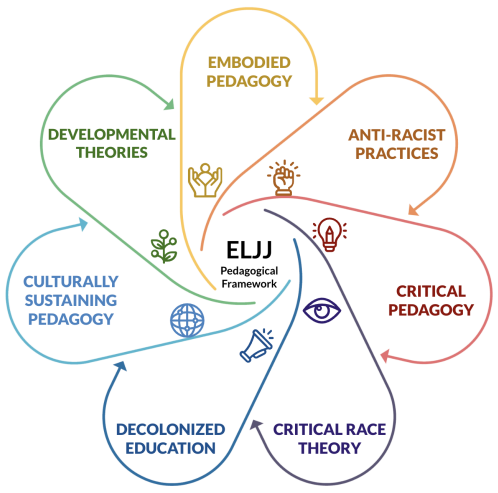
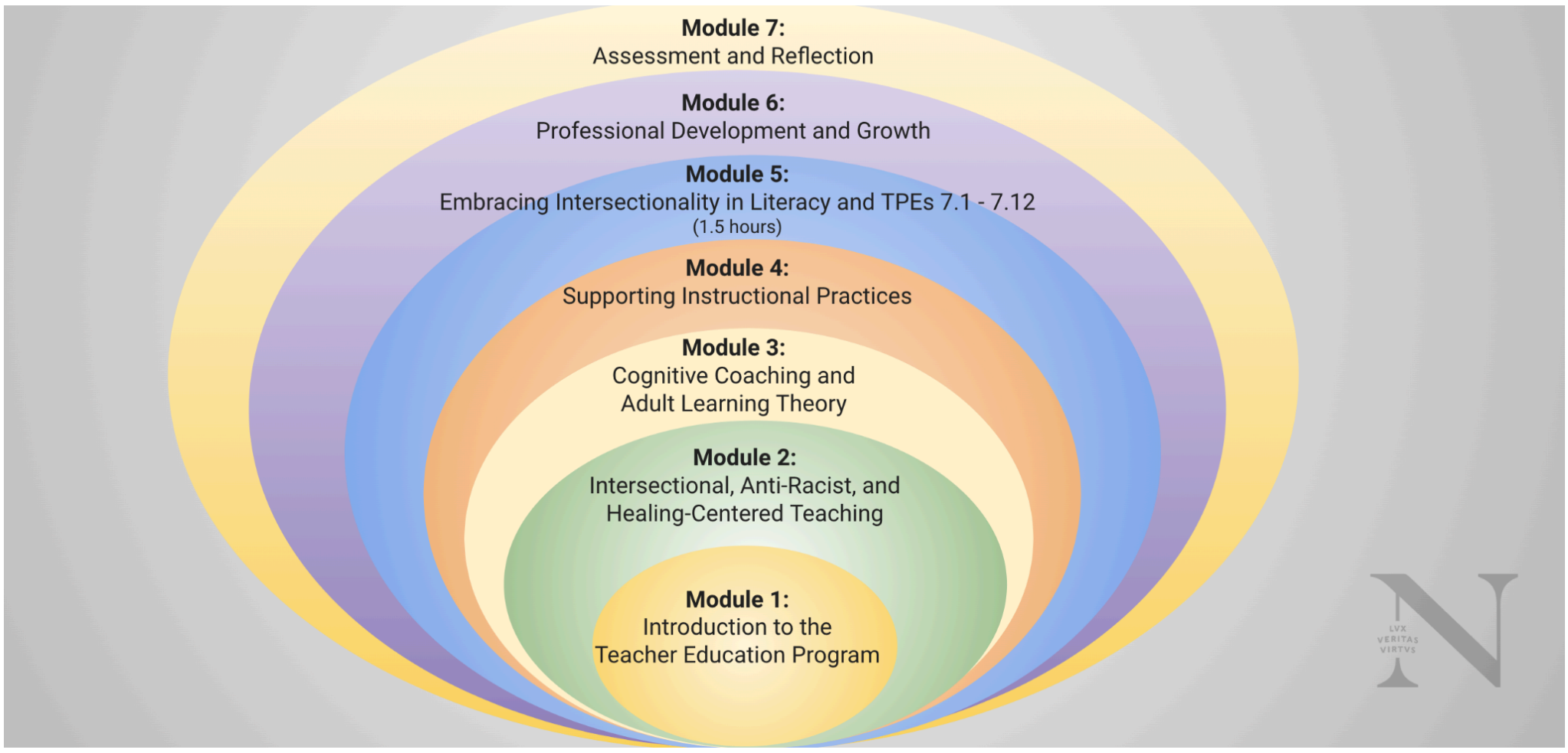
MILLS COLLEGE | Northeastern University

10-Hour Training for Program Supervisors



This content will be hosted on a Canvas Skillstack for Program Supervisors. The content and tasks will be organized into seven modules with corresponding presentation slides. These modules contain (a) information about the program and programmatic requirements for candidates and Cooperating Teachers, (b) materials and exercises about research and theories pertinent to the functions of each group (e.g., cognitive coaching; adult learning best practices, anti-racist, gender, and culturally-inclusive practices; trauma-informed practices), and (c) roles and requirements for Program Supervisors, including required assessment tools and forms.



10-Hour Orientation Curriculum Map
Module 1: Introduction to the Teacher Education Program
Module 2: Intersectional, Anti-Racist, and Healing-Centered Teaching
Module 3: Cognitive Coaching and Adult Learning Theory
Module 4: Supporting Instructional Practices
Module 5: Embracing Intersectionality in Literacy and TPEs 7.1-7.12 (1.5 hours)
Module 6: Professional Development and Growth
Module 7: Assessment and Reflection

Module 1: Introduction to the Teacher Education Program (1.25 hour)		
Section Name	**Description**	**Assignments & Resources**
SOE Orientation & Module 1.1-1.5 Guiding Slides (Coming Soon)		
1.1 Welcome and Icebreaker (15 minutes)	This session begins with a warm welcome and an engaging icebreaker activity. The aim is to create a positive and inclusive learning environment, fostering connections among supervisors.	***Building Rapport:*** Use an icebreaker activity that simulates the process of building rapport, highlighting the importance of this skill in coaching and mentoring relationships. **Assignment:** Write a discussion post on your educational and professional journey. Describe a particularly transformative moment that shaped your approach to teaching and/or mentoring ***Introduce coaching strategy:*** Paraphrasing and Summarizing - Practice paraphrasing and summarizing to ensure all participants feel heard and understood. **Assignment:** Respond to a discussion post with the Paraphrasing and summarizing technique.
1.2 Educators for Liberation, Justice and Joy at Mills College at Northeastern University History, Mission, and Values (15 minutes)	Learn about the college's history and mission; (2) program's mission and values; (3) program structure (3 terms, cohort model, praxis emphasis)	**Assignment:** Program Overview Quiz: Participants complete a quiz covering key information about the program's mission, goals, and objectives.

1.3 Recognizing the Importance of Site Supervisors/District Employed Supervisors in Diverse Educational Settings (15 minutes)	Review the program requirements and structure. Learn through the course map and requirements.	**Assignment:** Read and complete the following: ELJJ Clinical Experience Assessment Form
1.4 Alignment with CCTC Policies and Standards (20 minutes)	Provide an overview of the Commission on Teacher Credentialing (CTC), explaining its role and significance in teacher certification and professional development.	**Assignment:** Read and Review the Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates (Support and Supervision)
1.5 Tackling the EdTPA (20 minutes)	Discuss how to fully support their mentee through understanding and successfully passing the edTPA.	**Resource Repository:** Provide a curated repository of resources, including templates, sample submissions, and links to relevant websites, for participants to explore at their own pace.
Module 2: Intersectional, Anti-Racist, and Healing-Centered Teaching (1.5 hour)		
Section Name	**Description**	**Assignments & Resources**
Module 2.1-2.3 Guiding Slides (Coming Soon)		
2.1 Cognitive Coaching with a Lens of Intersectionality, Anti-Racist, and Healing-Centered Pedagogies (30 minutes)	Delve into an exploration of intersectionality, anti-racist teaching practices, and healing-centered approaches. The aim is to equip supervisors with tools to create inclusive and affirming learning environments.	Explore the concept of intersectionality, recognizing that students have multiple, interconnected identities. Discuss how these identities impact their experiences in the educational setting. Introduce the concept of healing-centered education, emphasizing the importance of creating safe and nurturing learning environments that acknowledge and address the trauma and challenges that students may face.
2.2 Embracing Diversity and Inclusion (30 minutes)	Apply intersectional, anti-racist, and healing-centered practices in their mentoring relationships.	**Assignment:** Delve into strategies for identifying and dismantling systemic racism within the classroom. Provide tools for promoting inclusivity and equity in teaching practices.
2.3 Identifying Candidate's Current Proficiency and Comfort (30 minutes)	Engage in self-reflective practices to assess their current proficiency in adapting these approaches.	**Assignment:** Offer a curated collection of articles, videos, and resources on intersectionality, anti-racist teaching, and healing-centered practices for supervisors to explore at their own pace. Ask them to take a self-assessment based on research.
Module 3: Cognitive Coaching and Adult Learning Theory (2 hours)		
Section Name	**Description**	**Assignment & Resources**
Module 3.1-3.5 Guiding Slides (Coming Soon)		
3.1 Approach to Cognitive Coaching (15 minutes)	Program supervisors will delve into a discussion about their role and responsibilities as supervisor. This segment focuses on self-reflection and recognizing the value of mentorship in their professional journey.	***Introduce coaching strategy:*** GROW Model - Introduce the GROW (Goals, Reality, Options, Wrap-up) model for coaching, emphasizing how it can be applied to mentorship situations to clarify goals and expectations. **Assignment:** Develop your own GROW model with your own mentor goals Reflective Inquiry - Engage supervisors in a reflective discussion about their own experiences as educators and how mentoring aligns with their professional growth. **Assignment:** Develop your Intern Support Plan Guide
3.2 Effective Communication Skills (30 minutes)	The session centers on honing communication skills, particularly active listening, powerful questioning techniques and constructive feedback. Supervisors will learn techniques for fostering open and effective communication for effective coaching conversations.	***Introduce coaching strategy:*** Probing for Clarity - Practice asking clarifying questions to ensure effective communication in mentoring relationships. Active Listening and Questioning Techniques - Practice asking clarifying questions to ensure effective communication in mentoring relationships. **Assignment:** Multiple and Single Subject Supervisory Meeting Draft Agenda
3.3 Building Trust and Establishing a Positive Relationship (30 minutes)	Supervisors will explore strategies for building trust and cultivating positive, supportive relationships with their mentees. This section emphasizes the importance of trust in effective mentorship.	***Introduce coaching strategy:*** Trust-building Strategies: Explore specific strategies and exercises that mentors can use to build trust with their mentees. Shared Values Exercise: Encourage supervisors to identify and discuss their shared values as educators. This exercise helps create a sense of common purpose and fosters trust in a shared mission. Resource: Personal Values Assessment
3.4 Classroom Management Strategies Grounded in Restorative Justice and Healing (30 minutes)	This module will provide the chance to learn techniques for creating a positive learning environment and addressing behavioral challenges. The emphasis is on effective classroom management practices.	**Assignment:** Scenarios for Classroom Management: Provide various classroom management scenarios, and ask participants to devise restorative justice-based approaches asynchronously. Encourage them to share their strategies and reflections.
Module 4: Supporting Instructional Practices (2 hours)		
Section Name	**Description**	**Assignments & Resources**

4.1 Observations and Data Collection with Cultural Sensitivity (20 minutes)	This module focuses on the process of conducting classroom observations and gathering data with cultural sensitivity. Learn how to use observations as a tool for professional growth.	Guide supervisors in using data from observations for reflective discussions with mentees. ***Introduce coaching strategy:*** Introduce Feedback Models: Introduce various feedback models (e.g., SBI - Situation, Behavior, Impact) and practice giving feedback using these models. **Assignment:** (MS/SS) Candidate Observation Rubric
4.2 Feedback Methods and Techniques with an Emphasis on Equity and Inclusion (20 minutes)	This module focuses on providing supervisors with effective feedback techniques, emphasizing equity and inclusion. It aims to equip them with the skills to provide constructive feedback that supports the professional growth of their mentees.	**Assignment:** Demonstrate the difference between inclusive feedback and non inclusive feedback. Present a variety of feedback methods and techniques. Provide a chance for reflection: How will you incorporate equity and inclusion considerations into your feedback? What specific strategies will you use to provide constructive feedback that supports professional growth?
4.3 Differentiated Instruction and Inclusive Practices with an Intersectional Perspective (30 minutes)	The segment revolves around understanding and implementing differentiated instruction to meet diverse student needs. Explore strategies for adapting teaching methods and materials. Apply differentiated instruction concepts to real-world situations they may encounter including IEP, 504, and EL accommodations.	**Assignment:** Case-Based Differentiation: Present real-life case studies of diverse student groups. Provide a sample lesson plan and ask supervisors to modify it to accommodate diverse learners, considering various needs including IEP, 504, and EL accommodations.
4.4 Classroom Management Strategies Grounded in Restorative Justice and Healing (30 minutes)	This module will provide the chance to learn techniques for creating a positive learning environment and addressing behavioral challenges. The emphasis is on effective classroom management practices.	**Assignment:** Scenarios for Classroom Management: Provide various classroom management scenarios, and ask participants to devise restorative justice-based approaches asynchronously. Encourage them to share their strategies and reflections.
4.5 Formative and Summative Assessment (20 minutes)	This module delves into the various types of assessments and their purposes. It emphasizes the importance of using assessment data to inform instruction and promote student growth.	**Assignment:** Data Analysis: Show supervisors how to use assessment data to guide coaching conversations and support mentees in improving their instructional practices.
Module 5: Embracing Intersectionality in Literacy and TPEs 7.1-7.12 (1 hour)		
Section Name	**Description**	**Assignments & Resources**
Module 5.1-5.4 Guiding Slides (Coming Soon)		
5.1 Understanding the Critical Role of Literacy through an Intersectional Lens (20 minutes)	Understand comprehensive ELD, including integrated and designated ELD. Integrate ELD with content areas and topics. Use ELA/literacy standards and ELD standards together to plan instruction.	Explore how literacy instruction intersects with diverse identities and experiences. uncover strategies for providing inclusive literacy education that acknowledges cultural, linguistic, and socio-economic diversity. Discussion forum: Share one strategy you've used or seen to promote multilingual literacy.
5.2 Exploring TPEs 7.1-7.12 with a Focus on Equity and Inclusion (20 minutes)	Dive into Teaching Performance Expectations (TPEs) 7.1-7.12 while emphasizing equity and inclusion. Examine how each TPE can be applied in a culturally responsive manner to meet the diverse needs of students.	**Assignment**: TPE Analysis and Discussion: Provide descriptions of TPEs 7.1-7.12, and ask participants to explore each one through an equity and inclusion lens. Discuss strategies for applying these TPEs in a culturally responsive manner.
5.3 Integrating Foundations of Literacy Instruction for All Subjects (20 minutes)	Discover how literacy principles can be seamlessly integrated across various subject areas. Engage with interactive resources that offer practical tips and examples for infusing literacy instruction into diverse academic contexts.	Interactive slide deck covering the five themes: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. Quiz: Multiple choice questions on the themes for participant comprehension check.
Module 6: Professional Development and Growth (1.75 hours)		
Section Name	**Description**	**Assignments & Resources**
Module 6.1-6.4 Guiding Slides (coming soon)		
6.1 Goal Setting and Action Planning (30 minutes)	Supervisors will delve into the process of setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and creating actionable plans for professional growth.	SMART Goals: Explore the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) framework for goal setting and how mentors can use it to support mentees in setting meaningful goals.
6.2 Professional Learning Communities (PLCs) (30 minutes)	The focus is on the importance of collaboration and professional learning communities. Supervisors will explore ways to facilitate PLCs and share best practices with their mentees.	Facilitation Skills: Provide guidance on facilitating PLCs effectively, including coaching techniques to encourage collaboration and idea exchange. Encourage supervisors to bring and share resources (e.g., lesson plans, instructional materials) that have been effective in their own classrooms. This promotes a culture of collaboration and resource-sharing within PLCs.
6.3 Navigating Burnout and Cultivating Resilience: A Guide for Intern Teachers (15 minutes)	Recognize the signs and sources of burnout and disillusionment in teachers. Provide strategies and resources to help intern teachers navigate and overcome burnout.	Engage in readings about Understanding Burnout and Disillusionment. Supervisors will define burnout and disillusionment by identifying the signs and symptoms. Supervisors will delve into strategies for overcoming burnout, establishing boundaries, and practicing self-compassion.

6.4 Staying Updated with Education Trends and Research through an Intersectional Perspective (30 minutes)	Stay informed and engaged with evolving educational trends and research. This module empowers supervisors to approach their professional development through an intersectional lens, ensuring inclusivity and relevance in their practice.	Monthly Trend Analysis: Provide a list of reputable educational resources, journals, and blogs. Ask supervisors to select one trend or research topic each month and read related articles.
Module 7: Assessment and Reflection (1 hour)		
Section Name	**Description**	**Assignments & Resources**
Module 7.1-7.2 Guiding Slides (Coming Soon)		
7.1 Review and Synthesis (30 minutes)	Supervisors will have the opportunity to review and synthesize key takeaways from the training. The aim is to reinforce learning and provide a space for reflection on the training content.	Feedback and Feedforward: Incorporate a feedback and feedforward exercise where supervisors provide constructive feedback and offer suggestions for continued growth.
7.2 Feedback and Evaluation (30 minutes)	This session focuses on collecting feedback from participants to assess the effectiveness of the training. Supervisors will also discuss ways to improve future training sessions based on feedback received.	Coaching Competency Assessment: Invite supervisors to self-assess their coaching competencies and identify areas for further development.

Additional Programmatic Information Available on Canvas Skillstack

IIA Stage IV Preliminary Multiple and Single Subject Program Standards

1. Program Design and Curriculum
2. Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPE)
3. Clinical Practice
    a. Organization of Clinical Practice Experiences
    b. Criteria for School Placements
    c. Criteria for the Selection of Program Supervisors
    d. Criteria for the Selection of District-Employed Supervisors
    e. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
4. Implementation of a Teaching Performance Assessment
    a. Administration of the Teaching Performance Assessment (TPA)
    b. Candidate Preparation and Support
    c. Assessor Qualifications, Training, and Scoring Reliability
5. Induction Individual Development Plan
6. Multiple and Single Subject | Mills College at Northeastern Credential Handbook

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Program Design and Curriculum

The program's design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Please navigate to the website for more information on General Education Multiple Subject/Single Subject (GE Intern) Program Standard 1: Program Design and Curriculum (click here).

*For convenience, we've included the **CTC Program Standard** prompt as a drop down item for reference.*

Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPE)

The Teaching Performance Expectations describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. The full set of TPEs can be found in this document after Standard 6.

Please navigate to the website for more information on

General Education Multiple Subject/Single Subject (GE Intern) Program Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

(click here).

*For convenience, we've included the **CTC Program Standard** prompt as a drop down item for reference.*

Clinical Practice

A. Organization of Clinical Practice Experiences

For *intern* credential candidates in the Educators for Liberation, Justice, and Joy (ELJJ) teacher education program at Mills College at Northeastern University, they are employed as teachers of record in public or private TK-12 schools. As such, their clinical practice experience is designed to provide developmental and sequential activities that build on their strengths and address areas of improvement, collaboratively determined with their program supervisors. In Pedagogical Content Knowledge (PCK) Lab 1 (EDUT 6127: Single Subject, EDUT 6124: Multiple Subjects) during their summer term, intern credential candidates will self-reflect and analyze their areas of strength and improvement based on their past teaching experiences. This will be complemented by the 120-hour of intern preservice preparation throughout the six courses during the summer term. This self-assessment will be used by their program supervisor during the first two observations to confirm, question, and/or deepen their analysis of their strengths as a teacher, according to the Teacher Performance Expectations (TPEs). The coursework in the PCK Lab sequence will continue to utilize these data to routinely assess their growth and continued areas of strength and improvement throughout the year-long program. These reflective activities in the program's coursework will enhance intern credential candidates' abilities to use data (video, program supervisor observations, student work, etc.) to continue their development over the course of the year. This work will culminate in a collaboratively-produced, teacher development plan, to be used for induction, after the intern credential candidate has earned their preliminary credential.

As intern credential candidates who are employed full-time, most will complete the 600 hours of clinical practice within the first semester of the program. Most intern credential candidates will double the minimum required hours of clinical practice. Private school candidates will work with the program director to ensure a minimum of 150 hours of their clinical practice experience will take place in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. At the end of each semester, Site Supervisors, Program Supervisors, and candidates complete a Clinical Experience Documentation form for internships. In addition, Site Supervisors, Program Supervisors, and candidates complete evaluations of the development of each candidate's practical teaching skills in overall (Clinical Experience Assessment Form). Similar forms must be completed by Site Supervisors and Program Supervisors assigned to assess literacy TPE for Single Subject English and Multiple Subject candidates.

Intern credential candidates will receive a minimum of six formal evaluations per semester by their program supervisor. Additionally, intern credential candidates and their assigned program supervisor will meet for an orientation before the first formal evaluation to go over roles, responsibilities, expectations, communication preferences, calendaring of observations, and more. In addition to the 12 formal evaluations per school year, intern credential candidates will submit weekly reflections to their assigned program supervisor, who will provide written and/or oral feedback. They will also meet at the end of the first semester for a mid-year evaluation and at the end of the program for a final evaluation, deeply examining their growth and areas of improvement according to the TPEs. They will collaboratively utilize data from site visits/observations, video capture, synchronous video observation, student work, and weekly reflections to come to a consensus on their evaluations. Records for these triad clinical experience assessment meetings will be recorded by completing assessment forms of three types:

- Overall Clinical Experience Assessment Form;
- Site Supervisors, Program Supervisors, and candidates complete a Clinical Experience Documentation form for internships. In addition, Site Supervisors, Program Supervisors, and candidates complete evaluations of the development of each candidate's practical teaching skills in overall (Clinical Experience Assessment Form). Similar forms must be completed by Site Supervisors and Program Supervisors assigned to assess literacy TPE for Single Subject English Literacy TPE Assessment Form and; Multiple Subject/Educational Specialist Literacy TPE Assessment Form.

B. Criteria for School Placements

Articulation of the matching process between the district-employed supervisor and candidate

The Academic Coordinator, informed by Program Supervisors and Program Directors for the Mills College at Northeastern University School of Education, recruits, evaluates, and communicates with a pool of potential District-Employed Supervisors who have clear credentials, at least three years of content area K-12 teaching experience, and meet our program's selection criteria for instruction. All current District-Employed Supervisors receive a minimum of 10 hours of initial orientation on our program's values, structures, and practices as well as coaching approaches and models. In addition to the initial orientation, all District-Employed Supervisors are kept up to date on programmatic changes as well as relevant research and practical information regarding coaching of teachers through webinars, which are sensitive to their time constraints. Supervisors must:

- Hold a valid relevant credential appropriate to each candidate's special interest.
- Have ample, successful, and relevant experience.
- Be viewed as exemplary by peers and the community.
- Be willing and able to commit time to the process.
- Understand the process of mentoring and tutoring a colleague.
- Provide letters of recommendation from their last position.
- Exhibit knowledge of theory and exemplary practices, particularly pertaining to literacy instruction for all students.
- Demonstrate willingness to participate in retreats and training seminars and to become team members in their designated credential program, sharing its goals, philosophy, and program design.
- Have both policy and field-level experience and have a reputation for placing student learning and teaching at the center of their efforts.

The Academic Coordinator engages in a holistic process to ensure the match between a candidate and their district-employed supervisor is a strong match—included in the matching process are the Program Supervisors, Program Directors, and key administrators at the school site. Rooted in strong relationships with placement sites, the selected district-employed supervisor will have working knowledge of the skillset our candidates are expected to acquire.

For internship candidates' placements, the Clinical Experience Coordinator will visit school sites to communicate with district-employed supervisors. The Clinical Experience Coordinator will take care in integrating the strengths of the district-employed supervisor, the learning needs of the candidate, and the needs of the school site administrators to ensure that the candidates' learning proceeds in a supportive environment. The Clinical Experience Coordinator would hold an initial triad meeting with the District-Employed Supervisor and intern candidate; the Coordinator would ensure the District-Employed Supervisor is thoroughly oriented to our program and completes training, all totaling 10 hours.

C. Criteria for the Selection of Program Supervisors

The Educators for Liberation, Justice, and Joy (ELJJ) teacher education program at Mills College at Northeastern University will recruit and select only highly qualified Program Supervisors, based on the criteria established by the Commission on Teacher Credentialing.

Our Program Supervisors must:

- Have demonstrated subject matter expertise in K-12 curriculum and pedagogy and paired with candidates in a shared content area;
- Recent professional experiences in urban and/or school settings with a majority BIPOC students, those who qualify for free/reduced lunch, identity as newcomer and English language learners (within the last 5 years), including teaching and/or administration;
- Attend ELJJ's initial orientation and training for Program Supervisors;
- Participate in monthly and sometimes bi-monthly meetings with the Program Supervisor director focused on the core values of our program, scope and sequence, alignment to TPEs, preparation for the TPA, coaching and other professional development topics for teacher supervisors.

PROGRAM SUPERVISOR ROLE

The specific duties of the Mills College at Northeastern University School of Education Program Supervisors include the following:

- Observe each student teacher several times during the semester (generally between 5-7 times per semester). Each visit should be preceded by a pre-observation communication to review and/or formulate plans and followed by a post-observation conference to debrief the lesson as soon after the lesson as possible.
- Coordinate the triad meetings between the cooperating teacher, student teacher, and the supervisor at least twice during a placement, at the beginning and the end of the placement.
- Familiarize themselves with all required TPEs, including literacy instruction for all students (TPE 7)
- Write up and file a summary of each observation with a copy to the student teacher and a copy to the teaching seminar's faculty member.
- Read student journals and provide feedback on a weekly basis.
- Determine and record final grades for the field assignment after consultation with the cooperating teacher and seminar faculty member.
- Act as a liaison with the teaching placement and Mills College at Northeastern University School of Education; and orient cooperating teachers to the student teaching expectations.
- Write letters of recommendation for the students supervised.

D. Criteria for the Selection of District-Employed Supervisors

The Role of the District-Employed Supervisor

District-employed supervisors are selected in conjunction with the district, charter management organization, school, and intern credential candidate. They must hold a Clear Credential in the content area and have a minimum of three years of K-12 teaching experience. District-employed supervisors will be provided with a minimum of 10 hours of initial **orientation** to the program's curriculum and effective supervision approaches.

It is the responsibility of the District-Employed Supervisor to demonstrate the professional attitudes, knowledge, and skills that constitute thoughtful, effective, and caring teaching. The District-Employed Supervisor/candidate relationship is very important because it models and sets the tone for the placement and teaching/learning process. This relationship must be based upon open and sensitive communication; Cooperating Teachers are expected to share their visions and enthusiasm for teaching, knowledge, and experiences with teacher candidates.

Candidates may expect Cooperating Teachers to provide the following academic and professional guidance:

- Opportunity to observe the range of activities, tasks, and experiences associated with teaching;
- Assistance in planning individual lessons and instructional units;
- Daily conferences to discuss and plan teaching, and weekly conferences to plan and assess progress;
- Opportunity to teach, using a variety of instructional and grouping arrangements, including individual, small group, and whole-class;
- Assistance in learning about classroom instruction, including developing curriculum, assessing students' needs, establishing a classroom climate, developing management strategies;
- Written and/or verbal comments on the candidate's lesson plans;
- Constructive assessment, indicating strengths and weaknesses as well as suggestions for improvement;
- Inspiration and encouragement;
- Recognition that candidates are learning to become excellent **beginning** teachers;
- Access to student records, when appropriate;
- Providing candidates with an academic calendar for the term and letting them know, in a timely fashion, of changes; briefings on school procedures and policies;
- Advance notice on assemblies, field trips, and other activities that may alter the daily schedule;
- Familiarization with the school's facilities;
- Designation of a place for candidates to place their belongings and work;
- Introducing candidates to specialist teachers and other members of the school community – counselors, nurses, ESL teachers, resource specialists, librarians, etc;
- Written feedback on the Clinical Experience Evaluation Form at the end of each term.

NOTE: Evaluation criteria included on the form in the Evaluation section offer suggestions for the types of experiences candidates are expected to have in their clinical/field placements.

E. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Once a district offers a candidate employment as an intern, the candidate, their district-assigned supervisor, and Mills College at Northeastern supervisor will have an initial goal-setting and orientation meeting that outlines the placement, support, mentoring, and supervision on an Intern Support Plan Guide. The meeting and Guide is revised each semester.

During the meeting with candidates, district-assigned supervisor, and Mills College at Northeastern supervisor review the corresponding course of study for either Single Subject or Multiple Subject candidates. This course sequence includes two courses taken in the first summer and fall that focus on child and adolescent development and teaching methods. Special and inclusive education methods are incorporated in the *Curriculum and Instruction* coursework as well as the *Perspectives in Disability, Inclusion, and Assessment* course. Interns take an *English Language Development* course during the summer and spring terms. The year-long *Pedagogical Content Knowledge Lab* will bridge coursework with the intern practicum by focusing on key areas of inquiry to support the professional development of interns. These include: classroom management, child and adolescent development, and teaching across interns' respective content areas.
Interns will undergo evaluation from the district-assigned supervisor and Mills College at Northeastern supervisor using the ELJJ Clinical Experience Assessment forms here and here that documents assessment of candidates' progress with meeting the California Teacher Performance Expectations at the end of each term. The document records rubric scores corresponding to candidates' development at the end of each semester and provides qualitative feedback as well. Interns undergo biweekly documented observations focused on developing their pedagogical content knowledge, and maintain regular contact with their district-assigned supervisors and Mills College at Northeastern University supervisor on an ongoing basis.

Furthermore, the Mills College at Northeastern supervisors and district-assigned supervisors meet with the Mills College at Northeastern Field (Clinical Experience Coordinator on a bi-weekly basis. The Field (Clinical Experience) Coordinator ensures alignment with the fieldwork requirements and structures meetings around discussion of candidate progress, evaluation, and standards and coursework cohesion. The Field (Clinical Experience)Coordinator meets with the ELJJ program director weekly.
District supervisors and Mills College at Northeastern supervisors will utilize the observation feedback protocol to document intern progress and areas of growth. Intern candidates will use a weekly log to document support and supervision provided by the district supervisor and Mills College at Northeastern supervisor. The intern field practicum experience will be coordinated and facilitated by Mills College at Northeastern Multiple and Single Subject faculty and program directors vis-a-vis the Pedagogical Content Knowledge Lab. Upon commencement of this course interns will undergo an orientation of expectations for their intern-based clinical experience, their roles and responsibilities, and the forms of support they will receive from program directors, district-assigned supervisors, and Mills College at Northeastern supervisors. Roles, responsibilities, and requirements are outlined on the respective course syllabi and reviewed during orientation and initial class sessions.
Additional information regarding professional development plans can be found in the Multiple and Single Subject Credential Handbook linked here (pg. 41) for Multiple Subject candidates and linked here (pg. 55) for Single Subject candidates.

Once a district hires an intern, the district identifies an individual or individuals (depending on the supervision needs) who will be the intern's district-assigned supervisor. The Mills College at Northeastern, Teacher Education (ELJJ) Program Director also assigns a Mills College at Northeastern supervisor who will share in the 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. All intern candidates will be provided with a form for documenting support and supervision by the district and the Teacher Education program. They are provided with a Support Log Reference Sheet and an Intern Support Record Tutorial, which outlines the responsibilities indicated in the MOU. These documents are reviewed monthly by the Mills College at Northeastern supervisor, district-assigned supervisor, and the Field (Clinical Experience) Coordinator to ensure that the support and supervision are in place and ongoing for each intern.

Please navigate to the website for more information on

General Education Multiple Subject/Single Subject (GE Intern) Program Standard 3: Clinical Practice

(click here).

*For convenience, we've included the **CTC Program Standard** prompt as a drop down item for reference.*

Implementation of a Teaching Performance Assessment

A. Administration of the Teaching Performance Assessment (TPA)

ELJJ has clear policies and procedures for the administration of the edTPA, and provides adequate information, preparation, and support to candidates. Furthermore, the Credential Analyst maintains accurate records and monitors compliance with all edTPA requirements. These steps ensure that their candidates are well-prepared to demonstrate effective teaching practices and assess student learning through the edTPA.

ELJJ presents candidates with clear policies and procedures for the administration of the edTPA that Pearson Assessments manages. These policies include guidelines on the timing, format, and expectations for completing the edTPA. Additionally, ELJJ candidates receive support and scaffolding to successfully plan for, assemble, and submit a complete edTPA. ELJJ also relies on and utilizes policies, rules, and guidelines that address the following:

- *Confidentiality and Security of edTPA Candidate Materials and Assessment Data*
- *edTPA Guidelines for Acceptable Candidate Support*
- *Guidelines for Video Confidentiality for Faculty*
- *Guidelines for edTPA Retake Decision-making and Support*

The following are specific steps that ELJJ leaders, faculty, and staff follow to ensure that all candidates succeed in this crucial authentic assessment of their preparation as beginning teachers:

Clear policies and procedures for the administration of the edTPA are specified in the **ELJJ Handbook.** As can be seen, we clearly outline the steps that candidates need to

take to complete the edTPA, including deadlines, submission procedures, and expectations for the format of the assessment. In addition to the directions in the ELJJ Handbook, candidates are provided with the link for and directions to access important information in the edTPA Handbooks.

ELJJ faculty, Program Supervisors, and Credential Analyst provide candidates with preparation, information, and support not only for the steps required to plan for, complete, and submit their respective edTPA but also with knowledge, skills, and opportunity to practice required edTPA steps (See Common Standard 3 | Course of Study, Fieldwork and Clinical Practice) . The Clinical/Field Supervisor coordinates with Program Supervisors strategies and procedures designed to assist candidates with the logistic preparations required for a successful edTPA. Furthermore, the Clinical/Field Supervisor coordinates with faculty and instructors to provide candidates necessary information and support. Especially in courses with direct practicum connections (i.e., PCK Lab, Curriculum & Instruction, Multiliteracies, and ELD), candidates are provided with exercises and opportunities to interpret examples of relevant edTPA segments. In tasks, activities, and assignments, candidates are provided with an opportunity to examine edTPA rubrics as well as the criteria behind these rubrics. Especially as the deadline for edTPA submission approaches, Program Supervisors, staff, and instructors make themselves available for one-on-one coaching. Familiarity with and understanding of the edTPA is a criterion of consideration when hiring Program Supervisors as well as recruiting Cooperating Teachers.

The Credential Analyst oversees the submission of preliminary credential documentation and keeping accurate records (and internal tracking) related to the edTPA. The Credential Analyst provides candidates with information and procedures required to register with Pearson Assessment and access all available support materials. Candidates complete edTPA-related requirements and steps utilizing an online portal that is integrated with the central database Northeastern University's IT team will create to track and monitor individual and aggregated candidates' progress through their respective ELJJ program and toward meeting preliminary credential requirements. In addition to the information about submission of edTPAs in relation to other programmatic data sources accessible through the central database, ELJJ will rely on the aggregate edTPA scores reported by Pearson Assessment. The latter will allow us to compare our candidates' edTPA performance in contrast with candidates across the state as well as to analyze individual ELJJ preliminary credential tracks. We plan to utilize all this information to guide our ongoing programmatic review and improvement efforts.

Our monitoring efforts will allow us to provide support and guidance for candidates who may encounter particular challenges completing and succeeding in their edTPAs. After an assessment of individual candidates' assets and needs, the Clinical/Field Coordinator collaborates with Program Supervisors, Cooperating Teachers, faculty and instructors to provide additional support to these candidates. Support may include scheduling accommodations as well as individual coaching regarding procedures or content required to submit a complete edTPA. All supporting staff and instructors are familiar with guidelines and constraints associated with edTPA support. Training for this purpose is included in the training and professional development required of Cooperating Teachers and Program Supervisors. Candidates are provided with information regarding procedures for appealing edTPA scores, as specified in the ELJJ Handbook.

B. Candidate Preparation and Support

ELJJ faculty, instructors, and staff provide candidates with comprehensive support for successfully completing the edTPA. This includes ensuring that candidates understand the requirements of the assessment, providing instruction and support aligned with those requirements, offering ongoing support, using multiple measures to assess readiness, and providing access to necessary technology and resources. Specifically, we provide candidates with the necessary knowledge, skills, and support to successfully complete the edTPA, demonstrating their ability to plan and deliver effective instruction, assess student learning, and reflect on their teaching practice.

Through information sessions, workshops, course content, assignments, projects, and materials, such as the ELJJ Handbook we provide candidates with a clear understanding of the edTPA requirements. With purposeful redundancy, candidates gain access to detailed information about the edTPA, including the assessment rubrics, scoring criteria, and deadlines. This happens formally, by ensuring that candidates register on the Pearson Assessment site and guiding them to the information and resources available there as well as providing them with a calendar with submission deadlines for different credential subjects. Credential candidates are provided with clear and explicit information about timelines required for the Credential Analyst to submit a credential recommendation with sufficient time to meet future employment deadlines. Course content includes assessment rubrics and scoring criteria, which are used to provide candidates with multiple practice opportunities prior to submission of their respective edTPAs.

Multiple courses in the ELJJ program provide candidates with support that aligns with edTPA requirements. These include Curriculum & Instruction, PCK Lab, and ELD Methodology. As such, ELJJ coursework for both traditional and internship options are aligned with edTPA requirements. Lesson plan design and development are modeled and supported in these four courses. All courses are multi-term sequences, which allows candidates to be introduced to and practice skills as well as complete assessment of their curriculum planning, pedagogical, and pedagogical content knowledge. During class meetings as well as integrated into each task and assignment, candidates are asked to reflect on the planning, teaching, and assessment elements of their work. In various ways, we provide candidates with instruction on how to develop lesson plans, use assessments, and reflect on their teaching practice.

In addition to knowledge about planning, documenting, and submitting their respective edTPA teaching events as well as models for and opportunities to practice lesson planning, we provide candidates with ongoing support to complete their edTPA in a timely manner. From the moment they are admitted into ELJJ, candidates are informed about the edTPA as a crucial requirement for a credential requirement. Subsequently, candidates are provided with models and frameworks related to curricular planning and documentation, which pertain to knowledge and skills required for a complete edTPA without directly or explicitly working on edTPA tasks. Candidates also receive prompt and regular feedback on their work, with the goal of a timely final submission. Together with assignments, exercises, and tasks intended to provide opportunities to practice edTPA-related activities, we include multiple measures to assess candidate readiness for the edTPA throughout coursework assignments. We rely on formative assessments, observations, and feedback, to assess candidates' readiness for the edTPA.

ELJJ faculty and staff, together with the Field Coordinator and Credential Analyst, ensure that candidates have access to technology and resources needed to complete the edTPA. Particular attention is given to ensure that all candidates have access to equipment and skills necessary to make required video recordings. Furthermore, candidates

are provided with directions for, guidance, and coaching to successfully upload all electronic files and narratives associated with the edTPA. Candidates are provided with templates for permission forms for video recordings and are assisted by Program Supervisors to ensure that Cooperating Teachers build in time in their daily schedules for candidates to teach and document edTPA-related teaching.

Candidates who need to redo and resubmit all or parts of the edTPA meet with the program director and agree on a plan that incorporates appropriate and feasible strategies and procedures from the following list to ensure they successfully navigate the edTPA process the next time around:

- Individualized Feedback Sessions: One-on-one sessions with faculty or mentors to discuss the candidate's previous submission. Identify areas of strength and weakness based on the scoring rubrics.
- Peer Review: Group sessions where candidates can share and critique each other's work. Peer feedback can provide fresh perspectives on how to improve.
- Review Workshops: Workshops that focus on specific edTPA tasks or rubrics. Workshops are led by faculty, mentors, or even candidates who successfully passed their edTPA.
- Technology Training: Training sessions led by faculty, supervisors, staff, or other candidates offered for candidates whose video footage was less than adequate.
- Time Management Workshops: Help candidates manage their time effectively to meet submission deadlines, break tasks into manageable chunks, and reduce last-minute stress.
- Self-assessment and Reflection: Support candidates to self-assess their work based on edTPA rubrics and identify areas for improvement.
- Content-Specific Support: For candidates in multiple subject or single subject programs, faculty or supervisors provide targeted assistance based on their content area.
- Stress Management and Well-being: Online materials and workshops on managing stress, mindfulness, and relaxation techniques.
- Financial Support or Guidance: Candidates are provided with information regarding financial support or guidance on accessing grants or other resources.
- Regular Check-ins: Supervisors and faculty provide regular check-ins with candidates to discuss progress, answer questions, and offer encouragement.
- Clarify Submission Procedures: Ensure candidates are familiar with the submission process to avoid any technical issues or mistakes during resubmission.

C. Assessor Qualifications, Training, and Scoring Reliability

edTPA, as the model sponsor, selects potential assessors for the centralized scoring option. The selection criteria for all edTPA assessors include but are not limited to pedagogical expertise in the content areas assessed. EdTPA, as the model sponsor, is responsible for training, calibration and scoring reliability for all assessors. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Please navigate to the website for more information on

General Education Multiple Subject/Single Subject (GE Intern) Program Standard 5: Implementation of a Teaching Performance Assessment

(click here).

*For convenience, we've included the **CTC Program Standard** prompt as a drop down item for reference.*

Induction Individual Development Plan

GE (Intern) Program Standard 6 is met as follows:

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. This consensus is recorded at the end of the Clinical Experience Assessment Form. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program. In our program, we utilize two different frameworks to develop the IDP: end of year evaluations conducted between candidates and program supervisors based on the TPEs and the Becoming a Transformative Educator Inventory (BTEI). The BTEI is a set of twelve dispositions and characteristics that are associated with successful teachers, based on a review of empirical research on teacher preparation. Candidates use evidence from coursework, evaluations, videos, student work, and others to demonstrate their growth in each of the twelve variables of the BTEI. Combined together, the end-of-year evaluation and the BTEI provide a comprehensive analysis of the strengths and areas of growth for each candidate. In EDUT 6126, the last course of the Pedagogical Content Knowledge lab series, candidates create an IDP and seek out resources and professional development opportunities to strengthen the areas of growth in the candidate's induction program. This will be a "living" document that will be written in Google docs so that candidates will be able to access it after the completion of the ELJJ program.

At the end of each semester, candidates, district-employed supervisors, and program supervisors complete a Clinical Experience Assessment Form and meet to discuss their conclusions. At the end of the fall semester, candidates self-assess their strengths and challenges, recording these on an Individual Development Plan (IDP). In addition, at the end of the program, they complete a Becoming a Transformative Educator Inventory (BTEI). The BTEI is a set of twelve dispositions and characteristics that are associated with successful teachers, based on a review of empirical research on teacher preparation. Candidates use evidence from coursework, evaluations, videos,

student work, and others to demonstrate their growth in each of the twelve variables of the BTEI. Relying on the information from all these formative and summative assessments, candidates complete their Individual Development Plan forms. Once hired, candidates are required to provide their induction coach with a copy of the form.

Please navigate to the website for more information on

General Education Multiple Subject/Single Subject (GE Intern) Program Standard 6: Induction Individual Development Plan

(click here).

*For convenience, we've included the **CTC Program Standard** prompt as a drop down item for reference.*
