

**Thank you for being here today,
take a moment to say hello in
the chat box!**

Cal Poly:SOE University Supervisor Workshop

April 9, 2021



What does supervision
feel like **for you** this
quarter?

What does clinical
practice feel like for **your**
candidates this quarter?

AGENDA

9:00-9:10	Welcome & Opening Activity
9:10-9:30	Spring Quarter Logistics (Traice Muguira)
9:30-10:30	Supporting TCs with Classroom Management Across Instructional Settings (Leah Wood)
10:30-10:40	BREAK
10:40-11:30	Problems of Practice & Group Sharing
11:30-12:00	WPAF (Megan Guise)
12:00-12:30	Program Coordinator Office Hours (SS, MS, & SPED)

Spring Quarter

LOGISTICS

- **Remote Supervision**
 - Synchronous vs. Recorded
 - **Consistency in Lime Submissions**
 - Verify Submissions
 - **Finishing Candidates**
 - Summative Observation
 - Induction Plan Updates
-

CLASSROOM MANAGEMENT

Supporting our TCs with feedback that centers equity for students with variable learning needs, offering strategies for helping all students develop a sense of belonging, and encouraging TCs to recognize and address barriers to inclusivity and belonging.

CLASSROOM MANAGEMENT

- ❑ *Breakout*: Debrief reading
- ❑ Introduction to PBIS
- ❑ *Breakout*: Challenges
- ❑ 6 Strategies



CLASSROOM MANAGEMENT

- ❏ *Breakout: Debrief reading*
- ❏ Introduction to PBIS
- ❏ *Breakout: Challenges*
- ❏ 6 Strategies



Breakout Rooms Discussion

Cornelius Minor talks about moving himself away from “remind and punish” to “correct and teach.” What does this look exactly? **What would be observable evidence of an instructive mindset?**

Do you have a comment or question to bring back to the whole group?



CLASSROOM MANAGEMENT

✓ *Breakout: Debrief reading*

☐ Introduction to PBIS

☐ *Breakout: Challenges*

☐ 6 Strategies



Introduction to PBIS

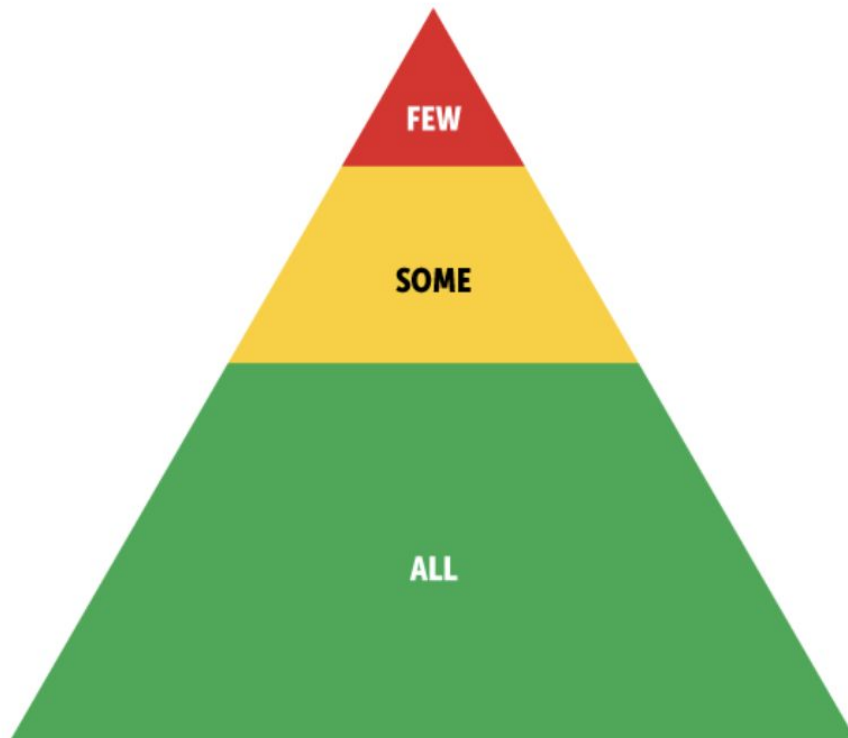


- Multi-tiered system of supports (MTSS)
- Based on **systems, practices, and data**
- School-wide and class-wide models

Tier 1 - Universal prevention (ALL)

Tier 2 - Targeted prevention (SOME)

Tier 3 - Intensive, individualized prevention (FEW)



Basic Principles of PBIS



Positive

Non-aversive, no coercion or punishment, instructional, proactive, treats people with respect and dignity



Behavioral

Focus on observable and measurable behaviors, consider environmental contexts that influence or trigger behaviors, consider consequences of behaviors, consider functions of behavior

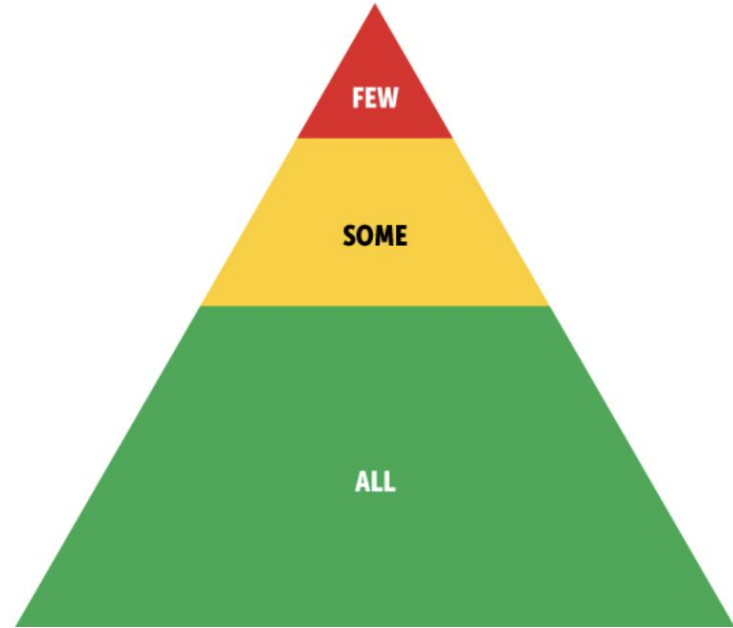


Interventions & Supports

Research and evidence based, aim to reduce problem behaviors AND improve socially appropriate behaviors

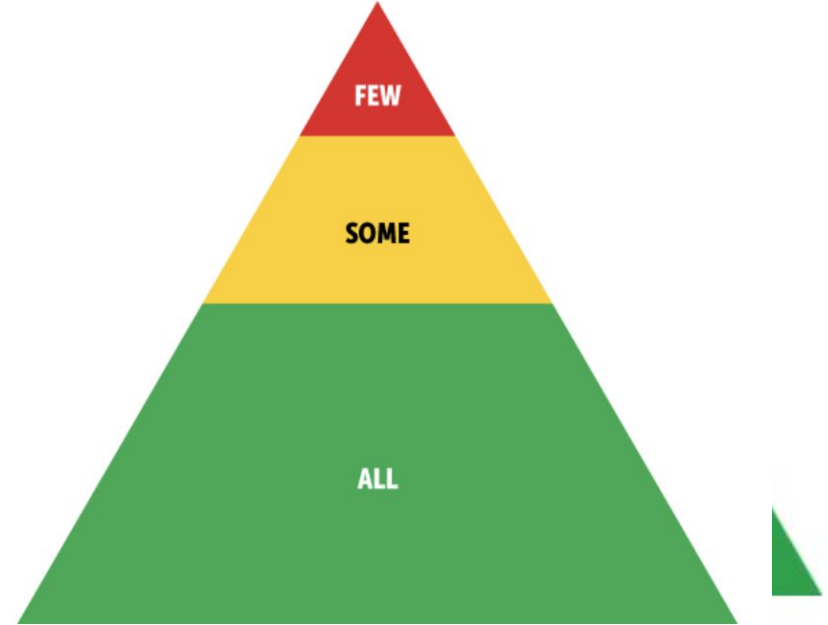
Tier 1

- Common philosophy and purpose
- Leadership
- Clarifying expected behavior
- Teaching expected behavior
- Encouraging expected behavior
- Discouraging inappropriate behavior
- Ongoing monitoring
- Effective classroom practices



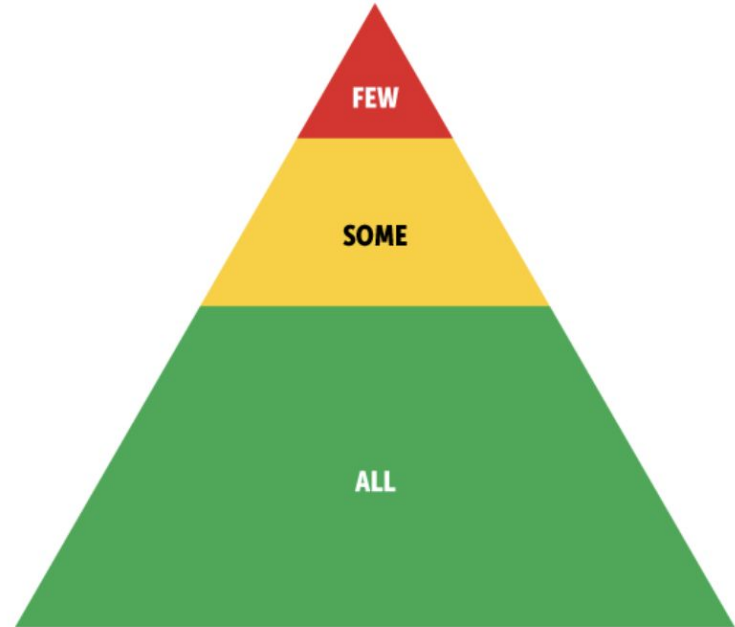
Tier 2

- Check-in, check-out
- Social skills intervention groups
- Check and connect
- Self-management interventions
(like self-monitoring)



Tier 3

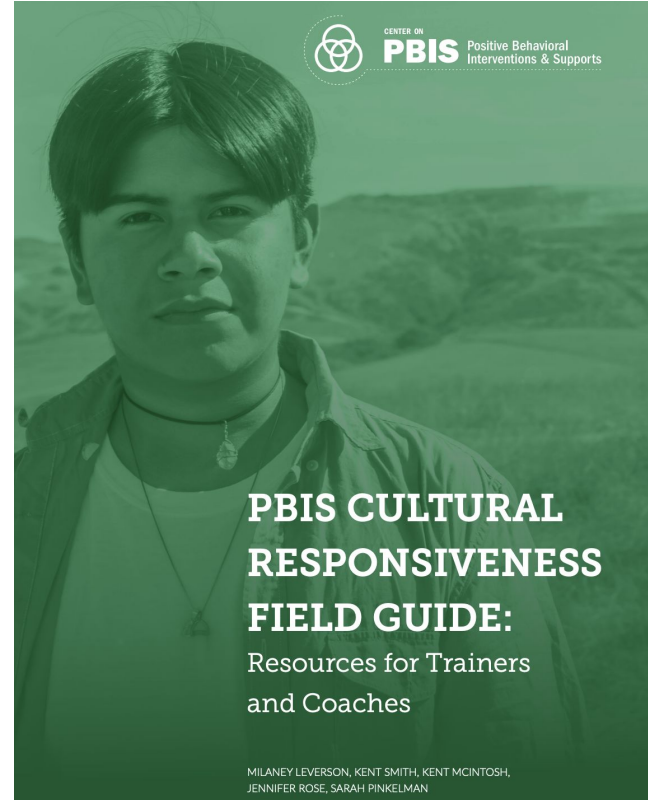
- Individualized and intensive interventions
- Considers the function of a behavior
- Conducts a Functional Behavioral Assessment (FBA)
- Develops a Behavior Intervention Plan (BIP)



Cultural Responsiveness and PBIS

Cultural responsiveness within PBIS includes the following core components:

1. Identity
2. Voice
3. Supportive environment
4. Situational appropriateness
5. Data for equity



CLASSROOM MANAGEMENT

- ✓ *Breakout: Debrief reading*
- ✓ Introduction to PBIS
- ☐ *Breakout: Challenges*
- ☐ 6 Strategies



Breakout Rooms Discussion

Students experiencing trauma, such as from public health crises, weather disasters, or other upsetting events, may have been exposed to unpredictable schedules, inconsistent supervision, or food insecurity and desperately need school to be their safest, most predictable, and most positive setting, especially if they have been displaced or are without utilities or basic comforts.

What are some factors related specifically to returning to school during a pandemic that might impact student behaviors at school?

What are the biggest challenges related to classroom management that your TCs are facing this quarter?



CLASSROOM MANAGEMENT

- ✓ *Breakout:* Debrief reading
- ✓ Introduction to PBIS
- ✓ *Breakout:* Challenges
- 📄 6 Strategies



6 Strategies for Supporting Classroom Management

Consider the following six strategies teachers (and TCs) can use to ensure a safe, predictable, and positive school year. These strategies are beneficial for all students if the school has been closed, as well as for individual students returning from extended time away from school.



PBIS Positive Behavioral
Interventions & Supports
OSBP TECHNICAL ASSISTANCE CENTER

Updated March 2020

Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive

Kent McIntosh, Brandi Simonsen, Rob Horner, Jessica Swain-Bradway,
Heather George, & Tim Lewis

1. Re-Teach and Remind About Positive Expectations

Have a **strong focus on re-teaching and modeling expected school behaviors**. This will help to re-establish and maintain a school culture where students can expect to see prosocial behavior from their peers and the adults in the building. It is often useful for us to keep in mind that students may have been practicing different behaviors while away from school and will benefit from re-teaching and opportunities for practice rather than exclusion.

What does this look like? What do we do?

- 3-5 expectations
- Positively stated
- Visual reminders (posters)
- Modeling
- Role playing
- Feedback and prompts
- What else?



[Additional Resource](#)

2. Re-Teach Classroom Routines

Directly teaching classroom routines in the context of positive school-wide expectations, **engaging students with effective instruction**, and **providing specific feedback** to encourage desired behaviors will go a long way to establishing a positive classroom climate. After traumatic or unplanned events, making routines as predictable as possible will help students regain a sense of safety that they may have been missing.

What does this look like? What do we do?

- Plan across school environments
- May need to re-teach old routines
- Identify new routines
- Visual supports
- Model, practice, feedback
- What else?



[Additional Resource](#)

3. Focus on the Positive and Avoid Punitive Approaches

Public punishment systems (like a clip chart) can do more harm than good, particularly for students with disabilities or those experiencing trauma. Instead, **focus on teaching, practicing, and acknowledging expected behaviors** with the understanding that some students may need more teaching, practice, and acknowledgement to use them.

What does this look like? What do we do?

- Praising students who are doing the desired behavior
- Using group contingencies to reward desired behavior
- Use individualized reward structures as needed
- Be clear and immediate when delivering praise or rewards
- Use student preference assessments
- What else?



[Additional Resource](#)

4. Get to Know Your Students - Again

Simple strategies—like greeting students at the door by name, learning about students' interests outside of school, and using their strengths and preferences in instruction—can put students at ease and build student engagement (Allday & Pakurar, 2007). **Make every attempt to recognize and value individual strengths or skills in each of your students.** During the absence from school, students may have experienced extreme loss, so it's important to re-connect and understand their recent experiences.

What does this look like? What do we do?

- Google Form as a student interest survey
- Send home a family check-in form
- Schedule family check-ins on Zoom
- Set up communication systems so you can chat, message, or write back and forth easily with your students
- What else?



[Additional Resource](#)

5. Look for Signs That Students May Need More Help

The strategies described here can be effective in supporting the vast majority of students, even those experiencing trauma, to be successful, but others will need more support. **Be aware of signs of trauma and use universal screeners to identify students who may need more support**—short or long term—to have a positive school experience.

What does this look like? What do we do?

- Look for students who are disengaged
- Consider the function of off-task behaviors (are your students off task because they don't know how to do the task)
- Establish clear procedures for asking for help
- What else?



[Additional Resource](#)

6. Re-Engage Families as Partners in Their Child's Education

Building common messages across home and school related to safety, responsibility, and respect for all is helpful to students. Schools become a unifying and supportive part of the community when they reach out to families and find new ways to partner meaningfully with them in the education of their children. It is crucial to review strategies for communicating with parents to ensure they are timely, supportive, and accessible (e.g., in home languages).

What does this look like?

- Host a virtual back to in person school night
- Update a class website
- Send check-in forms in hard copy and digital formats
- Survey families about class expectations that match their family values
- What else?



[Additional Resource](#)



BREAK

Turn off your camera/microphone &
take a **7 minute** stretch/snack break!



Problems of Practice

25-minute small groups

Overview of Problem of Practice (PoP)

- By engaging in **collaborative inquiry**, the problem of practice activity can provide us with a space to **identify a problem & gain fresh perspective** on how the problem could be **addressed**
- **Problems of practice** could be related to **supervising in a virtual/hybrid environment, providing quality feedback, equity & inclusion**, or other aspects of **supervision & mentoring**
- We have pulled sample problems from your survey responses; supervisors will have time in smaller break-out rooms to **choose a PoP prompt(s) & engage in a discussion**
- Groups may have time to discuss **more than one PoP prompt** (30 mins)

Problem of Practice Prompts

PROMPT #1

My TC transitioned to in-person instruction in March and is worried about building community in the classroom. What resources and tips can I provide that also follow COVID safety protocols?

PROMPT #2

Observing classroom management via Zoom is challenging. What are some tips that can help when providing feedback?

PROMPT #3

What feedback and support can I give my TC who feels like there are accommodations being made under COVID that allow some students to pass without meeting grade-level standards?

PROMPT #4

How can I support my TC in meeting the needs of students with mandated accommodations in a socially distanced classroom?

Problem of Practice Protocol

- **Assign a note taker & time keeper/leader**
- **Decide on a problem of practice prompt to discuss first** & have the notetaker open the Google Doc to identify your prompt selection
- Take turns exploring different **interpretations** of the PoP prompt(s) & provide **ideas for addressing the problem**, suggesting **actionable items/next steps**
- Conclude conversation about each prompt with a **summary of key learnings** about the problem (capture notes in Google Doc)

Discussion Norms & Logistics

As we engage in discussion, keep in mind the following:

- As a speaker, be thoughtful; consider the impact of your words
- As a speaker, speak enough; be mindful of how much you are or are not speaking
- As a listener, be an active listener; be present & focus on what is being said
- As a collaborator, appreciate the unique experiences & expertise of all discussion members



PoP Breakout Rooms

Group Share-Out

Key Learnings



Working Personnel Action File (WPAF)

30 minutes

Working Personnel Action File (WPAF)

What Is the WPAF?

Periodic or cumulative evaluation of lecturers that includes the submission of materials that are reviewed in order to provide feedback & inform personnel decisions

What Informs the WPAF?

University & College of Science & Mathematics personnel documents & CTC requirements inform what materials are submitted as a part of the WPAF & what the review process looks like (e.g., frequency of evaluations, evaluation committee composition)

Working Personnel Action File Challenges

What Challenges & Frustrations Have Been Expressed about the WPAF?

- Evaluation process is designed for faculty/lecturers teaching courses, & the role of the supervisor is somewhat different
- Compiling the WPAF can be time-consuming & confusing
- Evaluation process seems more like a “hoop” & does not necessarily lead to professional growth
- Limited guidance/resources provided by the SOE when putting together the WPAF

Our Goals for Addressing These Challenges

- Improve communication & expectations for the WPAF
- Provide resources & support to supervisors when compiling the WPAF
- Advocate for changes to the review process

Work to Date on Addressing These Challenges

Communication & WPAF Expectations

- Made revisions to the CSM personnel document, proposing a more streamlined process (i.e., reduced number of artifacts submitted) for the periodic & cumulative evaluations

Resources & Support

- Created templates to streamline compilation (e.g., index, fillable form for PD/service)
- Working with IT to be able to generate a Lime report to show evidence of timely submission of observations
- Created a WPAF example (periodic & cumulative review) using the index template & PD/service fillable form
- Recorded a [screencast](#) showing how to navigate Interfolio & what artifacts to add for a periodic review

Advocacy

- Met with Interim Associate Vice Provost for Academic Personnel to learn more about university policy & what changes we can propose to CSM

Proposed Content for Periodic Review

Index of Materials Periodic Evaluation

1. CV
2. Mentoring Philosophy Statement
3. Response to Previous Evaluations (if applicable)
4. Evidence of Mentoring
 - a. Sample Observation Report
 - b. Sample Summative Evaluation (if applicable)
 - c. Sample Induction Plan (if applicable)
 - d. Lime Report of Observation Submissions
 - e. Sample Communication with Cooperating Teacher
5. Evidence of Professional Development Activities
 - a. Professional Development & Service Form
6. Evidence of Service Activities
 - a. Professional Development & Service Form



CAL POLY

School of Education

University Supervisor
Professional Development & Service

Overview

As a part of the yearly evaluation process, university supervisors are asked to submit an overview of their engagement in professional development and service activities. In order to streamline the evaluation process, supervisors will complete the following form, marking what professional development and service activities they engaged in for that review cycle (i.e., winter – winter). Supervisors will then upload the form to Interfolio as the only document submitted for evidence of professional development and service.

Note: Supervisors are not expected to attend all professional development opportunities or contribute service.

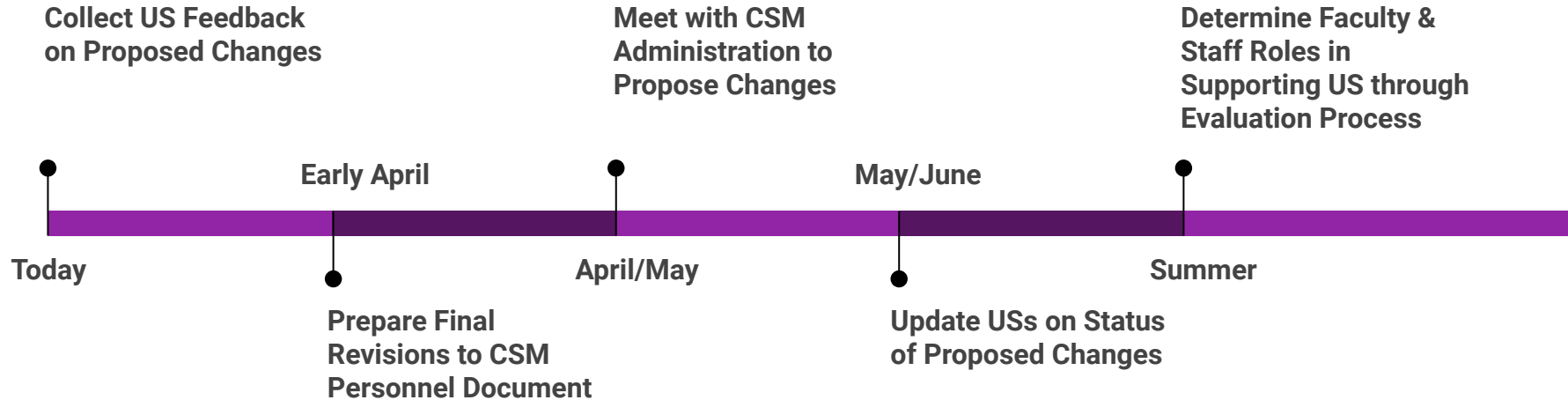
University Supervisor Name:

Review Cycle (e.g., Winter 2021 – Winter 2022):

PROFESSIONAL DEVELOPMENT	Participant	Facilitator
New Supervisor Workshop	<input type="checkbox"/>	<input type="checkbox"/>
Quarterly Supervisor Workshops	<input type="checkbox"/>	<input type="checkbox"/>
School of Education Book Circles	<input type="checkbox"/>	<input type="checkbox"/>
Attendance at a Credential-Program Course	<input type="checkbox"/>	<input type="checkbox"/>
Center for Teaching, Learning, Technology (CTLT) Workshops/Circles	<input type="checkbox"/>	<input type="checkbox"/>
Cal Poly Professional Development Events (e.g., Teach-In)	<input type="checkbox"/>	<input type="checkbox"/>
Conference (e.g., social justice conference)	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Practice Newsletter	<input type="checkbox"/>	N/A
Clinical Practice Module	<input type="checkbox"/>	N/A
Professional Reading (e.g., subscription to an education journal)	<input type="checkbox"/>	N/A
Other (briefly describe what it was)	<input type="checkbox"/>	<input type="checkbox"/>

Next Steps for Advocacy for Changes to WPAF Expectations

What Will We Be Working on Next?



Next Steps for Supervisor Support

Coming Soon!

- Support resources posted to SOE toolkits
- One-page handout & screencast on how to generate a Lime submission report
- Tips for staying organized
- Fall “office hours” to create space for US to compile their materials, ask questions, & receive support



SCHOOL OF EDUCATION SPRING 2021 BOOK CIRCLES

Open to SOE students, cooperating teachers, university supervisors, faculty & staff!

The School of Education will be hosting book circles via Zoom for participants to connect with colleagues & mentors around an education topic. Participation will include a FREE book! Registration is limited to no more than 8 persons per circle. Additionally, The SLO County Library is offering free virtual "Book to Action" events with authors Ibram X. Kendi and Jason Reynolds. See below for registration and event details.

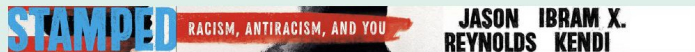
BOOK TITLES | CIRCLE INFORMATION:



Option A: Thursday - April 29, 2021 @ 4:00PM | Facilitator: Alice Tomasini



Option B: Tuesday - May 4, 2021 @ 4:30PM | Facilitator: Donita Wright



Option C: Tuesday - May 11, 2021 @ 4:00PM | Facilitator: Sonia Ramrakhiani
[Book to Action - SLO County Library Event with Ibram X. Kendi | April 21, 2021](#)
[Book to Action - SLO County Library Event with Jason Reynolds | May 26, 2021](#)



Option D: Wednesday - May 19, 2021 @ 5:00PM | Facilitator: Trina Nicklas

REGISTRATION | DEADLINE APRIL 12, 2021

PLEASE EMAIL COURTNEY MOORE AT CMOORE69@CALPOLY.EDU WITH YOUR
NAME, BOOK CIRCLE OPTION, ROLE, AND MAILING ADDRESS



THANK YOU!

Have a Wonderful Spring Quarter!



Program Coordinator Office Hours

Breakout Rooms by Program