# Contact Information

#### Kandice Rowe, Director of Student Center of Professional Education Services (S.C.O.P.E.S.)

COEPD

225 Jenkins Hall

One John Marshall Drive Huntington, WV 25575

304-696-6842

kandice.napier@marshall.edu

#### Amanda Preece, Assistant Director of Clinical Experiences

COEPD

230 Jenkins Hall

One John Marshall Drive Huntington, WV 25575

304-696-3100

amanda.preece@marshall.edu

#### Toni Ferguson, Program Assistant

College of Education 238 Jenkins Hall

One John Marshall Drive Huntington, WV 25575

304-696-3239

fergusont@marshall.edu

**University Supervisor Handbook**

**Student Center of Professional Education Services**

**S.C.O.P.E.S.**

**2020-2021**

# FAQs

#### Payment

For supervision each semester, supervisors are paid $180 for each Level II teacher candidate and $200 for each Level III teacher candidate per eight week placement. Payment will be divided throughout the semester approximately every two weeks.

#### Travel

You will be reimbursed $0.50 per mile for your travel to schools to meet with your teacher candidates. Travel is due by the 5th of each month on a university travel form. All mileage must be verified using mapquest.com.

#### Paperwork Due

Level II and Level III teacher candidates are required to have a mid-term and final evaluation entered into the Live Text system, as well as a time log recorded. University supervisors should work with cooperating teachers to complete these evaluations.

#### Important Dates

The SCOPES will provide a schedule of important dates at the beginning of each semester including due dates, start and end dates, etc. In addition, you may want to obtain a copy of the schools calendar and stay aware of out of school days.

#### Forms

All forms may be obtained from the SCOPES Office or online.

Contact Toni Ferguson at 304-696-3239.

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# Welcome to Supervision

Thank you for working with teacher candidates from Marshall University. Your willingness to help us support the learning, growth and development of teacher candidates speaks to your commitment to quality teaching. We know that supervision is a difficult responsibility to undertake, given the need to delicately balance support and guidance with critique and evaluation. As a su- pervisor you are responsible for moving new teachers from a focus on them- selves to a focus on student learning. The College of Education and Professional Development depends on you—your careful observation, astute judgment, fair and candid feedback and informed assessment—to be able to confidently recommend our graduates for teacher certification.

At the heart of supervision is determining teacher candidates’ readiness for teaching and certification. Some teacher candidates may experience difficulty during their placements that might lead to failure. Your feedback and support is necessary to guide them through the experience as they continue their prep- aration into teaching. It is important that detailed documentation is kept and communicated to ensure the candidate is receiving the supports necessary for success. You are an essential piece of the teacher candidate’s training.

We also want our candidates to reach their full potential as teachers. As such you will find that not all students need the same structure. However, you need to ensure that all assessments are fair and that all students are held to the same rigorous standard of quality teaching expected from Marshall University.

All supervisors will be provided with an orientation from the SCOPES Office at the beginning of each semester. This will be an informational session with updates to requirements and forms as well as important dates for the semester. Additional professional development will also be available to supervisors throughout the semester.

# Level II & III Orientation

A comprehensive orientation will be provided to teacher candidates each semester for Level II and Level III clinicals to ensure they are prepared for their placement. University Supervisors need to attend all orientation sessions with their students. This is a time to meet the student and begin cultivating a strong relationship. Candidates are often apprehensive at the beginning of their placement and will benefit from the additional support you provide.

During the orientation session, the SCOPES Office will communicate the following items:

* University expectations for clinical students
* Evaluation process
* Lesson plan requirements
* Teacher candidate Teacher Performance Assessment (TPA) and capstone requirements (Level III only)
* Important dates and sequencing of placements

# Level III Seminar

Level III teacher candidates are required to attend a weekly seminar provided by the University Supervisor. In PDS schools, the supervisor is asked to work collaboratively with the building coordinator. The seminar sessions are typically an hour, but may vary based on the need of the teacher candidates. Clinical students should not be pulled from their teaching assignment for seminar. Seminar should be scheduled after school at a convenient time and location.

Seminar time is important to provide information to your students, a time to discuss issues, give feedback and continue to support the students in their preparation of their teacher candidate work sample. Sequencing of the seminar should follow the timeline of the student in the placement and the needs of the students.

Attendance at seminar is mandatory for level III clinical students.

# Level III Experience

#### Description of Experience

Student teaching is a semester-long, full-day experience in one or more public schools. Undergraduates receive 12 hours (CR/NC) for student teaching; MAT candidates receive a minimum of 3 hours (CR/NC). The number of public schools in which teacher candidates are placed during this clinical is determined by the candidates’ combination of teaching fields and grade levels. Teacher candidates during the 2020-2021 school year will be assigned only one school placement due to Covid-19 concerns and restrictions.

#### Evaluation Requirements

Level III placements require a mid-term evaluation, a final evaluation and a daily time log, all which must be accessed through Live Text.. Evaluations should be completed collaboratively between the university supervisor and cooperating teacher. Forms should be submitted in Live Text in a timely manner.

#### Sequencing of Placement

Candidates will utilize the following sequence:

**Weeks 1-2: ORIENTATION: LIMITED TEACHING** - Teacher candi- date becomes acquainted with the school policies, the classroom, and the students; assists with teaching and begins planning for teaching. In the second or third placement, the teacher candidate may not need as much time for orientation.

**Weeks 3-6: TEACHING** - Cooperating teacher gradually shifts responsibil- ity--one class at a time--to the teacher candidate; teacher candidate begins full- time teaching.

**Weeks 7-12: TEACHING** - Teacher candidate is responsible for full-time, full-day teaching for a minimum of three weeks. During this time, the teacher candidates delivers their unit.

**Week 13: ANALYSIS AND REFLECTION -** Teacher candidate gradually gives the classes back to the cooperating teacher. This allows time for the teacher candidate to observe modeling of the cooperating teacher and any other teachers in the building who have strengths in innovative teaching, classroom management, discipline, teaching for critical thinking, etc.

# Introduction to S.C.O.P.E.S.

**The Student Center of Professional Education Services (S.C.O.P.E.S.)** aims to provide information, support, and resources to faculty, staff, and students engaged in professional education programs. Our purpose is to cooperatively work with educational stakeholders to address program, practice, research and policy issues relevant to the preparation of teachers and other educational specialists. Additionally, our office partners with counties to facilitate professional development for both pre-service and in-service teachers. We strive to work closely with both the community and counties in an attempt to cultivate and sustain active and ongoing initiatives that foster continuous improvement.

#### University Supervisor Guidelines

University supervisors serve a vital role as liaison, resource, and support for the teacher candidate, university and the cooperating school during student clinical placements. Supervisors will be expected to:

* Visit virtually with cooperating teachers and students throughout the placement, observing virtually through video submissions.
* Provide pertinent information about teacher candidates to administrators/ building coordinators and cooperating teachers.
* Conduct introductory conferences for teacher candidates and cooperating teachers at the beginning of student teaching.
* Counsel with individual teacher candidates about their personal and professional concerns.
* Provide teacher candidates and cooperating teachers with resource materials, such as handbooks and guides.
* Work with teacher candidates, cooperating teachers, and principals to plan and to evaluate programs and schedules for teacher candidates.
* Guide teacher candidates to interpret their school experiences and to assist with special instructional problems.
* Cooperatively conduct seminars and conferences with groups of teacher candidates to help them generalize from their field experiences and to project entry into teaching.
* Collect and interpret all evaluative information regarding teacher candidates and arrive at their final grades using appropriate program criteria.

Conceptual Framework for the Professional Education Unit

#### PROFESSIONAL EDUCATION UNIT MISSION

The College of Education and Professional Development (COEPD) is composed of the School of Education and the Graduate School of Education and Professional Development. The Professional Education Unit (PEU) includes the School of Education and the Graduate School of Education and Professional Development. The mission of the Professional Education Unit is to prepare teachers and other school personnel, including school counselors, principals, reading specialists, supervisors, superintendents, school psychologists, and other school related personnel. The mission of the unit also includes a commitment to continuing education opportunities for teachers and school personnel in a wide range of disciplines.

Two conceptual frameworks guide the PEU at Marshall. The initial programs are guided by the framework Preparing the Educator as Critical Thinker, and the advanced programs are guided by the framework Preparing the Experienced Professional as Specialist.

The unit vision and mission are consistent with the institutional mission. Intrinsic to both the undergraduate and graduate missions is a commitment to provide education that contributes to the development of society, that accepts responsibilities of life within a culturally diverse society, and that facilitates integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance. The unit recognizes commitment to the learning of all public school students, commitment to the profession, and commitments to diversity and technology as critical components of educational success.

# Level II Experience

#### Description of Experience

The Level II clinical experience is a 75-hour experience for all clinical students in CI 470, CI 471, CI 472, and EDF 637 This is a 0 credit course, which includes a minimum of 18 to 20 days teaching, including a minimum 5 consecutive-day unit (length to be determined collabora- tively by cooperating teacher and university supervisor).

#### Evaluation Requirements

Level II placements require a mid-term evaluation and final evaluation along with a daily time log. Evaluations should be completed collabo- ratively between the university supervisor and cooperating teacher.

Forms should be submitted through Live Text in a timely manner.

#### Sequencing of Placement

Teacher candidates should follow the sequence below for their level II experience:

**Week 1** (2 hours per day/consecutive days) - Observation, partici- pation, and reflection.

**Week 2** (2 hours per day/consecutive days) - Assisting cooperating teacher, individual and/or small group teaching.

**Weeks 3-6**(2 hours per day/consecutive days) - Practicing the use of several specific teaching strategies as assigned by the methods instructor; teach a 5-10 consecutive day unit of instruction.

**Week 7** (2 hours per day/consecutive days) - Reflection and wrap up time with students.

# Attendance Policy

Clinical students are expected to be at their assigned school on time each day ready to teach or learn. University supervisors should become familiar with the school and cooperating teacher’s schedule. If that teacher has a duty, the clinical student is expected to do that duty as well.

If a student is going to be tardy or absent for any reason, the clinical student should notify the cooperating teacher and university supervisor immediately. Level III clinical students are allowed 2.5 excused absences per placement before time must be made up. Remember that three tardies equals one absence.

University supervisors will maintain an attendance record for each clinical student which will record each tardy and absence. When a clinical student is absent, the university supervisor should update the absence record that will indicate the reason of the absence so the Office of Clinical Experience can determine if the absence is “excused” or “unexcused”. The office will also track the number of absences for each student. Clinical students that are excessively tardy or absent will be placed on a plan of improvement because they are in danger of not passing their clinical.

#### Violation of the Attendance Policy will result in the following action:

Any time a candidate is tardy or absent, the university supervisor will conference with him/her and record the attendance issue with the Office of Clinical Experience to determine if it is excused or unexcused which will determine if time must be made up.

**Action 1**: After the 3rd absence (keeping in mind this could be a combination of absences and tardies), the clinical student will be placed on a plan of improvement.

**Action 2:** After the 6th absence, the clinical student will receive an incomplete for that placement and will have to repeat the placement in another semester.

**Action 3**: After the 10th absence, the clinical student will receive a grade of “no credit” and will have to repeat the placement(s) in another semester.

* Pending Approval

Preparing the Educator as Critical Thinker

Focusing on the conceptual framework of **Preparing the Educator as Critical Thinker**, the initial programs in the Professional Education Unit seek to pre- pare highly qualified, critically engaged education professionals and to support the professional development of educational practitioners in order to broaden and deepen their pedagogical skills, research skills, and understanding of new research and theory.

Goals for initial programs emphasize educational opportunities for candidates, best practices by candidates and faculty, and the integration of technology into all aspects of the educational experience. The programs make available to candi- dates a variety of unique learning experiences that prepare them through coursework and field-based and clinical experiences in the public schools. Initial programs also participate in the continuing development of practicing educators through cooperative ventures in local and regional communities.

Faculty members in the Professional Education Unit define the conceptual framework, **Preparing the Educator as Critical Thinker**, by the following critical thinking themes based on the work of Richard Paul (2008):

* + Critical thinking both promotes and depends on the willingness to examine a variety of perspectives on any single issue.
	+ Critical thinking promotes independence in thought and action,
	+ Critical thinking involves inquiry of various types,
	+ Critical thinking results in reasoned value judgments, and
	+ Critical thinking is the process by which individuals relate theory to practice in deliberate ways.

# University Supervisor Qualifications

The university supervisor should: 1) hold a valid West Virginia five-year or permanent teaching credential and 2) have a minimum of five years of teacher experience in a school setting.

#### Observations and Evaluations

You are required to visit a teacher candidate a **minimum of four times per 8-week placement.** Additional visits should be scheduled as needed. The schedule of visits is as follows:

* + Make an **initial visit** for introductions and scheduling. Discuss your expectations with the teacher candidate and cooperating teacher.
	+ Observe the teacher candidate at least twice, and hold conferences with the candidate after each observation providing them with a copy of your observation notes.
	+ A **final evaluation** should be completed on the teacher candidate at the end of each placement. (A mid-term and final evaluation will be conduct- ed on 16 week placements.) Schedule a conference with the candidate to discuss the results of the evaluation before it is sent to The Office of Clinical Experience. **It is critical that the teacher candidate is aware of any “areas to improve” or “dispositions” on which he/she must specifically work to improve.**

After every observation/evaluation, please set up a time to conference with the teacher candidate. Candidates need feedback on what they are doing well and support to address areas of concern. Set a time, too, to conference with the cooperating teacher, this collaboration is extremely important. There are times that you will want to conference as a group as well. Keeping lines of communication open will be one of your most important and challenging tasks as a supervisor.

#### Addressing Issues

If a teacher candidate is experiencing difficulty or the placement is not appropriate, contact the Office of Clinical Experiences immediately and re- member to document all concerns. If a teacher candidate is having difficulty, do not wait to take supportive actions and make sure to keep channels of communications open.

Clinical Student Dress Code

As representatives of Marshall University, clinical students are expected to present themselves in a professional manner. Our physical appearance helps establish a reputation and authority among students and colleagues. Creating and maintaining a professional demeanor should be a full-time goal while working in the school setting.

Although the school the clinical student is working in may not have a dress code, the student is expected to follow the expectations set by the College of Education:

* Dress should be business casual. Consider that certain informalities in dress may be a privilege of regular faculty members and not applicable to a clinical student.
* Clothing should appropriately cover the body (consider length and fit).
* Wear ID Badge at all times
* Hair should be well groomed
* No jeans except on special dress down days as instructed by the cooperating teacher or school administrator.
* Casual dress may be worn only on special days as designated by the school. The student should discuss these circumstances with the university supervisor.

An administrator or cooperating teacher has the right to send a clinical student home if he/she arrives at school inappropriately dressed. This will result in an unexcused absence for that student which will have to be made up to complete the clinical.

When in doubt, clinical students should check with the university super- visor or Office of Clinical Experience to avoid wearing something inappropriate.

## Professional Teaching Standards

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional devel- opment. Professional teaching standards provide a common language that describes what a teacher needs to know and be able to do. The curriculum for West Virginia higher education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards.

Marshall University College of Education uses the WV Professional Teaching Standards to evaluate clinical students. These professional teach- ing standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teach- ers must know and be able to do:

* + Curriculum and Planning
	+ The Learner and the Learning Environment
	+ Teaching
	+ Professional responsibilities for self-renewal
	+ Professional responsibilities for school and community

## Professional Development Schools

The Professional Development Schools (PDS) program at Marshall Uni versity is a partnership between the university and public schools. PDS is focused on improving student learning through the preparation of teacher candidates, professional development for practicing teachers, and inquiry into teaching and learning. Because PDS classrooms serve as a model of teaching practices, the Office of Clinical Experience strives to place teach- er candidates in these rich environments.

PDS has developed a model of support for teacher candidates placed in the school. The building coordinator at each school serves as a liaison to the university that facilitates the coordination of clinical students, works cooperatively with university supervisors and the Office of Clinical Experi- ence and Professional Development to provide professional development for both in-service and pre-service teachers.

University Supervisors are encouraged to work collaboratively with the building coordinator and administrator at our partner schools to ensure consistent communication and a more comprehensive placement for stu- dents.

# Role of the University Supervisor

#### High Quality Supervision

You are a key component in the transition for the teacher candidate from student to teacher. The support you provide the teacher should hold them to a high standard of teaching through regular meetings. During these meetings provide specific and descriptive feedback that helps the candidate relate theory to practice. Promote habits of good organization, consistent management practices, and planning skills. Finally, always pro- vide motivation for your students.

#### Grading Requirements

The university supervisor is required to grade Level III teacher candidate unit plans using the university unit plan rubric. All unit/lesson plans must be approved by the university supervisor and cooperating teacher before taught in the classroom. A unit plan approval form should be signed by the cooperating teacher and university supervisor showing the unit was submitted at least five days prior to teaching. Students should include the graded unit/lesson plans, graded unit rubric, and completed lesson plan approval form in their teacher candidate work sample.

Teacher Candidates are also required to complete a daily learning log which acts as a reflection for the day. Supervisors should periodically read through the candidates’ logs and sign off that they have been viewed. This is another opportunity to provide feedback for your students and help them with any issues.

#### Plan of Improvements

A plan of improvement can be written for any clinical student who per- forms unsatisfactorily in one or more areas including dispositional areas. A plan of improvement is a contract between the teacher candidate, co- operating teacher, university supervisor and clinical office whereby all parties set goals and agree to meet those goals centered on improving the clinical student’s performance. Candidates can be put on plans of improvements whenever deemed necessary by either the cooperating teacher or university supervisor. Supervisors are encouraged to document everything so they will have support for creating a plan of improvement.

# Notes for University Supervisors

#### School Visit Etiquette

As a representative of the College of Education and Professional Development at Marshall University, we remind you that you are a guest in the classroom and should adhere to a professional standard of dress and demeanor. It is important that you cultivate a partnership with the school and cooperating teacher, acquaint yourself with school protocols and expectations, as well as understand the rhythms of the classroom in which the teacher candidate is placed.

#### Scheduling Visits

Upon your first visit to the classroom, obtain a classroom schedule and talk with the cooperating teacher about “tentatively” scheduling visits to the classroom. You will need to allow enough time during each visit to observe the teacher candidate, conference with the candidate and cooperating teacher, and complete necessary paperwork. Be sure to establish a protocol for rescheduling visits should the need occur.

#### School Visit Protocol

All public schools in Cabell, Mason, Lincoln, Putnam, and Wayne require visitors to sign in at the main office and show a university ID. Please be sure to follow these protocols in addition to any other that the school may require.

#### Communication and Collaboration

Open lines of communication between the university and school are essential to create a partnership. The university supervisor should get to know the administrator, building coordinator, and cooperating teachers at the school including exchanging contact information to facilitate the need to touch base frequently. Encourage feedback from the cooperating teacher by including him/her in conferences with the teacher candidate and allowing them an open forum for discussion.

While your observations are critical to the development of the teacher candidate, they remain snap-shots. Collaboration with the cooperating teachers and others in the school provides an overall picture of the teacher candidate’s experience.

# Notes for University Supervisors

#### Visitation and Attendance Record

University Supervisors are expected to maintain a visitation and attendance record for each clinical student. The visitation record will keep a log of each time the university supervisors visit the clinical student in the classroom including the purpose of the visit and any required actions as a result of the visit. The purpose of this form is to provide additional documentation to the SCOPES Office of the clinical student throughout the placement.

The attendance record through LiveText will provide documentation of each tardy or absence to the SCOPES Office as discussed in the Attendance Policy.

#### Technology Use

The College of Education and Professional Development encourages clinical students to utilize technology in the classroom to enhance student learning. However, there is a strict **no cell phone** policy for clinical students in the classroom. Supervisors should reinforce this policy through good modeling for their students.

#### Online Evaluations

University supervisors are asked at the end of each placement to complete an online evaluation of the cooperating teachers whose classrooms they have worked in during the semester. This evaluation will provide insight to the SCOPES Office as to the quality of the placement.

#### Student Teacher Extended Preparation Program (STEPP)

To foster life-long learning in our students, PDS began a professional development program for clinical students. Twice a semester students have the opportunity to attend a full day professional development session which includes materials for their classrooms. The program is led by partner teachers who have demonstrated best practices in the classroom.