

ILLINOIS STATE

Office of Clinical Experiences
and Certification Processes

University Supervisor Handbook

Cecilia J. Lauby Teacher Education Center
Office of Clinical Experiences and Certification Processes
DeGarmo Hall 56
Campus Box 5440
Normal, IL 61790-5440
(309) 438-5416

Realizing the Democratic Ideal

Teacher Education at Illinois State University

Illinois State University has a historic and enduring commitment to educate teachers who will be responsive to the moral and intellectual demands a democratic society places upon them. To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible. The democratic ideal unites caring and knowing: the more voices we elicit and the less fettered the mutual exchange among those voices becomes, the truer our convictions and conclusions will be. This is, in a way, a democratic article of “faith,” and it is why our graduates aspire to teach *everyone*, especially those on the margins, those who have been or are in danger of being excluded.

This democratic conception of education informs all aspects of teacher education at Illinois State University. In our view, the kind of teacher appropriate to the challenges and rewards of teaching in a democratic society unites the moral and intellectual aspects of teaching by embodying what one might call its virtues.

The moral virtues are:

- sensitivity toward the varieties of individual and cultural diversity
- disposition and ability to collaborate ethically and effectively with others
- reverence for learning and seriousness of personal, professional and public purpose
- respect for learners of all ages and a special regard for childhood and adolescence

The intellectual virtues are:

- wide general knowledge and a deep knowledge of the content to be taught
- knowledge and appreciation of the diversity among learners
- understanding of what affects learning and of appropriate teaching strategies
- interest in and ability to seek out informational, technological, and collegial resources
- contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers in the next millennium, none is more pressing than for them to develop and maintain a strong sense of their moral and intellectual roots – a professional identity. Toward this end, Illinois State University prepares teachers who have a strong sense of themselves and their mission as teachers; through caring and knowing they realize the democratic ideal. This, along with a high level of competence in their chosen areas, makes them teachers for whom we are thankful and of whom we are proud.

Adopted by Council for Teacher Education, March 4, 1997
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Dear Supervisor,

Thank you for agreeing to serve as a university supervisor for students from Illinois State University. Student teaching is an exciting opportunity for our students to fully embrace their role as emerging professionals and to practice what they have learned about the teaching/learning process.

The expansion of student teaching programs in public schools has been accompanied by an expanded concept of the role of the university supervisor who is designated to work with student teachers. No longer do supervisors confine their efforts solely to observation of teaching and conferences with the student. They must work with many people in developing and maintaining a continuing cooperative program of student teaching. In so doing there are several functions of the role that are significant.

A university supervisor works cooperatively with many people in fulfilling the role as (1) a public relations and liaison person between the public schools and teacher education institution, (2) a supervisory instructor for the student teacher, and (3) a coworker with the principal and cooperating teacher in the analysis and guidance of the student teacher's experiences in the public schools.

University supervisors have a serious responsibility in preparing students to enter the teaching profession. Student teachers look to their supervisor for suggestions for improvement, suggestions for motivation, and for help with daily classroom planning. The expertise the supervisors have gained from years of teaching in the public schools makes them familiar with the many problems confronting prospective teachers. They use the expertise to encourage the student teacher's continued professional growth and personal adjustment.

You have been selected to fulfill that role as a university supervisor because of your dedication to teaching, your skills as an effective teacher, your desire to mentor someone in your profession, and your high degree of professional ethics. We appreciate the time, energy, and expertise you share with student teachers and hope this guide will help you with your supervising endeavors as a representative of the Illinois State University teacher education community.

Office of Clinical Experiences and Certification Processes
Illinois State University

Purpose

Supervision of student teachers is a supportive process, which has as its goal the improvement of the techniques and competencies related to successful teaching practices. This handbook is designed to support Illinois State University supervisory personnel by providing information that is key to the success of developing moral, caring, intellectual individuals who aspire to teach in a democratic society.

Introduction

The teacher education program at Illinois State University has been developed according to standards set forth by the Illinois State Board of Education, National Council for Accreditation of Teacher Education, Interstate New Teacher Assessment and Support Consortium, and the Illinois State University conceptual framework.

These accreditation organizations recognize that Illinois State University meets rigorous standards of excellence in teacher preparation and provides high quality preparation for effective teaching.

Realizing the Democratic Ideal: Teacher education at Illinois State University is the conceptual framework that outlines the standards of excellence revised and approved by the council for Teacher Education in 2000. The conceptual framework defines the commitment Illinois State University has made in preparing students to demonstrate the moral and intellectual virtues needed by teachers in a democratic society. Its ideals are integrated into every desired outcome and performance assessment espoused by teacher education programs throughout the University, and it serves as the foundation that supports and unites every teacher education discipline on campus.

Supervision, like teaching, is a moral as well as an intellectual endeavor. Supervisors responsible for preparing future teachers need to use the ideals in the conceptual framework to examine their personal supervisory practices. *Realizing the Democratic Ideal* is a living document that should actively influence all university supervisor activities and how supervisors respond to the challenges presented in developing the professional identity of their students.

Responsibilities of a university supervisor

- Participate with other university supervisors in the study and improvement of student teaching experience by attending the annual Clinical Experiences and Certification Processes (CECP) supervisor conference and department meetings.
- Establish a working relationship with the cooperating teacher.
- Establish a working relationship with the principal.
- Clarify with the building principal questions and suggestions regarding the placements of student teachers in the building.
- Provide general guidance to a group of student teachers through group seminars of students and supply of materials and resources to enhance student work in the classroom.
- Provide specific guidance to each student teacher through
 - observation of work in classroom at least every other week and more often if needed to make a fair and objective evaluation of his/her progress;
 - analysis of observation:
 - individual conferences with student,
 - individual conferences with cooperating teacher, and combined conference with student and teacher;
 - completion of performance-based assessments based on the Illinois Professional Teaching Standards.
- Provide specific help to cooperating teacher through individual conferences and supply of materials and resources and background information on the students.
- Serve as a liaison between the cooperating teacher and the University by interpreting the University program to cooperating teachers and communicating general problems and feelings of the cooperating teacher to the University.
- Assign the final grade of the student teaching experience.
- Turn in grade and the red Student Teaching documentation form to CECP on or before appointed deadlines.
- Be responsible for all records and materials collected for a period of one year.

General Information

Travel vouchers

Each university department is responsible for the collection of travel vouchers from their department supervisors.

Visitation forms

Supervisors need to contact department coordinators to determine which visitation form is appropriate for their use. Some departments have devised their own form and others use the three-part NCR form available from the CECP Office.

Secondary and Special K-12 supervisors are asked to keep completed visitation and midterm assessment forms for one year. Special Education supervisors turn in visitation reports and weekly report from students to the Special Education office at the close of each semester. Curriculum and Instruction supervisors are asked to maintain personal files for midterm and visitation forms.

Evaluations

Supervisors are responsible for discussing each written assessment and the final grade with the student teacher. This may be done jointly with the cooperating teacher or at a separate conference with only the student present.

All university supervisors are responsible for returning the red Student Teaching documentation form and the FINAL Student Teaching assessment form to their department coordinator in CECP, 56 DeGarmo Hall. These forms need to be returned on or before the last day of the student teaching assignment.

Curriculum and Instruction supervisors also need to turn in their Summative Evaluation forms along with the documents mentioned above.

If any of these forms are not expected to arrive at CECP before the last day of student teaching, supervisors should telephone the CECP office at 309/438-5416 to report final grades.

Student teacher responsibilities

Refer to the *Student Teacher Handbook* on the CECP website for information pertaining to student teacher responsibilities concerning attendance, appearance, calendar, corporal punishment, liability, outside activities, termination/dismissal, substitute teaching, or work stoppage and/or strikes.

School Site Visits

For the actual school visit, the supervisor should always report to the principal's office upon entering the school. If the principal is not in, leave a note or a message with someone who will notify the principal that you are in the building. This is a matter of courtesy and communication that is important in school/university relationships. Visitors are sometimes asked to wear identification badges.

The first visit to a school should be completed during the first two weeks. That visit should focus upon personal acquaintance, review of necessary paperwork, discussion of a schedule for future visits, and review of the cooperating teacher's plans for integrating the student into the classroom.

The second, third, fourth, and any subsequent visits should allow for a formal observation, written feedback and individual conferences with the student and the teacher. If necessary, a three-way conference may also be arranged. That decision is left to the discretion of the three people involved and will depend, in part, upon time available as well as other working conditions. The main principle is that an evaluation should take place for the benefit and with the involvement of the person whose work is evaluated.

Information about individual student teachers and cooperating teacher should be shared in a professional manner for the sole purpose of helping to plan a desirable program. Constructive criticism is probably going to be expected by the student. However, verbal and written commendation should also be given whenever appropriate. Silent communication through mutual respect and personal manner is sometimes even more significant than words.

For the final conference, attention is focused upon major aspects of teaching that have previously been identified as significant in judging progress. These areas may appear in a checklist or in other forms used in appraising progress during the term. The student's accomplishments and further needs in relation to expectancies in teaching are reviewed and appraised. The University supervisor is responsible for translating an appraisal of the student's progress into a grade for student teaching. This is always done in consultation with the cooperating teacher. If students are involved in a continuous, evaluative process, they will recognize the fairness of final judgments about their progress, will understand the bases upon which these rest, and will be forewarned in all instances of unrealistic aspirations.

Issues of concern

In keeping with the conceptual framework of all teacher education programs at Illinois State University, the following issues are mentioned to emphasize the commitment to the moral as well as the intellectual virtues of all teacher education students. These issues relate to the conduct of student teachers and must be of concern to all professionals involved in the training of our future teachers and, thus, the mission of teacher education at Illinois State University. Laws, policies, and legislation have been developed in the following areas:

- *Chemical abuse.* Student teachers have the same responsibility as teachers in enforcing rules against the possession and consumption of chemical substances. They need to be made aware of district policies pertaining to these issues
- *Child abuse.* Student teachers may be involved in recognizing signs of child abuse – physical, neglect, emotional, and/or sexual. They need to know the proper procedures for reporting their observations. Student teachers need to confide their concerns to their cooperating teacher and follow the school district’s reporting policy.
- *Harassment.* Student teachers will need to know what the roles of educators are in recognizing and reporting cases of harassment and how they must conduct themselves so as not to engage in harassment. The student teacher should be required to read the school district’s anti-harassment policy that covers harassment prohibited by federal, state, and local laws. It is important for the student teacher to know whom to contact if harassment is directed toward him/her by other staff members or students.
- *Professional conduct.* Student teachers need to be aware that they will be held responsible for their actions, either verbal or physical, which result in the development of an inappropriate relationship with their student(s). It has been legally determined that teachers and student teachers are considered to be in a position of power over their students; therefore, their students are not considered able to make a consensual decision even if they are over the age of 18.
- *Blood borne pathogens.* Student teachers need to be aware of possible occupational exposure to pathogenic microorganisms in human blood. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). They need to be aware of the school district’s Exposure Control Plan designed to eliminate or minimize exposure.

These are very dynamic areas, and the University supervisor needs to be sure student teachers are aware of district policies in order that any actions taken are in compliance with the law and with school policy.

Due process for all student teachers

It is very important that all supervisors and cooperating teachers follow the policy of due process for all student teachers. Although due process is the right of every student and constitutes appropriate supervisory practice, it becomes especially critical in cases involving an appeal of a grade or dismissal of a student from a student teaching placement.

As a follow-up to a case involving the dismissal of a student from student teaching, personnel at the University of Missouri at St. Louis identified practices necessary to ensure due process. The following list summarizes the essential elements:

- Clinical education students must be provided a specific and complete statement of requirements and expectations.
- The student must be provided a specific description of the competencies by which he or she will be evaluated, detailing the processes to be employed.
- Actual supervisor practice at both the school and college level must be consistent with published policy available to the student in advance.
- Orientation of students should provide, in writing supervisor and institutional requirements.
- Supervisory observations should be frequent, comprehensive, recorded, and followed up.
- Conferences should be held after observations and include a detailed written summary, with copies retained by student and supervisor.
- Adequate conferring time must be provided throughout the program
- Evaluation must be within the context of improvement of state competencies.
- Grades awarded relate directly to the stated criteria for those grades.
- Supervisors should maintain continuing, factual, objective, written records on each clinical student they supervise, and the student teacher should always receive a copy.
- Student teachers should be informed in advance of the steps that will ensure due process for them.
- It should be made clear that clinical experiences are courses within the curricular framework of the University and, as such, removal from student teaching does not require a full hearing if it is for academic reasons.
- Every effort should be made to let student participate in decisions made about them and to know the data upon which those decisions were made.
- Students may continue in the clinical experience as long as they complete established requirement and demonstrate at least the stated minimum levels of competence.
- Students may be removed from the clinical experience if it is determined that the pupils assigned to the setting are suffering from their presence.

The possibility of serious problems arising is remote, but supervisors need to be sure that due process is followed when necessary.

Concerns about a student teacher's performance

Students may encounter difficulties once they begin student teaching. They may not progress as quickly as they should, or they may not complete assigned responsibilities. Whatever the reason for concern, university supervisors need to communicate with the cooperating teacher as soon as possible. Often, additional attention provided at an early stage is all a student teacher requires. Some of the following actions might be tried:

- Do not let the student teacher teach unless someone has reviewed his/her lesson plans.
- Concentrate on just one or two critical concerns at a time and provide examples of best practices in those areas.
- Clarify and restate expectations in areas of concern and provide specific directions and deadlines.
- Encourage the student teacher to reflect on his/her teaching and make adjustments accordingly.
- Share professional development resources.
- Ask the student teacher to observe another teacher modeling specific instructional strategies.
- Have the student teacher videotape a lesson or activity and provide a self-assessment of the teaching performance.
- Decrease the student teacher's teaching responsibilities so that he/she can focus on developing specific skills.

In more critical situations, the University supervisor, the cooperating teacher, program faculty, and the student teacher need to work together on an appropriate plan of action. Action may involve developing a contract outlining requirements, extending or changing the placement, or immediate withdrawal from the placement. Act immediately if you think that action needs to be taken; waiting too long may narrow the options available. **Contact your department coordinator to assure that you follow Illinois State University policy if you are considering the withdrawal of a student teacher.** All placement changes must be made in accordance with the student teacher withdrawal policy.

Student teaching withdrawal policy

The preparation of teachers is a responsibility jointly shared by faculty and administrators of Illinois State University and its public school partners. This commitment involves ensuring that the student teacher is well prepared for the student teaching experience, that the cooperating teacher models effective teaching practice and demonstrates appropriate supervision skills, and that the placement site itself reflects the knowledge base of the specific licensure program.

Collaboration between the University and the public schools is necessary to ensure successful classroom placements and also in making changes that might be necessary during those placements.

There are many factors involved in making student teaching placements and many reasons that contribute to one placement being more or less appropriate than another. If a placement is not working out, the decision to terminate that placement must be a group decision. The decision-making process must focus on those actions that are best for all concerned and not on placing blame. Participants in the process include the student teacher, the cooperating teacher, the University supervisor, the building principal, the University program coordinator, and the Clinical Experiences and Certification Processes (CECP) coordinator.

As stated in the *Illinois State University Undergraduate Catalog*, the CECP director, upon the recommendation of the college supervisor or chairperson of the student's major department, may remove a student from the assignment or require a student to do additional

work and continue student teaching until the student is sufficiently competent to be recommended for certification. Certification is not an automatic procedure.

Procedures

When withdrawal is being considered because of concerns related to performance of the student teacher, the cooperating teacher, the University supervisor, and student should meet to develop a plan of action. This plan needs to (1) identify the specific concerns of all participants, (2) develop appropriate strategies and evaluation criteria to address those concerns, and (3) set a realistic timeline for review of the action plans. The University supervisor should keep the building principal and the University program coordinator apprised of these actions.

If the concerns of all parties are not addressed satisfactorily during the designated time period, a conference should be set up with the University supervisor, the student teacher, the program coordinator, and the cooperating teacher to determine the next course of action. This action could be the development of a second plan using the guidelines previously listed, the termination of the placement, or the recommendation of withdrawal from the teacher education program. The building principal should be informed of this meeting and be included if termination of the placement is being considered.

Final recommendation for termination of a placement needs to include a determination of the student's next steps. This may include the option to repeat the entire student teaching experience at a later date, to graduate outside of the teacher education program, or to follow the procedure for appeal found on the Clinical Experiences and Certification Processes web site: http://www.coe.ilstu.edu/cecp/teachingredbirds/student_appeal_procedures_upon_t.htm. The program coordinator should notify the CECP coordinator to initiate action with the Registration Office concerning the withdrawal of the student from the course. The CECP coordinator will send letters concerning the placement withdrawal to all persons involved in the original confirmation.

There may be placement situations that require immediate action because the safety of one or more participants is in question or because the interests of one or more participants are in jeopardy. In this instance, any of the involved parties may request that the student teacher not participate in classroom activities until final determination of a plan of action has been made. The outlined procedures should then be scheduled as expeditiously as possible.

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The intellectual virtues are:

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Evaluations

The student teacher's performance is formally evaluated on two occasions during student teaching: 1) at mid term and 2) at the conclusion of the practicum. The mid term evaluation is a formative evaluation and is discussed jointly by the university supervisor, cooperating teacher and the student teacher. Its purpose is to help the student teacher become aware of his/her progress or lack of it.

The final evaluation is summative in nature and serves to indicate the quality of the student teacher's total teaching performance. The final grade is determined by the university supervisor. IT should reflect the combined judgment of the cooperating teacher and the university supervisor.

The following standards are prepared for arriving at final grades in student teaching. Illinois State University does not use plus and minus with letter grades, however, several programs use split grades for the hours earned in student teaching. The university supervisor will provide criteria to be used when this is an option to assigning a single letter grade.

1. The "A" student teacher demonstrates beginning level competencies to such degree that he/she can be recommended without reservation to prospective employer.
2. The "B" student teacher demonstrates beginning level competencies to such a degree that he/she can be highly recommended to a prospective employer.
3. The "C" student teacher demonstrates potential beginning level competencies which would allow him/her to be recommended with certain reservations to a prospective employer.
4. The "D" student teacher demonstrates such limited potential for teaching that he/she will not be recommended for teacher certification.
5. The "F" student teacher is so completely ineffective as a teacher that he/she would not be awarded any college credit for student teaching nor be recommended for teacher certification. Individuals who demonstrate inadequate performance should be counseled early to consider dropping student teaching.