



School of Teaching and Learning
Field Experiences

UNIVERSITY SUPERVISOR

HANDBOOK



Dear University Supervisor,

Thank you for the guidance and care you provide for MSUM teacher candidates. Your role is such an important one as our candidates are ready to move from students to teachers. Some candidates will be ready to take on these challenges while others will be hesitant about themselves and their abilities. It is your job to support and encourage their growth, while also holding them accountable to high expectations and readiness for leading their own classroom. You may find that you will need to gently nudge students in the right direction. You have a great deal of experience and wisdom from which to draw. I hope you will share your wealth of knowledge with your teacher candidates!

Please be assured that you are not out there alone. The Field Experiences faculty and staff are here to assist as needed. Questions are welcome and encouraged. It is our job to assist with any difficult situation that may arise, as well. Do not hesitate to bring a problem to me at any time. Tracy Heng is an invaluable resource for questions about paperwork, TK20, and other housekeeping issues.

You are always welcome to work on campus. There is an office set aside for that purpose. In addition, we do not expect you to use your own supplies. If there is something you need, be sure to let us know. All of the forms you will need are available on the Field Experiences website.

This handbook outlines University Supervisor expectations, Cooperating Teacher expectations, and those of the Teacher Candidate. If something is unclear, please ask for clarification. Just because I think it makes sense doesn't mean that it does to everyone! There is additional information on the Field Experiences website.

With Gratitude,
Lisa Staiger
Director of Field Experiences

Field Experiences Contact Information

Lisa Staiger
Director of Field Experiences
staigerl@mnstate.edu
477 2696

Tracy Heng
Administrative Assist.
hengt@mnstate.edu
477 2217

Meeting Your Student Teachers

The Field Experiences Office will set up a time for you to meet your teacher candidates each semester. You will have as much time as you need to go over requirements and get to know each other.

- Introductions
- Go over requirements for student teaching. (*See Requirements for Student Teachers, beginning on pg 6*)
 - Attendance
 - Appearance
 - Lesson Plans
 - Stages of Student Teaching
 - Reflection Journal
- Reassure your teacher candidates and help them understand what to expect during student teaching.
- Give tips for making a good first impression and share professionalism expectations.
- Remind your teacher candidates to fill out the dispositions self-assessment, which is in TK20.
- Give your contact information
- Let them know that you will be contacting the Cooperating Teacher to set up a time for the 3 of you to meet during the first or second week of student teaching.

Meeting Cooperating Teachers

- Touch base with all of your cooperating teachers through email or a phone call before the first week of student teaching. Just a quick note to introduce yourself and set up a time for a first meeting between you, the teacher, and student teacher. **Email the Cooperating Teacher Handbook to the teacher.** It is available on the Field Experiences Website.
- At the initial triad meeting, complete the initial triad meeting form in TK20 and go through information listed there including expectations, requirements, and deadlines. Be sure to share your contact information.
- This meeting **should not be combined** with the first observation. This is an initial meeting during the **first two weeks** of student teaching. This is required by the state, even if the teacher has had many student teachers. It is the student teacher's first time as a student teacher so the meeting is important.
- Strongly encourage cooperating teachers to set up a calendar/timeline of teaching duties with the student teacher.

Please remind cooperating teachers that they should not "Submit" in TK20 at any time

Staying in Touch with Cooperating Teachers

- Check in with cooperating teachers every time you have an observation.
- Send an email to cooperating teachers every other week to make sure the teacher candidate is making progress.
- Help the cooperating teacher feel supported and part of a team.

Important Note: If a cooperating teacher asks that the teacher candidate be removed from the placement, that is the end of student teaching for that candidate, for the semester. Let the Director of Field Experiences know right away if this happens. Do not make a change on your own.

Student Teaching Observations

- You will formally observe each teacher candidate at least 4 times. This observation is of the teacher candidate teaching a lesson using the lesson observation form in TK20.
- If a teacher candidate has two placements, you will observe 3 times at the first placement and 2 at the second. If the second placement is 2-4 weeks, only one observation is necessary.
- A detailed lesson plan is required from the teacher candidate **at least 2 days before teaching** each time you observe.
- You are required to evaluate the lesson plan using the rubric in TK20 for the first 2 observation lesson plans. This will also provide feedback so the student teacher can make any needed changes. **This is an important step.**
- **You should provide feedback to the student teacher for the remaining observation lesson plans.**
- Written feedback from the supervisor is required for each observation.
- Hold a post observation conference with the student teacher as soon after the observation as possible to discuss.
- Be sure to have observations scheduled ahead of time. Cooperating teachers and teacher candidates want to know when you will be there.
- Schedule enough time for visits so that you have plenty of time to talk with the candidate and the cooperating teacher after the observation. You never want the student teacher to think you are too busy for them.

Evaluations

Mid-term: A triad meeting set up by the supervisor, cooperating teacher, and student teacher is required.

- **Before the midterm triad meeting**, the supervisor, the cooperating teacher and the student teacher will each complete the midterm evaluation in TK20.
 - All three parties will bring the completed form to the triad meeting either as a printed copy or open the completed form in the assessment binder in TK20.
- **During the Midterm triad meeting**, the MSUM supervisor will complete the Midterm triad consensus form in TK20 by asking each party to share their score for each item, then leading a discussion of any score discrepancies to reach a consensus based on evidence presented in support of the score.
- The MSUM supervisor will record a final “consensus score for each item.
- When a teacher candidate has two placements, the Mid-term must be filled out for each placement. In this case, the midterm is done at the beginning of the 4th week. If the 2nd placement is 2-4 weeks, a midterm triad meeting is not necessary, however, do check in with the cooperating teacher at midterm.

Final Evaluations

- **Before the final triad meeting** Cooperating Teachers, Student Teachers, and University Supervisors will access and complete the final evaluation through TK20
 - All three parties will bring the completed form to the triad meeting either as a printed copy or open the completed form in the assessment binder in TK20.
- **During the Final triad meeting**, the MSUM supervisor will complete the Final triad consensus form in TK20 by asking each party to share their score for each item, then leading a discussion of any score discrepancies to reach a consensus based on the evidence presented in support of the score.
- The MSUM supervisor will record a final “consensus score for each item.
- The MSUM supervisor and cooperating teacher will each also complete the dispositions assessment. Please remind the cooperating teacher to complete these assessments.

Please do not “Submit” in TK20. It is not necessary to do so at any time. This same is true for cooperating teachers and student teachers.

SUBSTITUTE TEACHING

If a student teacher **has a teaching license or a sub license**, the student can be a substitute teacher for up to 15 days, **in the student teaching classroom**. The student teacher can be a substitute teacher **up to 3 times** in the same building, in a different classroom. Student teachers **can be paid** for substitute teaching.

If a student teacher does not have a teaching license or sub license, a substitute teacher must be in the room with the student, when the cooperating teacher is absent. The student teacher can be allowed to be in charge of the classroom during that time and can be paid.

If there are problems with a teacher candidate

- Do your best to remediate any problem areas early in the student teaching experience. **Be sure to keep the Director of Field Experiences informed of the situation.**
 - You may need to make more visits and do more than 4 observations.
 - Provide additional lesson planning support, or suggest additional classroom management ideas, etc.
 - If a teacher candidate is not making progress, let the Director of Field Experiences know and a meeting with you and the student teacher will be set to develop a remediation plan. Please don't hesitate to do this. You are not bothering us!
 - **Never make the decision to end a student teaching experience on your own. The Director of Field Experiences will make that final decision.**

If there is a problem with a cooperating teacher

- Do the best you can to encourage the cooperating teacher to
- Do the best you can to encourage the teacher candidate to give it a chance and discuss professional relationship expectations.
- If it is just not going to work, let the Director of Field Experiences know as soon as possible. She will do her best to make a change for the teacher candidate.

Requirements and Expectations for Student Teaching

Attendance

- Teacher Candidates are expected to work the same hours as their cooperating teachers. They are also expected to be in attendance every day of the scheduled term (including in-service and conference days) except in the case of illness or emergency.
- The exceptions to this policy are the edTPA days on campus. Time cannot be taken to work on the edTPA outside of the days on campus.
- Teacher Candidates must offer to make up any absence. If more than three are incurred, it is mandatory that they be made up. However, this does not mean that they have 3 personal leave days!
- Teacher Candidates may not schedule MTLE tests during the school day.
- Every effort must be made to schedule job interviews outside the school day. Exceptions can be made but must be cleared with the Cooperating Teacher and University Supervisor.

Appearance

- Clothing must be neat, clean, and professional.
- Be aware of different smells. Smoke smell, too much cologne, bad breath, and body odor can be very distracting.

Lesson Plans

- **Detailed lesson plans are required** for any lesson the student teacher is teaching.
- The cooperating teacher must approve lesson plans before lessons are taught. Once a candidate has proven proficiency in writing lesson plans and the teacher is comfortable, they can discontinue having lessons approved ahead of time.
- The university supervisor must be provided with a lesson plan at least 2 days before every observation. The plan needs to be uploaded to TK20 by the student teacher.
- The supervisor will evaluate the first two observation lesson plans and give feedback on all observation lesson plans. The student teacher is expected to make any needed changes.

Reflection Journal

- Teacher candidates are required to keep a daily reflection journal. This is a reflection of what they are learning and how things are going during student teaching, questions, concerns, etc. It's helpful to give your candidates specific things to write about each week. This information will also support your assessment of the student teacher at midterm and on the final evaluation.

Example Focused Topics for weekly journals

- What are the routines and expectations in your classroom. How do students know these? What are you doing to help yourself get to know the students?
 - How are behavior issues handled in your classroom? What have you learned about this class/these students and how are you getting to know them?
 - What are the student's academic strengths and needs? What are their assets in terms of their interests, personal experiences, cultural background, and community and school resources?
 - What are you learning about lesson planning and teaching?
 - What theories and research support your decisions about things like instructional strategies, student groupings, practice activities selected, etc.
 - How have you included higher level thinking, reasoning and problem solving into your daily instruction? Give specific examples.
 - How are you using data to support your lesson planning?
 - How are you gathering information about students' knowledge and understanding of the lesson objectives during your instruction? How do you know what each individual student knows and understands the content?
 - Discuss specific ways you have been collaborating with school faculty and staff in addition to your cooperating teacher?
 - What professional development opportunities have you been part of, what did you learn and how will you use the information both during this experience and beyond?
 - How has your teacher been able to elicit and build on student responses during instruction and practice activities to promote thinking related to lesson objectives?
 - What is something that surprised you this week?
- This journal should be uploaded to TK20 for the supervisor on a weekly basis.
- Supervisors should respond to the journal. Make comments, address concerns, and answer questions in a timely manner. Feedback is given through email.

Collaboration

Teacher candidates are expected to collaborate with cooperating teachers and department or grade level teams.

Working with Families

Teacher candidates are required to participate in parent/teacher conferences. It is up to the cooperating teacher to determine the extent of participation. Candidates need to assist with preparing for conferences as part of a collaborative team. They also need to at least observe a conference. The ideal situation would be for them to take the lead for one or more conferences.

Confidentiality

Teacher Candidates should never reveal sensitive information about students, cooperating teacher, or other school personnel to anyone. They should NOT post pictures or information about the student teaching experience on any social media source. **Please emphasize this.**

TEACHER PERFORMANCE ASSESSMENT (edTPA)

The TPA is a requirement from the state. All teacher candidates will fulfill this requirement during student teaching. University Supervisors can give support to their candidates by answering questions and making broad suggestions. There will be edTPA workshops each semester.

Teacher candidates will be supported with regularly scheduled workshops throughout student teaching.

Stages of Student Teaching

- ▣ **Stage One.** During the first week in the classroom, the student teacher should become familiar with classroom procedures and learn the names of the students. The student teacher may begin assuming a few administrative and procedural tasks such as attendance and grading if the cooperating teacher feels it is appropriate. The student teacher may also begin assisting individual students or small groups with lessons or projects at this time. This is a transition time for the student teacher and open communication with the cooperating teacher is essential in clarifying roles and expectations. **Teacher candidates should be completing the Context for Learning and Planning phases of the edTPA during this stage.**
- ▣ **Stage Two.** This stage will comprise the major portion of student teaching. The student teacher and the cooperating teacher may plan lessons cooperatively, with the cooperating teacher giving final approval prior to each activity or lesson. A gradual increase in teaching responsibilities for the student teacher should begin to occur at this time until a full teaching schedule is assumed. Feedback at this stage is very important so that the student teacher can effectively evaluate teaching performance. **Teacher Candidates should be teaching and recording their edTPA lessons during this stage.**
- ▣ **Stage Three.** The Minnesota Board of Teaching requires a minimum of one week (or five consecutive days) of full-time student teaching. MSUM requires 2 weeks of full-time student teaching. It is fine if full-time teaching is more than 2 weeks, as long as the cooperating teacher is not using this time as a vacation. The edTPA should be completed **before** full-time teaching.
- ▣ **Stage Four.** At the close of the student teaching experience, the classroom responsibilities will gradually return to the cooperating teacher. Opportunities for the student teacher to observe in other classrooms in the building should be provided if at all possible.

University Supervisor Timeline for One Placement of 14-15 Weeks

Before student teaching begins (semester before student teaching)

- Meet with your Student Teachers to go over expectations.
- Exchange contact information.

First two weeks of student teaching

- Check TK20 to see that your student teachers have filled out the Dispositions Assessment (EDA). Remind them of this requirement if they have not filled it out.
- Hold a triad meeting with Cooperating Teachers and Student Teachers. Complete the initial triad meeting form in TK20 going over expectations for the experience. Give Cooperating Teachers your contact information. If placements are more than an hour away, you can do this via Zoom.
- Expect a reflection journal from your Student Teachers. Give feedback
- Student Teachers should be involved in the classroom right away.
- Student Teachers should be teaching at least one lesson a day and could be taking over one entire content area or period by the second week. They can also be doing some of the other teacher duties like taking attendance, taking kids to lunch, etc.

Weeks 3-4

- Expect student teachers to use the common lesson planning template and to share their **detailed** lesson plan 2 days in advance of your first observation.
- Evaluate the lesson plan using the rubric in TK20, and provide student teacher with feedback prior to the scheduled observation.
- Complete your first lesson observation of your student teachers (form in TK20).
- Student Teachers should have completely taken over at least two content areas or periods every day.
- Expect a reflection journal and give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations.**

Weeks 5-7

- Student teachers should have taken over at least 3 content areas or periods each day.
- Expect student teachers to use the common lesson planning template and to share their **detailed** lesson plan 2 days in advance of your observation.
- Evaluate the lesson plan using the rubric in TK20, prior to the scheduled observation.

- Complete your second lesson observation of your student teachers (form in TK20).
- Schedule the midterm triad meeting
- Ensure that “full-time” student teaching is scheduled.
- Expect a reflection journal every week and give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations.**

Weeks 8-9

- Fill out the midterm and remind the cooperating teacher and student teacher to do so also.
- Hold the midterm meeting no later than week 8, and complete the midterm consensus form in TK20.
- Student teachers should be teaching more than half the day by week 8 or 9.
- Expect a reflection journal and give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations, so additional support can be provided.**

Weeks 10- 13

- Full-time student teaching should take place during this time. It should be at least 2 weeks. Three is even better.
- Do 2 observations during full-time teaching, and review lesson plans before observation.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations and may be at risk of not passing student teaching.**

Weeks 14 - 15

- Student Teachers gradually give teaching responsibilities back to the Cooperating Teacher. They can also observe in a few other classrooms during this time.
- Fill out the final evaluation and dispositions assessment.
- Remind the cooperating teacher and student teacher to fill out the final evaluation Remind the teacher to complete the dispositions assessment.

- Hold final triad meeting and complete the final consensus form.
- **Please do not “Submit” in TK20. It is not necessary to do so at any time.**
- **PLEASE notify Director of Field Experiences of any student teacher who is not passing student teaching.**
- If a student teacher is still struggling to meet expectations, we can extend student teaching if you and the teacher are seeing progress that just needs a little more time. These struggles are something we would have already discussed in previous weeks. **We never want to come to the end of student teaching without realizing there were problems that we did not previously address with the student.** We will make the decision to extend student teaching as a team.

TK20 Checklist for 1 placement of 14-15 Weeks

Four Observation Forms
 - with two lesson plan evaluations
 Midterm Evaluation

Final Evaluation

Dispositions Assessment

Three triad meetings

University Supervisor Timeline for Two Placements

The **University Supervisor Handbook** has detailed information about each point on the timeline.

Before student teaching begins (semester before student teaching)

- Meet with your Student Teachers to go over expectations.

First week of student teaching/First placement – 11 or 12 weeks

- Check TK20 to see that your student teachers have filled out the Dispositions Assessment (EDA). Remind them of this requirement if they have not filled it out.
- Hold initial triad meeting with Cooperating Teachers and Student Teacher to go over expectations. Share your contact information. Meet via zoom for placements more than an hour away.

- Expect a reflection journal from your Student Teachers. Give feedback
- Student Teachers should be involved in the classroom right away.
- Student Teachers should be teaching at least one lesson a day and could be taking over one entire content area or period by the second week. They can also be doing some of the other teacher duties like taking attendance, taking kids to lunch, etc.

Weeks 2-3

- Expect student teachers to use the common lesson planning template and to share their **detailed** lesson plan 2 days in advance of your first observation.
- Evaluate the lesson plan and provide student teacher with feedback prior to the scheduled observation.
- Complete your first lesson observation of your student teachers (form in TK20).
- Student Teachers should have completely taken over at least two content areas or periods every day.
- Expect a reflection journal and give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations.**

Weeks 4-5

- Student teachers should have taken over at least 3 content areas or periods each day.
- Expect student teachers to use the common lesson planning template and to share their **detailed** lesson plan 2 days in advance of your observation.
- Evaluate the lesson plan and provide student teacher with feedback prior to the scheduled observation.
- Complete lesson observation of your student teachers (form in TK20).
- Do your 2nd observations. Review lesson plans before the observation.
- Schedule the midterm meeting.
- Ensure that “full-time” student teaching is scheduled.
- Expect a reflection journal both weeks. Give feedback
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations. Weeks 6-7**
- Fill out the midterm and remind the cooperating teacher and student teacher to do so also.

- Hold the midterm meeting in week 6, and complete the midterm consensus form in TK20.
- Student teachers should be teaching more than half the day by week 7.
- Expect a reflection journal and give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations so additional support can be provided.**

Weeks 8-10

- Full-time student teaching should take place during this time. It should be at least 2 weeks. Three is even better.
- Do 2 observations during full-time teaching.
- Review lesson plans before the observations.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations, so additional support can be provided.**

Week 11 or 12

- Student Teachers gradually give teaching responsibilities back to the Cooperating Teacher. They can also observe in a few other classrooms during this time. The bulk of the time should still be spent on teaching and working with students in their student teaching classroom.
- Fill out the final evaluation and dispositions assessment.
- Remind the cooperating teacher and student teacher to fill out the final evaluation Remind the teacher to complete the dispositions assessment.
- Hold final triad meeting and complete the final consensus form.
- **PLEASE notify Director of Field Experiences of any student teacher who is not passing student teaching.**
- If a student teacher is still struggling to meet expectations, we can extend student teaching if you and the teacher are seeing progress that just needs a little more time. These struggles are something we would have already discussed in previous weeks. **We never want to come to the end of student teaching without realizing there were problems that we did not previously address with the student.** We will make the decision to extend student teaching as a team.

First week of student teaching/second placement – 5-7 weeks (See TK20 for exact number of weeks)

- Check TK20 to see that your student teachers have filled out the Dispositions Assessment (EDA). Remind them of this requirement if they have not filled it out.
- Hold a triad meeting with Cooperating Teachers and Student Teachers to go over expectations. Give Cooperating Teachers your contact information. If placements are more than an hour away, you can do this via Zoom.
- Expect a reflection journal from your Student Teachers. Give feedback
- Student Teachers should be involved in the classroom right away.

Week 2

- Student Teachers should have completely taken over at least two content areas or periods every day.
- Expect a reflection journal and give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations.**

Week 3

- Student teachers should have taken over at least 3 content areas or periods each day.
- Expect student teachers to use the common lesson planning template and to share their **detailed** lesson plan 2 days in advance of your observation.
- Evaluate the lesson plan and provide student teacher with feedback prior to the scheduled observation.
- Complete your first lesson observation
- Schedule the midterm meeting and complete midterm. Remind teacher and student teacher to do so also.
- Ensure that “full-time” student teaching is scheduled.
- Expect a reflection journal both weeks. Give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations.**

Week 4

- Hold the midterm triad meeting. Fill out the midterm consensus form in TK20.
- Expect a reflection journal and give feedback.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations.**

Week 5

- Full-time student teaching should take place during this week.
- Do 1 observation during full-time teaching.
- Student Teacher's lesson plans should be uploaded to TK20 so you can review them before your observation.
- **Notify Director of Field Experiences if a teacher candidate is not meeting expectations.**

Weeks 6 or 7

- Student Teachers gradually give teaching responsibilities back to the Cooperating Teacher. They can also observe in a few other classrooms during this time. The bulk of the time should still be spent on teaching and working with students in their student teaching classroom. Fill out the final evaluation and dispositions assessment.
- Complete the final evaluation form.
- Remind the cooperating teacher and student teacher to fill out the final evaluation. Remind the teacher to complete the dispositions assessment.
- Hold final triad meeting and complete the final consensus form.
- **PLEASE notify Director of Field Experiences of any student teacher who is not passing student teaching.**
- If a student teacher is still struggling to meet expectations, we can extend student teaching if you and the teacher are seeing progress that just needs a little more time. These struggles are something we would have already discussed in previous weeks. **We never want to come to the end of student teaching without realizing there were problems that we did not previously address with the student.** We will make the decision to extend student teaching as a team.

- **Two – Four week placement in addition to an 11 or 12-week placement**
- Hold a triad meeting during the first week of the placement to go over expectations. Evaluate observation lesson plan.
- Observe one time.
- Check in with the cooperating teacher at midterm to make sure the placement is going well. Remind the cooperating teacher to fill out the final evaluation and dispositions assessment. The university supervisor will also fill out a final evaluation and dispositions assessment.

TK20 Checklist for 1st placement of split placement

Three Observation Forms
 - with two lesson plan evaluations
 Midterm Evaluation

Final Evaluation

Dispositions Assessment

2 triad meetings, at the beginning and at midterm

TK20 Checklist for 2nd placement of split placement

Two Observation Forms

Midterm Evaluation

Final Evaluation

Dispositions Assessment

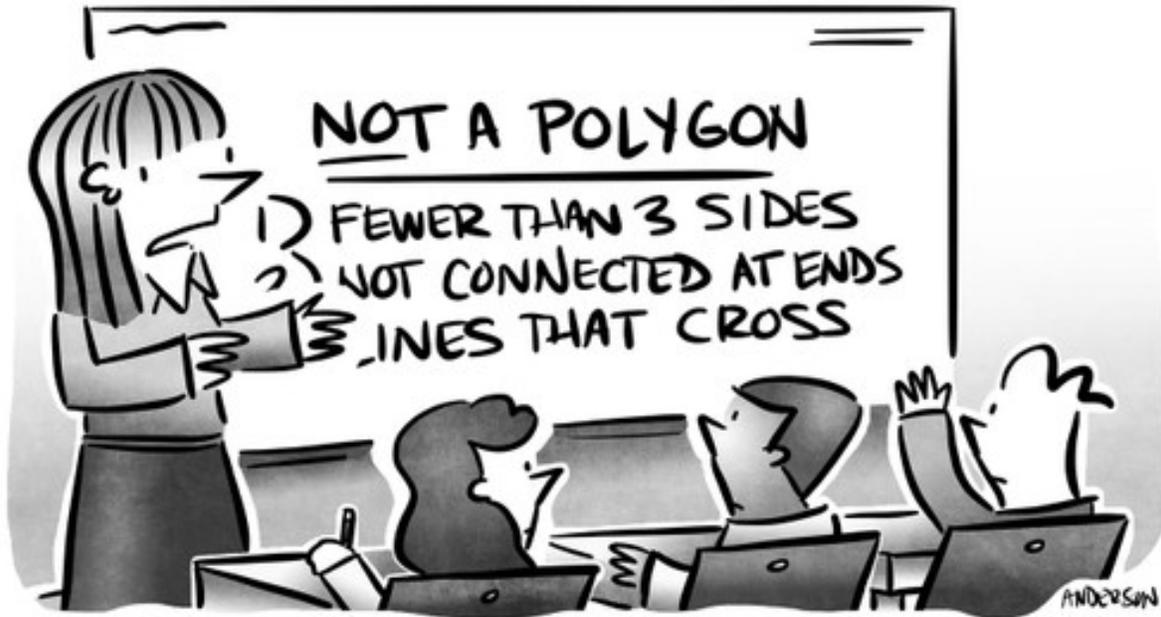
2 triad meetings, at the beginning and at midterm

Mileage

Submit mileage to Tracy Heng at the end of each month and as soon as possible after student teaching is completed.

University supervisors are reimbursed for mileage. MNSCU rules say that you must calculate mileage from the shortest distance. For example: If you supervise at a school that is 10 miles from your home but 20 miles from MSUM, you claim 10 miles. If you supervise at a school that is 20 miles from your home but 10 miles from MSUM, you claim 10 miles.

- You do not need to write down your odometer readings. Use Mapquest or Google to find out how many miles it is to the school.
- University supervisors **may not** claim mileage to MSUM for meetings, etc.



"True, a chicken nugget is also not a polygon, but we're going to focus more on lines and vertices."