

Multiple Subject University Coach

University Coaches are responsible for holistically supporting candidate development. Coaching involves providing differentiated holistic supports to ensure each candidate's success. Becoming a teacher requires identity shifts, personal sacrifices, and is often a transformational experience. Coaches are candidate advocates, mentors, and allies. As such, coaches focus on developing their candidates in a supportive and nurturing manner with a growth mindset. This is accomplished by checking-in with the candidate on a weekly basis (may include face-to-face, email, phone, and/or virtual), providing a minimum of six formal coaching sessions with the aligned formative feedback rubric, and ensuring regular availability to the candidate. Coaches are prepared to provide comprehensive supports beyond feedback. These may include advocating for the candidate, providing resources for wellness and basic needs, and sometimes an ear or a shoulder. Coaches have experience as a teacher, site-based administrator, and/or a teacher educator. The coach is a direct link between clinical practice and coursework.

State Requirements

The California Commission on Teacher Credentialing (CTC) requires all University Coaches be credentialed or have equivalent experience in educator preparation; be expert in the content area of the candidate being supervised; have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards, frameworks, and reflects the diversity of California's student population; and maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

Role Expectations of University Coaches:

1. Meets with Mentor Teachers for an orientation to go over course requirements, discusses expectations, roles, and Co-Teaching during the first two weeks of the semester or after student teaching begins.
2. Makes regular visits to the school site for the purpose of meeting with Teacher Candidates, Mentor Teachers, Administrators/designee, or visiting/observing Teacher Candidates. Visits include holding small group, individual, or virtual discussions to review pertinent information. University Coaches may enhance communication and contacts with teacher candidates (via phone, webinar, online community, etc.).
3. Completes (in TK20) a minimum of six formal lesson observations using the observation rubric to provide formative, action-oriented, feedback through scripted field notes. Lesson observations may be face-to-face or synchronous/asynchronous video observation. Have a debriefing meeting with the candidate after each observation.
4. Maintains communication with the Teacher Candidate and Mentor Teacher throughout the semester to ensure that the candidate is progressing; provide feedback on growth areas.
5. Reviews lesson plans and responds to reflections, when applicable.
6. Uses his or her experience and knowledge to assist (consult, collaborate) the student in understanding and applying current teaching methods, related materials and resources.
7. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment, self-reflection, and goal setting.
8. Discuss and document "areas for improvement" at the first sign of need. Monitor progress and contact the Coordinator if the "areas for improvement" does not yield expected growth.

Review the Credential Candidate or Concerns section of the Single Subject Program Handbook to determine if a “Statement of Concern” is warranted.

9. Support candidates in basic needs, emotional, and mental health areas (if you are concerned about a candidate’s well-being, please notify the program coordinator). Become familiar with resources available at the Fresno State Student Health and Counseling Center: <https://www.fresnostate.edu/studentaffairs/health/index.html>
10. Evaluates the Teacher Candidate’s Site Visitation Project, submits the scores on TK20, and schedules time to debrief the results with the Teacher Candidate (EHD 155A only). This may be counted as one of the six formal lesson observations. Provide remediation if necessary.
11. Evaluates the Teacher Candidate’s Teaching Sample Project and schedules time to debrief results with the Teacher Candidate (EHD 155B only). Provide remediation if necessary.
12. Formally evaluates the Teacher Candidate twice per semester using the Mid-semester & Final semester evaluation rubric in TK20.
13. Assists the Teacher Candidate with meeting the TPEs and assigns a CR/NC grade through PeopleSoft/MyFresnoState.
14. Attend all mandatory program events, meetings, trainings, and obtain reliability as a rater; participate in FAST training, calibration, and scoring.
15. Interact with candidates and mentor teachers with respect at all times.
16. Submits all proper documentation digitally through TK20 (<https://fresnostate.tk20.com/>).

Evaluation

All university coaches will be evaluated by their candidates at the end of the semester. This evaluation will be submitted by each candidate on Tk20.