**Standard 1.3A Faculty Qualifications for Supervision**

The Integrated Teacher Preparation Program in the College of Education at FGCU does not regularly assign teaching faculty to supervisory duties but rather utilizes paid university supervisors for the purpose of supervising student teachers in Level I and Level II clinical practice experiences.

University supervisors are adjunct faculty members who are directly responsible for supervision and evaluation of the Student Teacher.  University supervisors are experienced and highly qualified professional educators who have competed Clinical Educator Training as required by the Florida Department of Education.  The major roles of the University Supervisor are to be a facilitator in the student teaching experience and to act as a liaison between the school and the university.  These roles share the same complexity as that of the cooperating teacher in that the University Supervisor is both an advocate and evaluator for the candidate.  Although the supervision of the teacher candidate is a joint responsibility, University supervisors must meet with both the teacher candidate and the cooperating teacher on a regular basis to ensure the efficacy of the program and the candidate’s progress.  University Supervisors will make at least five observations at regular intervals throughout the semester and provide formative feedback and suggestions for improvement.  They may also make unannounced visits and observations during the semester.  Supervisors must also plan and conduct three seminars.  University Supervisors also must:

Attend the University Orientation/Training Meeting for University Supervisors.

Conduct an orientation session no later than the end of the first week of the experience with the cooperating teacher, teacher candidate and building principal (if possible). Discuss all evaluation forms, procedures and expectations of the student teaching experience.

Provide the Student Teaching Handbook to the cooperating teacher.

Develop and maintain a personal file for each student. Keep a schedule for observations and try to vary the time and day you observe.

Attend the Student Teaching Orientation meeting which will be held during the first week of each semester.

Evaluate the lesson plans of each candidate and provide feedback to the candidate;

Plan, schedule and deliver three seminars with assigned students.

Schedule a MINIMUM of five observation visits and provide specific, constructive feedback orally and in writing to document the progress of the teacher candidate.

Periodically review the Teacher Candidate’s binder and sign off on the reflective journal.

Confer with the teacher candidate following each observation. A pre-observation conference is suggested; a post-observation conference is required.

Obtain the signature of the Student Teacher on all observation forms.

Confer with the cooperating teacher at each observation visit.

* Be available to the Student Teacher and cooperating teacher whenever support is needed.

Provide timely responses to professional problems, including inadequate performance and inappropriate behavior by the Student Teacher.

Communicate with the Internship Office when problems arise, co-write a Professional Development Plan when necessary, and provide information to the University to help resolve problems with the teacher candidate.

Complete assessment forms and surveys by established deadlines and turn all forms into the Internship Office along with the candidate’s grade.

The University Supervisor provides the following supports to the Cooperating Teacher:

Orientation to the student teaching experience;

Collaboration on lesson plan review;

Support, advise, and counseling when necessary or requested by the Cooperating Teacher of the Student Teacher

Both university supervisors and cooperating teachers are evaluated at the end of the semester by the student teachers with whom they work.  Such evaluations are scrutinized each semester and data are used for program improvement.