

Tufts University
Department of Child Development
Early Childhood Teacher Preparation Program

Responsibilities of the Supervising Practitioners

Orienting

The first role you will have as a Supervising Practitioner is to orient your student teacher to your classroom, the students, the school, your curriculum, schedule and routines. Students are expected to adapt themselves to the philosophy and demands of their placement. They have been advised to observe and absorb the nature of the classroom initially, but to quickly take as much initiative as you indicate is appropriate.

Guiding

The second aspect of your role will be to guide the student in taking on increasing responsibility for the various teaching roles in the classroom. In the first few weeks it can be helpful to identify an area where the student feels some security and to giving them a responsibility in this area. After this initial period, you and the student will work out responsibilities that present the student with successive challenges. Students differ in their capacity to establish goals; some are overly ambitious and others overly cautious. All students, however, will benefit from your supportive encouragement to take on new, and realistic roles. See [Guiding Student Teachers towards Increased Responsibility](#) for recommendations on how to pace increasing expectations for students. The University Supervisor can also help you with pacing.

Mentoring

As your student teacher takes on new roles he or she will benefit greatly from your experience and mentoring. We believe that students grow as professionals when they have multiple opportunities to reflect on their practice so we encourage them to solicit your feedback and to openly discuss their successes and challenges with you. You can nurture this reflective disposition by asking students to share their impressions with you and by modeling your own reflective process. On-going, honest feedback about a student's developing skills is essential for their growth and we encourage you to provide them with specific examples of their strengths as well as recommendations for areas which need attention.

Evaluating

Standards:

As a Supervising Practitioner you will be asked at the end of the semester to document that the student has met the 5 standards identified by the Massachusetts Department of Education:

1. Plans Curriculum and Instruction
2. Delivers Effective Instruction
3. Manages Classroom Climate and Operation
4. Promotes Equity
5. Meets Professional Responsibilities

These standards will form the goals that the student will be working towards over the course of the semester.

Mid-semester and End-of-Semester Evaluations:

In addition to providing the student on-going verbal feedback about their performance relative to these standards, we will also ask you to complete a mid-semester evaluation and an end-of-semester evaluation. We have developed a rubric to assist you in rating the student on each of these standards. The University Supervisor will also be evaluating the student and you may choose to work together on your evaluations.

At the end of the semester you and the University Supervisor will sign off on the Pre-service Performance Assessment (PPA) form indicating that the student has successfully met each of these standards. This form goes to the Massachusetts Department of Education and enables the student to obtain a teaching license.

Grading:

The student's final grade in student teaching is assigned by the Professional Development Coordinator in collaboration with the University Supervisor. Your ratings and comments are an important consideration in determining the student's grade.

Samples of the mid-semester and final evaluation forms along with the rubric are included in your orientation packet. We will send you these materials electronically as you need them.

Meetings

Weekly Conferencing

We recommend that you schedule a weekly meeting time with the student for a minimum of half an hour. Daily exchanges are important to ensure the smooth functioning of the classroom but do not replace scheduled times you set aside to conference when there are no other demands on your time. Conferencing is essential to the mentoring relationship and we encourage you not to skip these meetings because you feel the student is progressing well. All students benefit from feedback and time to process their experiences with you.

3-Way Meetings

Three times during the semester you will meet with the student and the University Supervisor. These meetings are required as part of the State process and the University Supervisor will schedule them at a time that is convenient for you. However, you may feel free to contact the University Supervisor between meetings if you have questions or concerns.

Observations and Documentation

The University Supervisor will also schedule times to observe the student in the classroom. If possible, the Supervisor will schedule a meeting with the student immediately following the observation. We encourage student teachers to document their work and the classroom students' work through photographs or video. The student teacher will obtain permission from families at the beginning of the semester.

Role of the University Supervisor

The University Supervisor is a resource to both you and the student and serves as a liaison between the school and the University. Supervisors provide the student a third party with whom to process the variety of experiences they have during student teaching. Student teaching can be an emotionally laden experience, often the first opportunity for the student to test their competence outside of an academic setting. The University Supervisor is in a position to focus directly on the student's needs in a way that is unrealistic to expect from you as a Supervising Practitioner who is also responsible for a group of children.

Course Vouchers and Stipend

In appreciation for your work with a Tufts student you will receive a small stipend and a voucher for a Tufts University course. The voucher may be used for a course in any department at the University for the next 3 semesters following the student's placement. The vouchers are sent to the school principal or director.

Communication

The success of any student teaching experience depends on the relationships among you, the student, and the University Supervisor. Developing these relationships requires open and timely communication and a shared mutual commitment. We encourage you to feel free to contact us if there is anything we can do to facilitate these relationships or if you simply want to process an experience. It is our hope that you will find, as we do, that working with students is a wonderful opportunity for professional growth, so don't hesitate to call on us -- we will all benefit.

Thank you for your role in preparing the next generation of teachers for our children!