

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 their skills before induction into the profession. They are 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 our partner districts, 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 teacher candidates that will enable them to work towards continuous personal and professional growth in 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 Educator Dispositions and Teaching Performance Assessments (located online at <http://step.tcnj.edu/forms/>;
3. be knowledgeable and current in their practice
4. meet with the teacher candidate and cooperating teacher to get acquainted and review and discuss routine matters
5. notify the principal's office when 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 teacher candidate to develop self-reliance and self-direction
8. serve as a resource person for both the cooperating teacher and the teacher candidate
9. **meet with the cooperating teacher regularly**
10. model professional ethics
11. visit the classroom to:

- a) conduct a preliminary conference with the teacher candidate before they begin instruction. 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 teacher candidate so s/he can reflect and self-evaluate. Provide a written summary of the feedback and assessment.
 - d) evaluate in depth the teacher candidate's lesson to provide a basis for professional recommendation. It is essential that the supervisor collaborates with the cooperating teacher. The cooperating teacher should receive a copy of the observation.
 - e) provide encouragement and praise to the teacher candidate when warranted.
12. contact the department coordinator 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 LiveText system
 14. complete the written summative evaluation 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 program coordinator and STEP Director. 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 teacher candidate's teaching load requirements.**

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

candidate

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 teacher candidate.

Did you...

1. meet with the cooperating teacher and teacher candidate to review routines, schedules and expectations?
2. notify the principal's office whenever you are in the building, as a courtesy?
3. establish expectations with the teacher candidate 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 teacher candidate and complete an evaluation (mid-term and final) after conferring with the cooperating teacher?
6. confer with the teacher candidate in the evaluation process and document the progress made?
7. keep the teacher candidate, cooperating teacher, and appropriate college faculty abreast of any problems related to the success of the teacher candidate?
8. work towards helping the teacher candidate to become a reflective practitioner?
9. complete two formal mid-term and final evaluations (the Educator Dispositions Assessment and the Teaching Performance Assessment) using TCNJ's 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?