**Position Description: Practicum Supervising Practitioner**

**Position Overview:**

The Supervising Practitioner (SP) plays a critical role in a teacher candidate’s field-based experience by providing a model of high-quality practice and a link between theory and the realities of a PK-12 classroom. As practicum supervisor and member of the [Candidate Assessment of Performance (CAP)](http://www.doe.mass.edu/edprep/cap/) Triad, the SP is both coach and evaluator, assessing the teacher candidate’s practice while also providing the feedback and support that a candidate needs to improve.

***Adapt this template for use by your Sponsoring Organization or district.***

**Key Responsibilities (see** [**CAP Handbook**](http://www.doe.mass.edu/edprep/cap/handbook/handbook.pdf#page=7)**):**

* Provide consistent guidance, support, and high-quality feedback to the teacher candidate that improves practice;
* Assess and document evidence of teacher candidate readiness across the Six Essential Elements of CAP;
* Identify appropriate assessment(s) to measure candidate impact on student learning and support the candidate to set goals and collect and analyze data;
* Conduct at least three observations, including pre- and post-observation conferences, and collect, synthesize, and analyze evidence of practice relative to the Six Essential Elements;
* Calibrate observations and feedback with the Program Supervisor to ensure consistent messaging and targeted feedback to the candidate;
* Support the teacher candidate in administering student feedback surveys;
* Participate in Three-Way Meetings with the Program Supervisor and candidate to discuss evidence collected to date, set goals, evaluate progress, and determine plans for ongoing improvement;
* Determine, in collaboration with the Program Supervisor, whether the candidate is ready to teach.

In addition to these responsibilities, SPs should also be prepared to demonstrate the following practices of effective teacher educators (see [Teacher Educator Effectiveness Practices](http://www.doe.mass.edu/edprep/resources/additional.html)):

* Construct coherent learning experiences for the teacher candidate that bridge theory and practice and provide him/her the opportunity for authentic assessment of teaching practices;
* Model professional expectations including commitment to high standards, collaboration with colleagues, inclusive practice, data-informed decision-making, and continuous learning.
* Facilitate candidate practice through high-quality models, unpacking of teaching into explicit practices, and multiple opportunities for mastery.
* Provide high-quality feedback, consistent and continuous communication, and evidence-based judgments.

**Eligibility Requirements** ([See 603 CMR 7.02](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=02))**:**

* Interest by educator
* Three full years of experience under an initial or professional license
* Summative performance rating of proficient or exemplary on most recent evaluation
* Recommendation from principal/school building administrator

**Additional Criteria:**

* [Insert Sponsoring Organization or district-specific criteria here]