

CHAPTER 9

University Supervisor Roles and Responsibilities

Introduction

This chapter includes information on the roles and responsibilities of serving as a University Supervisor for the California State Fullerton Education Specialist Credential Program.

Quality supervision of students during fieldwork and directed teaching is critical to the growth and development of new teachers.

We have organized this chapter in the following categories:

- [*Functions of the University Supervisor*](#)
- [*Responsibilities of the University Supervisor*](#)
- [*University Supervisor/Master Teacher/Student Teacher Relationships*](#)
- [*Guidelines for the University Supervisor*](#)
- [*Suggestions for Student Teacher Observations*](#)
- [*Student Teacher/University Supervisor Conferences and Evaluations*](#)
- [*University Supervisor Forms and Processes*](#)
- [*The Supervisor End-of-Semester Checklist*](#)

Functions of the University Supervisor

The CSUF University supervisor is expected to perform a variety of functions in order to best achieve the purposes of the program and to serve the needs of the University, public schools, and the CSUF Education Specialist Credential Programs.

1. Liaison Responsibilities

- Learn philosophy, objectives, and organization of the cooperating school.
- Establish and maintain effective relationships between the University and the public schools.
- Interpret the Education Specialist Credential Programs to public school personnel.
- Assist all participants in the Directed Teaching Program to understand their roles.
- Provide feedback to University faculty regarding specific changes occurring within the public schools and their relationship to the CSUF training program.
- Attend supervisor training meetings and seminars.

2. Placement Assistance

- Provide assistance in making student teacher assignments.
- Recommend reassignments when appropriate.

3. Site Personnel Support

- For traditional student teachers, coordinate first day of directed teaching between fieldwork student and school site.
- Orient on-site individuals to the Education Specialist Credential Programs and assist them to prepare CSUF students to the cooperating school.
- Orient master/mentor teachers to the Education Specialist Credential Programs.

- Confer with master/mentor teacher to help clarify and implement the role of master/mentor teacher.
- Consult with master teacher regarding CSUF student's performance and plan experiences to improve his/her teaching skills.
- Assist master/mentor teacher in evaluating CSUF student.
- Serve as a resource person providing information requested by master teacher, mentor teacher, or CSUF student.

4. Student Teacher Support

- Orient Education Specialist Credential Programs students
- Help provide opportunities with master teachers and administrators for CSUF students to participate in varied activities in the school program.
- Counsel students enrolled in directed teaching.
- Serve as an intermediary in problems and disputes between CSUF student and local school personnel.
- Make referrals to the Student Support Committee or Fieldwork Coordinator when appropriate.
- Give specific instructions in making appropriate and effective lesson plans.
- Provide assistance to the CSUF student in the development of teaching strategies.
- Assist the student teacher in developing a teaching style that is consistent with both teaching theory and his/her personal values.
- Observe student teachers on a regular basis and follow such observations with a conference.
- Modify and vary time of visits whenever possible to insure that observations are not limited to specific times of the day.
- Maintain written records of observations of CSUF students and insure that records of observations and all originals are included in the student's file.
- Identify special needs of students enrolled in directed teaching.
- Whenever possible, videotape student teacher for the purpose of self-evaluation.
- Provide assistance to CSUF students in developing skills for the purpose of self-evaluation.
- Participate and assist in seminars with student teachers.
- Discuss specific problems involved in the instructional process, i.e., discipline, legal aspects, parent conferences, etc.
- Demonstrate a variety of teaching techniques. Provide rationale for the selection of each technique.
- Analyze and refine University supervisors own professional skill.
- Cooperate closely with University faculty to enhance instructional training program in Special Education.
- Evaluate and provide written documentation of evaluation of the student's work. Complete evaluations at mid -term and at the end of the semester

Responsibilities of the University Supervisor

Listed below are some of the most important responsibilities of the University Supervisor; however, there may be additional ones depending upon individual situations.

1. Responsibilities to the student teacher:

- Visit the student teacher in accordance with department guidelines during the directed teaching assignment.
- Provide written feedback during each visit to the student teacher, using Department of Special Education directed teaching observation forms.
- Confer with the student teacher, assisting him/her to evaluate his/her own procedures, progress, and development.
- Provide appropriate professional guidance for the student teacher.
- Assist candidates in their portfolio preparation as appropriate.
- Be available to give special help needed by the student teacher.
- Hold a final evaluation conference with the student teacher, indicating the composite evaluation he/she has received for the semester's work.
- Ensure that there is adequate communication among the three persons most directly involved in the directed teaching experience: the student teacher, the master teacher, and the University supervisor.
- Immediately report to the Program Advisor any incident that may potentially jeopardize the safety of the student teacher.
- Communicate frequently with the Program Advisor as to the progress of the student teacher.

2. Responsibilities to the University:

- Complete a disposition survey during the 3rd week of student teaching for all candidates.
- Complete a formal evaluation of the student teacher's progress via the Narrative Directed teaching Evaluation Form.
- Obtain the signature of the student teacher on the final narrative evaluation so that it is evident to the University that it has been read and understood by the student. This is in accordance with the appeal process that is available to the student.
- Complete a midterm and final evaluation of the candidate's directed teaching performance using the Directed teaching evaluation forms.
- Screen prospective master teachers for placement on CSUF Master Teacher List.
- Maintain currency regarding state and University Education Specialist Credential Program requirements.

3. Responsibilities to the school in which directed teaching is taking place:

- Be available for special conferences about the student teacher and his/her work.
- Inform the principal's office when supervising in a school. Follow school procedures for signing in.
- Interpret the program and philosophy of the University and the Department of Special Education.

4. Responsibilities to the Master Teacher:

- Confer, as frequently as needs indicate, with the master teacher, always at his/her convenience, regarding the student teacher's progress.
- Inform the master teacher of the various evaluations and due dates, semester calendar of seminars, etc.

University Supervisor/Master Teacher/Student Teacher Relationships

The relationship between the University supervisors and the master/mentor teachers and on-site administrators should be one of professional collegiality.

- Respect the judgment of the master teacher in matters affecting the instructional program.
- Refrain from criticism of the master teacher, the school, its programs and its on-site administrators.
- Recognize that the instruction and welfare of students is the major concern of the master teacher and that the CSUF student is second.
- If a decision is requested of a master teacher or administrator, then the University supervisor must be prepared to accept it.

Respect the CSUF student teacher as an individual. Remember that the CSUF student teacher will have his/her own ideas, talents, interests and needs which may not be highly valued by you. Nevertheless, be responsive to these needs.

- Provide structured guidance to help the CSUF student become sensitive and analytical of his/her own performance.
- Provide guidance - don't dictate - assist the student in finding their best teaching style.
- Work to increase the student's strengths as well to remediate his/her weaknesses.
- Provide concrete suggestions i.e. materials, assessment, resources, teaching techniques, etc.
- Encourage the CSUF student teacher to assume responsibilities when ready. Praise positive practices.

Guidelines for University Supervisors

1. Contact with students by email or phone and arrange the first on-site visit. For traditional fieldwork students, this must be completed during the first week of directed teaching.
2. Each time you visit a school, sign in as a visitor in the school office.
3. On your initial visit, introduce yourself to the principal and a report of your observation.
4. On your initial visit, provide the master teacher with the URL for the Education Specialist Credential Program Handbook. Bring and review a sample weekly checklist, competencies, and all evaluation forms. If possible, include the student teacher in this meeting. Provide the master teacher with observation forms.
5. You are responsible for making a minimum of 4 formal and documented observations during the directed teaching period.
 - a. Each visit should take about 45-60 minutes and should include an observation (documented on an Observation Form), a pre and post conference with the student teacher (which may be conducted by phone or email at a later date), and a conference with the master teacher.
 - b. Your student teacher must provide you with a comprehensive lesson plan (one for each formal observation) and an updated reflective journal for your review. You may provide comments on these items as well. *Candidate should not teach without a lesson plan!*
 - c. You will need to provide the student teacher and master teacher with a copy of your observations and conference summaries.
6. You are responsible for making six additional contacts with each student teacher. Depending on the needs of your candidates, these contacts may be face-to-face, electronic, over the phone, or at the school site.
7. The final contact with the student teacher should include a conference with the student teacher and the master teacher. This will be the time when you review all competencies and sign all evaluations. Both you and the student teacher should initial each page. Final master teacher evaluations are collected at this time as well, with all appropriate signatures.
8. Track all interactions with your student teachers on your log.

9. Keep copies of all observations, conference summaries, and logs for submission at the end of the semester.
10. Submit all materials as required on the Supervisor End-of -Semester Checklist.

Suggestions for University Supervisor Observations

The University supervisor is responsible for observing the student teacher on a regular basis throughout the semester and conferring regularly with the student, master/mentor teacher and/or on-site administrator. In those cases in which an emergency situation arises, and in which the University supervisor is unable to visit, both the student and his/her master/mentor teacher should be notified by telephone.

Although evaluation is one of the functions of the University supervisor, the major purpose of supervisory visits is to assist in upgrading the instructional skills of the student teacher.

Following are suggestions to assist University supervisors in conducting student teacher observations:

1. Ask the master/mentor teacher and the CSUF student about their preferences for your supervisor activity during the observation, i.e., should you sit in back of room, walk around room, help children with their work, participate in class activities, etc. Then observe and/or participate per their preferences.
2. Avoid too much writing. Document your observations in concrete and specific terms on observations form provided by the University. Use a variety of forms.
3. Be aware of facial and body expressions, which display disagreement, boredom, confusion, etc.
4. Be as unobtrusive as possible.
5. Ask if the CSUF student has some particular concern that they wish the supervisor to focus on.
6. During the semester, collect objective observation data, i.e., tape recordings, video tape recordings, written comments, etc.
7. Offer encouragement whenever possible.
8. Follow up observations with a conference.
9. Be aware of the following potential danger signs, which might be demonstrated by the CSUF student.
 - a. Lack of initiative.
 - b. Excessive absences
 - c. Lack of classroom control
 - d. Ineffective use of time
 - e. Expectations that are too high or too low
 - f. Misunderstanding of potential legal problems (rights and responsibilities)
 - g. Lack of competency in specific teaching areas
 - h. Inaccurate records
 - i. Poor communication with parents
 - j. Poor preparation
 - k. Failure to meet or communicate with master/mentor teacher
 - l. Failure to respond to master/mentor teacher suggestions
 - m. Inappropriate grooming
 - n. Failure to get along with other school staff
 - o. Inability to communicate ideas
 - p. Excessive confrontational behavior

- q. Working too hard (over-anxiety)

Candidate/University Supervisor Conferences and Evaluations

Candidate conferences are an important part of their experience. It is an opportunity for them to ask questions, receive clarification of ideas, and receive feedback on their progress toward mastering competencies. Conferences should occur on a regular basis, and may be initiated by and include the student teacher and the master teacher.

The goals of a student teacher conference are to appraise and improve teaching-learning techniques and to develop self-evaluation skills. Suggestions for the evaluation process are as follows:

- The process should insure that the evaluator is aware of their own biases. This awareness should be achieved prior to evaluating another person.
- The process should be continuous and cooperative.
- The process should lead to skill in self-evaluation.
- The process should include identification of strengths as well as weaknesses. Data should be accompanied by objective explanations of the reasons they are considered, strengths or weaknesses.
- The process should be honest as well as individualized.
- The process should be based on direct observation.
- The process should deal with the student teacher's performance rather than the student teacher.
- The process should be both specific and comprehensive.

University Supervisor Forms and Documents

If the student teacher is enrolled in SPED 439, they are completing a general education assignment. This is likely to be their first directed teaching assignment. Chapter 3, The General Education Directed teaching Experience, outlines the weekly activities required of these candidates. The following assessments will be conducted during this semester:

- Student-Initiated Assessments
 - Portfolio
 - Reflective Journal
 - Student Teacher Support Log
 - Self-Evaluation of Dispositions
 - Self-Evaluation of Reading Competencies
 - Self-Evaluation of Teaching Performance Expectations
- Master Teacher-Initiated Assessments
 - Master Teacher Observations and Feedback
 - Master Teacher Evaluation of Teaching Performance Expectations
 - Master Teacher Evaluation of Reading Competencies
- University Supervisor-Initiated Assessments
 - University Supervisor Support Log
 - University Supervisor Observations
 - University Supervisor Evaluation of Candidate Dispositions-this must take place during week three
 - University Supervisor Evaluation of Reading Competencies-mid term and final

- University Supervisor Evaluation of Teaching Performance Expectations-midterm and final
- University Supervisor Narrative
- University Supervisor Reflection and Portfolio Review

If the student teacher is enrolled in SPED 489 A/B, they are completing a special education assignment in a mild/moderate (489A) or moderate/severe (489B) placement. This is likely to be their final directed teaching assignment. Chapter 4, The Mild/Moderate Special Education Directed teaching Experience, and Chapter 5, The Moderate/Severe Special Education Directed teaching Experience, outlines the weekly activities required of these candidates.

- Student-Initiated Assessments
 - Portfolio
 - Reflective Journal
 - Student Teacher Support Log
 - Self-Evaluation of Dispositions-during Week 3.
 - Self-Evaluation of Special Education Competencies, both mid-term and final
- Master Teacher-Initiated Assessments
 - Master Teacher Observations and Feedback
 - Master Teacher Evaluation of Special Education Competencies
- University Supervisor-Initiated Assessments
 - University Supervisor Support Log
 - University Supervisor Observations
 - University Supervisor Evaluation of Candidate Dispositions—during Week 3
 - University Supervisor Evaluation of Special Education Competencies, both mid-term and final
 - University Supervisor Reflection and Portfolio Review

If the student teacher is enrolled in SPED 489 C/D, they are completing a special education assignment in a preschool or infant/toddler setting. Chapter 6, The Early Childhood Special Education Directed teaching Experience, outlines the weekly activities required of these candidates.

- Student-Initiated Assessments
 - Portfolio
 - Reflective Journal
 - Student Teacher Support Log
 - Self-Evaluation of Dispositions
 - Self-Evaluation of Special Education Competencies
- Master Teacher-Initiated Assessments
 - Master Teacher Observations and Feedback
 - Master Teacher Evaluation of Special Education Competencies
- University Supervisor-Initiated Assessments
 - University Supervisor Support Log
 - University Supervisor Observations
 - University Supervisor Evaluation of Candidate Dispositions
 - University Supervisor Evaluation of Early Childhood Special Education Competencies
 - University Supervisor Midterm and Final Evaluation

See Chapter 13 for forms and evaluations that should be completed for these candidates.

Supervisor End-of-Semester Checklist

At the end of the semester, all candidate forms and documentation is submitted to the University supervisor for review and filing. The **Supervisor End-of-Semester Checklist** (Chapter 13) is used to organize these materials. Use additional forms as necessary.

Below is further information about each item that is to be included. The order of items is also very important.

1. The **Supervisor End-of-Semester Checklist** is completed, dated, and signed by the University supervisor.
2. Student names should be filled in and grades of CR (credit) or NC (no credit) should be noted on the **Checklist**.
3. All items on the **Checklist** should be checked off as appropriate.

For each candidate:

4. **Supervisor Support Log** should include a list of all contacts with the student teacher.
5. **Student Teacher Support Log** should include a list of all contacts with the master teacher and University supervisor.
6. Copies of all **Observations and Conferences** with the student teacher.
7. Copies of all **Principal's Sheets** for all site visits and observations.
8. A **Record of Fieldwork Visitation** should be included for each student teacher.
9. Copies of all **Critical Incidents** for each student teacher.
10. **Master Teacher Expression of Interest** forms should be solicited from student teachers.
11. Copies of the **Student Improvement Contract**, as appropriate.

For SPED 439 candidates:

12. The **Dispositions Evaluation** should be signed by both the student teacher and the University supervisor.
13. The **Reading/Language Arts Competencies** evaluation should include all necessary signatures and initials (SPED 433 instructor, master teacher, University supervisor, and student teacher). Students are responsible for obtaining these signatures. Evaluation with missing signatures or incomplete fields should not be accepted.
14. The **Teaching Performance Expectations** evaluations (mid-point and final) should be signed and initialed by the student teacher, master teacher, and University Supervisor. Alternatively, separate forms may be submitted from the master teacher and University supervisor.
15. The **Directed Teaching Narrative** should be completed and signed by the student teacher and University supervisor.
16. The **Supervisor Reflection and Verification of Portfolio Review** should be completed and signed.

For SPED 489 candidates:

17. The **Dispositions Evaluation** should be signed by both the student teacher and the University supervisor.
18. The **Special Education Competencies** evaluations (mid-point and final) should be signed and initialed by the student teacher, master teacher, and University Supervisor. Alternatively, separate forms from the master teacher and University supervisor.

19. The **Supervisor Reflection and Verification of Portfolio Review (489A and 489B)** or **Supervisor Midterm and Final Evaluation (489A, 489B, 489C, 489D)** should be completed and signed.