**Supervising Practitioner Selection Criteria**

*This resource provides a sample of supervising practitioner selection criteria co-developed by the BU and BPS partnership in the Student Teaching Partnership Consortium.*

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| **Outstanding Supervising Practitioners:** |
| **Mentor Practice**  | * Are willing and able to mentor and teach **adult learners**.
* Are willing and able to offer **actionable feedback** to novice teachers.
* Are willing and able to offer feedback to novice teachers that is both **positive *and* constructive** in order to support novice teacher learning.
* Are willing and able to make their own **teaching practice transparent** to a learner (including planning, enactment, and reflection).
* **Allow novice teachers to take risks** in the classroom; they are willing to relinquish some control so the novice can engage in a productive struggle.
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| **SPED-specific Mentor Practices**  | * Are willing and able to support novice teachers to make sense of the **different types of inclusion models**.
* Are willing and able to support novice teachers to **make instructional decisions** about what makes the most sense for the students in this room.
* Are willing and able to support novice teachers to navigate inclusive classrooms where station-based, center-based teaching is often the norm and it is a-typical for a teacher to be alone.
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| **Classroom Practice**  | * Foster **positive student relationships** (with their K-12 learners)
* See students’ **strengths & assets**, can see them, use them, and model this for a novice teacher.
* Deeply understand **academic content**.
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| **Professional Practice****&** **Demeanor** | * Are **positive** and enthusiastic
* Are **reflective** and interested in being learners (they may not require as much prompting to reflect on their teaching)
* Have the **time** to support someone who is still learning.
* **Communicate well** by phone and/or e-mail in order to stay in touch with novice teachers and university liaisons
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