VSU University Supervisor Guidelines

Dewar College of Education

Valdosta State University

Valdosta State University Supervisor
Information, Schedule, and Evaluations
Spring 2012

Observations and Conferences
A survey given to all mentor teachers indicated that the number one priority for improving the student teaching experience was "**an increase in the interactions" between the VSU supervisor and the mentor teacher.** Every visit to your student teacher's classroom should include a dialogue with the mentor teacher on the progress and any needs of his/her student teacher. Each student teacher should be visited a minimum of five times during the semester (the first and final visits should be completed electronically if at all possible); each student teacher's actual teaching performance should be evaluated a minimum of three times. It is understood that some student teachers may require more visits and/or more evaluations. The student teacher is usually evaluated during the "middle" three visits. The first visit is usually an introduction/orientation visit and the last visit is a follow-up/closure visit; unless there are specific reasons for these visits to be completed onsite supervisors area asked to complete the first and last visits through videoconferencing technology.

Orientation Conference
The first conference (orientation) is critical in order to ensure that all three participants in the student teaching experience are in agreement regarding the expectations for each of them. Important topics for this session include--a review of responsibilities for each participant, beginning activities for the student teacher, lesson planning format, schedule for submitting lesson plans, QCC's/GPS's or other information that must be in the plans, and whether your observations will be scheduled or unannounced, etc. This meeting provides you with the opportunity to confirm the importance of the mentor teacher in the day-to-day supervision of the student teacher and to solicit input on how you can support his/her role. *The supervision process should be a collaborative effort between you and the mentor teacher*.

Typical Observation Activities
Discuss a typical observation/visit--what materials you will expect from the student teacher, what kinds of information you want from the mentor teacher regarding the student teacher's progress, what information would the student teacher and mentor teacher like during a typical visit, will conferences be two-way or three-way? Solicit feedback regularly from the mentor teacher regarding his/her needs as well as the student teacher's progress during a typical visit. You are expected to make five visits, so discuss scheduling these and other items such as announced and/or unannounced observations. In order to communicate more effectively, you may find it very useful to get the student teacher's and mentor teacher's e-mail addresses.

Student Teacher Evaluations
Although the format or process may differ, feedback to the student teacher and mentor teacher should be provided for each visit. Three formal evaluations of the student teacher are required during the semester. The COE form addresses the eight conceptual framework guiding principles and will allow for the collection of data across all programs.

All student evaluations should be completed in LiveText. The student teacher will need to send the lesson plan for the class he/she is teaching (during your observation) to your LiveText account.

The New Generation LiveText is a little different from the original LiveText. Here are revised directions for how you will complete your assessments of the three student evaluations:

1. Click on the "Reviews" tab at the top of the page by the C1 LiveText logo. The default box is the inbox; your students' lesson plans should be showing on this page. Click on the student's document and a new page will open. This page will be a copy of the student's lesson plan; click on the "Assess Document" button at the top of the page.

2. This will take you to the "Choose an Assessment Document" page. You will see a button labeled "Select Document" and another labeled "View Labels." Click on the "Assessments" box next to the "View Labels" button. Scroll down and select "Inbox." Find the rubric you want: COE Observation Instrument (Supervisor Eval. Rubric). Select the radio button to the left of this document then click on the "Select Document" button on the top. When the page comes up, click on "Rubrics" at the top left side; the assessment rubric indicators will appear. Complete the assessment rubric; please remember to add comments for each section. At the bottom, select the correct milestone (e.g. "First" or "Final"--be VERY careful that you choose the correct one). Then select "official" as the reporting type. Finally, click on "Save and Submit Assessment" at the bottom of the page.

The VSU supervisor is expected to make a minimum of five visits to each student teacher during the student teaching experience (the first and last may be completed electronically through phone or videoconference technology); teaching will be evaluated by the VSU supervisor a minimum of three times. The first and last evaluations must be completed through the LiveText system; you may choose to complete the middle evaluation through hard copy. If you so choose, make sure you retain a copy of the evaluation for your files. The first and final visits may be completed through a videoconferencing system such as Wimba Live Classroom. Student teachers have been informed that they will need to send the lesson plan for the time period you will be observing to your LiveText account (prior to your observation). If you conduct unannounced observation visits, student teachers have been told to send the lesson plan for the lesson observed to your account at the end of that day.

When completing the COE Observation Instrument, it is critical that you include comments for each rating (the comments you include should support the rating you assign). You are encouraged to use the training manual you received during your training to assist you in determining the appropriate ratings; you will most likely find the sample comments included in the manual helpful. Student teachers may not receive a rating of a 5 at any time during the student teaching process. They may only receive ratings from 1-4.

First Evaluation -- This should occur soon (a week or two) after the student teacher has started any teaching responsibilities. This evaluation must be completed through the LiveText system. High expectations should be established during this first evaluation to identify strengths as well as areas needing improvement. In fact, the scoring on this evaluation should be relatively low since the student teacher is just beginning. Please schedule a time to discuss your evaluation of the student teacher with him/her; be sure to include in your discussion ways in which the student teacher can improve his/her performance.

Please submit first evaluation by in LiveText by the due date listed on the schedule.

Second Evaluation -- A second formal evaluation should be completed around the mid-term point. The results of this evaluation can be compared to the initial one to determine growth and to identify areas for additional growth. Again, the emphasis is on promoting growth, not determining a grade. Discuss your evaluation results with the student teacher and mentor teacher; again, please suggest ways for the student teacher to improve his/her performance. Solicit feedback from the mentor teacher regarding his/her evaluations of the student teacher. This evaluation may be completed through LiveText or in

hard copy.

Complete (but do not submit in Livetext) the second evaluation by the due date listed on the schedule.

Third Evaluation -- The last evaluation should be done near the end of the semester as the student teacher completes his/her teaching responsibilities. This evaluation must be completed through the LiveText system. This third evaluation should provide the focus for a discussion with the student teacher and mentor teacher regarding the overall student teaching experience and the assignment of a final grade. These data are important in helping VSU identify overall program strengths and weaknesses**.**

Submit the third evaluation in LiveText by the due date listed on the schedule.

Questions about the LiveText evaluation system should be directed to: Dr. Lynn Minor (lcminor@valdosta.edu) or Ms. Elizabeth Omiteru (eoomiteru@valdosta.edu).

Overall Grade -- The student teaching experience is graded as "satisfactory" or "unsatisfactory." You should solicit the input of the mentor teacher regarding the student teacher's overall performance; however, the final grade for the student teacher is the ultimate responsibility of the VSU supervisor.

Evaluation of the VSU Supervisor
Both the student teacher and the mentor teacher are asked to assess the effectiveness of the supervision provided by the VSU supervisor during the student teaching experience. These data will be collected and provided to your department head.

Substitute Teaching
Student teachers are **NOT** allowed to serve as substitute teachers during the semester they are student teaching.

Questions
If you have questions regarding this information or during the student teaching experience, please contact Mrs. Jamie Bird, Director of Student Teaching and Field Experiences, at 229-247-2779 or email to jbird@valdosta.edu.

GACE Content Assessment Requirement
A requirement for student teaching is that every student teacher must take the appropriate GACE Content Assessment tests for his/her major. **EXCEPTION**: Praxis II is still the accepted test for Communication Disorders majors. **Students who do not meet this requirement will receive an Incomplete (I) in student teaching for the semester and will not graduate**.

NOTE: Students do NOT have to pass the GACE Content Assessment (or Praxis II for Communication Disorders majors) in order to complete student teaching successfully and graduate, but they do have to take it.

Attachment: VSU Supervisor Checklist

VSU Supervisor

Student Teaching Checklist

During the orientation with the mentor and student teacher, I:

____ Reviewed roles and responsibilities for each of the three participants in the student teaching experience.

____ Discussed with the mentor teacher any lesson planing requirements (format, due dates, QCC/GPS objectives/documentation, etc.) for the student teacher.

____ Confirmed that the student teacher must submit lesson plans for the mentor's review and if late or inadequate then he/she will not be permitted to teach.

____ Encouraged student teacher to seek opportunities to be involved with the students.

____ Discussed my school visitations (announced, unannounced) and plans for sharing/collecting feedback from the other two participants.

____ Solicited suggestions, questions, comments from mentor and student teacher.

During the observations and conferences of the student teaching experience, I:

____ Completed the first evaluation, solicited progress feedback from mentor, and discussed observed lesson with both student teacher and mentor. I posted this evaluation in LiveText.

____ Completed the second (mid-term) evaluation, solicited progress reports from mentor, and discussed results with both student teacher and mentor.

____ Collaborated with mentor and student teacher regarding activities for student teacher after solo teaching.

____ Completed the third (final) evaluation, solicited summative feedback from mentor, and discussed results with both student teacher and mentor. I posted this evaluation in LiveText.

____ Held final conference with student teacher and mentor, discussed the student's grade, solicited student's and mentor's reflections regarding the overall experience.

Spring 2012 Student Teaching Schedule

Spring Semester Student Teacher Orientation	Friday, January 6, 2012, at 9:00 a.m. in the Jennett Lecture Hall, Room 1111
First Day of Student Teaching	Monday, January 9, 2012
Field Experience Forms Due from Students	**Friday, January 13, 2012, at 3:00 p.m.**
Initial (First) Self-Evaluation Due **Initial (First) Supervisor Evaluation Due** **Initial (First) Mentor Evaluation Due**	**Friday, January 27, 2012, at 3:00 p.m.**
Second Self-Evaluation Due **Second Supervisor Evaluation Due** **Second Mentor Evaluation Due**	**Friday, February 24, 2012, at 3:00 p.m.**
Spring Student Teacher Training Session	To be announced
Final (Third) Self-Evaluation Due/All Forms Due **Final (Third) Supervisor Evaluation Due** **Final (Third) Mentor Evaluation Due** **Mentor Evaluation of VSU Supervisor Due**	**Friday, April 20, 2012, at 3:00 p.m.**
Spring Career Day and Seminar	**Thursday, April 26, 2012, 10:00 a.m. to 2:00 p.m. in the University Center Magnolia room**
Last Day in Schools	Friday, April 27, 2012
Student Teacher Exit Meetings (Students will attend one meeting)	Thursday, May 3 & Friday, May 4, 2012 from 1:30-3:30 pm, in Dewar COE
Graduation	Saturday, May 5, 2012, PE Complex

NOTE: All VSU student teachers are to be excused to attend the Spring Career Day and the Spring Student Teacher Training Session. It is mandatory that all Student Teachers attend these sessions as well as ONE Student Teacher Exit Meeting.