



Supervision DOs & Don'ts

Fall 2022

TEACHER CANDIDATE (TC related)



DO

- Get to know Teacher Candidates and develop a **positive relationship** to build trust.
- Provide **specific feedback** with practical suggestions and share resources-areas of growth. Everyone has room to grow and reflect
- Follow up on these areas to **support their growth**.
- **Encourage** your teacher candidate to keep a journal so that they can write down their thoughts, **reflections** and questions each day. This will help them to seek productive guidance from you.
- When debriefing with TCs, have explicit **conversations about JEIE**.
 - Ask TCs where JEIE was incorporated in planning, teaching & assessing, reflecting, and applying.
 - Guide TCs to point out evidence of this.
- Encourage TCs to be **proactive with responsibilities**.
 - Volunteer to read to class.
 - Volunteer to walk students to and from recess, lunch, library, etc.
 - Discuss co-teaching with MT.

MENTOR TEACHER (MT related)



DO

- Visit school sites, if possible, before TC begins to **meet** with Administrators and Mentor Teacher. Include the TC too.
- Maintain **ongoing communication** with the Mentor Teacher. We suggest sending emails to check in every 2-3 weeks during fieldwork and weekly during student teaching.
- Provide an **electronic copy of the observation form** and suggest that the mentor teacher use this form to guide their observations and feedback to the teacher candidate.
- Emphasize to the mentor teacher that **you are a resource for them** and that they can reach out to you anytime for guidance. Provide them with your contact information.

SUPERVISOR/CLINICAL COACH



DO (1 of 3)

- **BE AVAILABLE!** Respond within 24 hours during the work week.
- When you visit a school site, stop by the front office and introduce yourself. **Build a relationship with the front office staff.** This includes emailing the principal to introduce yourself and making yourself available to them should any questions or concerns arise.
- Use **Fullerton Email.**
- Make sure you are **familiar with Just, Equitable and Inclusive Education.** Addressing one aspect of JEIE is not enough in observations. Learn more <http://ed.fullerton.edu/about-the-college/jeie.php>
- Be **respectful of your TC time.** Many work part time so asking what days/times work best for them models to them that we should be **inclusive** of our students' needs.
- Encourage and **guide reflection by asking probing questions.**

SUPERVISOR/CLINICAL COACH



DO (2 of 3)

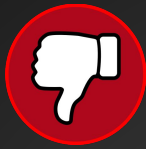
- Use **coaching strategies**, including pausing, paraphrasing, and posing questions, to guide candidates to plan, reflect, and problem-solve.
- Review and be **familiar with the TPEs**.
- **Reach out for help** from your program coordinator if you don't know the answer in order to ensure candidates are receiving accurate information.
- **Document** - in writing - **concerns**. If phone call with TC - follow up in writing via email. Ask MT to follow up in writing. Make sure the TC is made aware of the concerns. Without awareness how can they make adjustments. Check in with the block leader, SAC or coordinator to ensure that this is not an ongoing or pervasive problem.
- **Consistency** - a clear process of TC sending lesson plans 24 to 48 hours prior to lesson. CC/supervisor gives feedback on lesson plans.

SUPERVISOR/CLINICAL COACH

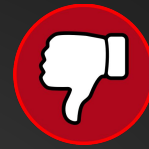


DO (3 of 3)

- **Debriefing** the lesson:
 - **In person** - plan to meet one on one after lesson observation.
 - **Video** - plan to meet one on one within a week of the recorded lesson.
- **After completing the observation form**, email to TC and MT (within 24 hours).
 - **Remind TC** to review **targets/areas of growth** listed on observation form and to practice addressing targets throughout (not just for next observation). Give **concrete examples**.
- **Evaluation** - write a **small paragraph for each TPE**. Give **specific** feedback, examples, areas of strength and/or growth. Not just vague, bullet points



DO NOT



- **Just** have a **running record** in the observations
- **Be late** to scheduled meetings/observations.
- Make **last minute changes** to scheduled observations.
- **Lecture** students.
- **Compare** Teacher Candidates
- **Discuss other** sites/Mentor Teachers
- Ignore any “**red flags**”
- **Only** give **critiques** without seeing TC’s skills and strengths
- Use **old forms**. Every Semester check and make sure you have the most up to date form.