SUPERVISING TEACHER

ROLES AND RESPONSIBILITIES
The Supervising Teacher and University Supervisor Must:

1. **Work** as a part of a triad (**University Supervisor, Student Teacher, Supervising Teacher**) to face the challenge of meeting both the requirements of the University Education Program and the expectations of public/private school sector.

2. **Possess** a shared understanding of the goals and processes involved in supervision and evaluation.

3. **Recognize** and appreciate one another’s expertise.

4. **Maintain** open lines of communication.

5. **Collaborate** genuinely and regularly.

6. **Serve** as gatekeepers for the profession.
THE SUPERVISING TEACHER CAN EXPECT:

UNIVERSITY ASSISTANCE

- 1. communication (triad)
- 2. performance standards (specific indicators)
- 3. visitations/observations (three times, minimally in the U.S.)
- 4. documentation
- 5. consultation
- 6. special assistance, as needed
SUPERVISING TEACHER

- REQUIREMENTS FOR THE SUPERVISING TEACHER
  - THREE OR MORE YEARS EXPERIENCE and/or
  - MASTER TEACHER STATUS and/or
  - MASTER’S DEGREE and/or
  - BUILDING PRINCIPAL RECOMMENDATION
  - STRONG DESIRE TO MENTOR A PRE-SERVICE TEACHER
SUPERVISING TEACHER

- SUPERVISING TEACHER
  ROLES AND RESPONSIBILITIES
I. The Supervising Teacher is a:

- Powerful, professional resource/advisor in the student teaching experience.
- Professional mentor, confidante, guide, counselor, friend.
- Gatekeeper in the evaluation process.
- Critical element in the professional development process.
SUPERVISING TEACHER ROLE

The Supervising Teacher……… Attributes/Characteristics:

1. PROVIDES CONSISTENT PROFESSIONAL MODELING.

2. CONTRIBUTES TO THE PRE-SERVICE TEACHER’S “TOOL BOX.”

3. CREATES AN ENVIRONMENT CONDUCIVE TO THE DECISION-MAKING PROCESS.

4. EVALUATES PROFESSIONAL PERFORMANCE REGULARLY AND SYSTEMATICALLY.
The Supervising Teacher
Attributes/Characteristics:

5. **GUIDES**, ASSISTS, MOTIVATES, THE PRE-SERVICE TEACHER.

6. **PROVIDES** A POSITIVE ATTITUDE.

7. **DEMONSTRATES** PROFESSIONAL PARTICIPATION AND LEADERSHIP IN SCHOOL AND COMMUNITY ORGANIZATIONS.

8. **ENCOURAGES** PROFESSIONAL DEVELOPMENT THROUGH FORMAL OBSERVATIONS AND SYSTEMATIC FEEDBACK.
SUPervising TEACHER ROLE

II. The Supervising Teacher **Contributes:**

- VARIED INSTRUCTIONAL METHODOLOGIES/STRATEGIES
- TECHNOLOGY LINKS
- POWERFUL/POSITIVE MANAGEMENT STRATEGIES
- ROUTINE TASKS/ORGANIZATIONAL STRATEGIES
- ASSESSMENT PROCEDURES
- EFFECTIVE COMMUNICATION TECHNIQUES
III. The Supervising Teacher *Creates* an environment conducive to the decision-making process through *modeling*:

1. **INSTRUCTIONAL PLANNING STRATEGIES** (SELECTING AND UTILIZING CURRICULUM [STANDARDS-BASED] APPROPRIATELY)

2. **ASSESSMENT TECHNIQUES** FOR STUDENT PERFORMANCE, (Rubrics) GRADES, RECORD KEEPING, DIAGNOSTIC TESTS AND SKILL PLACEMENT

3. **ADAPTATIONS** FOR SPECIAL NEEDS LEARNERS, including ESL students. DIVERSE STUDENT POPULATION.

4. **TECHNIQUES FOR MOTIVATING** THE RELUCTANT LEARNER

5. **PARENTAL INVOLVEMENT IDEAS**
IV. The Supervising Teacher **must:**

- **INTRODUCE** THE STUDENT TEACHER
- **INVOLVE** THE STUDENT TEACHER
- **MAINTAIN** A PROFESSIONAL ENVIRONMENT
- **PLAN** AND ORGANIZE THE LEARNING ENVIRONMENT
- **MANAGE** THE LEARNING ENVIRONMENT
- **COMMUNICATE** EFFECTIVELY
- **FOLLOW** THE TIMELINE
- **EVALUATE** THE PERFORMANCE
A. The Supervising Teacher must acclimate the student teacher to the learning culture by:

- Introducing the student teacher to students and staff as a teacher and co-worker
- Arranging a tour of the building
- Providing a work space within the classroom
- Providing school policy/procedure handbook
- Designing a post-teaching observation schedule
SUPERVISING TEACHER RESPONSIBILITIES

B. The Supervising Teacher must involve (Quickly but not too quickly!) the student teacher by:

- Providing curriculum and management materials. (Perhaps during a SPRING initial meeting or on-line for cross-cultural candidates.)
- Encouraging immediate participation.
- Allowing four+ weeks of full-time instruction, including all teacher responsibilities.
- Co-planning lessons, initially (week one, only).
- Encouraging attendance/participation in extra-curricular activities.
Supervising Teacher must assist the student teacher in maintaining a professional environment by:

- Accepting no excuses for poor planning.
- Accepting no excuses for absences (except in cases of illness and death in family), punctuality (school and planning), OR early departures (vacation etc.).
- Leaving the classroom often, but not too often. Increase the length of “time away”. (May be away from the classroom for an hour+, frequently).
- Conferencing often. Daily is best! Written suggestions, wonderful!
- Completing the Mid-and Final Evaluation Forms as well as the Dispositions Rubric. Converse with student teacher.
D. The Supervising Teacher must assist the student teacher in planning and organizing the learning environment by:

- Providing co-planning (WEEK ONE); however, individual or team planning must become a reality, quickly!
- Requesting Lesson Plans (consistently) two days in advance. Unit overview, two weeks in advance. Teacher Work Sample ideas. Initialing every plan.
- Requesting Content unit/lesson design or IEP monitoring system be utilized consistently.
- Assisting with assessment strategies, diversity issues and technology strategies.
E. The Supervising Teacher must assist the student teacher in managing the learning environment by:

- **Assisting** the student teacher in maintaining an effective and efficient management plan.
- **Allowing** the student teacher, with Supervising Teacher approval, to create a total class or individual management plan.
- **Permitting** the student teacher to rely; however, NOT OVERLY RELY, on the Supervising Teacher’s expertise for management strategies and techniques.
- **Modeling** a positive approach to classroom organization and behavior management.
SUPERVISING TEACHER RESPONSIBILITIES

F. The Supervising Teacher *must assist* the student teacher in *communicating* effectively by:

**PROVIDING PERSONAL CONFERENCE SESSIONS:** Arranging one-on-one conferences daily.

- **PROVIDING ROUTINE NOTES:** Maintaining a NOTEBOOK of suggestions for professional improvement.

- **PROVIDING INVOLVEMENT IN GROUP SESSIONS:** Inclusion in Student Study Teams and Parent Conferences.

- **JOTTING NOTES** on Unit (*Teacher Work Sample*) and Lesson Plans.

- **ENCOURAGING** OBSERVED PROGRESS.
The Supervising Teacher must assist the student teacher in communicating effectively by:

- **EVALUATING:** Sharing STRENGTHS as well as AREAS FOR ENHANCEMENT.
- **VIDEO TAPING:** Reviewing THE INSTRUCTION TOGETHER. Offering Suggestions for Improvement.
- **COMMUNICATING:** Contacting UNIVERSITY SUPERVISORS REGARDING PROGRESS, CONCERNS, ETC.
- **CONFERENCING:** Regularly and systematically. Triad approach. Student Teacher, Supervising Teacher and University Supervisor.
- **CONNECTING:** The Cross Cultural Classroom.
SUPERVISING TEACHER RESPONSIBILITIES

SUGGESTED INVOLVEMENT TIMELINE

16 WEEK SESSION

- INDUCTION PHASE
  Weeks One/Two (Observe/Assist/Participate)
- INITIAL TEACHING PHASE
  Weeks Three and Four (Add more responsibility.)
- SUSTAINED TEACHING PHASE
  Weeks Five/Six (Full teaching responsibility.)
- FULL TEACHING PHASE
  Weeks Seven/Fifteen (Responsible for all classroom decisions.)
- CONCLUSION PHASE
  Week Sixteen (Teach two classes.)
SUPERVISING TEACHER RESPONSIBILITIES

SUGGESTED TIMELINE INVOLVEMENT

- **8 WEEK SESSION**
  - **INDUCTION PHASE**
    Week One (Observe/Assist/Participate)
  - **INITIAL TEACHING PHASE**
    Week Two (Begin classroom instruction)
  - **SUSTAINED TEACHING PHASE**
    Week Three (Teach two or more classes)
  - **FULL TEACHING PHASE**
    Weeks Four/Seven (Responsible for all classroom decision)
  - **CONCLUSION PHASE**
    Week Eight (Teach two classes)
SUPERVISING TEACHER/UNIVERSITY SUPERVISOR RESPONSIBILITIES

- **Evaluation**

  - The University Supervisor and the Supervising Teacher are responsible for making a summative judgment about the pre-service teacher’s performance.
SUPERVISING TEACHER/UNIVERSITY SUPERVISOR RESPONSIBILITIES

- Evaluation: Data Sources
  - Teacher Artifacts: Unit/Lesson Plans, Teacher Work Sample, Tests, Rubrics to name a few.
  - Student Artifacts: Student tests, essays, projects to name a few.
  - Student Teacher Artifacts: E-Folio, Teacher Work Sample, Reflective Journal, Video Analysis, Observation Forms to name a few.
G. The Supervising Teacher must assist in the Evaluation Process by:

- **Observing** the Student Teacher formally, three times during the entire experience, utilizing the University Observation Form. (Send, via scan, the “Culminating Comments” page following each observation to tommie.barnes@indwes.edu. All other Observation Form pages should be given to the student teacher and returned to the Cross-Cultural Student Teaching Coordinator upon their return to campus.

- **Sharing** instructional expectations regularly and systematically.

- **Completing** the Mid-Term and Final Evaluation Forms on/before the established due date. Completed forms may be completed on-line:
  - http://www.indwes.edu/Academics/CAS/School-of-Teacher-Education/Student-Teaching-Resources
  - Or sent by Fax to: Linda Owen 765-677-2702

- **Conferencing** with the Student Teacher and University Supervisor regularly.

- **Consulting** the University Supervisor, as needed.
SUPERVISING TEACHER
ROLE/RESPONSIBILITIES

- Thank you for mentoring an Indiana Wesleyan University Student Teacher.
- Questions/comments should be addressed to:

  Tommie Barnes
  - Cross Cultural Student Teaching Coordinator
  - tommie.barnes@indwes.edu
  - Phone: 865-657-9124 (landline)
  - 765-667-2171 (cell)
  - Fax: 765-677-2702

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