

The College of New Jersey

School of Education

Office of Support for Teacher Education Programs
and Global Student Teaching

<http://www.tcnj.edu/step>

The Supervisor

Supervision is an essential component of teacher preparation at TCNJ. The supervisor helps the pre-professional hone her/his skills before induction into the profession. S/he is an important link between the College and the participating school districts. The supervisor must be an experienced teacher and/or school administrator who holds a master's degree or higher, is certified in a specific content area or educational field, and is employed by the College.

In collaboration with Professional Development School (PDS) educators, TCNJ faculty are exploring and creating models of supervision that are innovative and involve various constituents. One of the primary purposes of supervision is to provide guidance to the prospective educators that will enable them to work towards continuous personal and professional growth in the area of teaching and learning. The supervisors must be able to recognize and articulate sound educational practice. They must be knowledgeable and skilled in applying the principles of planning, assessment, supervision, and curriculum development.

The supervisor is expected to:

1. be familiar with and embrace the mission and Conceptual Framework for Professional Education;
2. be familiar with and embrace the expectations of TCNJ for its teacher candidates as outlined in the TCNJ Dispositions Rubric and Lesson Observation Rubric located online at <http://step.tcnj.edu/forms/>;
3. be knowledgeable and current in her/his practice;
4. meet with the prospective educator and cooperating teacher to get acquainted and review and discuss routine matters;
5. notify the principal's office when s/he is in the school;
6. become familiar with the educational programs and experiences of the professional educator;
7. exhibit the best practice and model ways for the prospective educator to develop self-reliance and self-direction;
8. serve as a resource person for both the cooperating teacher and the prospective educator;
9. **meet with the cooperating teacher regularly;**
10. model professional ethics;
11. visit the classroom to:

- a) conduct a preliminary conference with the prospective educator before s/he instructs. Review the lesson plan and activities, discuss focal points, and ask clarifying questions. The purpose of this conference is for the supervisor to understand the objectives of the lesson, see if the procedures support the objectives, and to determine if the lesson plan includes the essential components of effective planning;
 - b) observe instruction and make appropriate notes in order to provide feedback;
 - c) conduct a post-observation conference to review and assess the lesson, give guidance to the prospective educator so s/he can reflect and self-evaluate. Provide a written summary of the review and assessment;
 - d) evaluate in depth the student teacher/intern's lesson to provide a basis for professional recommendation. It is essential that the supervisor(s) collaborates with the cooperating teacher. The cooperating teacher should receive a copy of the observation of the student teacher/intern; and
 - e) provide encouragement and praise to the student teacher/intern when warranted.
12. contact the department coordinator
- a) if illness prevents the teacher candidate from being at school more than two days, the supervisor must contact the department coordinator and the candidate may be required to make up the days on a day-for-day basis.
13. complete two formal mid-term and final evaluations using TCNJ's on-line LiveText system;
14. complete the written summative and submit it to the appropriate College department;
15. be aware of the electronic communication policy of the districts regarding students, parents and staff, and be sure the teacher candidate has been made aware of the policy;
16. submit any specific request concerning changes in dates of the culminating experience according to the "Calendar and Schedule" policy, to be approved by the department chair and coordinator. Those requests cannot be approved by the supervisor(s);
17. meet with the cooperating teacher to discuss the candidate's progress; and
18. **discuss with the cooperating teacher the student teacher's/intern's teaching load requirements.**

The leadership and guidance of the supervisor will enable the prospective educator to become an exemplary professional, one who knows, can recognize and demonstrate excellence in practice. The supervisor can model this behavior by:

1. visiting regularly (informally and formally);

Supervisors should observe and confer with students and coops at least once every two (2) weeks. Secondary Education supervision observations are shared between the Secondary Education Department and the student's subject matter department. **Subject matter and secondary education supervisors must confer prior to completing the mid-term and final assessments.** In the case of the secondary education programs, the

supervisor from the Department of Education Administration and Secondary Education will contact the supervisor from the content area department to discuss student progress. They must confer prior to completing the final assessment.

2. keeping the channels of communication open;
3. modeling problem-solving strategies;
4. providing resources when appropriate;
5. encouraging the prospective educator to take risks within a supportive environment;
6. structuring conferences with clear goals and objectives;
7. communicating with the prospective educator in a clear, direct, specific and honest manner; and
8. explaining the reasons behind decisions and suggestions given to the prospective educator.

Checklist for Supervisor:

The following checklist highlights some of the expectations, roles and responsibilities of the supervisor. It is meant to be used as a guide as you work with your prospective educator.

Did you...

- ____ 1. meet with the cooperating teacher and prospective educator to review routines and schedules?
- ____ 2. notify the principal's office whenever you are in the building, as a courtesy?
- ____ 3. establish expectations with the prospective educator and cooperating teacher regarding lesson plans, observations, conferences, and matters related to supervision?
- ____ 4. review lesson plans during each supervisory visit and provide feedback as needed?
- ____ 5. observe the prospective educator and complete an evaluation (mid-term and final) after conferring with the cooperating teacher?
- ____ 6. confer with the prospective educator in the evaluation process and document the progress made?
- ____ 7. keep the prospective educator, cooperating teacher, and appropriate college faculty abreast of any problems related to the success of the prospective educator?
- ____ 8. work towards helping the prospective educator to be a reflective practitioner?
- ____ 9. complete two formal mid-term and final evaluations (the Professional Dispositions Assessment and the Teaching Performance Assessment) using TCNJ's on-line LiveText system?
- ____ 10. complete the written summative evaluation and submit it to the appropriate College department?
- ____ 11. **CONSULT WITH THE COOPERATING TEACHER AND OTHER SUPERVISORS BEFORE DETERMINING THE CANDIDATE'S FINAL GRADE?**