RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor assumes the following five distinct roles:

A. Coordinator  
B. Supervisor  
C. Counselor  
D. Evaluator  
E. Mentor

During the entire semester of student teaching, prior to and during the time of the student teaching experience, the university supervisor assumes numerous responsibilities in an overall student teaching program and provides an orientation seminar for student teachers prior to field experiences.

Responsibilities of the University Supervisor are as follows:

1. Assists the coordinator of field experiences in the assignment of student teachers and recommends reassignment, when necessary.

2. Conducts initial courtesy visit during the first week of school assignment. Each student teacher will be visited a minimum of four times in each school setting.

3. Records the visitation activities, completes a report and shares this report with the student teacher during conferences.

4. Observes the student teacher in action and follow the observation with a conference with the student teacher and cooperating teacher.

5. Conducts a final individual conference with each student after the completion of student teaching and final evaluation.

6. Holds conference with each student teacher under his/her supervision.

7. Provides guidance and assistance to student teachers through regular visitations for the purpose of observing work in classroom.

8. Maintains an open line of communication with student teachers, cooperating teachers, principals and others.

9. Helps resolve any problems of the student teachers and cooperating teachers that may affect the teacher/learning process.
SELECTION AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher accepts the responsibility for assisting the School of Education student teacher by providing an environment, which the student teacher can develop, positive feelings about his/her teaching abilities. The cooperating teacher assists the student teacher in developing skills necessary to function effectively in the classroom.

A. Selection

Cooperating teachers are selected on the basis of an agreement among the teachers, the representative of the cooperating school, and the University of Arkansas at Pine Bluff, School of Education. Cooperating Teachers should have the following credentials and characteristics:

1. Full certification in the teaching field for the area of supervision
2. A minimum of three (3) years or more of teaching experience
3. At least one year of teaching experience in the cooperating school, in the same field of study as the student teacher is assigned
4. Must be PATHWISE trained.
5. A recommendation by the curriculum director/superintendent in charge of placing student teachers
6. Willingness to accept the responsibility for a University of Arkansas at Pine Bluff student teacher for the student teaching term as outlined in the Student Teacher and Cooperating Teacher Handbook; and
7. Willingness to accept only one student teacher during the University of Arkansas at Pine Bluff student teacher’s program.

B. Responsibilities

The Cooperating Teacher

The following suggestions are intended to guide the cooperating teacher in making the student teacher experience a successful one:

1. Helps the student teacher to interpret the philosophy of the school system, the program - both curricula and intra-curricula

2. Prepares the class for arrival of the student teacher so that the class will accept the student and feel that all parties will profit from the experience. Refers to the student teacher as co-worker or another teacher
3. Helps the student teacher know what has been taught, methods that have been used, what remains to be taught during the student teacher’s term of teaching (both long-range and day-by-day)

4. Acquaints the student teacher with materials to be used: textbooks, guidelines, visual aids, etc. Provide copies of the teacher’s manual of all textbooks used in the classroom

5. Interprets the school’s policy on discipline procedures

6. Informs the student teacher in advance as to what is being taught in the current lesson, teaching techniques and why, and evaluation procedures to be used so that the observation can be more meaningful

7. Provides the student teacher an opportunity to learn the names of students, take attendance, help arrange physical facilities, help with bulletin boards, answer individual questions, etc., during early days of observation period

8. Allows the student teacher to observe in the classroom before active participation. Impart knowledge of professional responsibility and encourages a willingness to accept those responsibilities

9. Allows the student teacher to teach full time for at least one week near the end of the student teaching experience.

10. Evaluates the student teacher, including recommendation of letter grade. Confers with university supervisor, provides written recommendation for placement folder, and is available to provide oral or written comments to prospective employers. Observes daily lesson plans prepared by the student teacher

11. Assists the student teacher with classroom management.

12. Regularly observes and reviews, with the student teacher, the strengths and weaknesses of his/her student teaching.

13. Informs the student teacher of meetings such as PTA, in-service meetings, and other meetings that the student teacher is to attend.

14. Informs the Building Principal, immediately, if the student teacher is not performing to standards expected of a pre-professional teacher.

15. Immediately reports any absences of the student teacher to the Building Principal.

16. Informs the Building Principal when the University Supervisor has not visited the student teacher.

17. Encourages the student teacher to develop the following skills:
   a. Use of a variety of teaching techniques
   b. Selection and use of appropriate instructional media and
c. Development of assignments that are clearly understood by students

d. Use of appropriate classroom language and voice control

e. Working effectively and efficiently in large and small groups

f. Arranging classroom facilities to enhance student learning

g. Working with students of diverse cultural and social-economic backgrounds

h. Handling discipline problems in a fair and consistent manner

i. Providing for individual differences

j. Becoming sensitive to the needs and feelings of others

k. Becoming aware of the learning styles of students

l. Becoming aware of the various techniques for working with parents, volunteers; and

m. Becoming aware of procedures of conducting successful parent-teacher conferences.