



HOFSTRA UNIVERSITY™

SCHOOL OF EDUCATION

Office of Field Placement

FIELD SUPERVISORS HANDBOOK

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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 Associate Dean of Field Placement, have prepared this *Handbook for Supervisors* to help you as a new supervisor 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!



HOFSTRA UNIVERSITY™

SCHOOL OF EDUCATION

MISSION STATEMENT & GOALS

Mission

The faculty of the Hofstra University School of Education is 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 educators. Thus, it is our intent to establish the School of Education 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 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)*

Preface:

Supervision of student teachers who are completing part of their professional education at an off-campus school site is a central and essential component of the Teaching, Literacy and Technology (TLT) Department's teacher-education programs and Specialized Programs in Education (SPE). Students' off-campus experiences in classrooms and laboratories complement and inform their campus-based studies by providing opportunities for the application and refinement of professional learning.

The university supervisor links the campus, the classroom, and the beginning professional educator. The field supervisor is a teacher-educator, a professional who shares responsibility for assisting students to develop their knowledge, skills, attitudes, and beliefs in professionally productive ways within the framework of the university program.

Role and Responsibilities:

The university supervisor is responsible for implementing the 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 Chairs and the Associate Dean, 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 within the first week of the placement.
2. **Administrative Visits.** The supervisor should meet the building principal, assistant principal, and/or appropriate department head(s) not later than the time of the first site visit. At that time, the field supervisor will outline the university's expectations for the field-based student and for the cooperating teacher. 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 the school personnel, nor to create or to modify university requirements, but will refer the matter(s) expeditiously to the Associate Dean.

3. Number of Site Visits. The number of site visits by the supervisor is a function of the educational needs of the student teacher and the design of the certification programs. 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. Additional visits to the school and observations are scheduled on an as needed basis.
4. Pre-Observation Conference. The supervisor will hold a pre-observation conference with the student a minimum of 48-72 hours prior to the scheduled observation to address the context of the classroom and the lesson, 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 prompt post-observation conferences. That 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) feedback, with appropriate specificity, of professionally significant aspects of teaching 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 program 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 posted electronically to Tk20 as part of the formative assessments associated with each observation.

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 a formative and cumulative manner, except for the final assessment which will 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. It is good practice for students to 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. Student teachers will meet weekly in a mandatory seminar setting. The weekly seminar associated with student teaching is an integral part of the Teaching, Learning and Technology teacher education programs.
9. Completion of all formative and summative rubrics in Tk20 student binders.

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 in the first week of the placement, 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. Cooperating teachers must attest to this fact in a form in the student's Tk20 binder.
- 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/rubrics. 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.



◆ **PHASES OF OBSERVATION** ◆



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. Lesson plans for observations should be submitted to you for review and input 48-72 hours before the observation.

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, off-site, or by Zoom.

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. 27, 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)
 - a videotape
 - 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 placement, students might audio and/or videotape lessons. You may want them to tape an observed lesson for reflection. Video permission forms are available for student teachers to use in the classroom to gain parental approval for videotaping.
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. 28, 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 and posted on Tk20. The written report should be reflective of your dialogue with the student teacher during the post-observation conference. You should feel free to use a reporting format that you are familiar with and that can be adapted to use with student teachers.

The student teacher should receive hard copy or an e-mail copy of each observation report. Additionally, a copy should be signed by the supervisor and student and should be maintained by the supervisor until the end of student teaching. 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 schools and/or 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. Associate Dean for External Relations and Field Placement 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 School of Education has a Teacher Education Committee that convenes to review students with problems. Supervisors can request a meeting through the Associate Dean for External Relations who serves as the Chair. The Supervisor will be invited to participate.
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 placement, should further practice and experience be required.
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 or extended.
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/cooperating teachers at all times.

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 Associate Dean 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 Associate Dean 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.
3. Share teacher-made materials and commercial materials.
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 Materials Center (CMC) on the lower level in Hagedorn Hall.
12. Share segments of videotapes of student's lessons (with their consent).
13. Explore technology and how it relates to curriculum.

14. Work with students on ways to accommodate their college assignments (“the Hofstra strand”) within the framework of the teacher’s programs and schedule.

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

Student Teaching Seminars are required by NYSED as an essential element of teacher preparation programs.

LARGE GROUP SEMINARS

New York State Certification Seminars in Child Abuse, Substance Abuse, School Violence Prevention Intervention, Safety Education, Fire & Arson Prevention, and Dignity for All Students Act (DASA)* are available through the Office of Certification and Educational Support. Students must make individual arrangements to complete these requirements.

Two additional seminars are required for SPED teacher certification candidates and are included in the Student Teaching Calendar for each term. These seminars must be completed prior to submission to NYSED for certification action.

TIMELINE GUIDELINES

Student Teaching in All Areas

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.

Please NOTE: Summer placements for second certifications in SPED and TESOL are 4-6 weeks in length and this timeline will require adaptation for use in the summer.

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.

Weeks 1-2:

- Arrange a daily time to meet with your cooperating teacher to plan, reflect and review your lesson plans.
- Facilitate arrangements for a three-way conference between your cooperating teacher, your supervisor, and yourself.
- Meet administrators, faculty, and staff members (i.e., nurse, librarian) in your school, including other teachers on your grade level/department.
- 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:
 - begin to co-teach,
 - work with a small group of children,
 - plan/teach a whole class lesson in one of the academic areas/classes.
- Be sure that your cooperating teacher has submitted the *Sign-Off Form* on Tk20 documenting his/her experience for at least 3 years as a certified teacher.
- Submit the *Context for Learning* form to your Tk20 student teaching binder.

Week 2:

- Begin assuming responsibility for routines and activities.
- Assume responsibility for one academic area of the curriculum or one class (i.e., planning a unit, evaluating what the students learn, setting up activity centers and bulletin boards that reflect the studies in this area).
- In secondary education and special areas, plan and implement lessons including assessment and grading, for one class.

Week 3:

- Add a second academic area or class to your teaching responsibilities.
- Continue teaching your unit in the first academic area.
- By the end of week three, be sure that your cooperating teacher has submitted the *Early Progress Report* to Tk20.

Week 4

- Add a third academic area or class to your teaching responsibilities.

Weeks 5-6

- Assume more responsibility for the teacher's program. By this time, it is suggested that you should be teaching all academic areas/classes.
- 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 *Summative Evaluation* on Tk20.

Second Placement (if scheduled):

- Repeat the sequence above, beginning with Weeks 1-2

Final weeks in the second half placement (if scheduled):

- 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/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.
- Attend parent/teacher conferences.

MEETINGS

ORIENTATION

Every semester, an Orientation to Student Teaching is provided before the first day of student teaching. Requirements and expectations for the term are reviewed, and student teachers are addressed (for the fall and spring terms) by the Associate Dean for External Relations. Supervisors hold their first seminar during the second part of Orientation for approximately 90 minutes.

SUPERVISOR MEETINGS

Supervisors meet periodically with the Associate Dean for External Relations each semester for staff development and to discuss issues related to supervision and problems encountered in the field.

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. In addition, formative and summative rubrics must be completed on Tk20.

Student teachers are to receive a hard copy or e-mail copy of their reports. 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.

2. GRADES

Students receive grades of PASS or FAIL in student teaching (except for letter grades in Physical Education). Grades are entered electronically on the Hofstra Portal by the deadline posted by the University.

3. COOPERATING TEACHER ENVELOPES

Each semester, as a thank you for having mentored a student teacher, cooperating teachers receive tuition vouchers to continue their professional studies at Hofstra. The voucher certificate is distributed 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 a form to record information about the cooperating teacher and a check off that the cooperating teacher's work in Tk20 has been completed. No vouchers will be provided to cooperating teachers who have not completed the requisite work.

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. You will be required to provide navigation (MapQuest, Google Maps) documentation with each mileage reimbursement request. 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 an evaluation on Tk20 regarding each student teaching site. The data from these evaluations provides the Associate 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 of our courses. Student teachers will complete a form regarding the quality of the school site and their review of the supervision process on Tk20. Cooperating teachers complete a review of the student teaching placement. In addition to evaluating placements, aggregate information from these survey instruments are used for accreditation purposes.

6. EVALUATION OF SUPERVISION

Each semester, student teachers have an opportunity to evaluate the supervision they received on Tk20. Please remind your student teachers that this must be completed on Tk20 prior to final grades being issued. Evaluations are intended to promote the supervisor's reflectivity and professional growth related to clinical supervisory practices.

SECTION III

RESOURCES AND SUPPORT SERVICES FOR STUDENTS

RESOURCE	LOCATION	PHONE 463-	NOTE
Career Placement	Career Center 140 Hofstra University	6060	Guidance in resume writing services, career placement services.
Office of Educational Support Services	238 Hagedorn Hall	5747	Stacy Zalewski, Senior Associate Dean
Associate Dean for External Relations - Placement Office	230 Hagedorn Hall	5389	Sheri L. Suzzan, EdD Associate Dean for Field Placement and External Relations
Library: Curriculum Mat'ls Center	Axinn Library	6452	
*Psychological Services Counseling	Saltzman Community Services Center	6791	
SNOW closings of the University		463-SNOW	
**Speech/Language/Hearing Services	Saltzman Community Services Center	5656	
Writing Center	Calkins Hall	5463	

*No charge to students

**No charge for initial screening

RESOURCES FOR THE SUPERVISOR

RESOURCE	LOCATION	PHONE	NOTE
AAUP	Dr. Dennis W. Mazzocco	463-6462	American Assoc. of University Professors. Request a copy of the Adjunct Collective Bargaining Agreement
Book Store	Student Center-N. Campus	6654	Ten percent discount For faculty (not texts)
Bulletins, Maps, Catalogs	Information Center Calif. Ave. & Hemp. Tpke.	6606	Campus maps are available on website
Computer Labs	Hammer Lab (Memorial Hall) Dionne Lab (McEwen Hall) Calkins Lab (Calkins Hall) Gallon Wing Lab	6894 4130	Large collection of programs, computers, computer training seminars
Continuing Education	University College Hall	5993	Courses and trips
Copying Machines	179 Hagedorn Hall		Get # for machine from dept. secretary
Dining Services	Dining - Home Hofstra University		
E-mail Accounts		6894	
Emergencies/ Public Safety	Hofstra Information Ctr.	6789	Lost & Found, Motor Assistance, Fire
Field Placement	118 Hagedorn	5746	
Fitness Center/ Swimming Pool	North Campus	6670	Need Hofstra ID for use
ID Card	HofstraCard Services Student Center	6606	Needed for identification in Library, Bookstore (Must have Photo ID & Department letter to obtain card).

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RESOURCE	LOCATION	PHONE	NOTE
Key Duplication	Plant Department	5747	

Library:			
Curriculum Mat'ls Center	Axinn Library	6452	
Parking Sticker	Information Center Calif. Ave. & Hemp. Tpke.	6606	Required for all faculty
Payroll Office	201 Phillips Hall	6855	Supervisors are paid monthly each semester.
Room Problems	128 Hagedorn Hall	5098	Janice Chopyk
Technology	Media Services	7777	Classroom technology needs and issues
Theater	John Cranford Adams Playhouse	6644	Discounted or free tickets for shows and Concerts

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?

From: *Student Teaching and Field Experiences Handbook*, by Betty DiRoe and Elinor P. Ross, 3rd Edition, 1994. Reproduced with permission of publisher. Copyright Macmillan Publishing Company.

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

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