



California State University **Chico**
School of Education

PROGRAM SUPERVISOR HANDBOOK

*A Companion Resource to all Credential Program Handbooks
for all Program Supervisors.*

*Preparing Educators to be
Effective - Reflective - Engaged*

2022 - 2023

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SECTION 1: THE ROLE OF THE PROGRAM SUPERVISOR

OVERVIEW

School of Education (SOE) Program Supervisors are representatives of CSU, Chico in the schools, and they are expected to promote close and continuing contact for instruction and guidance of credential candidates while making every attempt to be consistent, supportive, and objective. In addition to supervising teacher candidates, many supervisors are responsible for teaching courses and conducting other duties at the University or a local school district. Since SOE Program Supervisor assignments change from semester to semester, candidates will not necessarily have the same SOE Program Supervisor for Clinical Practice I, Clinical Practice II, or during internships.

PROGRAM SUPERVISOR RESPONSIBILITIES AND QUALIFICATIONS

University Supervisors are part-time paid employees of CSU, Chico who provide instruction and guidance to credential candidates in their clinical practice and internships.

Responsibilities for program supervision include:

- Coaching and evaluating teacher candidates in their clinical practice/internship experience
 - Orienting candidates and mentors to the clinical practice/internship experience
 - Observing lessons in person and online (at minimum six each semester)
 - Supporting candidates with lesson planning
 - Debriefing lessons with candidates
 - Providing assessment, evaluation, and written feedback
 - Holding three-way conferences with candidates and district-employed supervisors (at least three each semester)
 - Supporting candidates with completion of the Teaching Performance Assessment, as applicable per program
 - Providing additional support and coaching to candidates when needed
- Establishing a system of consistent communication with the District-Employed Supervisor (DES) and candidate
- Acting as a liaison between the candidate and program faculty
- Acting as a liaison between the DES and the SOE.
- Assisting the DES in further development of their supervisory responsibilities, if requested
- Attending meetings (i.e. start-up, unit, team, supervisor) and workshops
- Engaging in professional development opportunities to maintain currency in the field
- Providing feedback to SOE Teacher Credential Programs

Qualifications: Program supervisors must hold at least a master's degree or equivalent alternative qualifications in Education or a related field. They must have a credential appropriate for the subject area to be supervised or an administrative credential, and they must have a minimum of three years of

full-time K-12 teaching experience or other relevant K-12 experience. In addition, they must also be willing to travel.

PROGRAM COURSEWORK

There are a few ways program supervisors can become familiar with required program courses and coursework related to the clinical practice experience. Program supervisors can access course maps for each credential program pathway online, within each [credential program handbook](#), and detailed course descriptions can be found in the [course catalog](#) on the CSU, Chico website. Program supervisors can also refer to practicum course syllabi to learn more about the specific placement expectations for each program. Program Coordinators will provide syllabi to program supervisors upon request.

Program Supervisors should know that each of their assigned candidates will be placed in a program-specific practicum course (see below) and the work completed through observations and debriefs throughout each semester will correlate to a grade for the assigned practicum course. Grades are determined by the Program Coordinators upon review of the supervisory paperwork submitted at the end of each semester by the Program Supervisor.

Practicum Placement Courses by Program:

Multiple Subject

EDTE 525 Teaching Practicum I

EDTE 529 Teaching Practicum II

Bilingual Authorization Multiple Subject

EDTE 575 Field Experience in Bilingual and/or General Education Classrooms

EDTE 577 Student Teaching in Bilingual and/or General Education Classrooms

Bilingual Authorization Single Subject

EDTE 585 Field Experience in Content Specific and English Language Development in Secondary Settings

EDTE 587 Student Teaching in Content Specific and English Language Development in Secondary Settings

Single Subject

EDTE 535 Teaching Practicum I

EDTE 538 Teaching Practicum II

Concurrent

SPED 525 Teaching Practicum I for Special Education

EDTE 529 Teaching Practicum II for Multiple Subject

EDTE 538 Teaching Practicum II for Single Subject

Education Specialist (M/M)

SPED 525 Teaching Practicum I for Special Education

SPED 529 Teaching Practicum II (Ed. Specialist M/M or Ext. Support)

Education Specialist (Ext. Support)

SPED 525 Teaching Practicum I for Special Education

SPED 529 Teaching Practicum II for Special Education

CLASS (Single Subject)

EDTE 662 Teaching Residency I

EDTE 665 Teaching Residency II

CLASS (Single Subject SPED)

SPED 525 Teaching Practicum I, Extensive Support Placement

SPED 662 Teaching Residency I, Mild/Moderate Residency

EDTE 665 Teaching Residency II, Mild/Moderate Residency

ADULT LEARNING THEORY

Clinical supervision involves working with adult learners. Understanding adult learning principles that are applicable to adult learning situations can strengthen the foundation for coaching credential candidates. This builds from possessing a foundational theoretical understanding of teaching and learning as well as how to guide learners in examining their own purposes and intent for learning.

Knowles' (1998) theory of andragogy presents a conceptual framework for adult learning containing six core principles that are influenced by both individual and situational differences and the goals and purposes for learning. The six core principles are¹:

1	The learner needs to know: Why, what, and how	Adult learners need to become aware of the "need to know". The value of the learning in improving effectiveness of performance or quality of life is of great importance, and the use of assessment tools to help build awareness of the "need to know" can provide insight for the learner into where they are
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¹ Adapted from *The Adult Learner* by M. Knowles (1998).

		with their learning and where they need to be.
2	Self-concept of the learner: Autonomous and self-directed	Adult learners want to be seen by others and treated by others as being capable of self-direction. Learning experiences can help facilitate the move from being a dependent to a self-directed learner.
3	Prior experience of the learner: Resources and mental models	Adults bring many experiences they have accumulated over years of living with them. These experiences affect their learning in both positive and negative ways, and they affect a learner's self-identity.
4	Readiness to learn: Life-related and developmentally appropriate	Learning experiences can be timed to coincide with developmental readiness. Techniques, such as providing models of effective performance or simulating an experience, can induce readiness.
5	Orientation to learning: Problem-centered, contextual	Adults are motivated to learn when they perceive the learning, new knowledge, understandings, and skills, will help them with life-related tasks.
6	Motivation to learn: Intrinsic value, personal payoff	Most adults want to keep learning, growing, and developing. Therefore, they are generally intrinsically motivated.

The desired outcome in clinical supervision is to increase capacity and decrease dependency within credential candidates. To do this, program supervisors must frame their work with the adult learner in mind. A person is a process, and research indicates that mental capacity can qualitatively change through adulthood (McGowan, Stone, & Kegan, 2007). There must be a focus on making purposeful connections between theory and practice, which establishes relevancy and ensures real-world application of the learning. Assessment tools, such as the [CORE Rubric](#), [TPE Rubric](#), and [SOE Dispositions Rubric](#) can be utilized to provide concrete, constructive feedback to candidates. Additionally, specific, behavioral feedback, with follow-up and ongoing support, is necessary for candidate growth. Adults exhibit variance in their skills and abilities, their readiness to learn, and the ways in which they learn best. Effectively applying coaching techniques while being mindful to meet candidates where they are will support candidates in building on the knowledge and strengths they bring with them as well as their overall readiness to learn. Finally, facilitation of personal awareness will help guide candidates toward developing deeper insight and self-direction in a process that fosters continued, life-long learning.

SUPERVISION APPROACHES

SOE Program Supervisors act as instructional coaches, mentoring credential program candidates as they work to earn a preliminary teaching credential in their chosen credential program pathway. As a program supervisor, you are expected to apply basic concepts of adult learning theory and coaching as you work in a teacher-leader capacity, guiding candidates forward with their overall professional development along the learning continuum. Additionally, you are responsible for facilitating the completion of required clinical practice paperwork² outlined by the SOE. A well-balanced approach to candidate supervision requires building a schedule that allows for preparation, observations and conversations, collaboration and team-participation, reflection, and professional development (Aguilar, 2013).

In a learning-focused relationship working from an assets-based approach, your goal as a program supervisor is to increase the capacity of your credential candidates, engaging them to think more deeply about their own practice in order to learn and grow. The mentor-candidate relationship must be built on a foundation of mutual trust and respect, where each individual feels seen, heard, and safe to express their thoughts and feelings around their interests and needs pertaining to teaching. Program supervisors have a responsibility to offer support, create challenge, and facilitate a professional vision as they engage in clinical practice work with candidates (Lipton & Wellman, 2003). This may include sharing resources or tips, acknowledging feelings with empathy, collaborating with planning or methods, supporting reflection, or helping foster a sense of connection and community. Korthagen's Core Reflection approach, which promotes meaning-oriented reflection in teacher candidates, can also be applied (2014). In this approach, the essence of reflection is to enable candidates to analyze, discuss, evaluate, and change their own practice. In any case, balancing multiple aspects of coaching and mentoring as a program supervisor is essential in guiding candidates toward continued professional growth in their practicum experiences and beyond.

As a growth agent, you will apply a range of roles in your approach as a program supervisor. These include calibrating, consulting, collaborating, and coaching credential candidates³. Supervisors must be ready and able to engage in their interactions with teacher candidates on a continuum. At various times and when appropriate, you will apply the stance necessary to best support your candidates where they are on the learning continuum with their knowledge, skills, and dispositions. At the onset of each practicum experience, evaluation tools and rubrics will be shared with candidates to establish a baseline understanding of the levels of competency with the [Teaching Performance Expectations](#) (TPEs) and [SOE dispositions](#). From there, interactions between the program supervisor and teacher candidate will range from sharing important information or modeling with think alouds to brainstorming or reflecting on goals. Discussions around the use of classroom assessment data to drive decision-making,

² A detailed description of the paperwork with links to the documents is included in Section 2.

³ The various interaction stances are defined in *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*.

in all phases of the teaching cycle, will support candidates with a student-centered approach focused on achievement (Sweeny, 2011). Through active listening and inquiry, program supervisors can determine the stance best suited for each interaction and proceed from there in the learning-focused relationship.

Effective coaching is both a skill and an art. It draws from the foundational belief that all students can learn. Program supervisors are expected to enact the [mission and vision of the SOE](#) while modeling and applying growth mindset principles along with the basic tenets of successful coaching in their supervisory role. Aspects representing a variety of coaching approaches (i.e. facilitative coaching, cognitive coaching, evocative coaching, directive coaching, student-centered coaching, and transformational coaching) may be applied to further guide interactions between program supervisors and teacher candidates within the clinical practice experience⁴. Credential candidates need opportunities to share the thinking and feeling behind their experiences, reflect on their successes and challenges, and design ways to improve their practice. Progress with goals results in changes with practice. Supervisors have the opportunity to facilitate real, positive, and lasting change with a teacher candidate's behaviors and beliefs. This can be thought of as addressing both the *doing* and the *being* of teaching (Aguilar, 2013).

CONTENT-SPECIFIC PEDAGOGY AND INSTRUCTIONAL PRACTICES

The California Commission on Teacher Credentialing provides guidance on clinical practice and supervision of teaching candidates⁵. Programs select individuals who are credentialed or who have equivalent experience in educator preparation. Program supervisors should be experts in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. Program supervisors will be provided an orientation to the program's expectations to ensure supervisors are knowledgeable about the program curriculum and assessments, including the [Teaching Performance Expectations](#) (TPEs), which describes a set of elements identifying key aspects of teaching performance for credential candidates, and the [Teaching Performance Assessment](#) (TPA) model chosen by each program. In addition, program supervisors must maintain current knowledge of effective supervision approaches.

CO-TEACHING

Co-teaching is the foundation of the clinical practice experience at CSU, Chico. Cumulative data collected by researchers at St. Cloud State University shows clear benefits to both credential candidates and students in K-12 classrooms where co-teaching is applied⁶. Candidates enrolled in CSU, Chico

⁴ Coaching resources are included in Section 8. Definitions can be found in the glossary.

⁵ Adapted from

https://www.ctc.ca.gov/docs/default-source/educator-prep/pdf/clinical-practice-guidance.pdf?sfvrsn=9cf257b1_6.

⁶ Research Funded by a US Department of Education, Teacher Quality Enhancement Grant, St. Cloud State University, 2011.

teacher preparation programs, who are not interns, engage in co-teaching for all practicum experiences. At CSU, Chico, co-teaching is defined as two teachers (mentor teacher and credential candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Co-teaching in student teaching provides a rigorous yet supportive experience for teacher candidates, allows cooperating teachers to remain actively engaged in the classroom, and enhances the quality of learning for TK-12 students. We value co-teaching, and we encourage intern candidates, who may not be in a classroom teaching with another credentialed teacher, to seek out collaborative teaching experiences utilizing the co-teaching strategies when possible.

It is expected that candidates and CTs engage in a series of online training modules around co-teaching prior to beginning their work together each semester. Program supervisors may need to support pairs in this process at the beginning of each new semester. The co-teaching modules, designed to build familiarity with co-teaching and the six co-teaching strategies, and establish the co-teaching relationship between pairs, can be accessed at MySOE.net. It is expected that candidates, CTs, and program supervisors be knowledgeable about co-teaching and the six co-teaching strategies⁷ in order to apply them throughout each practicum placement.

The six co-teaching strategies are:

One Teach, One Observe: One teacher acts as the primary teacher while the other gathers specific observational information on student learning, such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.

One Teach, One Assist: One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.

Station Teaching: Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.

Parallel Teaching: Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.

⁷ Adapted from the work of Marilyn Friend, Lynne Cooke, and St. Cloud State University.

Alternative (Differentiated) Teaching: One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.

Team Teaching: Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

Additional information on co-teaching, including videos, tutorials, and testimonies, can be found on our website in the [Cooperating/Local Support Teacher Toolbox](#) and in Section 4 of this handbook.

REFERENCES

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SECTION 2: SUPPORTING EFFECTIVE CLINICAL PRACTICE SUPERVISION

THE SUPERVISION TOOLBOX

The SOE has a web page for all supervision information, forms, and tutorials to support candidates and program supervisors with the clinical practice experience. Credential candidates and program supervisors can visit the [Supervision Toolbox](#) page for the most updated forms and guides for supervision at the beginning of each semester.

The Supervision Toolbox is organized in three sections: Handbooks and Rubrics, Credential Program Forms - SOE Supervisors, and Credential Program Forms - Candidates.

Handbooks and Rubrics:

Credential Program Handbooks: Credential Program Handbooks provide information on policies, expectations, and responsibilities related to clinical practice. There are handbooks for the Multiple Subject, Single Subject, Concurrent, Bilingual Authorization, Education Specialist, and CLASS Programs. Program supervisors should read all program handbooks relevant to their assignment to be aware of important policies and procedures related to their supervision work.

Supervisor Handbooks and FAQs: The Clinical Practice Handbook provides additional information specific for supervisors working with candidates in their clinical practice experience. All program supervisors should carefully read the Clinical Practice Handbook prior to the start of each new academic year. The FAQ sheets address questions commonly asked by University Supervisors in a concise format.

SOE Evaluation Rubrics: Program supervisors use the CORE Rubric, Universal TPE Rubric, and SOE Disposition Rubric to track and monitor credential candidate progress across each semester. Rubrics are used for lesson observations and debriefs in addition to guiding midterm and final ratings of candidates' teaching effectiveness.

Intern Credential Candidates: Credential candidates hired as Interns and issued a University Internship Credential must complete the requirements and activity log located in this section of the Supervision Toolbox. This additional document must be completed each semester the candidate is working as an Intern. Program supervisors collect and submit this form with end-of-semester paperwork.

Additional information on internships can be found by visiting the [Internship Information](#) page on our website.

Credential Program Forms - SOE Supervisors

Conference Agendas & Guides: A variety of sample agendas and other resources to support program supervisors can be found in this folder. The sample agendas are not required to be uploaded at the end

of each semester. Instead, they are intended to support program supervisors in facilitating the required clinical practice conferences to ensure all pertinent information is being communicated and requirements are successfully being met. The additional coaching and mentoring resources are intended to offer added support to program supervisors in their role guiding credential candidates in their clinical practice experience. The Suggested Communication Guide is a collaborative document designed to allow program supervisors to share resources. All program supervisors are encouraged to add to the collaborative document as they deem appropriate.

Observation & Data-Collection Tools: The CORE Observation Record is used by program supervisors to record notes and score credential candidate formal observations of teaching. The CORE-TPE-Dispositions Evaluation is used to collect data on CORE Competencies, TPE, and SOE Dispositions at the Mid-Semester and Culminating Conferences. Program supervisors collect and submit this documentation as part of the end-of-semester paperwork. The SOE Improvement Plan is used when a credential candidate requires additional support and progress monitoring. Program supervisors must consult with Program Coordinators to initiate the Improvement Process.

End-of-Semester Submission: The SOE Supervision Checklist is used by program supervisors as a cover sheet for the submission of credential candidates' supervisory packets and required data. A completed SOE Supervision Checklist is submitted with end-of-semester paperwork. The Supervisory Submission Video, Text Tutorial, and SOE Document Naming Conventions for Upload are included to guide the end-of-semester paperwork submission process.

Supervisor Tutorials & Orientations: Tutorials and orientations for SOE Supervision, the CORE, GoReact, and Zoom are provided here to further support DESs, program supervisors, and credential candidates with clinical practice requirements and the use of technology.

Supervision Roadmaps: Supervision Roadmaps for the Education Specialist, Multiple Subject, and Single Subject Programs are intended to give all program supervisors a clear understanding of the supervision process and expectations. These are to be used as a guiding document providing suggested pacing, tools, and steps to successfully facilitate a meaningful clinical practice experience for all teacher candidates.

Credential Program Forms - Candidates

Clinical Practice Task Checklists: All credential candidates are expected to complete the tasks outlined on the Clinical Practice Task Checklist for their program during their clinical practice experience. Program supervisors monitor candidate progress with the checklist throughout each semester and will collect a completed copy to submit with end-of-semester paperwork. Some pathway checklists span the entire practicum experience, meaning items on the checklist are only to be completed once by the candidate, while other programs require items on the checklist be completed each semester, or multiple times.

Lesson Plans: All credential candidates are required to submit a lesson plan using their program-specific template to their program supervisor and DES prior to each formal observation. Program supervisors may determine the timeline for lesson plan review, however, most program supervisors require that lesson plans be submitted to them at least 48 hours prior to each formal observation. Templates and tutorials are provided here to support program supervisors and candidates with lesson planning.

SOE Reflection Forms: The Teaching Self-Evaluation Form is required by all PI candidates and interns. The Induction Individual Development Plan is required by all PII candidates and interns. Program supervisors monitor candidate progress with these forms near the end of each semester and will collect a completed copy to submit with the end-of-semester paperwork. The Education Specialist Add-On Observation Form and Bilingual Lesson Plan Reflection Form are also located here for supervisor reference and use.

Candidate Tutorials & Orientations: A GoReact Student Training Video is included here to support candidates with the use of GoReact.

Program supervisors will utilize [Box Drive](#) to submit all clinical supervision documents. Box Drive is a platform used for secure cloud-based content management, collaboration, and file sharing tools. Tutorials and orientations for Box Drive can be found in the [Supervision Toolbox](#) on our website.

SUGGESTED TIMELINE OF ACTIVITIES, EXPECTATIONS

Candidates enrolled in teacher preparation programs at CSU, Chico, who are not interns, engage in clinical field placements lasting 16 weeks. Intern candidates are employed as teachers of record by a Local Educational Agency (LEA) and may have up to four semesters of teacher preparation depending on their pathway. The suggested timeline below provides a framework for facilitating supervision across a typical 16 week semester. In addition to the requirements listed below, program supervisors are encouraged to communicate weekly with their candidates to ensure the learning-focused relationship continues to strengthen and deepen over the course of each semester. Communications can provide important program reminders, teaching tips, reflection questions for professional growth, etc. Check-ins may also include reminders to candidates to submit their practicum hours to Qualtrics, which should be done on a weekly basis.

Thursday before Semester Opens	Attend Practicum Preparation Meeting (PPM); Meet with candidates at PPM Email the DES/CT and candidate with start-up information
Weeks 1-2	Lead initial conferences/orientations (DES, candidate, supervisor triads) Meet school site administrators

Weeks 3-4	Conduct formal observation 1
Weeks 5-7	Conduct formal observations 2 and 3
Week 6	Conduct cluster group meeting or progress monitor check-in with candidates (program-specific)
Weeks 7-8	Conduct mid-semester conference (DES, candidate, supervisor triads)
Week 9	Conduct formal observation 4
Weeks 10-11	Conduct formal observation 5
Weeks 12-13	Conduct formal observation 6
Weeks 14	Conduct culminating conference (DES, candidate, supervisor triads)
Week 15	Submit supervision documents to SOE
Week 16	Candidates complete their field placement

OBSERVATION PROTOCOL

The observation process involves the following general components.

Pre-Observation	<p>Supervisor checks in with the candidate on lesson planning progress</p> <p>Supervisor establishes a concrete timeline for receiving the candidate’s lesson plan (at least 24 hours in advance), providing feedback to the candidate prior to delivering instruction, and arranging for the formal observation of teaching to occur</p> <p>Candidate sends the program supervisor a long-form lesson plan using the program-specific lesson plan template</p> <p>Supervisor reviews the lesson plan and provides feedback to the candidate prior to the observation occurring</p>
Observation and Analysis	<p>Supervisor observes the candidate deliver instruction (in-person or utilizing technology)</p> <p>Evidence is recorded using the CORE Observation Record</p> <p>Supervisor reviews the observation notes and prepares for the post-observation conference with the candidate</p> <p>Areas of success and need are noted based on evidence</p>
Post-Observation Conference	<p>Supervisor debriefs the lesson observation with the candidate (typically within 48 hours of the observation)</p> <p>Candidate shares reflections of teaching, successes, and areas of need</p>

	<p>Supervisor facilitates the coaching conversation, probes as needed, and shares observation notes with candidate and mentor</p> <p>Supervisor applies the coaching stance most appropriate to support the candidate with next steps and/or future focus</p>
<p>Observation Follow-Up and Self-Reflection</p>	<p>Supervisor submits data to Box Drive⁸</p> <p>Copies of observation notes are emailed to candidate and DES</p> <p>Supervisor reflects on effectiveness of conference, welcomes input from the candidate</p> <p>Candidate applies the suggested changes, approaches, etc. in clinical practice</p>

THREE-WAY CONFERENCES

The Initial (Orientation) Conference involves the following general components.

<p>Preparing for the Initial (Orientation) Conference</p>	<p>Supervisor sends out initial communication orienting the DES and candidate to the clinical practice experience (an overview)</p> <p>A link to the SOE Supervision Toolbox and other supporting documents are provided to the DES and candidate</p> <p>Start-up DES Responsibilities are shared.</p> <p>Supervisor finalizes a date and time to meet with the DES and candidate in an initial three-way conference</p> <p>Supervisor prepares for the conference using the Initial/Orientation Conference Agenda</p>
<p>The Initial (Orientation) Conference</p>	<p>Supervisor meets with the DES and candidate to facilitate the initial conference/orientation</p> <p>If the DES is new to mentoring a candidate, the supervisor plans for added support, as needed</p> <p>Supervisor meets with school site administrator(s), office staff, etc., as appropriate, when visiting campus for the first time</p>

The Mid-Semester and Culminating Conferences involve the following general components.

<p>Preparing for the Mid-Semester and Culminating Conferences</p>	<p>Supervisor sends out communication to finalize a date and time to meet with the DES and candidate in the three-way conference</p> <p>A link to the SOE Supervision Toolbox and other supporting documents are provided to DES and candidate (as needed for the conference)</p> <p>DES and candidate prepare for the conference by discussing and arriving at tentative ratings on the Core-TPE-Disposition Evaluation Form</p>
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⁸ Box Drive is a platform for secure cloud-based content management, collaboration, and file sharing. Additional explanation on Box can be found in Section 3.

	<p>Supervisor reviews formal observations of teaching and prepares tentative ratings on the Core-TPE-Disposition Evaluation Form</p> <p>Supervisor prepares for the conference using either the Mid-Semester Conference Agenda or the Culminating Conference Agenda</p>
The Mid-Semester and Culminating Conferences	<p>Supervisor meets with the DES and candidate to facilitate the conference</p> <p>Supervisor, DES, and candidate share thoughts on ratings and arrive at agreement for each rating on the Core-TPE-Disposition Evaluation Form</p> <p>Supervisor records final scores on the Core-TPE-Disposition Evaluation Form</p> <p>Supervisor collects required documentation with signatures</p> <p>Next steps for the clinical practice experience are identified</p> <p>Supervisor submits data to Box Drive</p>

The [planning/debriefing protocols resource](#) can assist program supervisors in engaging in meaningful discussions with candidates around instructional planning, delivery, and assessment as well as reflecting on teaching effectiveness and setting goals for ongoing personal and professional development.

CLUSTER MEETINGS

Cluster meetings allow a time for program supervisors to meet with all of the candidates they are supervising, at once, in a group setting. This allows for team coaching to take place. Cluster meetings can (Killion, Harrison, Bryan, & Clifton, 2012):

- Reinforce the processes to identify, solve, and reflect on challenges
- Deepen collaborative learning skills
- Support more rapid growth and development (if members have to commit to others on the team based on what is discussed)
- Support more inquiry and motivation
- Build confidence (when members teach others)
- Build capacity (developing leadership skills)

Program supervisors are encouraged to utilize cluster meeting time in a way that best meets the needs of the credential candidates they are coaching.

FACULTY MEETINGS

A variety of meetings are held at regular intervals to provide program supervisors with important information and ongoing support. Prior to the start of each academic year, the School of Education facilitates start-up meetings for all SOE faculty and staff. Program supervisors are required to attend SOE start-up meetings related to clinical supervision. School of Education unit meetings are held once a month. SOE unit meetings provide a space for the SOE Director to disseminate system-wide information, share updates affecting all programs, and discuss unit-wide processes and procedures. Program supervisors are encouraged to attend SOE unit meetings. Pathway specific team meetings are also held once a month. Team meetings provide a space for Program Coordinators to share important information and updates pertaining to a specific credential program pathway. In addition, student concerns are discussed at pathway meetings, which often involve discussion around candidate progress in courses and field placements. Program supervisors are highly encouraged to attend pathway meetings. Program supervisor meetings are held on an as-needed basis throughout the academic year. Supervisor meetings are specific to supporting program supervisors with field work. Program supervisor meetings provide a space for the Clinical Practice Coordinator to disseminate information pertaining to the clinical practice experience, discuss processes and procedures with candidate supervision, and provide opportunities for supervisors to build capacity with coaching and mentoring. Program supervisors are required to attend supervisor meetings.

TEMPLATES, SAMPLES, EXEMPLARS

A variety of supporting documents are available to guide and support supervisor practice. Program-specific lesson plan samples and supervision document examples (i.e. CORE records, Candidate Self-Evaluations, and Induction Individual Development Plans) can be located in [Box Drive](#). Access to the Box Drive folder will be provided to program supervisors upon hiring. Sample agendas and other supporting documents can also be located in the [Supervision Toolbox](#). Program supervisors are encouraged to access and contribute ideas to the [Suggested Communication Pacing Guide](#) document to collaborate and support one another in their professional practice.

SUPERVISOR FREQUENTLY ASKED QUESTIONS

Program supervisors are invited to view the [Supervisor FAQ sheet](#) for additional information pertinent to clinical supervision.

REFERENCES

Killion, J., Harrison, C., Bryan, C, & Clifton, H. (2012). *Coaching Matters*. Learning Forward.

SECTION 3: TECHNOLOGY AND CLINICAL SUPERVISION

ZOOM

[Zoom](#) is a cloud-based video communications application that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. It is possible, and perhaps likely, that at one point or another you will utilize Zoom to conduct an observation, engage in a lesson debrief, or simply meet with a candidate to discuss other program-related business. You have access to Zoom by logging in to the Portal using your CSU, Chico credentials. Tutorials and orientations for Zoom can be found in the [Supervision Toolbox](#) on our website.

GO REACT

[GoReact](#) is an interactive, cloud-based platform supervisors will utilize to watch video submissions of lessons, uploaded by their candidates, then provide specific feedback as it relates to the TPEs and candidate dispositions. The SOE has adopted the use of GoReact for some of the required candidate observations across all programs. Program supervisors will use GoReact for at least two of the six required observations each semester. Through consultation with individual Program Coordinators, the number of required observations using GoReact may be adjusted.

Candidates will be manually enrolled by SOE staff or faculty in GoReact at the beginning of each semester, and a portion of their required observations will be assigned via the platform. At various times in the semester, they will be asked by their program supervisor to upload videos of lessons. Supervisors will use adopted assessment tools, uploaded to the site, to provide feedback and score lessons. Documentation will be collected by program supervisors as evidence of completion and to record professional growth. Tutorials and orientations for GoReact can be found in the [Supervision Toolbox](#) on our website.

BOX DRIVE

Box Drive is a platform used for secure cloud-based content management, collaboration, and file sharing. Program supervisors will utilize [Box Drive](#) to upload all completed documents related to their candidates' clinical placement experiences. This includes all observations, evaluations, and additional forms related to the clinical practice experience. Tutorials and orientations for Box Drive can be found in the [Supervision Toolbox](#) on our website.

SECTION 4: PROFESSIONAL DEVELOPMENT FOR PROGRAM SUPERVISORS

Expanding a knowledge base while developing skills and dispositions related to professional practice ensures a way of being for program supervisors. Engaging in a cycle of continuous, self-directed, professional development demonstrates a commitment to life-long learning as a reflective practitioner.

The [California Council on Teacher Education](#) (CCTE) offers a professional development program for district-employed supervisors. Program supervisors may wish to voluntarily enroll in this program to deepen their knowledge in supporting candidates across teacher preparation programs. The [CCTE Committee on Professional Development for Mentor Teachers](#) (PD4MT), formerly known as The Intersegmental Project, includes eight hours of professional development created and sponsored by the PD4MT program of the California Council on Teacher Education in collaboration with the [CEEDAR Center](#). The program is organized into three sections: (1) coaching adult learners, (2) instructional strategies for all learners, and (3) inclusive education.

Additional field-related topics for ongoing professional development may include but are not limited to:

Adult Learning Theory

[The Adult Learner](#): The Definitive Classic in Adult Education and Human Learning Development, Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson, and Petra A. Robinson, 2020

Anti-Racist Teaching Practices

Abolitionist Teaching Network, [Resources for Agitators](#), whose mission is to develop and support those in the struggle for educational liberation by utilizing the intellectual work and direct action of Abolitionists in many forms.

Coaching

[The Art of Coaching](#): Effective Strategies for School Transformation, Elena Aguilar, 2013

[Cognitive Coaching](#): Cognitive Coaching: A Strategy for Reflective Teaching, A. Costa & R. Garmston

[Evocative Coaching](#): Transforming Schools One Conversation at a Time, Bob & Megan Tschennen-Moran, 2010

[Instructional Coaching](#): A Partnership Approach to Improving Instruction, Jim Knight, 2007

[Mentoring Matters](#): A Practical Guide to Learning-Focused Relationships, Laura Lipton & Brice Wellman, 2017

[MINT: Understanding Motivational Interviewing](#): A brief summary of Motivational Interviewing

Motivational Interviewing: [Positive Psychology: 17 Motivational Interviewing Questions and Skills](#)

[Motivational Interviewing as a Framework to Guide School-Based Coaching](#)

[Student-Centered Coaching](#): A Guide for K-8 Principles and Coaches, Diane Sweeney, 2011

Co-Teaching

[Cooperating/Local Support Teacher Toolbox](#): A collection of co-teaching resources for SOE public school partners.

[Co-Teaching and Co-Planning Refresher](#)⁹: A collection of Google slides reviewing all of the Co-Planning and Co-Teaching strategies.

[National Association for Co-Teaching](#): The vision of the NACT is to be the leading organization for educators committed to transforming education to ensure all students have access to high quality and equitable learning experiences by building the collective capacity of educators through co-teaching.

CSU, Chico Office of Faculty Development

[Faculty Development Homepage](#)

[FDEV Podcast Rise, Teach, Learn](#): Designed to discuss and promote resources available on the CSU, Chico campus and to provide valuable information about best practices in teaching and learning.

[Teaching Guides](#): The Teaching Guides are designed to offer concise and easily digestible tips in 5 different major areas of instruction: "Assessment," "Equity, Diversity, & Inclusion," "Instructional Planning," "Pedagogy," and "Technology & Accessibility."

[Depth of Knowledge Wheel](#): Categorizes tasks according to the complexity of thought.

Educator Health and Well-Being

[YOU@CSU](#): Tips and tools for everything from your mental health and physical health, to friendships and finding balance.

Emergent Bilinguals

[CA ELD Standards](#): Standards to be implemented for English learner students in California.

⁹ Provided by Dr. Jamie Gunderson, SOE Faculty.

[COOL Resources](#), EDTE 660A: A collection of resources related to supporting emergent bilinguals¹⁰.

[ELA/ELD Framework](#): Curriculum framework providing guidance to educators, parents, and publishers to support implementing California content standards.

[Resource Collection](#), EDTE 660B: A collection of resources related to supporting emergent bilinguals¹¹.

[Korthagen’s Core Reflection Model in Teacher Education](#): An article describing Korthagen’s Core Reflection model.

LGBTQ Inclusivity and Support

[AB 1266](#), also known as the “School Success and Opportunity Act,” requires that pupils be permitted to participate in sex-segregated school programs, activities, and use facilities consistent with their gender identity, without respect to the gender listed in a pupil’s records. AB 1266 was approved by Governor Brown on August 12, 2013.

The [FAIR Education Act*, SB 48 \(Leno\)](#), was signed into law on July 14, 2011, and went into effect on January 1, 2012. It amends the California Education Code to include the Fair, Accurate, Inclusive and Respectful reference to contributions by members of the LGBTQ community in history and social studies curriculum.

Gay Lesbian Straight Education Network, [Educator Resources](#): Cultivating a safe and supportive environment for all students, regardless of sexual orientation, gender identity, or expression.

Gender Spectrum, [Educator Resources](#): Creating gender-inclusive schools.

[Safe Space Kit](#): A Guide to Supporting Lesbian, Gay, Bisexual, and Transgender Students in Your School.

[Stonewall Alliance Center of Chico](#): Committed to supporting and celebrating the health, empowerment, and joy of the north state LGBTQ+ community at every intersection of their identities.

[Welcoming Schools](#): From the Human Rights Campaign Foundation

Observation Protocols

¹⁰ Provided by Elizabeth Stevens, SOE Faculty.

¹¹ Provided by Nora Aquilar-McKay, SOE Faculty.

[TNTP Student Experience Toolkit](#): Content-specific protocols to assess the quality of instructional practice in classrooms you observe.

[TNTP CORE Observation Guide](#): A collection of resources to help use the TNTP CORE Rubric effectively and consistently.

Racial & Social Justice

[NEA: Racial & Social Justice](#): National Education Association homepage aimed at dismantling systems of oppression.

[WeAreTeachers: What Teachers Need to Know About Restorative Justice](#): An online media brand for educators aimed at inspiring educators and helping them succeed.

[Teaching Performance Expectations](#): The elements that identify key aspects of teaching performance along with a narrative providing context for subject-specific pedagogy for credential candidates.

Trauma, Resiliency

[CASEL](#): Collaborative for Academic, Social, and Emotional Learning, working to “make social and emotional learning (SEL) part of a high-quality and equitable education for all.”

[Center on Multi-Tiered System of Supports](#): Supporting educators in implementing tiered support systems that address students’ academic, behavioral, social, and emotional needs.

[Quantum 10 Network](#): An integration of frameworks, practices, and theories designed to create a system that positively and greatly impacts and addresses the diverse needs of students.

Universal Design for Learning

[The UDL Guidelines](#): A tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

SECTION 5: GLOSSARY

*Additional terms relevant to teaching and learning.

Adult Learning Theory	A theory rooted in andragogy, the practice of teaching adults.
Bilingual Authorization Spanish (BASP)	Embedded in the Preliminary Credential for candidates that complete the Bilingual Program for Spanish.
Bilingual Program	This program leads to a Bilingual Authorization allowing the holder to provide instruction in another language to English language learners, and either a Preliminary Multiple or Single Subject Credential.
Box Drive	A platform for secure cloud-based content management, collaboration, and file sharing.
California Council on Teacher Education (CCTE)	The largest and most comprehensive forum for educator preparation in the State of California.
*California Standards for the Teaching Profession (CSTP)	A set of standards intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice.
Cognitive Coaching	A process during which teachers explore the thinking behind their practice.
*Common Core	The California Common Core State Standards are educational standards that describe what students should know and be able to do in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.
*Comprehensible Input	Describes understandable and meaningful language directed at people acquiring a second language. Characteristics include focus on communicating a meaningful message rather than on language forms; frequent use of concrete contextual referents such as visuals, props, graphics, and realia; acceptance of the primary language use by the learner; minimal overt correction by instructor; and the establishment of positive and motivating learning environments.

*Concurrent Program	A program allowing credential candidates to earn two credentials simultaneously: Preliminary Education Specialist for Mild/Moderate Disabilities, and either a Preliminary Multiple Subject Credential or a Preliminary Single Subject Credential.
Co-Teaching	Co-Teaching is defined as two teachers (teacher candidate and cooperating teacher) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. (Bacharach, Heck & Dank, 2004)
Cooperating Teacher (CT)	A district-employed supervisor who holds a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience.
Credential Candidate	A person admitted to the School of Education who is earning a teaching credential.
Commission on Teacher Credentialing (CTC)	The California agency responsible for licensing and credentialing professional educators.
Daily Lesson Plan	A general lesson plan format which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Lesson Plan Format. Please visit the SOE Supervision Toolbox to view lesson plan templates.
Directive Coaching	An approach involving the transfer of wisdom where the mentor or coach provides advice or direction.
District-Employed Supervisor (DES)	Professionals in the field who work closely with SOE Faculty and Staff providing supervision, guidance, instruction, and coaching for candidates.
*Distance Service Area (DSA)	A geographic area extending beyond the Local Service Area as defined by the School of Education.
Education Specialist Program	This program leads to a Preliminary Education Specialist Credential in either Mild/Moderate Disabilities (for students with specific learning disabilities, mild/moderate intellectual disabilities, emotional disturbance, or other health impairments) or Moderate/Severe Disabilities (for students with Autism, moderate/severe intellectual disabilities, deaf-blindness, emotional disturbance, or multiple disabilities) in grades

K-12 and in classes organized primarily for adults through age 22. The credential authorizes instruction, assessment, and special education support to individuals in settings including resource rooms, general and/or special education classrooms.

*Emergent Bilingual	A student who speaks a language other than English and is in the process of acquiring English while still developing first language skills and culture.
*English as a Second Language (ESL)	English as a Second Language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream/inclusive classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).
*English Language Development (ELD)	English Language Development (ELD) is instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.
*English Language Learner (ELL)	Students whose first language is not English and who are in the process of learning English.
*English Learner Authorization Ed Specialist (ELAE)	The scope of this English Learner Authorization is for SDAIE and ELD for students with special needs across the full continuum of placement options indicated in the students' IEP and in alignment with the disability categories authorized by the teacher's credential and authorizations. This is embedded in the Preliminary Credential when candidates complete the Education Specialist program.
English Learner Authorization Multiple Subject (ELAM)	The scope of this English Learner Authorization is for SDAIE and ELD in self-contained and core settings. This is embedded in the Preliminary Credential when candidates complete the Multiple Subject program.
English Learner Authorization Single Subject (ELAS)	The scope of this English Learner Authorization is for SDAIE and ELD in self-contained and core settings. This is embedded in the Preliminary Credential when candidates complete the Single Subject program.

Evocative Coaching	A person-centered, no-fault, strengths-based approach to coaching applying a conversational model.
Facilitative Coaching	A coaching model that encourages the sharing of ideas by listening with empathy, paraphrasing, and asking powerful questions.
*Funds of Knowledge	Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133). When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the student’s funds of knowledge.
*Individualized Education Program (IEP)	A mandate of the Individuals with Disabilities Education Improvement Act (IDEIA) that requires a collaborative assessment of a student’s abilities in order to develop an educational program to help students with disabilities reach specific educational goals.
Induction Individual Development Plan	Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate’s clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.
Internship	Intern teachers are issued an intern credential and are employed by school districts as teachers of record while they complete a credential program. Generally, most of Clinical Practice I and Clinical Practice II requirements are covered by the intern’s position, and interns complete the same coursework as non-interns.
Korthagen’s Model of Core Reflection	A model promoting transformative reflection in teacher candidates which involves levels of reflection that support candidates in analyzing, discussing, evaluating, and changing their own practice.

*Learning Segment	A set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.
Lesson Plan Format	A general lesson plan format, which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Daily Lesson Plan. Please visit the SOE Supervision Toolbox to view lesson plan templates.
*Limited English Proficient (LEP)	Limited English Proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English Language Learner (ELL) or English Learner (EL) are used in place of LEP.
*Local Service Area (LSA)	A geographic area where credential candidates are placed for clinical practice as defined by the School of Education.
Local Support Teacher (LST)	A district-employed supervisor who holds a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience.
Motivational Interviewing	An evidence-based, collaborative, goal-oriented communication approach to behavior change that focuses on motivational processes facilitating change.
Multiple Subject Program	This program leads to a Preliminary Multiple Subject Credential for teaching all subjects in self-contained classroom settings, such as the classrooms in most elementary schools, in grades preschool, K-12, or in classes organized primarily for adults.
Practicum Preparation Meeting (PPM)	A mandatory orientation meeting held prior to the start of each semester for credential candidates and program supervisors.
*Preliminary Credential	A credential issued to candidates who have completed a state-approved program of initial teacher preparation. The Preliminary Credential is valid for five years.
Program Supervisor	A University faculty member who guides and instructs credential candidates through Clinical Practice I and Clinical Practice II.

*Professional Learning Communities (PLC)	Ongoing collaborative efforts to improve student learning through collective inquiry and action research of student assessments, which ultimately inform instruction.
Program Coordinator	A faculty member who is responsible for overseeing the operation of a specific credential program.
*Recognition Ceremony	A gathering honoring candidates completing credential programs and school personnel with whom they have worked. The Recognition Ceremony is held at the end of the semester.
*Reading Instructional Competency Assessment (RICA)	A test required of all Multiple Subject and Education Specialist credential applicants by the CTC.
Single Subject Program	This program leads to a Preliminary Single Subject Credential for teaching only the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K-12, or in classes organized primarily for adults.
Solo Teaching	A period of time during which the candidate has assumed all responsibilities of a credentialed teacher in the classroom. ¹² The Multiple Subject Program requires a minimum of two weeks of solo teaching in Clinical Practice II.
Specially Designed Academic Instruction in English (SDAIE)	SDAIE is the teaching of grade-level subject matter in English specifically designed for speakers of other languages. It is most appropriate for students who have reached an appropriate level of proficiency in English ¹³ and who possess basic literacy skills in their primary language.
Student-Centered Coaching ¹⁴	A way of delivering instructional coaching focusing goals on student learning.
Supervision Toolbox	A page on the CSU, Chico website for all supervision information, forms, and tutorials to support candidates and program supervisors with the clinical practice experience.

¹² Lesson plans for solo teaching require prior approval of both the CT and the Program Supervisor.

¹³ Speaking, comprehension, reading and writing.

¹⁴ As defined by Diane Sweeney, author of Student-Centered Coaching.

Teaching Performance Assessment (TPA)	An assessment of credential candidates' abilities to successfully plan, teach, assess student learning, and reflect on instruction.
Teaching Performance Expectations (TPE)	Teaching Performance Expectations. A version of the CSTP designed to be met by credential candidates.
Three-Way Conference	Planning and evaluation conferences with a credential candidate, CT, and Program Supervisor. The initial conference is ordinarily held during the first week of Clinical Practice I or Clinical Practice II to discuss procedures, expectations, and long-term and short-term goals. A final conference serves as a summary and evaluation of the credential candidate's professional development. Additional three-way conferences are held as necessary.
Transformational Coaching ¹⁵	A coaching model that provides strategies to explore three domains of who we are: our behaviors, beliefs, and ways of doing.
*Universal Design for Learning (UDL)	A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

¹⁵ As defined by Elena Aguilar, author of The Art of Coaching.