Job Description: University Supervisor of Student Teachers

General Information:

1. All new supervisors are required to attend a training session with the Director of Student Placements prior to meeting student teachers. This meeting is designed to acquaint you with the policies and procedures for supervision of teacher candidates.
2. Student teachers are placed in various locations surrounding the Stritch site – Supervisors expect to travel to a variety of placement locations within a 25 mile radius of the site and may be asked to travel further.
3. The supervisor needs to attend the first Orientation/Kick-off Meeting of the semester at the applicable location. The meeting offers an opportunity to meet the student teachers and set up observation times.
4. The students are required to complete Benchmark III during the student teaching semester. This includes a mock interview that will be conducted during Professional Development Seminar. University Supervisors are expected to take part in the mock interviews each semester.
5. Supervisors meet with their group of student teachers before the mock interview session and before one additional Student Teaching Professional Development Seminar (2:00-2:45pm) per semester. Dates will be announced at the beginning of the semester.
6. As adjunct faculty members, University Supervisors are expected to participate in continuous professional development including College of Education and Leadership Planning Days (August and January) and an April Professional Development Session on a Saturday morning.
7. Supervisors will receive occasional e-mailings inviting feedback on continuous improvement initiatives in the College of Education and Leadership

The Role of the University Supervisor of Student Teachers:

Cardinal Stritch University Expects:

1. One informational meeting with the student teacher and cooperating teacher is to be made before or within the first week of each student teaching placement.
2. One informal observation is to be made during the first few weeks of each student teaching placement.
3. Two formal observations per semester are to be made around weeks four, eight of each placement (weeks four, eight, fourteen and eighteen in a full semester placement).
   - Observations of student teachers in the Online Special Education program are on a condensed schedule

The following information applies to all placements…

1. At the informational meeting, all of the materials provided for the cooperating teacher should be thoroughly explained.
2. Before or after an observation, with or without the student teacher, the supervisor should confirm with the cooperating teacher that all expectations are being met when the supervisor is not there.
3. After each observation, the University Supervisor should **conference with the student teacher and cooperating teacher** to go over what was observed – coaching and mentoring is expected at this time (according to model based on the New Teacher Project-Santa Cruz).
4. All required paperwork completed by the cooperating teacher and the supervisor is due to the Placement Office at the end of each placement.
5. Mileage is reimbursed at the current University rate. All travel vouchers should be returned to the placement office monthly.
6. All final student teaching forms should be returned to the Placement Office no later than two weeks after the end of the placement. (Copies of daily lesson plans, work samples, or general student teaching correspondence should not be returned to the university).

**The Student Teacher Expects:**

1. Timely observations; facilitation of teacher candidate’s reflection on performance; feedback based on observation and reflection; specific guidance on improvement or next steps
2. Sensitivity and understanding during personal and professional concerns.
3. Timely completion of all student teaching forms, letters of recommendation and submission of evaluations.

**The Cooperating Teacher Expects:**

1. Timely response to problems or concerns with the student teacher.
2. Professional courtesy in the classroom and school building.
3. The sharing of information about the guidelines for student teaching.
4. Frequent and consistent visits to the classroom for observation which are informative in regards to the student teacher’s progress.