



Hello, Fellow Educators!

My name is \_\_\_\_\_ and I am excited to serve as your School of Education (SOE) Supervisor! I come to you from \_\_\_\_\_, wherein I worked (*describe grades/content areas/capacities*) \_\_\_\_\_ during my \_\_\_\_\_ years in K-12 education. My experience in these roles has served to expand my educational perspectives and I look forward to supporting and coaching you as you develop into a well-rounded, effective, reflective, and engaged educator. As we navigate the semester together, here is an outline of supervisory expectations to assist you with planning and preparation:

### **SUPERVISORY CONFERENCES (3)**

Candidates are expected to meet with their District-Employed Supervisor (DES)/Cooperating Teacher (CT) and SOE Supervisor for an Initial, Mid-Term, and Culminating Conference. In preparation for our Initial Conference, please reach out to me with a potential date *no later than* \_\_\_\_\_ to identify a convenient time for you and your DES/CT to meet with me for the Initial Conference (*specify in-person or Zoom*). You can expect the Initial Conference to take approximately 30 - 45 minutes.

### **OBSERVATION CYCLES (6)**

All credential candidates are required to participate in six observation cycles with additional observations completed as needed. Each observation cycle includes planning, teaching, assessment, and reflection of a selected lesson. The observation cycle begins with the lesson plan - it is expected that credential candidates submit lesson plans to their SOE Supervisor for review prior to the scheduled lesson observation (*include more information on lesson plan protocols*). During the observation, the credential candidate teaches their planned lesson as the SOE Supervisor records notes on the [CORE Observation Record](#). After each observation, the SOE Supervisor debriefs the lesson with the candidate and DES (if possible) identifying both strengths and areas for growth across SOE evaluation rubrics. Upon reflecting on the feedback received during the debriefing, credential candidates submit a reflection of their experience planning, teaching, and assessing the lesson.

### **SOE EVALUATION RUBRICS**

Teaching experiences and progress will be reviewed throughout the semester using the following rubrics:

- **CORE RUBRIC** – The [Chico Observation Rubric for Educators \(CORE\)](#) is utilized during teaching observations and examines both student and teacher behaviors across four domains; 1) Culture of Learning, 2) Essential Content, 3) Academic Ownership, and 4)

Demonstration of Learning. The CORE is discussed and scored at every observation as well as the Mid-Semester and Culminating Conferences.

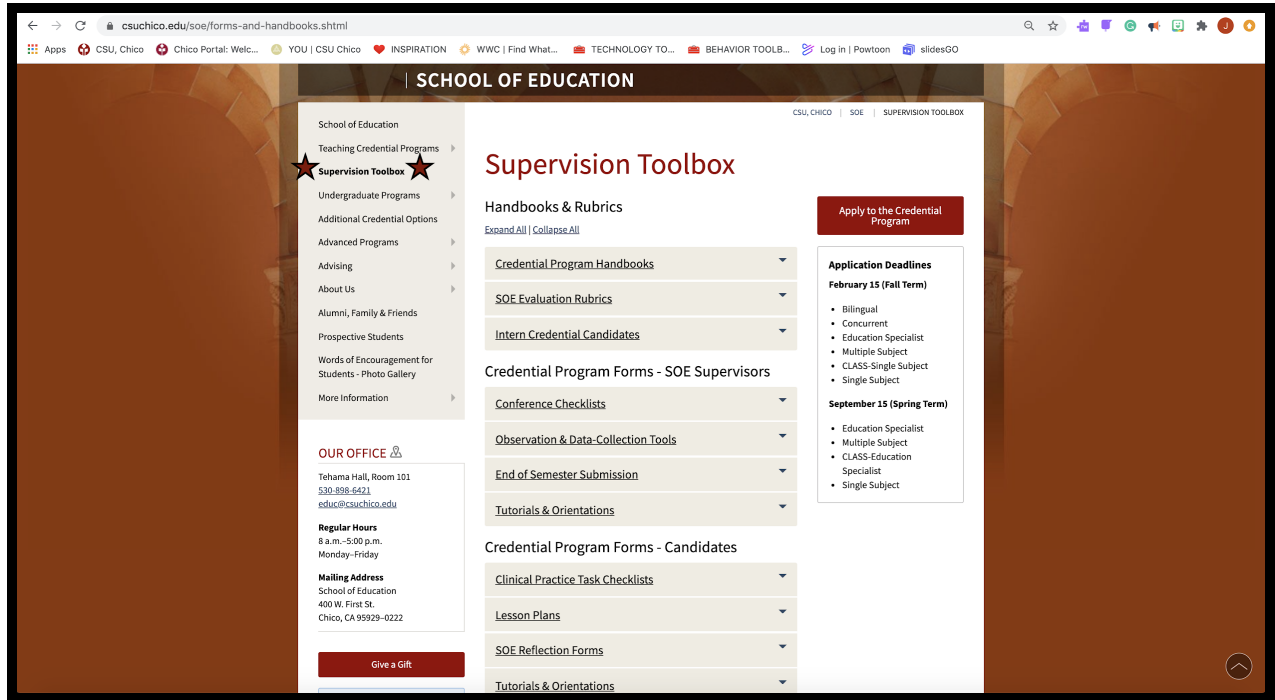
- **TPE RUBRIC** - The [TPE Rubric](#) is a formative assessment tool intended to track the development of a teaching candidate's skills and competencies across the CA Teaching Performance Expectations. The TPE Rubric is discussed at every observation with scores recorded on the [CORE-TPE-Dispositions Evaluation](#) form at the Mid-Semester and Culminating Conferences.
- **SOE DISPOSITIONS RUBRIC** - The [SOE Dispositions Rubric](#) is a formative assessment aligned to TPE and intended to indicate the development of a teaching candidate along a continuum from beginning to experienced. Each level is an indicator of where the teacher candidate falls in the development of becoming a professional educator, a life-long learner, and a practitioner engaging in continuous improvement. The SOE Dispositions Rubric is discussed at every observation with scores recorded on the [CORE-TPE-Dispositions Evaluation](#) form at the Mid-Semester and Culminating Conferences.

*You can access all of the SOE Evaluation Rubrics on the SOE Supervision Toolbox webpage!*

#### **SOE SUPERVISION TOOLBOX**

Please be sure to check out the [SOE Supervision Toolbox](#) webpage for quick and easy access to handbooks, forms, evaluation rubrics, and tutorials - a one-stop-shop for all of your Supervision resources! Access this webpage by clicking the link above, or by copying and pasting the URL below in your browser (don't forget to bookmark)

<https://www.csuchico.edu/soe/credential/forms-and-handbooks.shtml> You can also access the Supervision Toolbox by navigating to the School of Education homepage, and selecting the *Supervision Toolbox* from the side menu, (see screenshot).



## OTHER SUPERVISORY REQUIREMENTS

- **CLINICAL PRACTICE CHECKLIST/THIRD RESPONSIBILITY** – All credential candidates are expected to complete the tasks on their pathway-specific Clinical Practice Task Checklist (PI) or Third Responsibility Verification Form (PII). Single Subject Candidates can find these documents on the SSP webpage- *this includes Interns*.
- **TEACHING SELF-EVALUATION OR IIDP** – At the conclusion of the semester, credential candidates are expected to complete a [Teaching Self-Evaluation](#). Credential candidates in their final semester of clinical practice will complete the [Induction Individual Development Plan](#) in preparation for their transition to employment and induction.

## INTERN CANDIDATES

If you have been hired by a district as an intern, you must also complete an [Intern Requirement Checklist and Activity Log](#) each semester. This form tracks the required intern-support hours across the semester.

Tentative Timeline of Supervision Requirements:

*(Insert dates here)*

I recognize this is a lot of information, and I am more than happy to answer any questions you have along the way. I am looking forward to meeting you and collaborating with you throughout the semester!

Sincerely,

*(Your name and contact information)*