



# SOE University Supervisor Workshop

September 3, 2020



# Agenda

9:00-9:05 **Welcome!**

9:05-9:25 **Striving for Equity in Virtual Clinical Practice**

9:25-10:15 **Logistics of Virtual Supervision in 20/21**

10:15-10:20 **Q & A**

10:20-10:25 **5 min Break**

10:25-10:40 **Small Group Discussions**

10:40-10:50 **Group Share Out and Q&A**

11:00-11:50 **Virtual Observation & Evaluation**

11:50-12:00 **Closing Video & Thank you**

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# ***“Striving for Equity in Virtual Clinical Practice!”***

Framing clinical practice supervision for the 2020/21 academic year.



# Striving for Equity in Distance Learning



We must recognize...

- In-person schooling has never been equitable
- Distance learning can exacerbate inequities
- Schooling vs. home-based instruction are different

**We CAN make distance learning more equitable by showing flexibility, learning new ways to support students, and by drawing on families/communities and informal learning**



## Guiding Questions

- How can we, as teacher educators, show flexibility and tailored support to our TCs and CTs?
- How can we help TCs (and CTs) create more culturally responsive and sustaining practices in distance learning?
- How do we help our candidates incorporate families and their experiences in our instruction in meaningful ways?

# Differentiation for Our Current Situation

(Clime Time, Brigid Baron (Stanford), Nichole Pinkard (Northwestern), and Bell, 2020)

School-based Environments	Home-based Environments
Professional teachers trained in content areas, pedagogy, and classroom mgmt.	Family/community; real-world & culturally rooted expertise
Developmentally comparable peer groups	Multi-generational learning opportunities
Common materials, time, dedicated space	Flexibility in schedules, resources, routines
Regular routines and norms	Opportunities to learn in relevant places
Professional staff (physical/mental health)	Opportunities to do projects/activities that connect to personal & community interests
Prioritized academic learning goals	Foreground family/community for learning goals.

# Roles for Families in Students' Learning Experiences

Adapted from work by Brigid Baron (Stanford), Nichole Pinkard (Northwestern), by Bell, 2015, 2020

- Encourager
- Interest supporter
- Knowledge holder
- Resource connector
- Storyteller
- Audience member
- Collaborator & learner
- Organizer of collaboration
- Learning broker



# Lessons with Families & Communities by SABE candidates

Consider lessons families and learning partners can play in distance learning. For example:

- Family cooking and recipe lessons
- Home-based remedies
- Virtual community tour
- Community science nature walk
- Family dancing and music
- Indigenous and community-based healing practices





# Virtual Supervision Logistics

- **School district overviews** (Traice)
- **SOE Support for Clinical Practice** (Traice)
- **Observation Options for Fall quarter** (Traice)
- **SOE Technology support** (Sarah)
- **Grant Efforts 2020/21** (Sarah)



# District Overviews

- Encourage candidates to work with their CTs and site administrators to troubleshoot their access
- Candidates who choose to go to a school site must with Cal Poly policies as well as the district's

## CAL POLY SCHOOL of EDUCATION

20/21 District Policy Overviews



School District	Platform(s) Used	Supervisor Access	Fingerprinting & Sub Req.	Access to Campus
Paso Robles Joint Unified	K-1 using <a href="#">SeeSaw</a> Google Classroom for all others	Supervisor provided with district email to access online material (waiting for confirmation on this detail) Recording lessons is not likely	Candidates must complete sub packet, which requires SLOCOE fingerprints	*Information pending
Lucia Mar Unified	Google Classroom, TC provided with district email	Supervisor may join any Google meet session Google sessions MAY NOT be recorded for US review.	No additional requirements above COC TCs can choose to complete sub packet, which requires LMUSD fingerprints	Daily COVID-10 Self-Assessment form, emergency contact form to district. ID badge, face covering required. Must check in at front office each day. Sanitation training for using disinfectant.
San Luis Coastal	Zoom Site administrators need to request district emails for TCs. SLCUSD is currently changing email platforms, and there will likely be a delay in this process.	US will have access to join Zoom meetings with TCs are interacting with Ss. CTs need to be involved in the process. Recording lessons TBD	No additional requirements above COC TCs can choose to complete sub packet, which requires SLOCOE fingerprints	Site Administrators determine if a candidate can be on-campus



# SOE Support for Clinical Practice

We are mindful that there may be uncertainty among members of the triad about clinical practice. There may also be variation across virtual learning environments and openness to including teacher candidates in clinical practice. In an effort to mitigate this and provide flexibility and support for all our pairs the SOE is ;

Developing 2 fall workshops (September & October) for Cooperating Teacher/Teacher Candidate pairs.

Communicating with local school district administration to ensure we are in compliance and working in partnership across the various platforms and district requirements.

Available to support CT/TC pairs in a variety of ways.

- Through our clinical practice coordinator & the SOE faculty/staff
- By developing newsletters, additional supplementary docs and tools that outline what CP can look like in virtual learning environments
- With professional development workshops and activities

# Observation Options: Fall 2020

- 4 observations for fall quarter
- Options for each observation are listed below the observation number and link to the form
- Synchronous observations preferred
- Observation scores entered in LIME (ND, PD, D)
- Forms will be moving out of Google and onto our website soon.
- LIME link will be active Sep. 14th

## CAL POLY SCHOOL of EDUCATION

Teacher Education Observation Protocol



The main goal of the focused observation is to give teacher candidates, cooperating teachers, and university supervisors the opportunity to have deeper, more meaningful conversations about teaching and learning.

The table below outlines the Focused Observation Protocol, which includes options for observing candidates in virtual classroom placements. The items in **bold** are the focus for the observation and will be entered into **Lime**. **Options are listed in order of preference with Synchronous Video Observation being the preference for all observations when possible.**

### Clinical Practice I

- 1.0 – Introductions & Expectations\*
- 1.1 – **B1**: Respect and Rapport\*
  - Instructional Video (Live or Recorded) Observation
  - Coplanning
  - Professional Development Engagement
- 1.2 – **B2**: Procedures
  - Instructional Video (Live or Recorded) Observation
  - Coplanning
  - Professional Development Engagement
- 1.3 – **B3**: Behavior
  - Instructional Video (Live or Recorded) Observation
  - Coplanning
  - Professional Development Engagement
- 1.4 – **B(all)**
  - Lesson plan submitted, *not scored*
  - Instructional Video (Live or Recorded) Observation

### Disposition Evaluation

\* Items 1.0 & 1.1 can be done in one visit

**CAL POLY SCHOOL of EDUCATION**  
 Teacher Education: Instructional Video Observation 1.4



Teacher Candidate:	School:	Date:
Cooperating Teacher:	University Supervisor:	Observation:

ND - Not Demonstrated	PD - Partially Demonstrated	D - Demonstrated
<b>PLANNING AND PREPARATION</b>		<b>Notes</b>
<p><u>Guiding Questions</u> (TC completes PRIOR to observation)</p> <ul style="list-style-type: none"> <li>How was the content for this instruction chosen?</li> <li>What key information needed to be considered in planning this lesson?</li> </ul>		
<b>CLASSROOM ENVIRONMENT</b>		<b>Notes</b>
<p><u>Guiding Questions</u> (US adds observation evidence &amp; post-observation conference notes)</p> <ul style="list-style-type: none"> <li><b>B1 - Respect and Rapport:</b> In what ways were you able to create a supportive environment in the virtual classroom? (TPE 2)</li> <li><b>B2 - Procedures:</b> How did you use established procedures to manage transitions and maximize instructional time? (TPE 2)</li> <li><b>B3 - Managing Student Behavior:</b> How were behavior standards introduced and monitored? (TPE 2)</li> </ul>		<p>Evidence:</p> <hr/> <p>Notes:</p>
<b>PROFESSIONAL RESPONSIBILITIES – REFLECTION</b>		<b>Notes</b>
<p><u>Guiding Questions</u> (TC completes AFTER observation)</p> <ul style="list-style-type: none"> <li>What strength(s) did you notice in your classroom environment?</li> <li>What area(s) for growth did you notice OR what would you do differently?</li> <li>If you were to teach this lesson again in-person, what would you do the same, and what would you do differently?</li> </ul>		

**Emailed Copies To:** Teacher candidate, cooperating teacher, & program coordinator/advisor (SS only)  
**Date:**

# SOE Technology Support

The School of Education has staff in the credential office, grant office and our instructional technology coordinator who are able to provide support as needed for supervisors. We are available to help troubleshoot technology connection issues, online portal access and other virtual learning challenges that may arise this year.

## Challenge:

Questions about placements & process

Questions about connecting to Zoom, Accessing Canvas &/or submitting online observations

Questions about appropriateness of virtual instruction or concerns about cooperating teacher practices

Questions about grant efforts & partnerships

## Contact:

Traice Muguira ([tmuguira@calpoly.edu](mailto:tmuguira@calpoly.edu))

Warren Watkins ([wawatkins@calpoly.edu](mailto:wawatkins@calpoly.edu))

### Program Coordinators:

Julee Bauer ([jbauer@calpoly.edu](mailto:jbauer@calpoly.edu));

Nancy Stauch ([nstauch@calpoly.edu](mailto:nstauch@calpoly.edu));

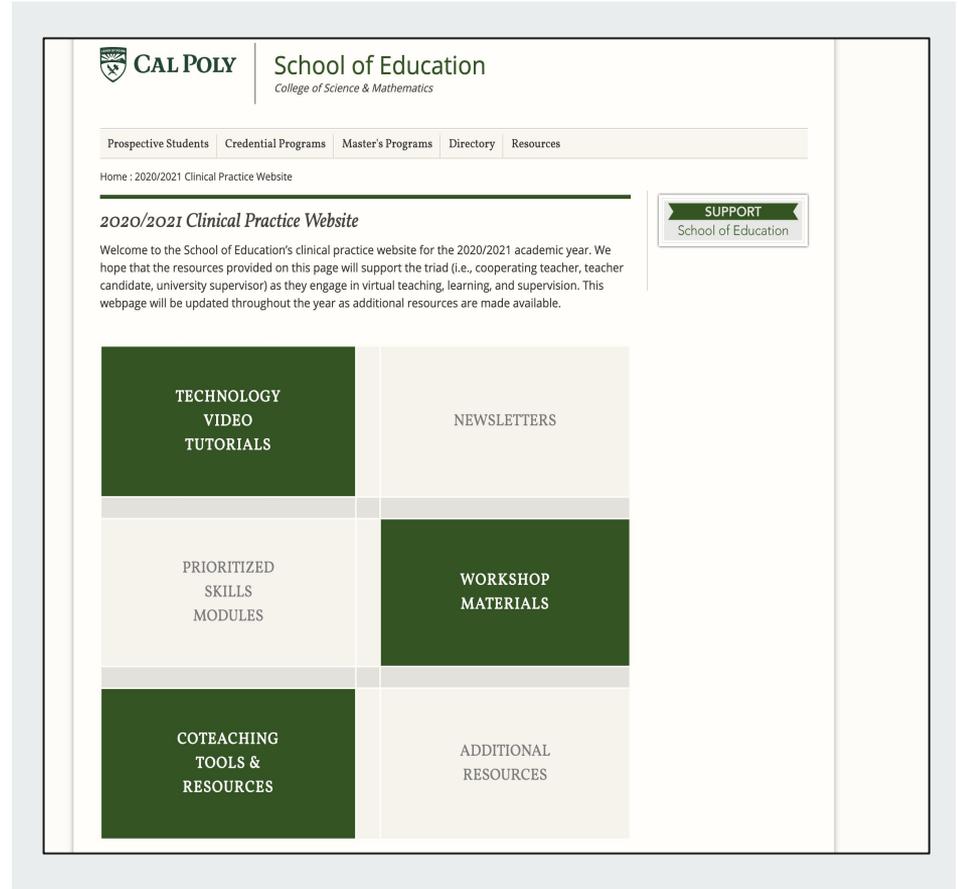
Leah Wood ([awood17@calpoly.edu](mailto:awood17@calpoly.edu))

Sarah Hegg ([shegg@calpoly.edu](mailto:shegg@calpoly.edu))



# SOE Clinical Practice Website!

<https://soe.calpoly.edu/20202021-clinical-practice-website>



The screenshot displays the website's header with the Cal Poly logo and 'School of Education' branding. A navigation menu includes 'Prospective Students', 'Credential Programs', 'Master's Programs', 'Directory', and 'Resources'. The main content area features a '2020/2021 Clinical Practice Website' title and a welcome message. A 'SUPPORT' button is visible on the right. A grid of six content tiles is shown, with three highlighted in dark green: 'TECHNOLOGY VIDEO TUTORIALS', 'COTEACHING TOOLS & RESOURCES', and 'WORKSHOP MATERIALS'. Other tiles include 'NEWSLETTERS' and 'PRIORITIZED SKILLS MODULES'. 'ADDITIONAL RESOURCES' is also present in the bottom right of the grid.

**CAL POLY** | School of Education  
*College of Science & Mathematics*

Prospective Students | Credential Programs | Master's Programs | Directory | Resources

Home : 2020/2021 Clinical Practice Website

### 2020/2021 Clinical Practice Website

Welcome to the School of Education's clinical practice website for the 2020/2021 academic year. We hope that the resources provided on this page will support the triad (i.e., cooperating teacher, teacher candidate, university supervisor) as they engage in virtual teaching, learning, and supervision. This webpage will be updated throughout the year as additional resources are made available.

**SUPPORT**  
School of Education

TECHNOLOGY VIDEO TUTORIALS	NEWSLETTERS
PRIORITIZED SKILLS MODULES	WORKSHOP MATERIALS
COTEACHING TOOLS & RESOURCES	ADDITIONAL RESOURCES



# TQP Grant Efforts

## **Partner Liaisons for 2020/21**

Trina Nicklas, Paso Robles JUSD

Rose Marie Battaglia, Guadalupe USD

## **Lead Supervisors for 2020/21**

Suzy Reynolds, Paso Robles JUSD

Renae Mattson, Guadalupe USD

Juan Olivarria, Lucia Mar USD

## **2020 Summer working groups**

Tech Video Tutorials

Observation Options

Cooperating Teacher Workshops

Unv.Supv Workshops

Clinical Practice Newsletters

SOE Book Circles

Rubric Domain A Examples



# Supervisor Q/A



# BREAK

Turn off or cover your Zoom camera and take a quick 5 min break!!

When you return you will be in an assigned breakout room for discussion of the information that was just reviewed

# **Breakout Session I:**

2020/21 Supervision Logistics





# Supervisor Q/A



# Virtual Observation Modeling

<https://edpuzzle.com/media/5eab62b54b3da03f16c71455>



Edpuzzle lesson

Grade 10 English

Lesson focus/standards: Character Foils

Observation 1.4 (prioritized skills B1, B2, B3)



# Virtual Observation & Evaluation

**Supervision will look different as a result of COVID19**

**How can we continue to evaluate teacher candidate growth around prioritized skills in virtual learning environments?**

Revised observation options

Flexibility when scheduling observations and working with different classrooms/districts

Support for CT/TC pairs may look different

**Observing in a synchronous world is optimum; however, asynchronous observations may be a reality this year.**

We perceive observation of AS lessons may be the most different from “normal” supervision

Making space to collectively talk about this observation, share evidence collected and appropriate feedback

## Prioritized Skills

**B1: Creating an Environment of Respect & Rapport** - Interactions (TC:Ss & Ss:Ss) friendly & respectful; appropriate for all ages, cultures, developmental levels; & provide opportunity for some intellectual risk taking. *TPE 2*

**B2: Managing Classroom Procedures** - Little loss of instructional time due to effective routines & procedures; effective TC management of transitions and materials; Ss need minimal guidance/prompting to follow established routines. *TPE 2*

**B3: Managing Student Behavior** - Standards of conduct established w/ consistent implementation & effective monitoring of S behavior; response to misbehavior consistent and respectful. *TPE 2*

# Observation 1.4

**CAL POLY SCHOOL of EDUCATION**  
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## Breakout Room Prompts:

(8 mins)

What evidence do we have for B1, B2 & B3?

What worked well about providing evidence for this lesson? What were some challenges?

What feedback would we give this candidate? Are additional supporting documents needed in order to provide feedback?

If this were a synchronous lesson and you could see some students, how would that change your feedback for B1, B2 & B3?

# **Breakout Session II:**

## Virtual Observation Discussion





# Virtual Observation & Evaluation: Fall

## Fall quarter: CPI clinical practice-What does it look like for the majority of our candidates this quarter?

- Starting in schools September 15. Coteaching workshops for CT/TC pairs next week!
- Two days/week in virtual classrooms, 5 days/week for CPIII

## Coteaching can still happen in virtual learning environments, even in CPI!

- One teacher facilitates instruction during a Zoom/Google Meet while the other assists with technology (e.g., taking attendance, sharing the screen, monitoring the chat, organizing break-out rooms) **(one teach/one assist)**
- Both teachers facilitate a portion of the lesson, taking turns **(team teaching)**
- Teachers build off of each other (e.g., one teacher provides instructions for an activity and the other teacher models an example) **(team teaching)**
- Coteachers teach the same lesson in break-out rooms, lowering the student-to-teacher ratio **(parallel)**



## Breakout Room Prompts:

Drawing from your experience with this activity and in spring how do you plan to help your candidates navigate the virtual clinical practice experience this fall?

How do the revised observation options for fall help you evaluate candidates?

How does our virtual focused observation protocol allow you to have reflective conversation with your candidates in fall?

# **Breakout Session III:**

## Virtual Observation Discussion





# Group Share Out



# Closing

<https://www.edutopia.org/video/teacher-appreciation-week-ages>



# Thank you!

September 3, 2020