



## *T&L 900 - Supervision of Student Teachers*

### **Course Description**

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Supervision of Student Teachers is for university supervisors and cooperating teachers. The course covers principles and practices on how to provide the most beneficial experiences for student teachers. This course meets the North Dakota Century Code requirement stipulated for cooperating teacher approval.

This course is designed to prepare supervisors of student teachers in pre-service teacher education programs. Completion of the course will help you develop the necessary knowledge base for clinical supervision and for assisting teachers by using research as well as personal experiences to deepen your understanding of the developmental levels of teacher candidates and the overall supervision process.

**Conceptual Framework** - Constructivist principles are the foundation of the teacher education programs at the University of North Dakota. Through our programs, we support the development of teachers as learners, teachers as active agents of learning, and teachers as articulate visionaries.

### **Learning Objectives**

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Through the experience provided in this course, participants will be able to accomplish the following objectives:

(Numbers after each objective indicate corresponding Interstate New Teacher Assessment and Support Consortium [INTASC] principles, which can be found in the UND Student Teaching Handbook, page 6, a required resource used in this course.)

- Examine the procedures employed by teacher educators in carrying out and administering the teacher education program—policies, procedures, and forms (1, 7, and 8).
- Identify and define the legal responsibilities and roles of the cooperating teacher and student teacher (1, 9, and 10).
- Determine and describe one's supervisory style (2 and 6).
- Describe procedures that supervising teachers should use in preparing for the initial teacher candidate visit and use in working with the teacher candidate during the first few days, throughout the semester, and at the end of the student teaching assignment (4, 6, 8, 9, and 10).
- Select techniques to help the teacher candidate in planning lessons (7).

- Select the methods or techniques to critique a teacher candidate's lesson to help that candidate improve his or her teaching during the semester (6 and 8).
- Describe how the teacher candidate conference is organized and explain its purpose (6 and 10).
- Identify and describe common problems encountered by supervising teachers when working with teacher candidates (1).
- Write sample recommendations for student teachers (6 and 8).
- Complete a student teaching handbook (1, 9, and 10).

### Required Textbook and Materials

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Henry, M., & Weber, A. (2010). *Supervising student teachers: The professional way* (7th ed.). Lanham, MD: Rowman & Littlefield Education Publisher (ISBN 978-1-607-9-610-8). The text is available from the University Bookstore (701-777-2106) Bookstore web site:

<http://www.bkstr.com/Home/10001-95404-1?demoKey=d>

Please note: The Instructor will loan participants in the course a copy of the required text upon request. Send an email message to her with your mailing address.

UND Student Teaching Handbook (2009). Available online at:

<http://www.und.nodak.edu/dept/ehd/fieldplacement.htm>. Click on Cooperating Teachers, and then on "Handbook" in the menu bar on the left side of the page.

UND Teacher Education Prospective Undergraduate Student Handbook. (2009) Available online at

<http://www.und.nodak.edu/dept/ehd/teachereducation/handbooks.htm>

Please note: The Instructor will send you a copy of the handbooks when you send an e-mail message to her with your mailing address.

### Format & Content of the Course

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The course consists of seven lessons. Each lesson is built upon the textbook, extra readings, and the course objectives.

After completing the reading in each lesson, respond to the questions. You are expected, when answering the questions, to integrate and analyze the issues using course concepts along with your reflection from personal experience.

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| Lesson 1 | Overview of Supervision         |
| Lesson 2 | The Student Teaching Experience |

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| Lesson 3 | Student Teaching Relationships    |
| Lesson 4 | The Teaching and Learning Process |
| Lesson 5 | Legal Aspects                     |
| Lesson 6 | Student Teaching Problems         |
| Lesson 7 | Student Teacher Recommendations   |

## Grading

### Requirements for successful completion of course

1. You must complete all lessons.
2. The length of each answer to questions is dependent on you. However, you should focus your answer on the question, and your answer must be concise and relevant.
3. Your writing must be free from errors in punctuation, grammar, and spelling. All sentences must be complete and follow rules of professional writing.

Lessons 1, 2, 4, 5, 6, and 7 are worth up to 10 points; lesson 3 is worth up to 15 points.

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| A 69-75    | Questions are answered thoroughly and thoughtfully, integrating and analyzing the issue(s) using course concepts. Excellent presentation of your own reflections from personal experience in an organized and professional manner. |
| B 61-68    | Questions are answered fairly completely, with some integration of the issues and concepts. Good presentation of thoughts and experiences in an organized manner.  |
| C 55-60    | Questions are answered on a very basic level, with minimal synthesis of course concepts. Evidence of attempts at organization of presentation.   |
| D Below 55 | Questions are answered in an incomplete and sometimes incoherent manner, with little to no synthesis of course concepts. Presentation lacks consistent organization and professionalism.   |
| F          | Questions are answered at an unacceptable level, with very little thought or effort.   |

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|  | Concepts are not integrated. Presentation is unorganized and unprofessional. |
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### **Scholastic Dishonesty**

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life, Section 3-3 at <http://sos.und.edu/csl/>.