

August 1, 2018

Thank you for serving as a Clinical Experience Lecturer Faculty for Student Teaching (i.e., “University Supervisor”) for Chapman University’s Attallah College of Educational Studies. I am very excited to be working with a team of experienced educators who are committed to developing the next generation of teachers. As you already are well aware, the student teaching process is a critical component of teacher candidates’ preparation and professionalization. Given the importance of the student teaching process, the Attallah College has developed protocols and guidelines to ensure our student teachers receive the necessary guidance and support to further develop as effective educators.

This packet contains information about the following aspects of the supervisor process:

- I. Supervisor roles and responsibilities
- II. Supervisor semester timeline
- III. Supervisor evaluations
- IV. Mileage Reimbursement

Should you have any questions or concerns, please do not hesitate to contact me. Thank you again, and I look forward to working with you this semester.

All the best,



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Fieldwork Administrator
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I. UNIVERSITY SUPERVISOR ROLES AND RESPONSIBILITIES

The role of the University Supervisor is to support, evaluate, and mentor student teachers for the Donna Ford Attallah College of Educational Studies. Supervisors also serve an important role as a liaison between school sites and the Attallah College. The Attallah College depends on you – your careful and consistent observation, fair and candid feedback, and informed assessment – to be able to recommend our graduates for teacher certification. While specific student teaching experiences may vary due to school sites and individual students, the following guidelines and procedural information are intended to support your work with our students:

1. COMMUNICATION

- Arrange and facilitate 2 group meetings with the student teacher, mentor teacher or support provider (for intern candidates), and supervisor at the beginning and end of each semester (within the first 2 weeks) to discuss student teacher goals, expectations, concerns, progress, and outcomes. Identify specific dates or time frames when the student teacher will engage in small-group instruction, take over the class, last day of student teaching, etc.
- Discuss student teacher progress with mentor teacher or support provider throughout the semester.
- Provide continuous updates to the Fieldwork Administrator and Program Coordinator on the progress of student teachers.

2. OBSERVATIONS

- The initial visit should occur during the first two weeks of the student teaching experience. If the student teacher is not “teaching,” use the opportunity to engage in guided observations.
 - NOTE: This guided observation should be **focused on students**, not the mentor teacher (consider letting your mentor teacher know this too). Possible questions to pose: What do you notice about the students -- as an entire class and as individuals? What questions do you have about particular students? Which students seem most engaged? Least engaged? How do you know they are engaged?
- Conduct multiple observations and evaluations of student teachers, including but not limited to the required formative and summative evaluations.
 - Similar to student teachers, supervisors also are guests at school sites and in mentor teachers’ classrooms. Please be sure to inquire about and follow required school protocols regarding school visits (signing in at the front desk, showing photo ID, wearing nametag, etc.).
 - At the very least, supervisors should observe student teachers every other week. Although the exact number observations will depend on student teacher needs, please use the following guidelines:
 - MAT: conduct 8 visits during the 16-week Chapman semester
 - MACI: conduct 8 visits during the Orange Unified semester rotation (Fall/Interterm or Spring/Summer)
 - Note: the number of required observations may increase in the coming year due to state and accreditation agency requirements.
- Use the “Student Teaching Observation Form” and “Teaching Observation Report Form”.
 - For the “Student Teaching Observation Form”:

- a. Pre-observation conference – This discussion may take place via phone, email, or in-person a day or two before the scheduled observation. You can request that student teachers provide you with a lesson plan and other relevant details. Ask the student teacher to identify one or two specific areas they would like you to focus on (e.g., checking for understanding, specific student interactions, delivery of clear instructions, etc.)
- b. Observation – The observation should be of the student teacher actively engaging with students and cover an entire period or lesson.
- c. Post-observation discussion – This discussion should occur shortly after the observation. This meeting offers an opportunity for you and the student teacher to collaboratively review, reflect upon, and evaluate the lesson and their teaching.

3. FEEDBACK & SUPPORT

- Provide ongoing, specific, critical, and supportive feedback to student teachers.
 - Encourage thoughtful and creative planning and organization; consistent classroom management practices conducive to learning; connections between teaching theory and classroom practice (i.e., rationale for materials and methods); self-assessment and use of assessments for subsequent improvement; development of professional working relationships with mentor teacher and school community; development of strong rapport between student teacher and her/his students.
- Maintain detailed communication logs that document observations, recommendations made, and supports provided (see pages 10 for details).
- Provide students with professionalization skills and guidance for next steps (e.g., job search process, preparing for interviews, networking, etc.).

4. PROTOCOLS FOR ADDRESSING STUDENT TEACHING CONCERNS

STEP 1: If a concern arises about a mentor teacher (either through a supervisor's observation or from the student teacher's feedback), the university supervisor should first contact the Fieldwork Administrator (via email or phone) and provide her with a brief description of the situation. Then, the university supervisor should speak with both the mentor teacher and student teacher. These may be separate meetings, or, if appropriate, the university supervisor should facilitate a joint meeting with both the mentor teacher and student teacher. Similar steps should be taken if a concern arises about a student teacher (either through a supervisor's observation or from the mentor teacher's feedback).

STEP 2: After the meetings, the university supervisor will report back to the Fieldwork Administrator and make a recommendation about next steps (i.e., provide extra supports, increase frequency of check-ins, change placement, etc.).

STEP 3: If needed, the university supervisor, student teacher, Fieldwork Administrator, and Program Coordinator will meet to discuss next steps and/or changes that need to be implemented.

5. EDUCATOR DEVELOPMENT & PARTICIPATION

- Attend (and facilitate, as needed) student teaching orientation before or at the beginning of each semester. Participate in supervisor meetings, trainings, and professional development opportunities.

II. SUPERVISOR SEMESTER TIMELINE

	MULTIPLE SUBJECT	SINGLE SUBJECT
Before student teaching begins	<ul style="list-style-type: none"> • Supervisor Team Meeting: _____ • Student Teaching Orientation: _____ • Contact student teacher and mentor teacher or support provider–introductions and arrange for group meeting 	
Visit 1	<ul style="list-style-type: none"> • Conduct observation (even if student teacher is not “teaching”) • Facilitate group meeting I • Meet with student teacher for conversation 1 (led by him/her) 	
Visit 2	<ul style="list-style-type: none"> • Conduct observation(s) 	
Visit 3	<ul style="list-style-type: none"> • Conduct observation(s) 	
Visit 4	<ul style="list-style-type: none"> • Conduct observation(s) • Conduct and submit formative evaluation • Remind mentor teachers to complete and submit formative evaluations 	
Visit 5	<ul style="list-style-type: none"> • Conduct observation(s) 	
Visit 6	<ul style="list-style-type: none"> • Conduct observation(s) • Facilitate group meeting II 	
Visit 7	<ul style="list-style-type: none"> • Conduct observation(s) 	
Visit 8	<ul style="list-style-type: none"> • Conduct and submit summative evaluation • Remind mentor teachers to complete and submit summative evaluations • Facilitate group meeting II 	

III. SUPERVISOR EVALUATIONS

Due to changing accreditation rules and regulations and feedback from student teachers, the Attallah College of Educational Studies is working more closely with and providing more professional development for our university supervisors. We have implemented a mandatory university supervisor orientation and will also be offering opportunities for supervisors to receive additional support and training as needed. Supervisors also will be evaluated each semester by her/his student teacher(s) and a member of the Attallah College leadership team.

The 3 primary areas on which supervisors will be evaluated are:

- **Reliability and responsiveness** (e.g., responds in a timely manner to inquiries from student teacher, mentor teacher, and ACES; attends scheduled observations and meetings; arrives at scheduled time; addresses issues, questions, or concerns raised by student teacher, mentor teacher, and ACES in a timely manner)
- **Evaluation processes** (e.g., thoughtfully and thoroughly completes Student Teacher Observation Reports; reports have high level of detail and insight; submits completed evaluation reports online in expected timeframe)
- **Student teacher development and support** (e.g., provides constructive feedback and suggestions to student teacher; helps student teacher identify growth areas; supports student teacher toward developing in those areas)

At the end of each semester, each student teacher will submit an evaluation of her/his supervisor and a member of the Attallah College leadership team will provide feedback to supervisors, as needed, on the 3 above evaluation areas.

Student Teacher Evaluation of University Supervisor

Dates of student teaching: _____

School: _____ District: _____

Name of your university supervisor: _____

This is an evaluation of your university supervisor, the University's representative. Please evaluate your university supervisor by answering the following questions. There also is space provided below for additional comments or further explanation. Please be thoughtful and candid. This evaluation is anonymous and this form will not be shown to your university supervisor until the required number of observations and write-ups are completed and your grades have been submitted to the Attallah College of Educational Studies office.

1. How often did your university supervisor communicate with you in person or by other means about issues related to your teaching practice?

- Less than once per month
- Once per month
- 2-3 times per month
- Once per week
- 2-3 times per week
- Daily

2. How often did your university supervisor observe your classroom instruction and provide feedback during your field placement?

- Less than once per month
- Once per month
- 2-3 times per month
- Once per week
- 2-3 times per week
- Daily

3. My university supervisor (select all that apply):

- Understood current educational theory
- Modeled collegial practices that led to my success
- Was well versed in helping me work through problems in teaching
- Promoted reflective practice
- Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching
- Was knowledgeable about and able to provide support for field-based assignments

4. In what way did your university supervisor help you the most?

5. Was there anything you wished your university supervisor did differently?

Circle the number after each statement that best describes your assessment according to the scale below:

1 = Strongly disagree 2 =Disagree 3 =Agree 4 = Strongly agree

6. My university supervisor provided ample time for conferences in addition to observing my classroom teaching. 1 2 3 4

Please explain:

7. I felt comfortable contacting my university supervisor for advice. 1 2 3 4

Please explain:

8. My university supervisor observed and evaluated me in my classroom as provided in the handbook. 1 2 3 4

Please explain:

9. I had confidence in my university supervisor's knowledge of instruction. 1 2 3 4

Please explain:

10. My university supervisor helped me make classroom application of what had been taught in my teacher education program courses. 1 2 3 4

Please explain:

11. My university supervisor gave me specific suggestions for improvement. 1 2 3 4

Please explain:

12. My university supervisor was responsive to my concerns. 1 2 3 4

Please explain:

13. My university supervisor supported the development of my classroom management and instructional skills. 1 2 3 4

Please explain:

14. Overall, my university supervisor was highly effective. 1 2 3 4

Please explain:

Additional Comments:

IV. INSTRUCTIONS FOR MILEAGE REIMBURSEMENT

Please use the attached **LOCAL AUTOMOBILE MILEAGE REPORT** to submit your fieldwork mileage. Enter your name, dept. name (Attallah College of Educational Studies), dept. number (4900), and the date.

-You will be submitting Mileage Reports at the end of each month and attaching Google maps showing your destinations and miles.

*Always use Chapman University as your starting point, unless your starting point is closer to the destination.

To Complete the Local Automobile Mileage Report

1. Log your mileage using one entry line per destination. Therefore, if you are entering round-trip mileage, you would use two lines.

DATE	TRAVEL	EXPLANATION	MILES	AMOUNT DUE
	FROM	TO		
8/14/15	Chapman Univerity	Lakeview Elementary	Student Teacher Observation	11.9
8/14/15	Lakeview Elementary	Chapman University	Return Mileage	11.9

2. Include the date of travel, the starting location, ending location, and explanation of your purpose of travel: **Student teacher observation & Return mileage** is fine. Then, include the miles for each trip and leave the Amount due column blank.

3. Sign on the Traveler's signature line and submit the completed Local Automobile Mileage Report and Google maps to Robin Blauvelt – blauvelt@chapman.edu. Robin will review, enter your mileage, and request a mileage reimbursement check on your behalf. After this is completed, payroll will process the check request and within a few weeks a check will be sent directly to your home address.

