

Dear University Field Supervisor,

You play an important role in helping Teacher Preparation candidates grapple with the transition from student to educator by supporting, observing, conferencing, providing constructive criticism, and walking alongside them in their Clinical Experiences. We greatly appreciate your willingness to share your expertise and knowledge with the candidates in this period of personal and professional growth.

Each candidate is assigned a University Field Supervisor who works cooperatively with the Master Teacher, the Director of Clinical Experience, and the school site personnel. High professional standards are expected in the Clinical Experience component of the Teacher Preparation pathways at Pepperdine University. The University Field Supervisor will observe the candidate on a regular basis, critique the candidate's performance, and conference with the candidate. A written copy of the observation will be given to the candidate, indicating strengths and challenges as well as specific suggestions for improvement. Electronic copies of the observation and evaluation notes will be submitted to the University. Copies of all observation and evaluation notes will be placed in the candidate's digital file.

The University Field Supervisor will complete a Teacher Preparation Candidate Evaluation at the end of the Clinical Experience assignment. These evaluations will be shared with the candidate. The University Field Supervisor, in consultation with the Master Teacher, Director of Clinical Experience, and the candidate may change the assignment or withdraw the student if the situation demands. At the school sites, the University Field Supervisor will:

- Confer with the Master Teacher and the candidate;
- Observe and evaluate the candidate's work in the classroom;
- Conference with the candidate about the lesson;
- Interfaces with the site administrator, if appropriate.

As part of the standards established by Senate Bill 2042, Teaching Performance Expectations (TPEs) are based on the California Standards for Teachers. They prescribe what every effective teacher should know and be able to demonstrate and are embedded in coursework. Fulfillment of the TPEs comes with successful completion of each course. They appear below:

- TPE 1 Specific Pedagogical Skills for Subject Matter Instructions
- TPE 2 Monitoring Student Learning During Instruction
- TPE 3 Interpretation and Use of Assessments
- TPE 4 Making Content Accessible
- TPE 5 Student Engagement
- TPE 6 Developmentally Appropriate Teaching Practices
- TPE 7 Teaching English Learners
- TPE 8 Learning About Students
- TPE 9 Instructional Planning
- TPE 10 Instructional Time
- TPE 11 Social Environment
- TPE 12 Professional, Legal, and Ethical Obligations
- TPE 13 Professional Growth

<http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf>