Supervisor
Role
Expectations
A Message from the Director of Field Placement & Student Teaching

Thank you for being a valued Supervisor for our teacher candidates! Your role as a supervisor is a special one that bridges the university (Office of Field Placement and all Teaching & Learning programs) with the teacher candidate and the cooperating teacher. You are a liaison and a communication conduit between several stakeholder groups: the university, the cooperating teacher, the school district/administration, and the teacher candidate. Your job is not a small one, and your role includes handling difficult situations at times. We are grateful for all your efforts, and your willingness to share your experiences – feats, follies, and all!

I hope that in the following pages, you will begin to paint a more complete picture of your role as Supervisor. Resources are available to you on our Supervisor and Cooperating Teacher Blackboard site at http://tinyurl.com/pjan3gh. As always, if you have further questions, please contact our office!

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Understanding Key Roles

Key Players

- Teacher Candidate
- Cooperating Teacher
- Supervisor
- Director
- Others

Roles of Key Players: Teacher Candidate

- **End Goal:** To show your professional competency as a practicing teacher
- **Grow** through semester to the end goal of taking on the entire classroom successfully
- **Learn** through semester so that you will become more confident
- **YOUR Role:** LEARNER-PROFESSIONAL TEACHER

Roles of Key Players: Cooperating Teacher

- Mentors you through the process of teaching on a daily basis; introduces you to faculty, students, parents
- Approves daily lesson plans (Use FEM); shares resources with you
- Has the final say on what happens in the classroom
- Shares more ownership of the classroom OVER TIME
- Evaluates your progress toward professional teaching level; helps you grow toward this

Roles of Key Players: Supervisors

- Liaison between the classroom teacher/school and UND; hired by UND
- Mentors you through the student teaching process periodically throughout the semester; you will meet during your first week of ST or earlier
- Evaluates your progression toward professional level of teaching, and visits with you about your progress; helps you define goals to ensure growth toward this
- Facilitates discussion between you and cooperating teacher, and between you and me if problems occur in field
- Helps problem solve when necessary - communicate regularly!!!

Roles of Key Players: Director

- Visitor sometimes, problem solver other times, **collaborator ALL THE TIME**
- Decision maker
- **When problems reach a level that involves decisions that significantly impact others (i.e., school, students, licensure, etc.)**
- Involved when Improvement Plans or Actions Plans are necessary
- Involved if unfair practices toward you (i.e., too much subbing expected, etc.)

Roles of Key Players: Others

- **Principal:** runs the school; keeps rules and policies
- Your role with the principal is to be one of her/his faculty members who is learning - she/he is your "immediate boss"
- **Who else?**
Collaboration: Partnerships in Practice

The relationship between the cooperating teacher, the supervisor, and the teacher candidate is one of **true partnership**. Historically, it has been a **cooperative** relationship where the cooperating teacher &/or the supervisor instructs the candidate in what to do, and the candidate would in turn do what was suggested.

Current practices illustrate a significant evolution of the relationship to **one of collaboration rather than cooperation**. Whether the cooperating teacher and the candidate have determined that they will implement the co-teaching model or the traditional model of student teaching, both avenues mandate collaboration; the former **cooperative** practice is no longer as useful or encouraged.

**Collaboration** means that each person brings ideas to the table and they are discussed from a professional perspective that each holds value. There is no longer one single expert and one single novice/learner; it is now understood that each party has valuable gifts to share. The former “single expert” is now “the one with real life professional teaching experience to share” and the former “novice/learner” is now “one who has relevant and innovative ideas based on current research and practice”; the two form a perfect equation of learning for both partners.

**The Supervisor’s Role** in collaboration is to

1. build readiness for collaborative learning between the teacher candidate and the cooperating teacher;
2. facilitate professional communication between parties by strategic use of cognitive coaching* and listening;
3. build trust and parity between you, the teacher candidate, and the cooperating teacher; and
4. coach the teacher candidate in becoming **professionally** assertive in collaborations, and reflective in conversation and written communications.
General Expectations:

Below is a list of the typical expectations of supervisors. More detail on these expectations is provided on the following pages.

1. **INTRODUCTORY MEETING(S):** (details pp. 6-7)
   a. Meet with your teacher candidates PRIOR TO the beginning of the student teaching experience to establish clear expectations and build trust through clarification of roles.
   b. Meet with the cooperating teacher PRIOR TO the beginning of the student teaching experience to establish clear expectations and build trust through clarification of roles.
   c. Introduce yourself to school principal(s) and administrative assistants; let them know that you will be in the building periodically to represent UND as a supervisor.

2. **MENTORSHIP & COACHING:** (details p. 8)
   The role of the supervisor is one of mentorship – teacher candidates should be able to contact you for advice and discussion of each week’s happenings, issues occurring, to share their joys and achievements, and at times to vent. In addition, there will be times when teaching skills will need to improve; this is when coaching comes into play. *It is anticipated and expected that in-area supervisors will make drop-in and pre-scheduled visits for informal feedback/coaching to the candidate in addition to the formal observations & evaluations discussed in #4 below. For out-of-area supervisors, it is anticipated and expected that candidates will have Skype/phone/email visits with you on a regular basis.*

3. **COMMUNICATION CONDUIT:** (details p. 9)
   The supervisor is responsible for communication between stakeholder groups, informing the Director of any issues and great achievements, discussing difficult happenings with the administration when appropriate, being in constant communication with the cooperating teacher with the intent to support the candidate.

4. **FACILITATION OF FORMAL EVALUATIONS:** (details pp. 10-11)
   As a university supervisor, you are hired to be the objective voice concerning the evaluation of teacher candidates, and to be a communication conduit between stakeholder groups. As such, it is your responsibility to facilitate the evaluations of the teacher candidates. Four in-person formal observations and corresponding formal evaluations must be completed with each teacher candidate; the evaluations must be informed by three parties: you, the cooperating teacher, and the teacher candidate. It is your responsibility as supervisor to ensure that all parties **come to agreement on the scores that the candidate has earned** at that point in their experience, and to enter those scores into the online Field Experience Module (FEM) in LiveText. Please follow all procedures outlined in the Student Teacher Handbook for these evaluations.
INTRODUCTORY MEETINGS:

Typically, each of the following meetings can take place on the same day, even at the same time; however, that is not always possible. Please feel free to complete these meetings as the situation necessitates.

Meeting with the Teacher Candidate:
- Discuss the hopes, fears, concerns, and goals that the candidate has for the experience
- Remind the candidate of their required assignments: Safety & Security Assignment, Weekly Journal Reflections, Teacher Work Sample, Diversity Survey, Exit Surveys, and Stay-in-Touch Questionnaire
- Establish a day of the week that is agreeable to the coop teacher, the candidate, and you to receive the candidate’s journal reflections – this day needs to stay consistent throughout the experience, so all parties must agree to the chosen day
- What the candidate should expect from the experience
- What you want the candidate to come to you for – guidance, advice, frustrations, joys, achievements, etc.
- How you’d like the candidate to contact you
- Protocol for notifying of absences, etc.
- Establish a mutually agreed upon date/time for Early Observation (agreed upon by all three parties)

Meeting with the Cooperating Teacher:
- Discuss any concerns, hopes, etc. that the coop teacher has for the experience
- Discuss how he/she would like to communicate with you, how often you should visit, etc.
- Remind the cooperating teacher about the Blackboard resources site; this site has printable versions of each of the evaluations so that he/she can fill them out in pencil and bring to the formal 3-way conferences
- Discuss the beginning and ending dates to the experience:
  - Fall semester: ALWAYS begins with the PD days at the beginning of the school year, and ends approximately 16 weeks later (if there are 5+ days off for holidays/breaks during that semester, then candidates must continue to teach into the 17th week)
  - Spring semester: NEGOTIABLE start date – EITHER begin immediately upon children’s return to school after the holiday break OR begin with UND’s start date, and end approximately 16 weeks later (if there are 5+ days off for holidays/breaks during that semester, then candidates must continue to teach into the 17th week)
  - Summer semester: NEGOTIABLE start date – MUST be a minimum of 10 weeks in length with NO days off. Since July 4th and Memorial Day are both in this semester, candidates must make up those days at the end of the experience to ensure a full 10-week student teaching experience. Last POSSIBLE date to end the experience is Reading & Review Day at UND (typically, first week in August)
- Discuss with both the teacher candidate and the coop teacher the schedule of the day, planning for adoption of all content areas/class periods
- Ensure that the coop teacher understands that his/her role requires him/her to be in the classroom to mentor the candidate through the daily activities until such time as the candidate is ready to fully adopt content areas/class periods. This adoption must be gradual, and the coop teacher is being paid to provide in-classroom scaffolding
- Establish a day of the week that is agreeable to the coop teacher, candidate, and you to receive the candidate’s journal reflections – this day needs to stay consistent throughout the experience, so all parties must agree on the day
- Clarification of roles – yours and the coop teacher’s role in collaboration (vs. former traditional model of student teaching)
- How the coop teacher would like the candidate to notify each of absences – who first, how, etc.
- Schedule a mutually agreed upon date/time for the Early Observation Evaluation

✨ Introducing yourself to the Principal(s) and Administrative Assistants:
- When going into the school for the first time of the semester, please stop into the office to sign in, and ask to speak with the principal.
- Introduce yourself, that you are the university supervisor for [teacher candidate(s)], and if they have any questions or concerns, they can contact you or the Director. Please give them your contact information, and our numbers: my office is 701.777.4128 or 701.777.3142
MENTORSHIP & COACHING:

Mentorship:
The role of the supervisor is to be a mentor for the candidate – you are the extension of the university’s faculty in supporting the student. It is a different mindset to know that you are an employee of the university’s teacher education program versus an employee of the school district. In understanding this dimension of the relationship, the candidate is therefore “your student” since he/she is actually an enrolled student at UND. Hence, the mentorship role of the supervisor.

It is expected that the supervisor will be available to our candidates as needed and within reason. This means that the candidate should be able to reach out to you for advice, a listening ear, and to be a sounding board for ideas on a regular basis. This does not mean that you need to be on-call at all times, nor should you be expected to respond to emails that are sent during hours that are not agreed upon by you and the candidate. Please use reason to guide your communication, and offer our candidates your best guidance.

Coaching:
Extending the mentorship role, the supervisor is also a coach. If you think about what a coach does for sports teams – motivates, inspires, knows what to say and do to support the team players, keeps the team mates accountable for their performance, uses strategic thought to guide the team, provides specific skill advice for improvement – these are essentially the same responsibilities of the supervisor.

At times, candidates will simply need a listening ear so that they can figure out the solution to a problem. Through the use of cognitive coaching, the supervisor guides the teacher candidate to interpret their school experiences in in-person visits and in email or phone conversations, through written communication in journal reflections, etc.

Other times, candidates will need strategic coaching on specific skills that will ultimately help them succeed in their student teaching experience and develop into a professional educator. This type of coaching is typically done in-person and in collaboration with the cooperating teacher. When issues arise that may indicate that the candidate could be at-risk of failing student teaching due to lacking skill(s), then the Director gets involved:

Improvement Plans & Action Plans: As early as possible in the experience, supervisors should initiate discussions with the Director regarding implementation of Improvement Plans or Action Plans IF the need arises. Improvement Plans and Action Plans are only for those candidates who are struggling in one or more areas, and who could/may be at-risk for failing student teaching if the skill(s) do not improve.

The Student Teaching Handbook clearly indicates the procedures for implementing these plans in Section IV, subsection “Unsatisfactory Performance in Student Teaching” (pp. 83-85). Improvement Plans & Action Plans must be timely so that the candidate has adequate time to show improvement with additional scaffolding. All stages of these plans must be documented (e.g., behaviors leading up to the plan, growth or lack of growth after implementation of the plan, etc.) so as to justify the next course of action.

*It is expected that there will be a minimum of 4 formal observations of the candidate, AND additional drop-in &/or pre-scheduled informal observations of the candidate for in-area experiences. Out of respect for the cooperating teacher, please make sure that you “drop-in” during agreeable times.*
COMMUNICATION CONDUIT:

It cannot be stated emphatically enough how important the supervisor’s communication is to the success of the partnership between UND Teacher Education and the school, and to the success of the student teaching experience. Our program can only assure candidates and the state of high quality preparation if we are all acting toward the same mission, holding all stakeholders together as partners, and in being honest in scoring the achievement of our candidates. Professional communication is the glue to all of this working together.

Communication of Resource Site & Field Experience Module (FEM) to Cooperating Teacher:
Teacher Candidates have been assigned the task of showing the cooperating teacher where the Blackboard Resource Site is, and how to create the cooperating teacher’s login to the Field Experience Module (FEM); however, it is likely that the cooperating teacher will have questions regarding these things that stem beyond the knowledge base of the teacher candidate. Since the supervisor’s and the cooperating teacher’s resource needs are rather similar, it makes sense to have all resources for both of you in the same site. If you would please provide answers to the standard questions that cooperating teachers have, that would be greatly appreciated. If the questions move beyond what you are able to answer, please send them our way!

Communication of Issues & High Achievement of Candidate to Director:
Whenever there is a teacher candidate who is exceeding expectations and doing innovative things during student teaching, it is great to inform the Director about it so positive feedback can be provided to the candidate. Periodic check-ins are greatly appreciated as well to inform our office that your candidate(s) are progressing nicely, which ones are a little behind, which ones are exceeding expectations.

When problems arise, however, it is essential that the supervisor (and the cooperating teacher) let the Director know as early as possible. At that time, we will discuss whether the situation warrants an Improvement Plan, an Action Plan, a change in placement, or a different solution. These decisions are made through collaboration and consultation with the Director only. It is imperative that all procedures that are clearly outlined in the Student Teaching Handbook Section IV, subsection “Unsatisfactory Performance in Student Teaching” (pp. 83-85) are followed. Students must be given ample opportunity to show progress and be given scaffolding to meet the expectations of the student teaching experience; therefore, following the timeliness and procedural expectations is required.
FACILITATION OF FORMAL EVALUATIONS:

Supervisors play a pivotal role in the evaluation of teacher candidates. Supervisors are hired to be the objective voice in the preparation of these pre-professionals during their student teaching semester. They are called to be a facilitator between the additional two voices that contribute to the final scoring of the candidate’s performance – the cooperating teacher and the teacher candidate.

In the transition from NCATE accreditation to CAEP, it became evident that certain procedures would need to be defined better than in the past. In addition, roles in the evaluation process needed to be more defined. [Please see “Student Teaching Assessment Descriptions & Procedures in LiveText” on p. 42 of the Student Teaching Handbook for details that will be complemented by this explanation.]

Evaluation of teacher candidates must be viewed from two different perspectives: the formal and the informal. Each type of assessment involves (1) observation of the candidate’s actual teaching, (2) critical feedback, and (3) professional communication that will yield positive growth for the teacher candidate:

1) **Observation of the candidate’s actual teaching:** In the evaluation process, EACH evaluation MUST be completed after observing the candidate teaching an entire lesson at the time of the evaluation. In short, EVERY formal evaluation must be accompanied by a formal observation of an entire lesson so that evaluation of the candidate’s growth will be accurate.
   - It is important not to schedule a formal observation/evaluation during times when the candidate is playing a “back role” to the cooperating teacher, or when the candidate is doing a very short lesson, or doing a read-aloud – these do not paint an accurate picture of the candidate’s abilities to teach and manage a classroom.

2) **Critical feedback:** Notes taken during observations should be used to inform the teacher candidate of their growth. Notes should pertain to the candidate’s use of wait time, questioning types, movement in the classroom, strategic use of resources/materials/equipment/technology, classroom management, content knowledge, ability to convey meaning, strategic use of attention-getters/wrap-ups to lessons, goals/objective clarity and congruence to content taught, etc.

   These notes should be shared with the candidate and the cooperating teacher; and the cooperating teacher should share his/her notes during the 3-way conference that follows the observation.

3) **Professional communication that yields growth:** The mindset of supporting the candidate should always remain, yet also include the perspectives of the cooperating teacher as well. Be sure that all feedback - in writing and verbally given – is professional, and that you are coaching the teacher candidate in being professionally assertive. In other words, the candidate must be able to speak up for him-/herself yet do so in non-offensive ways that do not sound defensive. Many teacher candidates will convey a more shy, non-assertive personality because they feel they are in the “hot seat” during observation and evaluation times. As described in “Collaborations in Practice” section of this booklet, it is absolutely essential that teacher candidates feel a sense of parity (reciprocal value) with the cooperating teacher and the supervisor during this time. If we are to encourage leaders in this field who are required to meet licensing and accreditation standards that are increasingly more complex, they must be able to discuss difficult topics and be honest in order to grow accordingly.
Training for Supervisors:

Since standards for education, the educational environment, and accreditation standards are constantly changing, ongoing training for supervision of student teachers is necessary. CAEP accreditation necessitates that all supervisors and cooperating teachers are provided consistent information on a regular basis to ensure consistent practices and high quality experiences for the candidates. To this end, it is UND’s requirement of supervisors to complete the following trainings:

1. SUPERVISOR ORIENTATION: Supervisors who plan to supervise in-area on a continuous basis must participate in Supervisor Orientation at least once per year *in its entirety*. This training is actually offered twice per year, and there is new information at each session, so supervisors are *strongly encouraged* to participate in both orientation sessions each year.
   - Out-of-area supervisors are required to review all materials from the Supervisor Orientation on the Blackboard Resource Site, and to follow up with the Director with any questions. In the future, we are hoping to have videography of the Supervisor Orientation so that it can be shared with distance supervisors; at that time, it will be required of distance supervisors to watch the training.

2. INTER-RATER AGREEMENT/RELIABILITY TRAINING: Once every other year AND every time there is an updated evaluation, supervisors who plan to supervise in-area on a continuous basis must participate in Inter-rater Agreement Training. This practice is now required by our accrediting body to ensure accurate assessment of our candidates, and to avoid “muddied data” when trying to use the data to improve our programs. *This is a 3-hour training that is required.*
   - Out-of-area supervisors are required to review all materials from the Inter-rater Agreement Training that are posted on the Blackboard Resource Site, and to discuss the same topics with the cooperating teachers (i.e., their interpretation of what each criteria looks like for a student teacher (rather than a practicing professional). Any remaining questions should be referred to the Director for clarification.

Additional Opportunities for Involvement:

There are several opportunities to get more involved with student teachers! Here are a few ideas for you to consider. These are not required, but are strongly encouraged so that you can immerse yourself in the student teaching experience!

- Participating in Student Teacher Orientation (prior to beginning the student teaching experience)
- Participating in Mock Interviews (end of each semester)
- Coming to Senior Seminar to sit-in
- Guest speaking in Senior Seminar on a particular topic, or being part of a panel of experts
- Co-presenting at “Co-Teaching in Student Teaching”, and at “Supervision Basics for Hosting Student Teachers” workshops
- Chaperoning the Multicultural Field Trip (one or two semesters prior to student teaching) to Minneapolis/St. Paul
- Many other things as well!

*If interested in participating in these opportunities, please contact the Office of Field Placement & Student Teaching at 701-777-4128 and speak with Melissa or Meghan*