Welcome

- Thank You for your participation in the process of educating our teacher candidates here at UT Arlington!
- Your role as a supervising teacher is critical to the success of our future teachers!
- This training is designed to clarify your roles to meet the state and university responsibilities as a supervising teacher.
- Please use this information along with the UT Arlington Handbook and syllabus as a guide for a successful semester as a supervising teacher at UTA.
TEA: Qualifications for Field Supervisors

- TAC 228.2 (10) Field Supervisor--A CERTIFIED educator, HIRED by the educator preparation program, who preferably has ADVANCED CREDENTIALS, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.
TEA: Standards for Field Supervisors

The Field Supervisor:

I. Has theoretical and practical knowledge of teaching and learning for both adults and children.

- Understands adult learning
- Recognizes the range of learning and performance problems and successes
- Provides specific strategies to overcome learning and performance problems and encourage successes
TEA: Standards for Field Supervisors

II. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.

- Stays in frequent contact with the novice
- Provides feedback on observations in a timely manner
- Provides specific feedback statements to the novice for professional improvement or growth
- Leads novice educator in reflection of his or her performance
TEA: Standards for Field Supervisors

III. Understands the functions and methods of K-12 public and private schools.

- Understands the time constraints on teachers and administrators
- Understands school schedules
- Understands school priorities
- Familiar with various curricula for K-12 schools
  - Familiar with various methods of lesson planning and development
  - Familiar with various student assessment strategies for diverse students
- Familiar with various teaching strategies in K-12 schools for diverse students
TEA: Standards for Field Supervisors

IV. Is responsible in executing his or her professional responsibilities.
   - Includes the mentor or cooperating teacher in observation and feedback
   - Provides a copy of the completed evaluation to the novice, the mentor or cooperating teacher, the campus administrator and the educator preparation program in a timely manner
   - Provides all data required by the Texas Education Agency in a timely manner.
   - Exhibits flexibility when necessary

The EPP is responsible for maintaining verification of annual field supervisor training. Verification documentation must be available for compliance audit purposes.
TEA: Responsibilities for Field Supervisors
Texas Administrative Code

- (1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.
- (2) An educator preparation program must provide the first observation within the first six weeks of all assignments.
- (4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 14 weeks.
- (5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.
Texas Administrative Code  TAC 228.35(f)

Our program will be monitored for compliance by TEA on all of the following requirements.

- (f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.
Observation Requirements

- UTA requires AP ESL/EC-6 supervisors to complete 4 observations on each student teacher: 4 TEA observations using the UT Arlington required forms. The student teacher will also be observed by the cooperating teacher using the same form.

- At least one formal observation will be completed in each placement with a total of 4 observations. One of these observations is informal and the initial contact meeting may be used.

- The first contact with the students must occur within the first 3 weeks of all assignments.
TEA Observation Requirements

- Start Date of Observation
- Time
- Signatures
- Principal Copy
- Cooperating Teachers
- Coaching

- Must be indicated on supervisor log and on actual observation form
- Start and stop time of formal evaluation; start and stop time for interactive conference must be indicated on the form
- From the UTA field supervisor, candidate and cooperating teacher as evidence of completion
- Documentation that principal received a copy of observation
- As an equal partner, please include them in input, conferencing and frequent communication.
- Document additional assistance and coaching.
The Observation Form

- All observations from UT Arlington Supervisors must be completed in an electronic version using an iPad.
- All parts of the form must be completed, including:
  - The start and stop times for both the observation (minimum of 45 minutes) and the conference (minimum of 20 mins.)
  - Signatures of supervisor, student teacher and coop. teacher directly on the iPad (no typing of names).
  - The form must be sent to the student, coop. teacher, principal and the COEd Field Office at the same time.
Documentation

- At the end of the semester, you must turn in the supervision log. The supervision log can be downloaded to your iPad from the supervision resources. Please use it to record information. This must be turned in at the end of the semester. We are using Google Docs for this process (training provided) (PLEASE Note: The student must have a TEAID#.)

<table>
<thead>
<tr>
<th>Field Supervisor last name</th>
<th>Field Supervisor first name</th>
<th>Beginning Date of Student Teaching (xx/xx/xxxx)</th>
<th>Student Teaching School</th>
<th>Candidates TEAID#</th>
<th>Candidate Last Name</th>
<th>Candidate First Name</th>
<th>Date of Observation (xx/xx/xxxx)</th>
<th>Beginning Time (hour and minutes)</th>
<th>Ending time (hour and minutes)</th>
<th>Conference beginning time ((xx:xx))</th>
<th>Conference Ending time (xx:xx)</th>
<th>Field Supervisor Comments and Recommendations</th>
</tr>
</thead>
</table>
Supervisor Checklist  
(for your use only)

___ I have responded to communications within two school/business days.
___ I have continued to record all needed information on the supervisor chart.

Observations/Conferences
___ I have completed the first formal observations within the first six weeks of student teaching.
___ I have completed three formal and one informal observation during the student teaching semester.
___ The observations are at least 45 minutes in length.
___ I have noted starting and ending times on the observation form.
___ I have documented all instructional practices observed and provided written feedback.
Supervisor Checklist (cont.)

___ I have had an interactive conference (at least 20 minutes in length) with the candidate following each formal observation (and the cooperating teacher when possible). We discussed his/her performance in the classroom. I recommended specific strategies that addressed strengths and weaknesses and asked if there was anything I could do to support his/her improvement.

___ I have recorded the starting and ending times for each interactive conference.

Documentation

___ I have sent a copy of each completed observation form to the candidate and the cooperating teacher, the principal and the field office at the same time.

___ I have emailed a copy of each completed observation form to the campus principal within 5 working days of the completion of the observation, via ipad or email.

Other

___ I have provided informal observations and coaching to the candidates, helped them to problem solve, acted as their advocate, and provided individualized plans when needed.
Mileage

- Mileage will be reimbursed by the Office of Professional Development.
- Directions and forms are available on the webpage under Supervisor Resources: [http://www.uta.edu/coed/academics/fieldexperience/handbooks.php](http://www.uta.edu/coed/academics/fieldexperience/handbooks.php)
- Remember to log mileage from school to school if you do not return to campus between visits.
- Record mileage directly from the printed MapQuest driving directions.
- Mileage must be turned in on a monthly basis.
- Please contact the Office of Professional Development for any additional assistance.
The Observation form

- The observation form has been adapted from the new T-TESS: the new state observation for teachers.

- When using this observation form:
  - We want to see improvement over time.
  - The student must meet all qualifiers in the column for it to be marked.
  - Please type the comments from discussions.
Importance of Effective Feedback

compiled by Amber Brown

- Feedback to teacher candidates about performance and progress is essential to effective assessment strategies and improved learning.

- Research has demonstrated repeatedly that teacher candidates can and do positively adjust their teaching practices when they receive constructive, systematic feedback about their teaching performance (Greenwood & Maheady, 1997).
Qualities of Effective Feedback

- The information communicated to the learner is intended to modify thinking or behavior to increase knowledge, skills, and understanding in some content area or general skill (e.g., problem solving). Shute (2008)
- Should be non-evaluative, supportive, timely, and specific. Shute (2008)
- Comes in a variety of types (e.g., verification of response accuracy, explanation of the correct answer, hints, worked examples, response specific, goal directed). Shute (2008)
# Framework for Effective Feedback

<table>
<thead>
<tr>
<th>Category</th>
<th>Sentence Stems</th>
<th>Example</th>
</tr>
</thead>
</table>
| 2 Positives | • I really like the way you…  
• You did a great job…  
• You … really engaged the students…  
• I noticed that… | I really like the way you made sure you had everyone’s attention before you began speaking. |
| 1 Question | • I wonder…  
• What do you think…  
• Have you considered…  
• What about… | What do you think would have happened if you had invited Johnny to participate in your demonstration? Would that have helped or hindered your lesson delivery? |
| 1 Next Step | • Next time try…  
• You need to think about…  
• How could you improve …  
• Give enough thought to… | You need to think about developing a strategy to distribute materials in an efficient way that frees up your instructional time. |
References


Have a great semester!