FIELD SUPERVISORS HANDBOOK

Revised August 2009
# TABLE OF CONTENTS

## SECTION I

Introduction .................................................................................................................. 1  
Mission Statement & Goals - School of Education, Health and Human Services ........... 2-3

## SECTION II

Roles and Responsibilities of Field Supervisors: An overview .............................. 4-6  
First Week Site Visits ............................................................................................... 7  
Observations ............................................................................................................. 8-13  
  *“The Synergism of Instructional Improvement” ................................................. 8  
  *Phase I: The Pre-observation Conference ......................................................... 9  
  *Phase II: Observation of Instruction .................................................................. 10  
  *Phase III: Post Observation Conference ......................................................... 11  
  *The Observation Report: Synthesis and Recommendations ........................... 13  
Problems in the Field ............................................................................................... 14-15  
Seminars ................................................................................................................. 16-17  
Timeline for Elementary Student Teaching ........................................................... 18-19  
Timeline for Secondary Student Teaching ............................................................ 20-21  
Meetings ................................................................................................................... 22  
End of Semester Procedures .................................................................................... 23-24  
End of Semester Check List for Supervisors .......................................................... 25

## SECTION III

Resources and Support Services for Students ......................................................... 26  
Resources for Field Supervisors ............................................................................. 27-29

## APPENDIX

Bibliography on Supervision .................................................................................... 30  
“Questions That Reflective Teachers Ask Themselves,” by DiRoe and Ross .............. 31  
Pre-observation Conference Guide (adapted from Bellon & Associates) .................. 32  
Post-observation Conference Guide (adapted from Bellon & Associates) ................. 33
SECTION I

INTRODUCTION

We welcome you to Hofstra University as a field supervisor of student teachers. You are joining a cadre of professionals who link the campus and local schools, as we promote the development of beginning teachers as reflective scholar practitioners. The supervisor is a teacher-educator, who shares responsibility with cooperating teachers in the field and assists student teachers as they develop their knowledge, skills, attitudes, and beliefs in professionally productive ways within the framework of the University program.

The supervision of student teachers who are completing part of their professional education at an off-campus school site is an essential component of our teacher education programs. Students’ off-campus experiences in classrooms complement and inform their campus-based studies by providing opportunities for the application and refinement of professional learning.

Hofstra supervisors of student teachers, grades preK-12, in cooperation with the Director of Field Placement, have prepared this *Handbook for Supervisors* to help you as a new faculty member to understand the nature of student teaching supervision, your roles and responsibilities on campus and in the field. The handbook describes many resources and support services offered at the University and available to you and your student teachers. We hope that you find this information useful. Please remember, however, that by far your greatest resource will be your professional colleagues at Hofstra. You will find us generous with our time and advice. Don’t hesitate to call on us for assistance and support. You have our best wishes for success!
Mission

The faculty of the Hofstra University School of Education, Health and Human Services are dedicated to the preparation of reflective and knowledgeable professionals who use scholarship to inform their practice. Collectively, we strive toward a more just, open and democratic society as we collaborate with and learn from children, adolescents, and adults in diverse social and cultural settings.

We encourage and support the scholarship and practice of our colleagues and students in their professional lives; our endeavors include research that contributes to the knowledge base for both educators and health and human services professionals. Thus, it is our intent to establish the School of Education, Health and Human Services as a place which nurtures communication, collaboration, and leadership both at Hofstra and in community settings.

Goals

For the undergraduate component of the initial program, then, the goals of the School of Education, Health and Human Services include:

1. The cooperative education of students well-rounded both professionally and in the liberal arts and sciences;
2. The first professional training of entry-level professionals who will serve in the public and independent schools of the region and nation;
3. The development of analytic skills and sound judgments applied to content and also to professional issues; the ability to make warranted and thoughtful decisions about curriculum issues and student-related issues as well as issues relating to the conduct of the schools and the profession;
4. To set the groundwork for continued learning by the new professional, whether that learning is through job-related experiences or graduate study applicable toward professional certification.

For those students whose initial professional education occurs on the graduate level, as in our M.S. in Education programs in secondary or elementary education, in special education, in literacy or in counselor education, our goals are similar but not identical. For these graduate students, we regularly require the prior completion of an undergraduate degree either in the liberal arts and sciences or in business. Thus, the task of achieving a general education with its breadth and depth has been achieved either at Hofstra or at another university. We assume this task has already been successfully completed and devote the bulk of our efforts to the professional education of the graduate student.
Thus, for the graduate component of the initial programs, our goals include:

1. The education of a well-rounded individual in the professional and general education senses;
2. The professional training of entry-level professionals who will serve the public and independent schools of the area and nation;
3. The development of analytic skills and sound judgments applied to content and also to professional issues; the ability to make warranted and thoughtful decisions about curriculum issues and student-related issues as well as issues relating to the conduct of the school and the profession;
4. To set the groundwork for continued learning throughout the student's professional career.

The goals of our advanced programs are given in greater detail in each department's publications, but common to all are:

1. To further develop entry-level abilities through an initial professional program;
2. To provide specialized professional educational opportunities for persons with initial or professional teaching certification;
3. To provide opportunities for career development for persons without pre-service professional educational preparation, e.g., creative arts therapy, counseling, research and evaluation, and rehabilitation counseling;
4. To provide opportunities or career specializations for certified teachers as administrators, counselors or as specialists in literacy, special education and early childhood education;
5. To afford teachers the opportunities to study education as a discipline in depth as in the master's degree program in foundations of education.
SECTION II

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR
(from Guidelines to Student Teaching)

The university supervisor is responsible for implementing requirements, for facilitating the opportunities of the campus-based program, and for assisting students to apply their knowledge and skill to school settings. The supervisor will aid students in improving their professional decision-making abilities through critical self-reflection and self-analysis.

The university field supervisors must be conversant with the philosophy and the implementation of each professional education program whose students they may supervise at off-campus sites. The field supervisors are responsible for being well-informed about the specific content and methodology of the course in each program as well as about current research and trends in professional education.

The field supervisor is a professional and collegial guest in the schools. The supervisor is responsible for establishing and maintaining cooperative relationships between the university and the schools; the supervisor is responsible for first-order remediation of difficulties or differences which may arise and which may affect the student. The supervisor will work collaboratively with the Department Chair and the Director of Field Placement, and the appropriate subject-matter specialist, in all cases of difficulty or controversy between or among the student, the university, the school, or school personnel.

The university supervisor is responsible for timely and professionally effective performance of the following tasks and activities:

1. **Initial Contact:** The supervisor should make prompt contact with assigned students and complete arrangements for initial site visits.

2. **Administrative Visits:** The supervisor should meet the building principal and appropriate department head(s) during the first site visit. At that time, the field supervisor will outline the university’s expectations for the field-based student and for the university supervisor. The supervisor will attend to the requirements and expectations of the local school; in case of apparent dissonance with university rules or policies, the supervisor will not attempt to negotiate with school personnel, nor to create or to modify university requirements, but will refer the matter(s) expeditiously to the Department Chair, Director of Field Placement, and program specialist, as appropriate.

3. **Number of Site Visits:** The number of site visits is a function of the educational needs of the students’ teacher; four visits should be seen as a minimum, not as a norm. During the first visit to the school, during a three-way conference, the university supervisor and the
cooperating teacher will discuss and identify appropriate experiences in which the student teacher will engage.

4. **Pre-Observation Conference:** The supervisor will hold a pre-observation conference with the student a few days prior to the scheduled observation to address the context of the student’s school experience, to review the student’s proposed plans, and to ensure common understandings and expectations.

5. **Observations:** The supervisor will observe a student teacher for about 40 to 45 minutes. The length of the supervisor’s visit will be modulated by the nature of the student’s activities, the level and type of class being observed, the school’s right to conduct its work in an orderly way, and the individual needs of the student teacher.

6. **Post-Observation Conferences:** The supervisor will arrange with the student who has been observed for a prompt post-observation conference. This meeting, and subsequent ones, if required academically, will be tailored to the needs and personal styles of the student and supervisor, but will not comprise less than:
   
a) collaboration concerning the explicit standards, purposes, and criteria which the supervisor and student teacher share;

   b) solicitation of the student’s critical reflection and analysis, based on data collected through such forms as transcript, audiotape, and videotape;

   c) a description, possibly in outline form but with appropriate specificity, of what the supervisor noted as professionally significant during the visit;

   d) application of the criteria to the observation data, leading to one or more assessments, commitments, and recommendations concerning the student’s professional development;

   e) continuous encouragement of the student to be self-reflective and self-evaluative.

7. Using shared rubrics and criteria, the university field supervisor will provide a written summary of the conference to the student, not later than one week after the supervisory visit. The written supervisory communications will be placed in the student’s file.

Supervisors will apply standards and expectations to student teachers which are appropriate for the student’s level of professional development and which are consonant with the on-campus professional education program; the supervisory process will be conducted in cumulative and formative manner, save for the final assessment, which may be summative.
Students will have the right to respond in writing to written supervisory statements and to have their responses appended to the supervisor’s notes in university files. In all cases, students will sign the supervisor’s written statements, in acknowledgment that they have seen and read them, and are aware of their right to respond in writing.

8. The student teachers will meet weekly in seminar. If more than one supervisor shares responsibility for students in a particular certification area within the program, the subject-area specialist among the full-time faculty will coordinate the seminars to assure that each student teacher meets with a qualified supervisor each week. The weekly seminar associated with student teaching is an integral part of the Curriculum and Teaching Teacher Education Programs.
SUGGESTIONS FOR FIRST WEEK SITE VISIT

Student teachers come with varied backgrounds and personalities. Some have had a great deal of experience with children and some have had little. Some are outgoing, while others tend to be reserved. They all need support during student teaching, which is generally a rather stressful time. Please help them succeed by providing understanding and encouragement.

Prior to, or at the beginning of the semester, make an appointment to visit the cooperating school so that you can introduce yourself to the principal and to the cooperating teacher. (We do not advise that you visit the first couple of days of school).

- Present the principal with a copy of Hofstras’ Guidelines for Student Teaching and invite questions about our program.

- Share your expectations with your student teacher and the cooperating teacher. Discuss the reflective scholar practitioner.

- Be sure that the cooperating teacher has a minimum of three years’ experience in the appropriate certification area, and be sure that the sign-off sheet is returned to the Office of Field Placement.

- Tell the cooperating teacher how many times you will formally observe the student teacher’s lessons and how long you will stay. The observation schedule will be coordinated by the student teacher.

- Discuss the observation criteria. Explain what you will focus on, and share forms and techniques that you might use.

- Discuss specifics that you or the student teacher feel merit special attention during observations (teaching or personal qualities, composition of the class, etc.).

- Discuss the presence or absence of the cooperating teacher during the lessons you will observe. Some supervisors like to provide an option for the cooperating teacher to be present during the first observation, but not thereafter. This affords the student teacher an opportunity to manage the class independently. If the school/district has a policy that the cooperating teacher must remain in the classroom, we suggest that he/she be as unobtrusive as possible during the lesson.

- Address the issue of where you wish to be seated during observations and whether you prefer to be introduced or not.

- Discuss how you will plan together (student teacher, cooperating teacher, and supervisor) to enhance the instructional behavior and professional growth of the student teacher. Identify appropriate experiences for the first few weeks.
Hofstra supervisors utilize a clinical model of supervision which involves pre and post-observation conferencing. These phases of the observation process are addressed in this section of the handbook. Additionally, you will find supplementary articles and forms for your reference, in the Appendix of the Handbook.
PHASE I

SUGGESTIONS FOR THE PRE-OBSERVATION CONFERENCE

A few days before the observation takes place, it is important for the supervisor and the student teacher to discuss what will happen during the observation. Preparing for and anticipating an observation can be stressful. Discuss this with your student teachers, explaining that your role is supportive and that you want to facilitate their reflection and growth.

You may have to provide more guidance to the student teacher during the first pre-observation conference. After that the student should become increasingly reflective and self-directed. Since students need time to revise and re-plan after conferencing with you, the pre-observation conference should not be held directly before the observation. You may choose to hold your pre-observation conference by telephone, by e-mail, during seminar, on-site, or off-site.

1. Discuss the lesson that the student is planning for the observation. Provide constructive guidance that will enhance his/her chances for success. You may want to raise questions such as: “What will be the most expeditious way to distribute your materials?” or “Which children have you identified who may have special needs during the lessons? How will you provide for those needs?”

2. Encourage student teachers to try new techniques. Help them plan to succeed and benefit from their mistakes.

3. Invite them to depart from their lesson plans, when appropriate and to capitalize on the “teachable moment.”

4. Ask student teachers how they will assess student learning.

5. Ask the student teacher what he/she would like you to focus on during the observation.

Many of the things you discuss during the pre-observation conference will be ongoing components of the coaching process and should be reinforced in your weekly seminars with all of your supervisees.

See Appendix, p. 33, for a sample form which may be useful as a guide during the pre-observation conference.
PHASE II

THE OBSERVATION

1. Generally, supervisors choose to be as unobtrusive as possible during the observation.

2. Make note, both objective and subjective, about what you see—the student teacher’s approach, use of language, alternative strategies, etc.

3. There are a variety of ways to collect objective data for your student teacher to analyze. You may choose to record:

   - a student teacher verbal log
   - a partial student teacher verbal log (questions, sanctions, etc.)
   - an anecdotal log
   - a student verbal log (questions and responses)
   - an interaction chart
   - a student behavior chart
   - a walking map (student teacher)
   - a student movement map
   - a feedback log (student teacher)
   - a combination log

You may want to focus on a specific segment of the lesson for this collaboration of objective data.

4. During the semester, students will audio and/or videotape lessons. You may want them to tape an observed lesson for reflection.

5. Some students, in some situations, may benefit from team teaching or modeling that supervisors can provide. If this is desirable, it should be planned in advance, with the consent of both the cooperating teacher and the student teacher, and with sensitivity to the student teacher’s own “voice” and professional style.
PHASE III

SUGGESTIONS FOR THE POST-OBSERVATION CONFERENCE

Student teachers are eager to succeed, and consequently, observations are often stressful times for them. They may need a few moments to unwind after being observed. It is helpful if student teachers understand that you are present in a supportive role to enhance their professional growth.

1. The first step in conferencing is to have the student teacher reconstruct and reflect on the lesson. Some questions that the supervisor can ask to facilitate this process are:

   - What did you feel particularly good about during this lesson? Why?
   - What was the most significant occurrence in your lesson? Why?
   - What teaching strategies did you use?
   - What was the most effective strategy that you utilized?
   - What other strategies might have been effective?
   - How well did you manage classroom behavior? What alternative techniques could you have used?
   - What would you do differently next time to improve your lesson? Why?

2. Provide the student teacher with the objective data that you have collected. Review it together, asking questions to promote additional student teacher reflection. (See Appendix, p. 34, Post-Observation Conference Guide, which you may find helpful.)

3. You may want to ask about several children that you identified during the observation. One child may have presented a problem in management; another may not have participated, or may be a particularly clever or artistic child. Knowing that you will discuss individuals helps the student teacher consider individual needs throughout his/her experience.

4. Discuss the proposed follow-up to the lesson.

5. Go through the various parts of the observation report that you will be completing to synthesize conclusions reached during the conference.

6. Have the student teacher identify his/her goals for the next couple of weeks. What is the student teacher’s plan for improvement. What is the tentative focus for the next observation?

7. Discuss the student teacher’s overall experiences in this school, and specifically in this classroom. How can you, as the supervisor, intervene to make the student teacher’s experiences more positive?
8. Cooperating teachers are important members of the pre-service training triad. They have daily opportunities to interact with and observe the student teacher. Consequently, it is important that you conference with the cooperating teacher during each of your visits to the school.

Some supervisors have extended conferences with cooperating teachers to share perceptions, as well as to identify and discuss problems that the student teacher is confronting and ways to address those difficulties. Some supervisors rely on a brief conference with the cooperating teacher before or after the observation. Other supervisors like to hold a three-way conference which includes the cooperating teacher and the student teacher. Since the three-way conference sometimes inhibits candor, and difficulties do not always surface, be sure to have some private time with the student teacher and the cooperating teacher as well.
THE OBSERVATION REPORT: SYNTHESIS AND RECOMMENDATIONS

A written observation report is to be prepared by the supervisor after each observation. The written report should be reflective of your dialogue with the student teacher during the post-observation conference.

Each department in the School of Education, Health and Human Services determines the format of that observation report. Regardless of the format, however, the student teachers’ knowledge, skills, and dispositions will be components. Please consult your department chairperson, or program coordinator to obtain the appropriate form.

The student teacher should receive hard copy or an e-mail copy of each observation report. Additionally, a copy signed by the supervisor and student, should be submitted to the Office of Field Placement after each post-observation conference. Supervisors should also maintain a hard-copy or disk-copy of each observation report for themselves. These will be particularly useful when preparing recommendations for student teachers who are applying to school districts for employment.
PROBLEMS IN THE FIELD

Sometimes student teachers have problems in the field that require special consideration. If problems are related to the background and skills of the student teacher, the supervisor should begin by meeting with the student teacher and the cooperating teacher. For example, the student teacher may be weak in content, or may be having difficulty with a specific teaching skill or strategy.

If the problem is severe, and persists, the following additional measures may be necessary:

1. Assistant Dean for External Relations is available to support supervisors in handling situations in the field. Consider a three-way meeting including the Assistant Dean, student teacher, and supervisor, to review the problem(s) and devise and record a plan of action.

2. The Department of Curriculum and Teaching has a Teacher Education Committee that convenes to review students with problems. Supervisors can request a meeting through the chairperson or the Assistant Dean for External Relations. The Supervisor will be invited to participate. The Departments of PESP, HPFS, and CRSR have department coordinators for advice and support, who work closely with supervisors and the Director of Field Placement to resolve problems.

3. It may be appropriate to notify the building principal of the problem. Principals can be valuable members of the support team.

4. Student teachers can be asked to extend their time in the field, beyond the end of the semester.

5. A grade of INComplete is an option if the student will be in a stronger position after extending time in the field or postponing student teaching until the following semester.

6. Student teaching tuition can sometimes be placed in escrow until the following semester, if student teaching is postponed.

7. Medical withdrawals are possible, if appropriate.

8. Students can be referred for: counseling, a speech evaluation, or to the Writing Center. (See “Resources and Support Services for Students” in Section III.) It should be noted that there is no charge to Hofstra students for these services.

Sometimes a problem in the field is related to the placement itself, rather than a reflection of the student teacher’s competence. For example, occasionally a principal or teacher will request that a student teacher cover a class, or substitute teach for the day. Unless there is an emergency, this is considered inappropriate. Student teachers are to be working under the guidance of certified mentor teachers.
Sometimes our students are given limited opportunities to teach, or are treated as “aides” or “visitors” in the classroom. The supervisor should intervene as an advocate of the student teacher in situations such as these.

A request for a change of placement can be initiated by the student teacher, the supervisor, the cooperating teacher, or the building principal. The Director of Field Placement will evaluate each situation with the parties involved, and if appropriate, arrange for a change of placement.

A given student and supervisor may be poorly matched. The Director of Field Placement will consider requests for a change of supervisor, if appropriate, after conferring with the parties involved.
SUGGESTIONS FOR SEMINARS

The student teaching seminar is held weekly and is designed to be unstructured time for students to share, reflect on experiences and deal with problems that have emerged in the classroom. The supervisor is the group’s facilitator. Homework assignments should not be made. Below are some topics and experiences that are appropriate for these seminars.

1. Discuss the process of planning and how to integrate curriculum.

2. Share successful lessons, as well as those that were problematic. Reflect and evaluate.


4. Discuss the use of bulletin boards as educational devices and to “advertise” what students are doing.

5. Site visits can be planned by supervisor and/or student teachers to observe special programs.

6. Seminars can be held on site in a school. Resource staff members can be invited: teachers, psychologist, principal, nurse, reading teacher, resource room teacher, etc.

7. Invite a substitute teacher in to talk to student teachers. Discuss the concept of a “universal lesson plan” (i.e., a generic plan that can be utilized across several grade levels or subject areas).

8. Discuss beginnings:
   - How to design the classroom environment
   - How to plan the first day of school
   - How to plan/schedule a period/block of time/school day

9. Discuss the job search. Consider interview questions, role playing, simulations, etc.

10. Invite a former Hofstra student teacher who is now teaching in a local school district, and/or visit that Hofstra graduate’s classroom.

11. Visit the Hofstra Curriculum Center (CMC).

12. Visit a local teacher center.

13.
14. Share segments of videotapes of student’s lessons (with their consent).

15. Explore technology and how it relates to curriculum.
16. Work with students on ways to accommodate their college assignments (“the Hofstra strand”) within the framework of the teacher’s programs and schedule.

17. Discuss techniques for student teachers to use as they observe their cooperating teachers.

**Student Teaching Seminars are generally scheduled as follows:**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Day(s)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED undergrads:</td>
<td>Tuesdays</td>
<td>2:20-4:15 p.m.</td>
</tr>
<tr>
<td>ELED grads:</td>
<td>Wednesdays</td>
<td>1:55-3:50 p.m.</td>
</tr>
<tr>
<td>SED undergrads/grads:</td>
<td>Thursdays</td>
<td>4:30-6:20 p.m.</td>
</tr>
<tr>
<td>ESL/Bilingual:</td>
<td>Wednesdays</td>
<td>4:30-6:20 p.m.</td>
</tr>
<tr>
<td>Speech:</td>
<td>Tuesdays</td>
<td>6:30-8:20 p.m.</td>
</tr>
<tr>
<td>SPED:</td>
<td>Wednesdays</td>
<td>1:55-3:50 p.m.</td>
</tr>
<tr>
<td>PESP:</td>
<td>Fridays</td>
<td>1:00-3:00 p.m.</td>
</tr>
</tbody>
</table>

**LARGE GROUP SEMINARS**

New York State Certification Seminars in Child Abuse, Substance Abuse, School Violence Prevention Intervention, Safety Education, and Fire & Arson Prevention are available through the Office of Certification and Educational Support. Students must make individual arrangements to complete these requirements.
TIMELINE GUIDELINES
Student Teaching in Elementary Education

These guidelines are intended to provide student teachers and cooperating teachers with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since we know that student teachers develop at different rates, and we respect the individuality of our cooperating teachers and the culture of each school. However, because student teaching is the capstone of the professional program, we want to ensure that all of our student teachers have had extensive teaching experience prior to certification.

Week 0:
- If your placement has been arranged, try to visit your school and meet your principal and cooperating teacher prior to the beginning of the semester.

Week 1-2:
- Arrange a daily time sheet with your cooperating teacher to plan, reflect, and review your activities.
- Meet administrators, faculty, and staff members (nurse, librarian, etc.) in your school, including other teachers on your grade level.
- Become familiar with curriculum, texts, and materials for the semester.
- Learn and participate in class routines, such as taking attendance, lunch counts, writing the daily schedule on the board, assigning and checking homework, morning meetings, arranging dismissal and fire drill procedures.
- Assist the teacher during his/her lessons.
- Consult with your cooperating teacher to do one or more of the following:
  1. select a suitable book and make arrangements to read to the class daily
  2. work with a small group of children
  3. plan/teach a whole class lesson in one of the academic areas
- Be sure that your cooperating teacher has submitted the Sign-Off Form, documenting his/her experience for at least 3 years as a certified teacher (envelope is provided).

Week 2:
- Begin assuming responsibility for morning routines and activities.
- Assume responsibility for one academic area of curriculum (planning a unit, evaluating what the students learn, setting up activity centers and bulletin boards that reflect the studies in this area.)

Week 3:
- Continue teaching your unit in the first academic area.
- Add a second academic area.
- By the end of week three, be sure that your cooperating teacher has submitted the Early Progress Report to the Office of Field Placement (envelope is provided).
Week 4:
- Add a third academic area to your Teaching responsibilities.
- Plan a thematic unit that integrates curriculum and is inquiry based.

Final week(s) in first half placement:
- Assume more responsibility for the teacher’s program. By this time, it is suggested that you should be teaching all academic areas.
- Teach thematic unit that you planned during week four.
- If your second placement is in another school and/or district, try to visit and meet the principal and cooperating teacher.
- Be sure that your cooperating teacher has submitted your Final Evaluation to the Office of Field Placement (envelope is provided).

Second Placement:
- Repeat the sequence above, beginning with Weeks 1-2.

Final weeks in the second half placement:
- Assume full responsibility for the teacher’s program by the final week.

Suggested activities to participate in throughout the semester:
- Volunteer to work in special help classes.
- Ask to participate at Open School or Meet the Teacher Night.
- Request permission to attend grade level meetings and full faculty meetings.
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission.
- Attend school-wide activities, assemblies, concerts, shows, etc.
- Attend parent/teacher conferences.
TIMELINE GUIDELINES
Student Teaching in Secondary Education, Art, Music, ESL

These guidelines are intended to provide student teachers and cooperating teachers with a suggested timeline for the semester. Adjustments to this schedule may be appropriate, since we know that student teachers develop at different rates, and we respect the individuality of our cooperating teachers and the culture of each school. However, because student teaching is the capstone of the professional program, we want to ensure that all of our student teachers have had extensive teaching experience prior to certification.

Week 0:
• If your placement has been arranged, try to visit your school and meet the principal, department chairperson, and cooperating teacher prior to the beginning of the semester.

Week 1-2:
• Meet administrators, faculty, and staff members (nurse, librarian, guidance counselors, etc.) in your school, including other teachers in your discipline
• See if you can arrange to visit other teachers’ classes, within your discipline. These arrangements should be made through the department chairperson and/or your cooperating teacher.
• Become familiar with curriculum, texts, and materials for the semester.
• Arrange a daily time sheet to meet with your cooperating teacher to plan, reflect, and review your activities.
• Assist the teacher during his/her lessons.
• Begin co-teaching one class.
• Be sure that your cooperating teacher has submitted the Sign-Off Form, documenting his/her experience for at least 3 years, as a certified teacher of the appropriate subject. (Envelope has been provided.)

Week 2-3:
• Plan and implement lessons, including assessment and grading, for one class.
• Teach a second class with the same preparation.
• By the end of Week 3, be sure that your cooperating teacher has submitted the Early Progress Report, to the Office of Field Placement. (Envelope has been provided.)

Week 4-5:
• Plan/teach a second class, with another preparation.

Final week(s) in first half placement:
• Assume more responsibility for the teacher’s program. By this time, you should be teaching a minimum of 2-3 classes, with a minimum of 2 preparations.
• If your second placement is in another school and/or district, try to visit and meet the principal, department chairperson, and cooperating teacher.
• Be sure that your cooperating teacher has submitted your Final Evaluation to the Office of Field Placement. (Envelope has been provided.)
**Week 7-8:**
- Repeat the sequence above, starting with Weeks 1-2.

**Final weeks in the second half placement:**
- Assume full responsibility for the teacher’s program.

**Suggested activities to participate in throughout the semester:**
- Volunteer to work in special help classes and during lunchtime tutorials.
- Ask to participate in Open School Night.
- Attend parent-teacher conferences.
- Request permission to attend departmental meetings and full faculty meetings.
- Develop exhibits and prepare bulletin boards in the classroom and hallways, with permission.
- Attend school-wide activities: assemblies, concerts, shows, etc.
MEETINGS

ORIENTATION

Every semester, an Orientation to Student Teaching is held on the Thursday prior to the first day of student teaching. Requirements and expectations for the semester are reviewed, and student teachers are addressed by the Dean of the School of Education, Health and Human Services, Department Chairs, the Assistant Dean for External Relations, and former student teachers. Supervisors are seated with their student teachers and hold their first seminar during the second part of Orientation.

SUPERVISOR FACULTY MEETINGS

Supervisors meet periodically with the Assistant Dean for External Relations each semester for staff development and to discuss issues related to supervision and problems encountered in the field. Additionally, an opening luncheon/meeting is held at the beginning of the semester.

SUPERVISOR/ANALYSIS COURSE PROFESSOR MEETINGS

Student teachers, with the exception of those in Speech, Special Education, ESL, Health Education, and Physical Education, have a co-requisite class in the Analysis of Teaching. This course is held on campus once a week during the student teaching semester, generally directly before or after the supervisor’s seminar. Supervisors and Analysis course professors are asked to dialogue about the student teachers they have in common. How are the student teachers performing in their course work on campus? In the field? Together, how can the supervisor and professor support the student teacher’s professional growth?
END OF SEMESTER PROCEDURES

1. **OBSERVATION REPORTS**

   Supervisors are asked to complete an observation report for every observed lesson of a student teacher (minimum-four observations). Each department determines the format of the observation report.

   Student teachers are to receive a hard copy or e-mail copy of their reports. Four or more observation reports, signed by the student teacher and the supervisor, should be submitted to the Office of Field Placement for each student’s file. Supervisors should retain a copy of the observation reports for their own files. These copies will be helpful when you write recommendations for your students.

   It is optional for supervisors to write/file pre-observation reports.

2. **GRADES**

   Students receive grades of PASS or FAIL in student teaching. Grades are entered electronically on the Web, within 48 hours of the last final examination.

3. **COOPERATING TEACHER ENVELOPES**

   Each semester, as a thank you for having mentored a student teacher, cooperating teachers receive tuition vouches to continue their professional studies at Hofstra. The voucher certificate is ailed to each cooperating teacher’s school at the end of the semester.

   In order to expedite that process, the Office of Field Placement provides supervisors with Hofstra envelopes for self-addressing by each cooperating teacher. The inside flap of each envelope is rubber stamped with a request for the student teacher’s name and supervisor’s name. Please complete that inside flap and return you’re addressed envelopes, and a master copy of the names of your student teachers and their respective cooperating teachers, to the Office of Field Placement by the date requested.

4. **MILEAGE REIMBURSEMENT**

   Hofstra reimburses supervisors for each visit to a student teaching site, using guidelines from the IRS. Compensation is made on the basis of round trips from Hofstra. Please refer to the mileage calculation booklet, which is available on the Office of Field Placement. You are asked to maintain a log of your visits and to summarize your reimbursement request on the forms that will be provided for you by the Office of Field Placement.
5. **FIELD PLACEMENT SUMMARY FORMS**

Supervisors are asked to complete a Field Placement Summary Form about each student teaching site. The data from these forms provides the Assistant Dean of External Relations with information that is extremely useful in the placement process and helps us ensure consonance between the campus and field components or our courses. A student version of the form will be completed in seminar by each student teacher as well.

6. **EVALUATION OF SUPERVISION**

Each semester, student teachers have an opportunity to evaluate the supervision they received, using a form provided by the Office of Field Placement. These forms are to be completed in seminar, and collected and returned, by a student, to the Office of Field Placement in a sealed brown envelope. After grades are submitted, supervisors receive copies of the forms completed by their student teachers. Evaluations are intended to promote the supervisor’s reflectivity and professional growth related to clinical supervisory practices.

7. **OPTIONAL**

Supervisors may wish to write a personal thank you note to each cooperating teacher at the end of the semester.
# End of Semester Check List for Supervisors

**Students**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Tch.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign-off sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Progress Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-addressed envelope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Tch.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign-off sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Progress Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-addressed envelope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor Observation Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Placement Summary Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mileage Reimbursement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logs and Summaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voucher Sign-Off Sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SECTION III

#### RESOURCES AND SUPPORT SERVICES FOR STUDENTS

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>LOCATION</th>
<th>PHONE</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Placement</td>
<td>Career Center, 140 Hofstra University</td>
<td>6060</td>
<td>Guidance in resume writing services, career placement services.</td>
</tr>
<tr>
<td>Certification</td>
<td>129 Hagedorn Hall</td>
<td>5747</td>
<td>Karleen Edwards, Assistant Dean, Certification and Educational Support Services</td>
</tr>
<tr>
<td>Assistant Dean for</td>
<td>117 Hagedorn Hall</td>
<td>5117</td>
<td>Donna Levinson, Assistant Dean for External Relations</td>
</tr>
<tr>
<td>External Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Placement Office</td>
<td>118 Hagedorn Hall</td>
<td>4315</td>
<td>Joanne M. Flood, Director of Field Placement</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Center</td>
<td>Hagedorn Hall</td>
<td>5980</td>
<td>Harriet Hagenbruch, Director</td>
</tr>
<tr>
<td>Circulation</td>
<td>Axinn Library</td>
<td>5952</td>
<td>Collection of children’s books and teaching materials, tour of Library, research courses.</td>
</tr>
<tr>
<td>Periodical Desk</td>
<td>Axinn Library</td>
<td>5002</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>Axinn Library</td>
<td>5962</td>
<td></td>
</tr>
<tr>
<td>*Psychological Services Counseling</td>
<td>Saltzman Community Services Center</td>
<td>6791</td>
<td>Dr. John Guthman, Director</td>
</tr>
<tr>
<td>SNOW closings of the University</td>
<td></td>
<td>463-SNOW</td>
<td></td>
</tr>
<tr>
<td>**Speech/Language/ Hearing Services</td>
<td>Saltzman Community Services Center</td>
<td>5656</td>
<td>Dr. Craig Rustici, Director Support and Remediation</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Calkins Hall</td>
<td>5463</td>
<td></td>
</tr>
</tbody>
</table>

*No charge to students
**No charge for initial screening
<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>LOCATION</th>
<th>PHONE</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAUP</td>
<td>Dr. E. Gellman, Pres.</td>
<td>5049</td>
<td>American Assoc. of University Professors. Request a copy of the Adjunct Collective Bargaining Agreement</td>
</tr>
<tr>
<td>Book Store</td>
<td>Student Center-N. Campus</td>
<td>6654</td>
<td>Ten percent discount For faculty (not texts)</td>
</tr>
<tr>
<td>Bulletins, Maps, Catalogs</td>
<td>Information Center</td>
<td>6606</td>
<td>Pick up maps and bulletins when you get your parking sticker</td>
</tr>
<tr>
<td>Business Cards</td>
<td>Office of Field Placement</td>
<td>5746</td>
<td>See Joanne M. Flood, Director of Field Placement</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>Hammer Lab (Memorial Hall)</td>
<td>6894</td>
<td>Large collection of programs, computers, computer training seminars</td>
</tr>
<tr>
<td></td>
<td>Dionne Lab (McEwen Hall)</td>
<td>4130</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calkins Lab (Calkins Hall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gallon Wing Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td>University College Hall</td>
<td>5993</td>
<td>Courses and trips</td>
</tr>
<tr>
<td>External Relations</td>
<td>117 Hagedorn</td>
<td>5117</td>
<td>Donna Levinson, Assistant Dean of External Relations</td>
</tr>
<tr>
<td>Dining Services</td>
<td>Memorial Hall</td>
<td>6669</td>
<td>Faculty Rm. In back</td>
</tr>
<tr>
<td>Bits ‘n Bytes</td>
<td>Student Center</td>
<td>6662</td>
<td></td>
</tr>
<tr>
<td>Student Center</td>
<td>California Ave.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Deli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplicating Machine</td>
<td>2nd Fl. Mason Hall</td>
<td></td>
<td>Get # for machine from dept. secretary</td>
</tr>
<tr>
<td>E-mail Accounts</td>
<td></td>
<td>6894</td>
<td></td>
</tr>
<tr>
<td>Emergencies/</td>
<td>Hofstra Information Ctr.</td>
<td>6789</td>
<td>Lost &amp; Found, Motor Assistance, Fire</td>
</tr>
<tr>
<td>Public Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESOURCE</td>
<td>LOCATION</td>
<td>PHONE</td>
<td>NOTE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Field Placement</td>
<td>118 Hagedorn</td>
<td>5746</td>
<td>See Joanne M. Flood, Director of Field Placement</td>
</tr>
<tr>
<td>Hofstra Physical Fitness Center</td>
<td>North Campus</td>
<td>6670</td>
<td>Hofstra ID (Track Weight Room)</td>
</tr>
<tr>
<td>Hofstra Swim Center</td>
<td>Northeast Campus</td>
<td>6670</td>
<td>Hofstra ID Swimming Pool</td>
</tr>
<tr>
<td>ID Card</td>
<td>HofstraCard Services</td>
<td>6606</td>
<td>Needed for identification in Library, book store (Must have Photo ID &amp; Department letter to obtain card).</td>
</tr>
<tr>
<td>Key Duplication</td>
<td>Plant Department</td>
<td>6624</td>
<td>See department Secretary</td>
</tr>
<tr>
<td>Library</td>
<td>Axinn Library</td>
<td>5980</td>
<td>Harriet Hagenbruch, Director</td>
</tr>
<tr>
<td>Curriculum Center</td>
<td></td>
<td>5952</td>
<td>Collection of children’s books and teaching materials, tour of Library, research Courses.</td>
</tr>
<tr>
<td>Circulation</td>
<td></td>
<td>5002</td>
<td></td>
</tr>
<tr>
<td>Periodical Desk</td>
<td></td>
<td>5962</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>Axinn Library in Media Services</td>
<td>5989</td>
<td>Scheduling of screening rooms, video and film equipment delivered, collection of videotapes (See your dept. secretary)</td>
</tr>
<tr>
<td>Parking Sticker</td>
<td>Information Center</td>
<td>6606</td>
<td>Required for all faculty</td>
</tr>
<tr>
<td>Payroll Office</td>
<td>201 Phillips Hall</td>
<td>6855</td>
<td>Supervisors are paid 2x per semester.</td>
</tr>
<tr>
<td>Room Problems</td>
<td>118 Hagedorn Hall</td>
<td>5746</td>
<td>Joanne M. Flood, Assistant Director of Field Placement</td>
</tr>
<tr>
<td>Secretarial Services</td>
<td>Hofstra Hall, 3rd Floor</td>
<td>6884</td>
<td>For your typing needs</td>
</tr>
<tr>
<td>Service</td>
<td>Location</td>
<td>Phone</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>SNOW closings of The University</td>
<td>463-SNOW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors’ Library</td>
<td>Office of Asst. Dean of External Relations</td>
<td>5117</td>
<td>Each supervisor has a mailbox</td>
</tr>
<tr>
<td>Supervisors’ Mail</td>
<td>Respective dept. office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors’ Network</td>
<td>Phone list available</td>
<td>5746</td>
<td>Supervisors are eager to share and advise</td>
</tr>
<tr>
<td></td>
<td>Office of Field Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>118 Hagedorn Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors’ Office</td>
<td>116 Mason Hall</td>
<td>5142</td>
<td>Adjunct office</td>
</tr>
<tr>
<td>Theater</td>
<td>John Cranford Adams Playhouse</td>
<td>6644</td>
<td>Discounted or free tickets for shows and Concerts</td>
</tr>
</tbody>
</table>
1. **Books available in the Office of the Assistant Dean for External Relations**

   The Assistant Dean for External Relations maintains a professional library related to supervision of pre-service teachers, and has audio visual materials available for use in seminars and with individual students.

2. **Periodicals available in the Library**

   The following periodicals have frequent articles on the supervision of student teachers (at least one a year).

   - *Action in Teacher Education*
   - *Journal of Educational Research*
   - *Journal of Teacher Education*
   - *Social Studies Review*
   - *Teaching Education*
   - *Teacher Educator*
   - *Teacher Education Quarterly*
QUESTIONS THAT REFLECTIVE TEACHERS ASK THEMSELVES

Date:

Lesson:

Read and seriously consider the following questions. Choose several that pertain to your lesson and write the answers for them.

1. Did the students learn anything? If so, why? If not, why not?

2. Did anything significant occur? If so, what and why?

3. Was the strategy I used the most effective one? What other strategies might have been effective?

4. How well did I relate the lesson to the students’ knowledge, experiences, and interests? How might I have done this better?

5. How flexible was I in modifying the lesson according to the students’ responses?

6. How well did I manage classroom behavior? What other behavioral techniques could I have used? What technique worked best and what didn’t work? Why?

7. What connections were there between teaching strategies and learning effectiveness? What does this tell me about what I need to do in the future?

8. What are some alternatives for conducting today’s lesson?

9. How did I motivate the students? What are some other ways I might have motivated them?

10. Did I consider learning theory in preparing and implementing the lesson? If so, what theories worked? If not, what theories should I have considered?

11. Did I give students opportunities to direct their own learning? If so, how? If not, how could I have done this?

12. As a result of this lesson, what have I learned about teaching? How I might change to become a better teacher?

PRE-OBSERVATION CONFERENCE GUIDE
(Use of this guide is optional. Supervisors are invited to develop their own models)

Student Teacher_________________________________________Date__________________

Grade/Subject__________________________________________Observer_________________

1. **LEARNING CONTEXT** (What is this lesson’s relationship to the unit/area of study? What came before? What comes next?)

2. **LEARNING CHARACTERISTICS** (What are the students like? Are there students with special needs or characteristics)

3. **LEARNER OBJECTIVES** (What possible meaning/conclusions/experiences may be derived from this lesson? What is the goal? Why?)

4. **ASSESSMENT**

   **PRE-ASSESSMENT** (What process will you use to determine level of student readiness?)

   **POST-ASSESSMENT** (How will you evaluate student work/learning? How will you facilitate your students’ assessment of their own work?)

5. **INSTRUCTIONAL MOTIVATION, STRATEGIES AND MATERIALS** (What resources, methods, and techniques of teaching will you utilize? How?)

6. **OBSERVER FOCUS**

Adapted from Bellon & Associates, 1992
POST-OBSERVATION CONFERENCE GUIDE

(Use of this guide is optional. Supervisors are invited to develop their own models.)

STEP 1: RECONSTRUCTION

1. Carefully review observation data.
2. Invite student teacher to provide additional data.
3. Avoid subjective (value) judgments.
4. Reach agreement about the accuracy of the data.

STEP 2: PATTERN IDENTIFICATION

1. Have student teacher identify recurrent behaviors.
2. Summarize the agreed-upon patterns.

STEP 3: REFLECTION AND ANALYSIS

1. Reflect on the total lesson and the observation data.
2. Determine the “fit” between the identified patterns and the outcomes.
3. Identify any unintended outcomes.
4. Analyze the effect of the patterns on the outcome, both intended and unintended.

STEP 4: ASSESSMENT AND RECOMMENDATIONS

1. Determine which patterns supported the desired outcomes and should be continued.
2. Identify the patterns that should be changed or discontinued.
3. Develop recommendations for the next observation.
4. Complete an observation report and have the student teacher sign and receive a copy.

Adapted from Bellon & Associates, 1992