Reflection and Learning Plan:

Daily and Monthly Goals, Plus a Five Year Plan

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EDU6222: Contemporary Issues Capstone

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Introduction

As my time in the Higher Education Administration program comes to a close–one more class to go!–this reflection and learning plan serves as a reminder of where I started, the journey I took, and where I might go in the future. By examining my work in my e-Portfolio and glancing through my class notes and discussion boards, I can reflection on my growth in skills and knowledge.

The first section of this paper covers this reflective process across skills, knowledge and learning outcomes. The second section of this paper includes and evaluation of professional competencies of a related professional organization, as well as some future positions that I might consider in my professional career. This paper ultimately concludes with a learning plan developed to assist in my professional and personal growth.

Growth Reflection

Throughout this program, I have been able to grow and develop HEA skills and knowledge. These skills can be tied directly to coursework, as can the trajectory of my knowledge. additionally, these skills and knowledge growth can be mapped to Program Learning Outcomes (PLOs). A discussion of skill growth and knowledge growth are below, followed by an evaluation of my work against the PLOs of the Higher Education Administration program.

HEA Skills Growth

My practical skills in Higher Education Administration have been honed across this program. Many of these skills have been incorporated into required coursework, and several of them have been developed over several courses in the program. I've included courses on the next page that I believe engaged in the development of these skills–it isn't an exhaustive list; if I had

unlimited time, I am sure I could tie each skill into every class and every assignment. These are a few examples of skills I feel confident in as a result of this program.

Table 1

Skill Growth in the Higher Education Administration Master's Program

Skill	Required Course(s)	Assignment(s)
Gather and analyze data from a variety of sources	EDU 6204, EDU 6218, EDU 6222	Signature assignments, papers, discussion boards
Prepare robust proposals for professional projects	EDU 6051, EDU 6204, EDU 6218, EDU 6222, EDU 6234	Signature assignment proposals
Integrate principles of social justice into my work	EDU 6051, EDU 6204, EDU 6222	Signature assignments, discussion boards
Engage with higher education and student development theory	EDU 6051, EDU 6205, EDU 6222	Signature assignments, discussion boards
Ability to prepare useful questions for project development and generative prompts for team discussion	EDU 6204, EDU 6218, EDU 6219, EDU 6222, EDU 6234	Interview assignments, team projects

My specific areas of strength lie in utilizing theory and developing theoretical frameworks, as well as proposal preparation. I have been able to utilize some aspects of project proposals developed for this program in my professional life. In particular, I was able to adapt the proposal created for Money Matters: Financial Management in Higher Education (EDU 6218). Feedback from faculty on my papers often speak to my ability to grasp and implement student development theory.

In examining my e-portfolio, I feel comfortable in the work that I have completed and the skills I have grown. A skill that could be useful to continue to nurture is understanding the value of the precision of language. I often find myself abutting the page limit of most projects. I feel that my best, most succinct work was in EDU 6218 for the several papers I have written. I

speculate that this is the case due to the nature of the course; since it was data focused, I didn't feel the need to add superfluous language.

I also have an interest in survey and study design. I have researched extensively on existing theories and models and applied them to projects. In the future, analyzing and compiling theories should be a first step–I'd then like to take that, implement it, evaluate it, and report on it. Much of this program has centered on literature review; going forward, I would love to engage in more practical and hands on research related to Higher Education Administration.

HEA Knowledge Growth

Prior to starting this program, my understanding of Higher Education Administration was limited to what is within the title: it is a field of administrative work in higher education. This understanding was mostly fueled by my experience as an undergraduate student and my limited work in higher education–I started working at Northeastern in a student facing position in March of 2020 and began this program in September of 2021. This year and a half of professional experience didn't do much to change my understanding of HEA; I began working in the beginning of theCOVID-19 pandemic. As a result of this, whatever systems and structures had existed in higher education had to immediately adapt and pivot–and those adaptations are what formed my initial and limited understanding of Higher Education Administration.

This understanding began to shift with one of my first courses in the program: the Foundations of Higher Education (EDU 6204). While it did confirm my limited understanding of HEA as a field of work, it also introduced HEA as a field of study. We examined scholarly articles and began to apply research to issues we discussed in higher education as well as real issues we might have discovered in our own professional experience. We explored practitioner sources like the *Chronicle of Higher Education* or *InsideHigherEd* for contemporary

information. We enriched our understanding of HEA by engaging in our first signature

assignment project: a lengthy proposal on a topic of our choice.

My understanding shifted further with the incorporation of classes like the History of

Colleges and Universities (EDU 6217); Culture, Equity, Power, and Influence (EDU 6051); and

Higher Education Law and Policy (EDU 6219). Higher education administration is indeed a field

of work and a field of study, but it is also a part of a system–a system that often perpetuates

power and influence for the privileged at the expense of disadvantaged populations. EDU 6217

laid the foundation for the context of this system, EDU 6051 showed how this system interacts

within other institutional power structures and affects the experience of college students, and

EDU 6219 explained how many of these concepts become policy and continue this power

imbalance.

Program Learning Outcomes (PLOs)

The Higher Education Administration program has 5 defined program learning outcomes

(PLOs) that describe what students should accomplish as they complete their degree. These are

typically further outlined in Course Learning Outcomes (CLOs) in the syllabus of each course.

Generally speaking, these PLOs speak to competencies related to academic skills utilized in the

program with the explicit goal of translating these skills to work areas out of the classroom and

into our professional practice.

Analyze Law and Policy Regulations Within a Higher Education Context.

Though perhaps most obviously found in EDU 6219, engagement with law and policy

regulations can also be found in assignments and readings from EDU 6217. Both courses

engaged with topics like Title IX and The Higher Education Act of 1965; where they differ lies

in how they are engaged in each course. In EDU 6219, we relied on legal precedent to evaluate

the validity of court findings and policy decisions that relied on laws like Title IX. In EDU 6217, we focused on the trajectory of policy and what historical events created and informed those policies. When engaging in both (required) courses, students gain a holistic view of law and policy regulations. In fact, I almost wish I took both courses in the same quarter so that I could have engaged in a cross-discourse of these classes.

Analyze, Generate, and Propose Innovative Solutions to Contemporary Issues in Higher Education, Driven by Data and Applied Theory.

The signature assignment for nearly every course in this program has been a proposal of some kind for one issue of our choosing (within the scope of the course). The most notable of these projects is without question the Contemporary Issues Capstone (EDU 6222). The capstone represents the culmination of skills and competencies learned throughout the program, and requires the preparation of data and theory to create a proposal that can and should be easily implementable for anyone who reads this packet.

Integrate Principles of Social Justice and Inclusion for Concrete Actions in Higher Education.

Principles of social justice and inclusion can be found throughout this program. They are clearly evident in EDU 6051, the Demographics of the New College Student (EDU 6205), and the College Student Experience (EDU 6216). An example of concrete actions that integrate these principles can be found in my signature assignment for Faculty, Curriculum, and Academic Community (EDUD 6202)–here I focused on how faculty professional development contributes to the systems in place at an institution's campus. If an institution wishes to see a more inclusive campus climate, faculty must be prepared to participate in that space which requires institutions to provide professional development opportunities in these areas.

Articulate Methods to Continuously Hone and Upgrade Professional Skills in Key Higher

Education Competencies.

This is the PLO I feel the weakest in. While I can articulate a connection to my experience and learning outcomes and I feel confident in my academic abilities, articulating methods to maintain these professional skills is particularly challenging to me. Though most courses require a reflection of our experience, not many courses encourage us to consider the future; furthermore, besides the capstone course, I haven't experienced a faculty member engaging in conversation regarding my professional goals. As a result, I do feel a bit lost to articulate ways to grow skills.

I am sure that there are many, including LinkedIn Learning, professional development through HR at Northeastern, as well as conferences and workshops I might find on my own, but I could have benefited more from faculty engaging in these conversations or offering up additional sources of professional enrichment.

Effectively Present Ideas Through Multiple Mediums for Targeted Audience in Higher

Education Administration

Throughout this program, I shared presentations and submitted proposals in almost every class. As a result, I have given live PowerPoint presentations, recorded PowerPoint presentations, engaged in discussion boards, shared drafts of proposal documents, and participated in live Zoom discussions. Each of these projects has a target audience as specified by the course, and I feel comfortable in these projects and their results.

Learning and Problem Solving

I was lucky to feel comfortable in most of the material discussed in class. Before working in higher education and participating in this program, I worked in program management for non-

profit youth leadership programs. As a result of this background, I have a professional history in people management, budgeting and fundraising, adhering and maintaining laws and policies, proposal creation and presentation, and social justice and inclusion. This helped orient me in this program; where I couldn't rely on academic history for a topic, I relied on my experience to ground me.

Even still, I did find that I had some difficulty in EDU 6217 and EDU 6219–even if these classes were my favorite. In EDU 6217, I found it hard to find the motivation to learn the history of higher education; this was mostly because of how dense some of the material was and because I have a general personal disinterest in history as a field of study. Some people love it, but I have always had more of an analytical, mathematical mind. To combat this struggle, I reframed the course material for myself. The solution was something as simple as changing the word "history" to "context." I essentially tricked my brain into engaging in a topic I tend to avoid.

In EDU 6219, I struggled not with material, understanding and implementing laws and policies in my work, but rather in alignment with expectations from the faculty member. For one major assignment, I missed the mark on its purpose. Where he was looking for more of a reflection, I gave him more research. I took a fairly large hit to my grade for that. Thankfully, this was early on in the class–I was then able to send any questions about the assignment content directly to him for the future to ensure I wasn't misaligned again.

These are both strategies that I can implement in my professional life. I have learned that being proactive in questions to colleagues and supervisors on the work that I am doing can alleviate any struggle to complete the objective. Perhaps more useful is being self-aware of my own personal limitations and the way in which I learn, engage with material, and understand and

perceive the world around me. It took me a long time to engage in metacognition. I hope to continue that process as I grow and develop as a learner, an educator, and a practitioner.

<p align="center">**Professional Competencies Review**</p>

To review professional competencies further, I have identified a professional organization that aligns with my current role and future interests in higher education. By examining a few job postings for potential "next steps" and in considering the EdD program here at Northeastern, I have identified key areas of interest–which are most connected to student affairs.

Professional Competencies/Ethics

When I started this program, I served as the Administrative Assistant in the Department of Political Science at Northeastern University. Now, I serve as the Academic Administrator in the same department after being promoted in October. My role is a mix of student facing work, and department/college level administrative background work. The National Association of Student Personnel Administrators (NASPA) appears to be the organization most related to the functional area of my work.

NASPA has a publication titled *Leadership Exchange: Solutions for Student Affairs Management*. Its Spring 2023 issue represents the first issue of its twenty-third volume, and it contains articles written by practitioners and scholars on topics of health, safety, and well-being; student success and data analytics, staff recruitment and retention, and more (NASPA, 2023b). This publication is a reflection of the organizations four guiding principles: (1) integrity, "committed to high moral principles exhibiting authentic, honest, just, and ethical behavior;" (2) innovation, "continuously seeking improvement through new and creative approaches;" (3) inclusion, "seeking ways to ensure access, voice, acknowledgment, opportunity, and

participation at all levels;" and (4) inquiry, "supporting research and scholarship to add to the knowledge base of the profession and ensure that data informs practice" (NASPA, 2023a).

To be completely honest, I had never heard of this organization until it was brought up in our capstone presentation. Its existence is unfamiliar; however, its guiding principles, vision, and mission all align with those that I hold for myself. Professional organizations like this are never brought up in conversation with the staff in the College of Social Sciences and Humanities (CSSH), where Political Science is housed. Only faculty colleagues discuss their memberships, and they never suggest that we (the staff) look into our own. It seems like a missed opportunity. Resources like those housed within NASPA appear to be sweeping in topic and easily accessible–not to mention the comradery and community such an organization can foster and create. Those principles, resources, and community focused initiatives are desperately needed within the CSSH staff community. I've made a note to reach out to my colleagues in the college to see what, if any, membership to other organizations they currently maintain.

Job Ad Reflection

As I've mentioned before, I am not necessarily focused on the next professional step in my life–I am interested in furthering my education as a part of the doctoral program at Northeastern for Higher Education Administration. Regardless, I have taken a look at some positions that I might consider as a next step if I choose to take a break before entering into this degree program–or in the event that my application is not accepted. A list of these jobs and some highlights are included in an Appendix at the end of this paper.

The job postings I searched for are all for positions at Northeastern University, as I do not intend to change employers anytime soon. This presents a limiting factor; between my area of interest, the positions I am not qualified for, and keeping Northeastern as my employer (for

positions specifically on the Boston campus), *The Chronicle of Higher Education* only had 8 related postings as of March 19, 2023.

The themes in these jobs, which are coordinator or advisory positions, is that they are predominantly student facing. This is the aspect I enjoy the most in my work: sharing in students' success, helping them get through any failures, guiding them when they aren't sure where to go, and developing tools they can use in support of their goals. Most qualifications for these positions include phrases like "detail-oriented" or "proficiency in computer/technology and database management" or "strong communication skills." Several of them include requiring a master's degree in student development, education or similar–and at the conclusion of this program I would qualify, which makes many of these options great next steps.

As for the EdD program here at Northeastern, the minimum work experience is three years–and I will celebrate my three-year anniversary at Northeastern University on March 25. Its focus on innovative approaches is what drew me to the program in the first place. It also aligns itself nicely with the guiding principles of NASPA. I find myself excited by the prospect of applying to this program, but nervous to apply and begin such a large undertaking. As a result, I look forward to my conversation with Prof. Joan Giblin later this week.

Learning Plan

To assist in developing these professional competencies and to prepare for next steps– whether it is a new job, enrolling in the EdD program, or both–a learning plan must be established. With my experience in Higher Education combined with my previous professional experience and the skills and knowledge gathered from this program, I have identified three strengths and three challenges to advancing my professional career. These strengths and

challenges align with those outlined in my current job description, job postings, and the EdD program.

Strengths

Integrating Theory into Practice and Integrating Principles of Social Justice

Something that I have succeeded in academically is engaging with theory related to student development and student support. In EDU 6051, EDU 6205, and EDU 6222, I was able to identify and correctly use various theories tied to the success of students at a given institution. In professional practice, I now engage with the Department of Political Science Justice, Equity, Diversity, and Inclusion Committee (JEDI) as a staff representative–in this role, I utilize these student development theories as well as theories like validation and marginality and mattering theory to ensure our work is student centered–and centered on their success.

In this one capacity alone, I engage in two strengths that I have gained from this program: integrating theory and principles of social justice into my professional practice. These strengths also align with job descriptions: many of them require applicants to be able to consider diversity in their work–some even go so far as to request a statement on diversity. And since many of these positions require master's degrees, proper application of theory is also a strong skill to possess in the workforce.

Gathering and Analyzing Data

A strength that I've carried with me as a student and in my professional work is the ability to gather appropriate data and conducting robust analysis. As the Academic Administrator for the department, I directly engage in the admissions process for MA, MS, and PhD students in the fields of Political Science, Security and Resilience, and Applied Quantitative Methods and Social Analysis. Because of this, I am constantly using data analytics to gauge what our

enrollment and yield might be on any given cycle, I compile resources for current students across multiple platforms, and I engage in the scheduling of courses which requires aggregating data across the university on enrollments and teaching plans. All of these skills have grown and developed as a part of this program and show up consistently in job postings in student affairs.

Challenges

Mentoring and Guiding Students

Though my day-to-day work does involve working directly with students, I only transitioned to this level of student facing work in October. My experience here is a bit limited. Though I am perhaps qualified for academic advising positions (or will be at the end of this program), I lack some experience one on one with students. I don't know that work in this program has prepared me to mentor undergraduate students, but through guiding my fellow graduate students and in my early stages of student facing work in my role, I am confident I my ability to continue to foster this skill.

Teaching Experience and Affiliations

This challenges are tied to the EdD program rather than to job postings that I've examined. In the application materials section, it references a professional resume that should include an outline of skills including research and teaching experience or affiliations and certifications. As I mentioned previously, I do not currently hold any professional affiliations with any organization. Though this might pose a challenge on this particular application, I do have related experiences that speak to these abilities.

Though not as a result of any professional trainings or education, I am a member of American Political Science Association (APSA) and Pi Sigma Alpha (PSA), the national Political Science honor society. As a result of this, I do have a strong grasp of the benefits of

such affiliations–and I intend on investigating the requirements and application process for NASPA during spring break.

As for teaching experience, I have a long history of teaching–just not necessarily in fields related to higher education (with a single, small exception). I taught dance for over 5 years, including the introductory college level at UMass Amherst while I was still an undergrad. Additionally, I did teach a small 1 credit seminar as an undergraduate at the 300 level in education; this was specifically tied to residential life. At a foundational level, I have an understanding of what it means to teach, what it takes to teach, and how I can adapt previous experiences to be able to teach in the future. In combination with the knowledge and presentations from this program, I feel confident that this challenge is not insurmountable.

Life Long Learning Plan

These challenges present opportunities for growth, both personally and professionally. In developing this learning plan and considering what is reasonable for my current stage in life, I have come to think of this in three separate categories: daily, monthly, and a five year goal. To hold myself accountable, a majority of these items are actually already included in some form as goals on my performance review, specifically in areas of professional development.

Daily Growth

To foster daily growth, I have two goals. The first is to read one article from a practitioner source every day before I start my work. Currently, I receive newsletters from *The Chronicle* and *InsideHigherEd*. Each of these emails include links to a variety of articles across disciplines in higher education. This strategy allows me to engage more in the community of higher education professionals.

The second goal is to reach out to one student every day to check in on their progress and see if they need any additional support. Currently, I wait for students to come to me. This strategy will assist in developing my mentoring skills and should assist in creating opportunities for further professional development or promotions.

To make sure this is sustainable and attainable, I want to try these daily practices for a month beginning on April 1. On May 1, I will set aside time in my calendar to examine these practices, determine what, if any, changes need to be made, and continue to think about other methods to develop these skills.

Monthly Growth

Something that is already included in the professional development section of my annual review is taking LinkedIn Learning courses–at least 6 every year. Instead, I would like to prioritize taking one LinkedIn Learning course (or similar) each month. It is possible that I will find short seminars or minicourses by engaging with the daily readings from practitioner sources. To keep myself accountable, I will schedule time on my calendar to accomplish these tasks and continue to keep this as a part of my professional development goals on my annual review.

The Five Year Plan

Though perhaps cliché, the last category I would like to set as a goal is a five-year goal. In particular, I would like to complete the EdD program by that time. The timeline and accountability of this is a bit nebulous for me at the moment. I am hoping that my meeting with Dr. Giblin can assist in further developing a potential timeline for this goal. Even still, accountability is not a concern. The master's program was also a professional development goal of mine on my annual review. Without counting chickens before they hatch, I will not add the

EdD program to my annual review without an admission offer. Should I be accepted and enroll in the program, this will be included on my professional review.

Conclusion

The fact that I have mostly completed this degree is astonishing to me. It has been an incredible privilege to have spent the past two or so years engaging with colleagues, peers, and faculty in this process. Along the way, I have accomplished some great things, and grown both academically and professionally. By analyzing my experience through the ePortfolio and exploring potential future career and academic options, I have created learning goals for myself to assist in my professional development. With some guidance, and the support of my peers and mentors, I hope to be able to accomplish these goals–and many more.

References

NASPA. (2023). *About NASPA*. NASPA. Retrieved from https://www.naspa.org/about

NASPA. (2023). *Leadership Exchange*. NASPA. Retrieved from

https://www.naspa.org/leadershipexchange/spring-2023

Appendix A

This appendix represents a collection of potential "next stop" jobs that I might consider in the future. I've also included the EdD program offered at Northeastern as a potential next step for myself. Each position includes a brief description copied from the listing. All positions are located at Northeastern University; if I do pursue the EdD program, then in order to remain tuition free, I must remain at Northeastern–not to mention the insurance and benefits package are excellent, on top of family location and my partner's career aspirations. All job postings have been collected from *The Chronicle of Higher Education*; however, Northeastern University maintains its own application system called Work Day.

Doctor of Education – Online with Residency: "The Doctor of Education program is designed to be completed in three to four years of study—following a fast-paced quarter system in lieu of a traditional semester format. Students choose from five concentrations to create a curriculum that matches personal and professional interests. The program's dissertation in practice process will begin at the onset of your coursework as you identify your problem of practice and develop an action plan—incorporating cycles of data collection and analysis, collaboration, change work, and reflection—culminating in the dissemination of your action research findings. Our students come from diverse disciplines and professions, seeking more than just a degree. You'll gain a practical education that translates to your everyday working environment."

Alternative Pathway Program Coordinator: "The primary role of this position is to provide and coordinate administrative support to the International Pathway Programs and Global Network Teams. Through excellent verbal and written communication, this position plays a key role in ensuring both teams are meeting the administrative needs of all GEO programs geared to

first year students (The N.U.in Program, Global Scholars and Global Quest)…The person in this role is expected to maintain a working knowledge of our programs' content and able to help support the tasks needed to manage the workflows associated with these programs. In addition to performing a number of general administrative tasks, the position supports event planning, equipment tracking, travel bookings, and acts as a liaison with systems and technology support."

Academic Advisor: "The Academic Advisor will work in the Explore Program for undeclared students in conjunction with the Program Director, the Assistant Directors and Academic Advisor, and will provide guidance and support to first- and second-year students as they explore their academic interests and make the transition to their majors. The Academic Advisor will design and implement exploratory programs and events which provide opportunities for invaluable connections to faculty, students, and information about various majors across the University. The Academic Advisor will also serve as a point of contact for prospective students and their families, making connections and referrals to Explore Program advisors and student leaders to improve University yield efforts to recruit and retain high-talent students.

Coordinator, Student Leadership Relations: "Reporting to the Director, Student Leadership Relations, the Coordinator, Student Leadership Relations is a critical member of the Leadership Relations team and will work closely with the Director and full Leadership Relations team in support of university referral program responsibilities as well as general administrative support…The Coordinator will maintain the referral process, track information, prepare for visits, manage visit calendars, and assist with hosting campus visitors as needed. They will track students to maximize engagement, schedule meetings, and assist with necessary follow-up including connecting students to campus resources. They will serve as a liaison to fundraising

colleagues for student- and family-focused questions. The Coordinator will support the

administrative needs of the team by scheduling meetings and prepping meetings and agendas,

maintaining travel and event calendars, and updating and maintaining the team SharePoint site.

They will maintain the team dashboard and produce activity reports as well as log team

activities, update coding and meeting/call reports, and run reports in Salesforce."

Success Coordinator: "Success Coordinators are key to the newly initiated Student

Support Initiative (SSI) that pairs trained upperclassmen (called Student Success Guides) with

incoming students through a tailored tech platform. Each Success Coordinator will organize,

train, and supervise approximately ten Student Success Guides and oversee their engagement

with caseloads of approximately 10-20 students, respectively."

Undergraduate Advisor: "Advise and support College of Engineering undergraduate

students with all aspects of course planning and registration from Orientation through to

completion of degree requirements at the time of degree conferral. Responsibilities include

support and advising of first-year students who enter the College of Engineering directly or

through various pathway programs, to include: teaching multiple sections of a one-credit first

year seminar, monitoring and supporting academic progress, serving as a referral source to

students experiencing academic and personal challenges, and assisting with various College

programs. Will also serve as departmental liaison and advisor to upper class students,

underrepresented populations and incoming transfer students, review records for completion of

degree requirements, provide interpretation/explanation of College and University policies and

procedures, and provide support for enrollment and retention initiatives."

Academic Advisor: "The Academic Advisor for Northeastern University's College of

Professional Studies (CPS) reports to the Associate Director of Academic Advising and is

responsible for providing comprehensive academic advising services and support for CPS learners in bachelors' completion and graduate and professional studies programs across the global network. They ideate, implement and ensure best practices and policies related to CPS student advising services and support to ensure continuous improvement and learner success. The Academic Advisor will partner with an assigned caseload of students to facilitate the development of academic and professional planning that incorporates experiential learning elements and exploration, engagement with networks and communities through an appreciate advising model. While the Academic Advisor may have primary responsibilities on their assigned campus, they will attend remote meetings and implement projects for specific position responsibilities and needs within Northeastern University, Boston."

Open Rank – Cooperative Education Coordinator – MGEN Coop: "Northeastern University is a global leader in experiential learning and cooperative education in which students alternate between academic study and work experiences. The College of Engineering's Multidisciplinary Graduate Engineering (MGEN) Department is seeking a Co-op Faculty member to work with its engineering co-op students and employers. The Coordinator will work with graduate students with a focus in the Information Systems, Software Engineering Systems, Data Architecture & Management, Cyber Physical Systems, and Telecommunication majors."

Student Teacher Supervisor: "The University Supervisor observes and documents the teacher candidate's demonstration of professional competencies relative to the Massachusetts Department of Elementary and Secondary Education Professional Standards for Teachers and also serves as an advocate and additional resource for the student and school. Working closely with the cooperating teacher, the University Supervisor supports the teacher candidate's developing practice."