Spring 2022 Beginning-of-Semester University Supervisor Training

Agenda

▶ Welcome back!!! ☺

▶ General supervision items

▶ Teaching Performance Assessments "TPAs"

▶ 10:45am Dr. Mandy Lusk - Equity

Welcome back!

Please give a warm welcome to our new Supervisors:

- ➢ Toni Noble
- ➢ Adriana Ramos

Great news: supervision assignments are ready!

- After LOTS of work, Supervisor/Student Teacher assignments are finally ready!

- HUGE shout out to Alli for making it all come together. THANKY YOU ALLI! ☺

- After this meeting I (and after I eat lunch!) I will share your folder with your students in it with you via OneDrive. More details on that in a bit!

Tips to share with one another and with our new Supervisors ☺

General Overview of Duties

- 10 weeks: 2/28 – 5/13

- Please try to contact your students by the end of the day tomorrow if possible.
    - introduce yourself
    - give them their placement information: school and teacher
    - ask them to reach out to their teacher
    - give them your Zoom info and meet with them after our orientation

- Contact the Master Teacher and make sure that person is aware that they have been assigned a student teacher

    -you can find the teacher's information on the school's website

    -maintain contact with them over the course of the semester

      preferably 4 or 5 times

- Contact the principal

    -thank them for having our students

Observations

- Please try to do at least 2 observations in person.

- If there are students that you are very far away from, please try to do at least one in-person observation.

- There may be some students who you'll need to do 100% online observations, that will be okay.

- If recorded, students' faces may not be shown. There are no exceptions and we do not have a permission form to allow it.

- Please reinforce that you **must** have access to their lesson plan at least 24 hours before you are to observe the lesson – students have been writing up the lesson after they teach it, we need to nip this in the bud!

  - If it is a recorded lesson, student needs to view their recorded lesson and a write brief reflection before meeting with you

- For the observation, record notes about

  - lesson itself

  - specific things the student teacher did well

  - specific ideas the student teacher can incorporate to improve his/her practices

- Arrange a time to review it with the student

Questions?

Student Teaching Portfolios – I strongly encourage you to use OneDrive!

Supervisor keeps and shares at the end of the semester:

▶ 6 Lesson Plans per Student Teacher

▶ 6 observations and evaluations of their teaching

▶ Student-maintained Collaboration and Support

▶ Student's Teaching Log

▶ Log of the support you provided to each student teacher/intern

▶ Please only include the documents listed above in the folder I created for you. That would greatly help our assistant who has to check for all of the documents.

Student uploads to OneDrive:

▶ Students have step-by-step directions with pictures for setting up their folders.

▶ 6 Lesson Plans per Student Teacher

▶ Student-maintained Collaboration and Support

▶ Student's Teaching Log

▶ Weekly Activities

File Names

▶ Please use the following format for saving files

Last Name First Name. Title of Document

For example

"Lewis Chiu Calli Support Log for Rebecca Lozano"

"Lewis Chiu Calli Teaching Eval 1 for Henry Miller"

▶ Students have been given the direction to use this format too, please support them in remembering! ☺

Substitute Teaching Policy Department of Special Education
Spring 2022 Only

We are finalizing a document with more details and we email it out as soon as it's finalized.

SPED 488 Candidates

- May substitute teach a maximum of 10 days at the school site at which they have been placed.

SPED 489 Candidates

- May substitute teach a maximum of 25 days – details forthcoming.
- ECSE candidates shall be a substitute teacher in PK/TK/K only during 489D Fieldwork.

Both SPED 488 and 489 Candidates

- Must work with Supervisor to designate specific days to substitute teach (example, every Friday).
- May not miss courses to substitute teach.
- May not cancel previously scheduled observation to student teach.
- Must let supervisors and master teacher know as soon as possible.
- Must be in good academic standing in the program, if Candidate Improvement Plan is in place you will not be allowed to substitute teach).
- Must still complete all assigned coursework for 488, 489, and all other credential courses.

Required Documentation

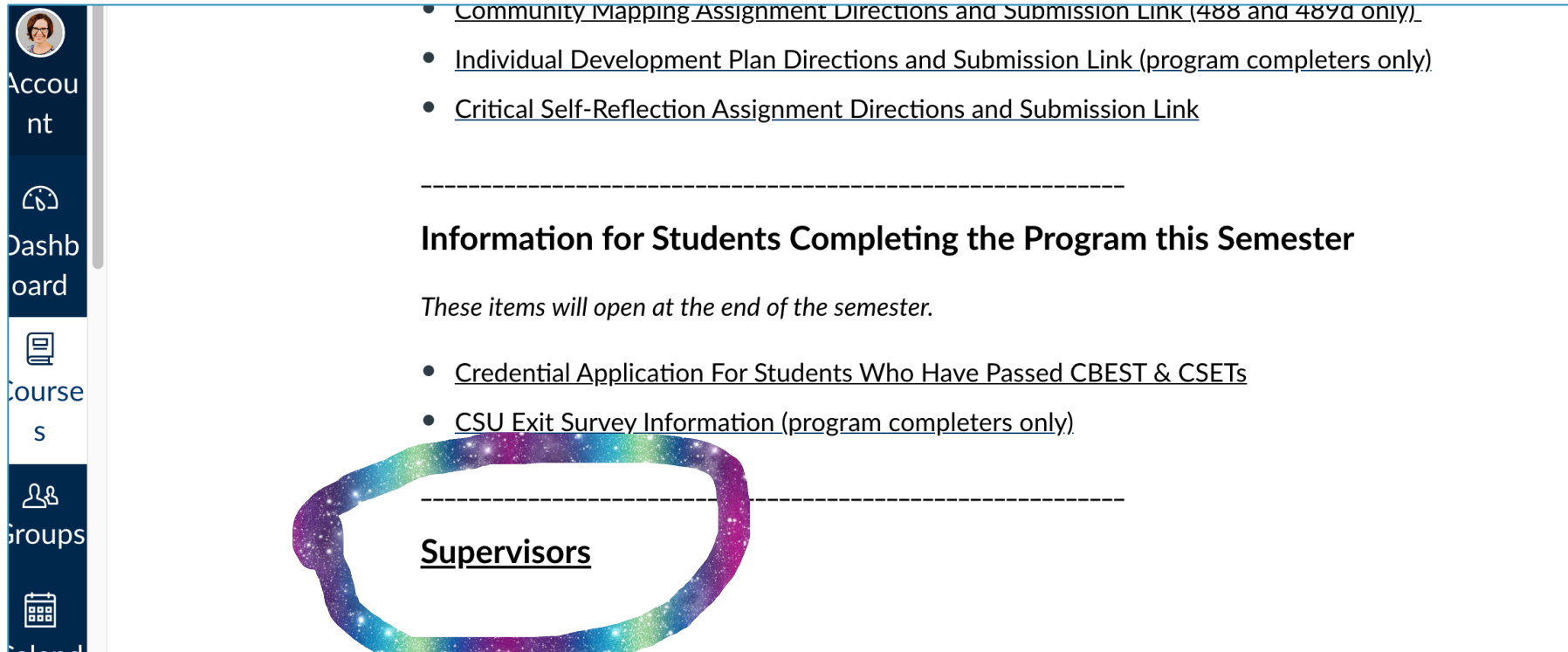- Students will document any days of student in their teaching log.

Questions?

Student Concerns

▶ At the first sign of a red flag, document it and immediately give the student supportive, but clear, **actionable steps** toward improvement.

▶ If you do not see improvement immediately, and/or if you see new red flags, continue documentation and actionable steps toward improvement

▶ Let me know and we'll discuss writing a Candidate Improvement Plan

▶ Check Weekly Reflection Logs and Weekly Activities every week

▶ Check in with MT often when you suspect there may be problems

Student Opinion Questionnaires (SOQs)

- ▶ SOQs – Students complete for their supervisor only.
- ▶ Have them include a statement along the lines of, "This evaluation pertains to XXX"

You have a folder in Canvas!

Account

Dashboard

Courses

Groups

Calendar

- Community Mapping Assignment Directions and Submission Link (488 and 489d only)
- Individual Development Plan Directions and Submission Link (program completers only)
- Critical Self-Reflection Assignment Directions and Submission Link

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Information for Students Completing the Program this Semester

These items will open at the end of the semester.

- Credential Application For Students Who Have Passed CBEST & CSETs

- CSU Exit Survey Information (program completers only)

Supervisors

Chain of Command

If the question/comment/concern pertains to:	Contact
• Any student teacher concerns • Any problem with supervision • Any problem with your placement(s)	Calli Lewis Chiu clewischiu@fullerton.edu
• Specific questions about the mild/mod program area • Support with course mild/mod content or competencies	Tiffany Row trow@fullerton.edu
• Specific questions about the mod/severe program area • Support with mod/severe course content or competencies	Erica Howell ehowell@fullerton.edu
• Specific questions about the ECSE program area • Support with ECSE course content or competencies	Janice Myck-Wayne jmyck-wayne@fullerton.edu
• Entitlements • Schedules • Your personnel evaluation	Melinda Pierson mpierson@fullerton.edu
• Questions/concerns related to student teacher placements only	Alli De Maria ademaria@fullerton.edu

Questions?

Teaching Performance Assessments

- Overview:
  - 488: student teaching in general education
  - 489a: student teaching in mild to moderate support needs (MMSN)
  - 489b: student teaching in extensive support needs (ESN)
  - 489c: student teaching with infants and toddlers
  - 489d: student teaching in preschool
- TPAs begin in fall for mild to moderate support needs and extensive support needs only at this time
- ECSE TPAs still being developed

Teaching Performance Assessments

- Shifting some things across our program
  - 488 = 8 weeks full days
  - 489a & 489b = 12 weeks full days
- 2 Cycles
  - Cycle 1 end of first 6 weeks in 489a/b
  - Cycle 2 end of second 6 weeks in 489a/b
- Standalone TPAs prep class
- Changes to:
  - Lesson plan template
  - Supplemental feedback you can give them
  - Weekly Activities and Seminars

Questions?

15-Minute Break
See you at 10:45

Dr. Mandy Lusk
10:45-11:15
Embracing our Differences One Misstep at a Time

TED Talk: What if White People Led the Movement Toward Equity?

Switch to Mandy's PowerPoint ☺

10 Ways to Pursue Excellence through Equity

Challenge the normalization of failure

Speak up for equity

Embrace immigrant students and their culture

Provide students clear guidance on what it takes to succeed

Build partnerships with parents based on shared interests

Align discipline practices to educational goals

Rethink remediation, focus on acceleration

Implement evidence-based practices and evaluate for effectiveness

Build partnerships with community to address student needs

Teach the way students learn rather than expecting them to learn the way we teach

Source: Dr. Pedro Noguera, professor of education at UCLA

What you can do individually and through your work with our student teachers!

Thank you so much and have a great semester!!!

I can stick around until noon if any of you have any questions! ☺