



Welcome to Supervising Practitioner Training course. We hope you find this course beneficial to your ongoing practice as a Supervising Practitioner. This course is designed to take no longer than two hours to complete. We've included activities for reflection that will allow you to engage with the material. We also have included videos and articles that will prove useful to your time as a Supervising Practitioner.

This Training Course is designed for practitioners of all experience levels. Our goal is to provide as much information and support to our Supervising Practitioners as possible, especially those in their very first year. Whether this is your first time welcoming a Teacher Candidate into your classroom or the 20th year, we hope you find this training and the resources within of value.

We appreciate your commitment to future teachers!

Navigating the Course Information

- The course consists of four modules known as Step 1. Each of the Modules consist of information helpful to the Supervising Practitioner. Much of this information can be printed should you like to keep it for reference. We have designed this course to allow for reflection. It may be helpful to keep a journal of your responses to the Activities to help with mentoring your Teacher Candidate.
- When all four Modules and the assessment are completed successfully, you will earn a certificate for 45 Professional Development Units. This certificate will be emailed to you at the email address that you have indicated in the online quiz within seven days of completing Step 1.



- **Competency Statement:**

- Establish, develop and maintain an authentic, trusting, collegial relationship with teacher candidates that is professional and mature.

- **Objectives:**

- Mentors will gain knowledge and skills around the benefits of becoming a qualified Supervising Practitioner (SP).
- Mentors will gain an awareness of the roles that Teacher Candidates (Student Teachers) hold during the capstone experience.
- Mentors will gain an awareness of the roles that Program Supervisors (University Supervisors) hold during the capstone experience.
- Mentors will gain an awareness of the roles that Supervising Practitioners (Cooperating Teachers) hold during the capstone experience.
- Mentors will explore communication techniques and strategies in general and more specifically, related to crucial conversations between the mentor and teacher candidates.

Key Concepts and Terms

- Concepts:
 - Key definitions that support the Supervising Practitioner Training Modules
 - State level qualifications of a Supervising Practitioner
 - What does quality mentoring look like?
 - Benefits to the profession, community and state
 - Building partnerships between Local Education Agencies (LEA), Institutions, SP, and Teacher Candidates (TC).
 - Teacher Candidate
 - Relieve school responsibilities/duties
 - Identifying for the LEA's what the incentive is for hosting candidates (State Perspective)
 - Professional Education Units
 - Maintaining units for state recertification
 - Ethics
 - SP code of conduct
- Terms
 - Per ARTICLE R7-2-604
 - Capstone Experience
 - Field Experience
 - Internship
 - Program Completer
 - Program Supervisor
 - Student Teaching
 - Supervising Practitioner
 - Teacher Candidate
- [Key Definitions that Support the Supervising Practitioner Modules](#)

State Level Qualifications of a Supervising Practitioner

- Per ARTICLE R7-2-604
- Per Arizona Educator Preparation Rule language, a Supervising Practitioner (SP) must have the following qualifications to mentor a Teacher Candidate:
 1. A minimum of three years of experience relevant to the license the candidate is seeking. This means that the experience of the SP must match the certification the candidate is seeking. Examples include early childhood, special education, elementary education, and secondary education.
 2. A current classification of “highly effective” or “effective” pursuant to §15-203(A)(38) when applicable.
 3. Adequate training from the professional preparation institution.

Reflective Activity: Qualifications

- Using the table below identify your current qualifications to become a Supervising Practitioner. For example, where and when did you complete your formal teacher preparation training? What do you recall as strengths and/or weaknesses of that preparation experience? What teacher licenses do you hold that are currently valid? How many years have you been teaching in the classroom? What other instructional positions have you held other than being a classroom teacher?

Teacher Preparation Details Strengths/Weaknesses	Teacher Certification	Teaching Experience	Other Instructional Responsibilities

What Does Quality-Mentoring Look Like?

- Recall the feelings you had when you underwent your student teaching. Everything was both exciting and terrifying, completely new and intimidating. There are numerous qualities of a great mentor teacher. The Arizona Department of Education feels strongly that Supervising Practitioners are teachers of the highest quality.
 - Together, we are hoping to create better first-year teachers!

Every Kid Needs a Champion

- Please take a few minutes to reflect and plan for a teacher candidate.
- Consider this topic as a journal reflection: “Every Kid Needs a Champion”
 - What stands out as a memorable teaching experience where you recall a positive impact on a child or group of children? How have you served in the role of a child champion?
 - Of the outlined qualities of a Supervisor Practitioner above, choose the top three and describe why you fit the criteria.
 - Plan to share this information with your teacher candidate!

Qualities of a Supervising Practitioner

Benefits to the Profession, Community and State

- Professional Competency: As mentor teachers assist their protégées in improving their teaching, they also improve their own professional competency.
- Cognitive Coaching Skills: skills such as listening, asking inquisitive questions, providing non-judgmental feedback.
- Reflective Practice: Forces supervisors to be reflective about their own beliefs about teaching as a career.
- Collaboration: Rich collegial interactions between mentor and mentee have been useful to increase confidence, while becoming more objective in reflecting on teaching practices.
- Contributions to Teacher Leadership: Builds SP's capacity for leadership roles in a school community. These skills can include training, classroom observation, and coaching skills. School districts can grow their own leadership personnel through quality mentoring.
- Teacher Candidate relieves the school of some responsibilities and duties.
- Arizona Department of Education feels that preparation and entry into the educator profession is the first stage in the continuum of a teacher's career. The SP plays a significant role in this first stage. A well-prepared teacher will have a higher retention rate to the profession. Hence, decreasing turnover and high costs to school districts.
- Compensation: University credit or professional development hours awarded to the supervising practitioner after hosting a teacher candidate.

Reflection Activities

- We Want the REAL Teacher

- A few days after you have informed your class that a student teacher will be arriving during the second semester, Jason brings you a note from his mother that expresses concern that his education will be diminished and disrupted by the presence of a teacher candidate. As the week progresses, you receive more missives that carry the same basic message- the parents want the “real” teacher educating their children. The school board is becoming less supportive of accepting teacher candidates because the presence of novice teachers may have a negative impact on test scores. Though the children had been excited when first informed they would have a teacher candidate, the attitudes of adults have created concern and dampened their enthusiasm.
- ***What actions will you take to address concerns of students, parents, and school board members?***

- They’re Playing Games with Me

- The students have learned how to frustrate your teacher candidate, Emily. She has been unable to establish any kind of working relationship with them in spite of the fact that she has tried a variety of approaches ranging from permissiveness to assertive discipline. The students often pretend they do not hear directions or complain that they did not understand the assignment, usually accompanied by knowing glances from the perpetrators. They often deliberately appear to be unable to comprehend what is being studied. In her frustration Emily turns to you and complains that the pupils are playing games with her.
- **How do you respond to Emily when she turns to you and complains in front of the class?**

What needs to be done?

[Ten Design Principles for Clinically Based Preparation that will have Lasting, Positive Results on Partnerships](#)

- What needs to be done?
 - More rigorous accountability on teacher education programs
 - Strengthening of candidate selection and placement
 - Revamping curricula, incentives and staffing
 - Supporting partnerships
 - Expanding the knowledge base to identify what works and supports continuous improvement
 - Planning, funding and operations need to be integrated into daily functions of the partner groups
 - Reflections on what is known as best practices to become sustainable over time
- Watch [Chicago Teacher's](#) video

Case Study

- Institutions are taking lessons from the preparation of other professional practitioners to revamp roles and rewards, share resources, and improve clinical experience. The Boston Teacher Residency (BTR) program, a partnership between the University of Massachusetts Boston, the Boston Public Schools, and the Boston Plan for Excellence, places teacher “residents” under the guidance of an experienced mentor teacher in a local school. For a year, residents take on increasing responsibility in the school while taking graduate-level coursework and attending seminars and earning a salary. The program culminates in an MA in Teaching and an entry-level teaching license. More than 8 in 10 (84 percent) teachers in the program stay in Boston Public Schools after three years, compared to the national average for urban school districts, which is 50 percent. Virtually all (96 percent) principals surveyed in Boston Public Schools would recommend hiring a BTR teacher.
- **Reflection:** What are your views on year long student teaching/residency placements versus the traditional semester long placements?

Reflection Activity

- Read [Transforming Teacher Education through Clinical Practice](#), a national report on preparing effective teachers. Brainstorm who would be responsible for implementing each of the 10 Design Principles listed above. Give an example of how the responsible partner could implement one of the design principals. The responsible partners will be either the Institution of Higher Education (IHE), teacher candidate, supervising practitioner, or local education agency. When filling in the implementation strategy section, give at least one example of how the responsible partner can contribute to the design principals that will lead to a lasting, positive result for the partnership. Download worksheet [here](#).
- Reflecting on your own practice, what three key pieces of research from the NCATE Article above can you contribute to being a successful supervising practitioner and why? This would be good information to be able to share with a future teacher candidate or colleague.

Ethics and Supervising Practitioners Code of Conduct

- [Professional Conduct at Large](#)

“The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer!”

- Alice Wellington Rollins