



SCHOOL OF EDUCATION

UNIVERSITY of WASHINGTON | TACOMA

JOB DESCRIPTION, Ed Admin/Teacher Certification FIELD SUPERVISORS/TEACHING ASSOCIATES

Updated: April 22, 2024

The University of Washington Tacoma is a growing, urban-serving university that is deeply invested in its local communities. The UW Tacoma School of Education is seeking applicants for current or former PK-12 classroom teachers or school leaders to serve as Field Supervisors in our Educational Administration Program (Ed Admin) or Teacher Certification Program (TCP) to mentor and support our diverse students (hereinafter referred to as “candidates” or “interns”) as they seek Washington State professional certification. We are seeking applicants with a demonstrated commitment to equity and experience with action research, inquiry-based practices, and/or teacher research.

The SOE mission is “to prepare ethical and reflective educators and leaders who transform learning, contribute to the community, exemplify professionalism, and promote diversity.” Learn more about the SOE by visiting our website: tacoma.uw.edu/soe

Field Supervisors/Teaching Associates (hereinafter referred to as Field Supervisors) are the primary advocates and contacts for our candidates during their field experiences in local and regional K-12 partner schools. They act as a liaison between candidates, key UWT personnel (Administrator of Field Placements and Partnerships, Faculty Program Directors, Certification Officer, Academic Advisors/Recruitment & Retention Specialists), and PK-12 educators (Mentor Teachers, School Administrators) throughout the candidates’ field experiences. Field Supervisors also operate as a collaborative team, supporting each other and program leaders to successfully enact the programs.

In these capacities, Field Supervisors are ambassadors of the SOE mission and values: tacoma.uw.edu/soe/conceptual-framework. Field Supervisors directly report to the Administrator of Field Placements and Partnerships with accountability to the Program-Area Clinical Coordinator and Faculty Program Director. Per the UW Faculty Code, Field Supervisors also have accountability to the Dean, Elected Faculty Council, and voting faculty. Annual reappointment for field supervision is possible depending on enrollments, funding, program needs, and satisfactory performance. Note: these are part-time academic personnel positions that are not tenure-eligible or tenure-leading.

Field Supervisors assume the primary responsibility for supporting and evaluating each assigned candidate’s fieldwork and intern experience such as: establishing clinical practice/fieldwork expectations, periodically assessing strengths and growth areas, developing and implementing improvement plans for candidates who are having difficulties meeting field experience expectations. Field Supervisors will also support candidates to successfully complete certain program-specific certification requirements, such as: learning through formal observations, compiling samples of professional work, and developing OSPI Professional Growth Plans (PGPs). Moreover, Field Supervisors support Mentor Teachers/Administrators to understand and complete their part in these field-based activities and requirements.

Note: Exact assignments, weekly hours, and benefits will depend on caseload. Regular travel between duty station and partner schools is required to meet program needs. Mileage and other eligible travel-related expenses will be reimbursed according to the school's and UW reimbursement policies. UW Zoom accounts are also provided to enable additional options for regular interaction with candidates in their placements.

Primary Responsibilities and Duties of Ed Admin / TCP Field Supervisors:

<i>Primary Responsibility</i>	<i>Primary Duties</i>	<i>% of Time</i>		
<p>Support Candidates</p> <p><i>Mentor, supervise and evaluate assigned candidates to have successful placement experiences.</i></p>	<ul style="list-style-type: none"> ● Regular Contact: Support/respond to candidates through 1-2 onsite visits per quarter (more may occur, in consultation with the Administrator) plus regular contact through video/phone calls/email (more frequent interactions if additional support is required). Various kinds of interaction may occur with one or more candidates. ● Observe/ Coach: Observe activity in the field; engage in reflective dialogue and/or provide constructive feedback; maintain records of key topics addressed. ● Triad Meetings (candidate, mentor if applicable, and field supervisor): (~monthly) Facilitate informal triad check-ins; (quarterly) Triad Reflections to collaboratively identify candidate strengths and develop focused growth goals toward independent professional practice. ● Feedback: Evaluate, give feedback, and/or engage the candidate in self-reflection on growth areas, course assignments and overall progress against standards, informally and using program-specific tools and resources such as: <table border="1" data-bbox="391 1079 919 1411"> <tr> <td data-bbox="391 1079 919 1411"> <p>TCP:</p> <ul style="list-style-type: none"> ● Time logs ● Standards for Essential Skills and Dispositions ● Mid-quarter Triad reflections ● Tools for Formal Lesson Observation Cycles: <ul style="list-style-type: none"> ○ Lesson Plan Template ○ Post-Lesson Analysis </td> <td data-bbox="919 1079 1468 1411"> <p>Ed Admin:</p> <ul style="list-style-type: none"> ● Time logs ● Quarterly reports ● Quarterly plans ● Provide feedback on Internship assignments ● Professional Growth Plan ● Resumé development </td> </tr> </table>	<p>TCP:</p> <ul style="list-style-type: none"> ● Time logs ● Standards for Essential Skills and Dispositions ● Mid-quarter Triad reflections ● Tools for Formal Lesson Observation Cycles: <ul style="list-style-type: none"> ○ Lesson Plan Template ○ Post-Lesson Analysis 	<p>Ed Admin:</p> <ul style="list-style-type: none"> ● Time logs ● Quarterly reports ● Quarterly plans ● Provide feedback on Internship assignments ● Professional Growth Plan ● Resumé development 	80%
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<p>Document and Share Progress</p> <p><i>Share regular progress of candidates with program leaders and mentors as needed.</i></p>	<ul style="list-style-type: none"> ● Updates: Document and Communicate regularly with program leaders regarding candidate progress. As needed, document and report any concerns with program leaders and academic advisor/recruitment-retention specialists. ● Recommend: Write a final letter of recommendation and/or complete confidential reference forms as needed/requested by the candidate. 	10%		
<p>Support the Field Program</p> <p><i>Attend events.</i></p>	<ul style="list-style-type: none"> ● Field Team: Attend regular field supervisor meetings; may attend program orientations and seminars as available. ● Network: Attend faculty/staff program-area meetings and dedicated events as needed / desired. 	10%		