

POLICY: Videotape Supervision During Student Teaching
Adoption Date: March 10, 1995

Generally, supervision is provided to student teachers on-site. During these visits student teachers receive immediate feedback on their instructional performance and the supervisor has an opportunity to discuss with the cooperating teacher areas needing improvement. In some cases, however, students have requested placements in which on-site supervision is difficult or impossible. In these circumstances it may be appropriate to permit students to submit videotapes to verify various student teaching competencies. While a videotape provides a permanent product of the instructional interaction, immediate feedback to the student teacher and discussion with the cooperating teacher during the instructional session is not possible. Thus videotape supervision will be limited to the highest performing students in the program. A videotape supervision option may be used only by those students who:

1. Have a cumulative GPA of 3.50 (for second B.S. or masters students GPA requirement is based on post bachelors classes only)
2. Receive an A or A- in all practica
3. Are recommended by each practicum supervisor, each member of the program committee, and are approved by the department head.

In addition the student must:

1. Provide the necessary video equipment (or use a camera and VCR available in their student teaching placement)
2. Provide the necessary videotape
3. Make the video captures the instructional context (e.g., can see all students, relevant information on the board etc.)

Guidelines for Videotape Supervision of Student Teachers

1. The student is required to submit at least three videotapes of his/her instructional interactions. The university supervisor may request additional tapings if further information about the student's instructional performance or classroom management skills is needed.

2. Each tape should include at least one instructional session. One of the tapes should also include the student implementing their behavior change program. Finally, the third tape should include an aide or peer tutor who has been taught to run an instructional program by the student teacher. Each tape should be accompanied by relevant data collection materials, a summary of pupil performance in the various programs shown on the tape and the student's self-evaluation of the teaching sessions depicted on the tape.

3. The university supervisor will evaluate the student teacher's performance using the same evaluation forms used for on-site evaluation and provide feedback to both the student teacher and his/her cooperating teacher.

4. The cooperating teacher will be contacted at least three times during the semester to obtain information on the student teacher's performance and to answer any

questions the cooperating teacher may have on assignments, expectations, or other issues related to student teaching. One contact should be made prior to the start of student teaching, one contact at approximately the middle of the quarter, and one contact the end of the quarter. The cooperating teacher will also be responsible for providing a midterm and a final evaluation