How Are Supervisors Selected, Trained, Evaluated, and Assigned for Advanced Programs?

Adaptive Special Education

University Supervisors
Selection: The university supervisors are selected on the basis of being a faculty member at Emporia State University in the adaptive special education program. These supervisors have had job experiences either within the field of elementary special education or secondary special education.

Assignment: The university supervisors are assigned on the basis of where they have had job experience in terms of working at the elementary or secondary level. For instance, if they have worked at the secondary level, then they will typically be the university supervisor as well as the course instructor for the secondary level practicum courses.

Training: Training is provided from the other university special education faculty members who have worked as university supervisors. Also, the university supervisors have worked in special education at either the elementary or secondary level.

Evaluation: All university supervisors are evaluated by the practicum students. Additionally, all university supervisor student evaluations go to the university department chair for review.

Field Supervisors
Selection: Our program requires two field supervisors for each practicum student. We require a building administrator and a special education administrator or supervisor to serve as supervisors. This is in place because almost all of our students complete their practicum courses on the job. Additionally, the supervisors are listed on the Practicum Approval Form that must be submitted for each student prior to the start of the practicum course. This form requires the job titles and signatures of the supervisors, and it requires that the special education supervisor list his or her special education licensure information. The information on this form is confirmed with a follow-up call by each practicum student's advisor.

Assignment: Almost all of our practicum students complete their practicum courses on the job. Consequently, their building administrator supervisor is typically the practicum student's building principal or assistant principal. The special education supervisor is typically the special education administrator or supervisor within the practicum student's school district or Coop, and they are the practicum's student special education supervisor on the job. The special education supervisor is typically the special education director, special education assistant director, special education coordinator, or special education department chair.

Training: We contact all supervisors at the beginning of the semester to ensure that they have received copies of the practicum course syllabus and copies of the Midterm Progress Report and Practicum Final Evaluation (these materials are to be provided to the supervisors by the practicum student). We then check to see if the supervisors have received these materials, and we check to see if the supervisors have any questions about the course or about the evaluations. Additionally, the building administrator is typically either the building principal or assistant principal, and thus serves in an official supervisory position within their building and district.
The special education supervisor must possess special education licensure, and they must be in an official supervisory special education position within their district or Coop. Consequently, all supervisors are officially involved in the evaluation and supervision of employees within their district or Coop.

If a practicum student is struggling, then an improvement plan is developed by one or both of the supervisors, the university supervisor, and the practicum student. The university supervisor is available to offer assistance to the field supervisors in the development of the improvement plan, but the focus is to work collaboratively with the building or special education supervisor. Plus, we encourage the involvement of the practicum student in the improvement plan. For instance, to identify areas in need of assistance and to develop goals.

Evaluation: The adaptive special education program does not formally evaluate the field supervisors at this time.

**Advanced Business**
The on-campus supervisor of the clinical practice (practicum) for the advanced program in business education is a full-time faculty member in business education. That individual recommends and approves of the school setting for the clinical practice. The on-campus supervisor must have secondary education teaching experience. After the clinical experience, the students evaluate the on-campus supervisor using a standard norm-based evaluation form.

**Advanced Music**
Faculty do the supervision.

**Advanced Physical Education**
Faculty supervise the final project.

**Building**
Each candidate (teacher, principal, or supt.) is responsible for finding someone that will work with the candidate and be the supervisor(s). The department shares information with each supervisor via paper/email and in person via building visits or phone calls relating to responsibilities. Evaluations of field supervisors is an informal process. The department obtains evaluation information from direct contact with supervisors and from candidates.

**District**
Each candidate (teacher, principal, or supt.) is responsible for finding someone that will work with the candidate and be the supervisor(s). The department shares information with each supervisor via paper/email and in person via building visits or phone calls relating to responsibilities. Evaluations of field supervisors is an informal process. The department obtains evaluation information from direct contact with supervisors and from candidates.

**Gifted Special Education**

Each gifted program candidate is supervised by an experienced gifted facilitator with an endorsement in gifted special education. The candidate, school district and/or Gifted Program
Director work cooperatively together to select and assign appropriate supervisors based on their experience in the field, willingness to fulfill responsibilities, and availability to the candidate. Supervisors sign agreement forms that identify their experience and training which are evaluated and approved by the Gifted Program Director.

Master of Arts in Social Studies
All supervisors are faculty.

Reading Specialist
Faculty supervise the students.

School Counseling
Selected: Identified and approved by school district (HR and building principal)...must be licensed as a school counselor and have worked for at least two years in position.
Trained: Both supervisee and supervisor are required to review online training recordings that explain: (a) supervisor's responsibilities, (b) supervision stages of development (tasks and responsibilities for both at each stage) and (c) the evaluation process. They must review specific journal articles describing the purpose of school counselor supervision and review specific questions regarding the supervisor's theoretical approach. They sign an 'attestation' form showing that these have been accomplished. They are contacted by the ESU faculty instructor with a phone call and a letter and also visited in person when instructor observes the candidate teaching a classroom guidance lesson. They are also contacted at the end of the semester as they complete the on-site supervisor's rating scale and dispositions evaluation for each candidate.
Evaluated: At the end of each semester the program faculty review each on-site supervisor and evaluate his/her level of responsiveness, ability to provide feedback on counseling skills, quality of feedback on counseling skills, ability to rate supervisee using on-site supervisors' rating scale (looking at consistency and reliability).
Assigned: Essentially the supervisor is 'assigned' by the ESU Field Experience Office, especially for those candidates who are not already employed by the district. Generally those already working as teachers or as school counselors will be assigned a supervisor that fits the criteria described above.

TESOL
In addition to having a solid background and knowledge in TESOL and Applied Linguistics, supervisors possess a rich teaching experience in TESOL and a teaching certificate as well as experience in supervising student teaching and practicums. These ESU faculty members are evaluated each semester through IDEA system of faculty evaluation during the semester when they supervised TS735 ESL Practicum, or whenever they teach TESOL licensure courses.

Besides ESU practicum supervisor, the OPES Office does not approve the advanced candidate's public school site until the candidate has a cooperating ESOL-licensed teacher to provide feedback on the candidate's practice throughout the practicum experience. This means that advanced TESOL program candidates are assessed by means of ESU Supervisor's assessment measures (namely SIOP and TESOL TWS), by the on-site cooperating teacher (using SIOP), and by use of candidate's self-assessment measures. On-site cooperating teachers are selected in
collaboration with the school district and the OPES Office. Their evaluation and training are, of course, part of their school and school district's role.