

University of Akron Teacher Candidate Supervisor

Role and Expectations

Role of the Teacher Candidate Supervisor:

Supervisors are a primary resource, support and coach for the Teacher Candidate as well as for the Mentor Teacher, and serve as liaisons between the University of Akron and the P-12 District Partner. Supervisors offer experience and objective perspectives on overall classroom effectiveness around planning, instruction and assessment in the classroom, student response as well as the classroom environment.

In addition, supervisors work collaboratively with Teacher Candidates to identify specific goals, challenges and areas of interest. This fosters a climate in which the Teacher Candidate participates in their own learning, reflection, and improves their instructional practices. The primary role and responsibility of the supervisor is to assist the Teacher Candidate in developing teacher competencies based on the (OSTP) Ohio Standards for the Teaching Profession.

Expectations of the Teacher Candidate Supervisors:

Site Visits and Formal Observation of Teacher Candidates:

There are **six visits** required of the University Supervisor during a semester. Visits should be planned and scheduled on days when Teacher Candidates are scheduled to be actively teaching and fully engaged with the students. While Teacher Candidates are responsible for a variety of other tasks other than direct instruction, direct instruction with students is where Teacher Candidates may be the most challenged and will benefit most from a Supervisor's perspective and feedback.

Some students may require additional coaching and site visits. Please contact **Jennifer Morgan** to discuss when this is needed.

You will complete **four formal observations** by the end of the semester using the online Qualtrics Observation form found on the Student Teaching web site.

Additional Formal observations may be required if a Teacher Candidate is struggling.

Additionally, you will work collaboratively with the Mentor Teacher to determine the midterm and final evaluations. The University Supervisor will submit the forms on the website for the midterm and the final evaluations.

School Protocols for Site Visits

Like our Teacher Candidates, Supervisors are guests in our P-12 District Partners' buildings and are representatives of The University of Akron. Thus it is important for the Supervisor to acquaint yourself with school protocols, (Signing in, getting a badge, etc.) dress and professional demeanor. Please schedule your visits with the assigned Mentor ahead of time.

At the introductory meeting with the Mentor teacher, please review mentor teacher expectations, navigate them through the Mentor section of the web site and refer to the Mentor Training module that is on the Mentor section of the web site.

Establishing Channels of Communication with the Mentor Teacher

- ✓ Open communication between Supervisors and Mentor Teachers enhances and supports the work as colleagues and partners.
- ✓ Get to know the Mentor Teacher. Exchange phone numbers and emails and establish preferred method of communication.
- ✓ Encourage Mentor Teachers to observe alongside you and to participate in subsequent post-observation conferences with Teacher Candidates.
- ✓ Share your insights and solicit theirs. While the observations you conduct are critical to Teacher Candidate development, they still represent snap-shots of practice.
- ✓ Developing a professional relationship with the Mentor Teacher allows the Supervisor to fill in the rest of the picture and gather observation data.

Elements of an Observation

A formal observation should include the following elements:

- Pre-Observation conference. You may want to request lessons plans prior to the conference so you have a chance to review. This can be done via email.
- An observation of actual lesson or teaching episode.
- Post-Observation discussion.
- Written observation

It is important to spread out the formal observations over the course of the semester. Bunching observation visits for the purpose of expediency or efficiency is inappropriate and does not fulfill the spirit or goals of supervision. Observations should be a minimal of thirty minutes.

Maintaining High Quality Supervision

Below are some guidelines for ensuring that the supervision you provide your Teacher Candidates is beneficial to their learning:

- ✓ Observe the Teacher Candidate on a regular basis over time and in a variety of situations and subjects.
- ✓ Provide specific and descriptive feedback on the Teacher Candidate's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of school records).
- ✓ Help Teacher Candidates relate teaching theory to classroom practice (e.g. Discuss reasons for selecting material and methods).
- ✓ Encourage good planning and organization.
- ✓ Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
- ✓ Help Teacher Candidates develop consistent classroom management practices conducive to learning; which promotes respect for others and for cultural and linguistic diversity.
- ✓ Encourage the habit of constant self-assessment. This includes post instruction analysis and the use of self-assessments for subsequent improvement.
- ✓ Maintain professional working relationship with the Teacher Candidate, Mentor Teacher, Principal and school community.
- ✓ Encourage and support positive rapport between the Teacher Candidate and his/her students.

Giving Feedback to Teacher Candidates

Guidelines for providing feedback to Teacher Candidates:

- ✓ Focus feedback on behavior rather than the person.
- ✓ Focus feedback on observations rather than inferences.
- ✓ Focus feedback on description rather than judgment.
- ✓ Focus feedback on the sharing of ideas and information rather than on giving advice.
- ✓ Focus feedback on exploration of alternatives rather than answers or solutions.

Dealing with Teacher Candidate and or Mentor Concerns

On occasion you may have concerns about a Teacher Candidate or concerns may have been relayed to you regarding your assigned Teacher Candidate. These may include, but are not limited to:

- General unreadiness to teach
- Unexcused absences
- Unprofessional behavior
- Poor quality of work
- Problems with relationships in the school community (Students, Mentors, Colleagues)

Even with the slightest concern, it needs to be addressed with the appropriate parties. University Supervisors are the first level in resolving issues. Please inform **Jennifer Morgan** of any issues that cannot be easily resolved. For issues of a more serious nature, please contact the office immediately.

When there is a concern about a Teacher Candidate and the problem persists, it is important to maintain documentation that describes the behavior, document when it has occurred and how it was addressed. This initially can be documented on the observations forms. Action plans are used with more serious situations. After consulting with **Jennifer Morgan** a determination will be made if an Action Plan is needed.

Required Paperwork

Supervisors are required to view the Student Teaching website at the beginning of each semester, specifically the Supervisor section and Mentor sections to see all important dates and deadlines, forms needed and additional resources you will need to do your job.

The following are required for you to complete:

1. **Four formal observations** completed online, using the Qualtrics Observation form.
2. Facilitate and complete the Teacher Candidate Mid Term collaboratively with Mentor Teacher and Teacher Candidate. This document is to be completed using the Teacher Candidate Qualtrics mid- term score sheet.
3. Facilitate and complete Teacher Candidate Final collaboratively with Mentor Teacher and Teacher Candidate. This document is to be completed using the Teacher Candidate Qualtrics Final score sheet. Only the University Supervisor is to submit the final evaluation.
4. Action plan and accompanying documentation if deemed necessary.

EdTPA Guidance and Support

University Supervisors act as an additional layer of guidance and support for Teacher Candidates while they are completing their edTPA Portfolio. The Teacher Performance Assessment Springboard site

Ways to support the Teacher Candidate through the edTPA process:

- ✓ Check in with Teacher Candidate and establish a timeline that they should complete each task required of the edTPA.
- ✓ Check to make sure they are on track with completing each task.
- ✓ Encourage Teacher Candidates to review the resources available to them on the edTPA Springboard site.
- ✓ Read and review their written work. OBR states we are not allowed to give specific feedback to students regarding their work; however you can make general statements to them.
- ✓ Review and discuss use of Academic and Content language.
- ✓ Review and discuss data collection and how to use data to inform their instructional practices.

Additional Responsibilities and expectations:

- ✓ Attend beginning of the year Supervisor meeting. **Jennifer Morgan** will notify you of the date and time of the meeting which might be done in person, or online.
- ✓ Review all lesson plans Teacher Candidates are required to complete.
- ✓ Participated in additional trainings as needed. This may include webinars and or online training modules.
- ✓ Participate in additional meetings which may include but is not limited to; face to face team meetings, or phone conferences.
- ✓ Completion of on-line Supervisor survey at the end of the semester.

Mileage Policy

University Supervisors are required to follow all Mileage procedures and guidelines.

- Mileage must be detailed by using the start/finish location as the University or the actual point of departure, whichever results in fewer miles traveled.
- Reporting of mileage must be as accurate as possible. A comparison of actual mileage will be made against the number of miles calculated using Mapquest® as the principal standard for determining approved reimbursement. Personal odometers, GPS systems, and other tracking systems, while helpful, will not be used in the final verification of miles traveled.
- The number of reimbursable miles may not exceed the number of miles of the most cost-effective reasonably safe route between two or more duty points.
- If the travel expense report does not provide sufficient space, the detail may be attached as a supplementary schedule, listing miles driven by date and destination.
- If mileage varies as a result of exceptions (e.g., roads closed due to construction), adjustments can be made when the variance is noted (including reason) on the expense form or the supplemental attachment. These occurrences should be the exception, not the rule.
- Mileage may be rounded up to the nearest mile (e.g., MapQuest results in 23.78 miles, you may round up your mileage to 24.0 miles). Mileage “cushions” are not permitted.
- Any mileage accrued between duty points, e.g., going to lunch, conducting personal business, is NOT reimbursable.
- To avoid any reimbursement delays, we strongly recommend that all mileage point-by-point itemization records be submitted no later than five business days from the end of the semester.
- Mileage will be turned in **once at the end** of the semester. See the Student Teaching web site for specific deadline dates.
- If additional site visits are required for a student, contact **Jennifer Morgan** approval.

You would fill out the forms found on <https://www.uakron.edu/controller/travel.dot>

EmpCenter Time Cards

You may be required to enter and approve your weekly time card in EmpCenter. This is based on your load hours. You will be notified by the office if you will be required to do so.