacher's cooperating teacher and methods/portfolio supervisor look forward to working with you to maximize the student teaching experience.

The information provided here serves as a guide to your role as supervising teacher. This section and the Luther College Student Teaching Handbook provide you with information to support you in this role. Please never hesitate to contact any of us in the education department if you have questions before or during the student teaching semester.

Sincerely,

Dr. Barbara Bohach
Education Department Chair

This guide for the “college supervisor” includes two parts:

1) “Primary Role and Responsibilities of the College Supervisor”
   • Getting Started
   • School Visits
   • Lesson Plan Expectation
   • Student Teacher Portfolio
   • Relationship with the Cooperating Teacher
   • Working with a College Faculty Member
   • Midterm Evaluation
   • Final Evaluation

2) “Student Teacher (Candidate) Concerns”
   • Before the midterm, end of first placement
   • After the midterm
   • Removal from Student Teaching

Primary Role and Responsibilities of the College Supervisor
The college supervisor is the direct representative and link between Luther College and the school in which the student teacher is placed. The college supervisor also facilitates the relationship of the student teacher and cooperating teacher. After the final evaluation conference with the cooperating teacher and the student teacher, the supervisor determines the assignment of the “credit/no credit” grade for the student teaching.

Getting Started
Prior to the start of the student teacher’s placement, the supervisor communicates with the student teacher, the cooperating teacher, and the principal to initiate their work together. The involvement of the principal will differ from site to site, but communication with the principal is important. It is important to know whether or not the principal has concerns about the placement, before, during, and at the conclusion of the placement. The principal also can be an important source of feedback to the student teacher.
The college supervisor and the cooperating teacher work together to support and encourage the student teacher to take advantage of the challenges of the classroom. The supervisor maintains regular communication with the cooperating teacher to ensure consistent messages to the student teacher and to be able to respond in a timely manner if concerns about the student teacher arise.

**School Visits**
The supervisor visits the student teacher *a minimum of once every two weeks*. (The initial visit must occur within the first few days the placement begins.) These visits are coordinated with the cooperating teacher and student teacher. “Surprise visits” have their purpose, but the supervisor must be sure the cooperating teacher is comfortable with such visits. For the most part, visits should be planned with the student teacher in advance. The student teacher needs to know the expectations of the supervisor!

Most of the visits will include an observation of the student teacher as he or she engages in particular responsibilities with the students so that the student teacher can demonstrate growth over time. The final visit for a seven-week or shorter placement includes a conference in which the student teacher, the cooperating teacher, and the supervisor discuss the student teacher’s performance, including the student teacher’s growth. For a placement longer than seven weeks, a similar review conference will take place at the midpoint of the placement, as well as during the final week of the placement.

**Lesson Plan Expectation**
It is important for the supervisor (and cooperating teacher) to *expect the student teacher to complete a lesson plan for each lesson* the student teacher is responsible for teaching. The elements to be included in that plan are the following: relevant standard(s); objectives; materials; procedure; differentiation; assessment; and post-teaching reflection. [See the appendix to *The Student Teaching Handbook*.] The cooperating teacher and/or supervisor may require additional expectations regarding lesson planning and plan writing. The supervisor should expect the student teacher to provide a copy of the lesson plan in advance of an observation. Feedback from the supervisor regarding the student teacher’s planning, teaching, and post-teaching reflection is crucial to the growth of the student teacher.

**Student Teacher Portfolio**
- If the supervisor is responsible for the evaluation of the student teacher’s “advanced portfolio,” see the “Portfolio System” information on the Luther College Education Department website.
- If the supervisor is *not* responsible for evaluation of the portfolio, it would benefit the student teacher to discuss each competency and to consider with the student teacher what activities during student teaching best document the student teacher’s demonstration of particular competencies.

**Relationship with the Cooperating Teacher**
The supervisor is “the face of Luther College” to the cooperating teacher. When a cooperating teacher is new to this responsibility and/or new to working with a Luther College student teacher, the supervisor may need to clarify and reinforce the expectations of Luther College for the student teacher. The supervisor may need to help the cooperating teacher recognize ways he or she can support and provide additional opportunities from which the student teacher can learn. Ongoing communication between the supervisor and cooperating teacher is important. It is hoped that the student teacher sees the supervisor and cooperating teacher working together to support the student teacher. If the supervisor feels that there are concerns about the placement with this cooperating teacher that cannot be easily resolved, the supervisor should bring this to the attention of the Luther College field placement officer. The field placement officer will consult with the department on how to proceed.

Although the final responsibility for the student teacher’s grade rests with the supervisor, it is the hope that the supervisor and cooperating teacher concur on the final evaluation. A final evaluation conference to discuss with
the student teacher his or her development on the competency and disposition continua helps to ensure the
student teacher gains the maximum from the student teaching experience and prepares the student teacher for
his or her next step of professional development.

**Working with a College Faculty Member**
A college faculty member may work with the student teacher and the supervisor at the start of the student
teaching placement and be available, as needed, throughout the placement.

The primary reasons for the inclusion of the faculty member are (1) the student teacher’s placement is in a
location that typically precludes an ongoing partnership with Luther College and (2) the student teacher needs
additional support/guidance from a Luther College faculty member who has previous experience with the
candidate. In the circumstance that a college faculty member is working with the supervisor and student
teacher, the student will have agreed to this arrangement prior to the placement. The faculty member will
initiate communication with the supervisor in a timely manner before the placement begins.

**Midterm Evaluation**
At the conclusion of the first placement the supervisor will complete an interim evaluation form and set goals
for the next placement.

**Final Evaluation**
At the conclusion of the supervisor’s work with a student teacher, the supervisor (1) indicates whether or not
the student teacher should receive a credit/no-credit grade and (2) recommends whether the student is/is not
recommended for licensure. A supervisor who is responsible for more than one student teacher must complete a
form for each student teacher.

The college supervisor and the cooperating teacher each complete a final evaluation form, which become part
of the student teacher’s credentials for the placement service. The supervisor works closely with the
cooperating teacher who has major input into the evaluative process.

**CANDIDATE—STUDENT TEACHER CONCERNS**
If there are concerns about the success of the student teacher, the supervisor must communicate this concern to
the field placement officer in a timely manner.

**Before the Midterm, End of First Placement**
When concerns develop during a placement and are not clearly resolved before the end of the placement, the
supervisor must report the concern to the field placement officer before the candidate begins his or her next
placement. The candidate will not begin the second placement until a “plan of action” has been determined.

- The field placement officer and the supervisor will decide if it is necessary to include the department
  chair, methods professor, and/or advisor in the conversation regarding how to proceed.
- The candidate will know there is a concern. This concern must be addressed in writing.
- If a formal plan of action needs to be taken, the appropriate parties, including the candidate, will be
  involved.

**After the Midterm**
If a concern arises that did not appear to be present during the first placement (or lingers when it was thought to
be resolved), the supervisor must contact the field placement officer as soon as possible. It is critical to address
the concern before the end of the student teaching placement when there are fewer options for finding a
comfortable course of action. Above all, we want to support the candidate and not put the education of the students in the candidate’s classroom in jeopardy.

- The field placement officer will consult with the department chair to decide if it is necessary to include the methods professor and/or advisor in the conversation regarding how to proceed.
- The candidate will know there is a concern. This concern must be addressed in writing.
- If a formal plan of action needs to be taken, the appropriate parties, including the candidate, will be involved.

Removal from Student Teaching
If, following the reporting of a concern to the field placement officer, it is decided to remove a student teacher from a clinical placement, the Luther College policy for such a removal will be followed. A copy of this policy is in the appendix to the Student Teaching Handbook, and is contained in the Education Department Handbook. In the event of the removal of a candidate from his/her field placement, it is important that the supervisor provide the department with adequate documentation and supporting evidence for such action, including copies of supervisory observation reports.

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