

edTPA

Supervisor Information

University of North Alabama - Education Department

The following suggestions and ideas are presented to encourage and support the student intern with his or her teaching experience. These thoughts and hints are possibilities to make the intern's experience more satisfactory, to establish lines of communication between the supervisor and student intern, and to help facilitate the intern's becoming an effective teacher. In addition, this information is offered to provide clarity for the college supervisor.

Week One

First Meeting with Interns

- Professional etiquette discussed.
- Evaluation process presented.
- Lesson plan expectations clarified with interns.
- Distribution of information sheet. Supervisor will collect this sheet on initial visit with intern.
- Due dates discussed.
- Encouragement regarding videoing.
- During this first week of placement, supervisor should make contact with cooperating teacher.
- Establish a pleasant and supportive rapport with student interns.

Week Two

Task 1 - Context for Learning

- Make contact with intern to determine whether or not there are questions about Task 1.
- Intern needs to communicate to supervisor the central focus of Task 1.
- The restricted topic could be shared by phone or mail.
- Supervisors may want to make contact with interns to give feedback on topic.

Week Three

Lesson Plans - Task 1 and Task 2

- Supervisors should review intern's lesson plans.
- The intern's plans should be checked on each visit.
- The intern's plans should follow the edTPA format: objectives, learning activities, materials, and evaluation.
- Check to see if there are questions about Task 1 and be sure intern is comfortable with videoing.

Week Four

Learning Segment – Task 1 and 2

- Since the intern is teaching the learning segment, this is an appropriate time for the supervisor to observe.
- The supervisor may want to check with student intern to see if there are concerns regarding required video since teaching and videoing Task are required at this time.

Week Five

Learning Segment - Task 1, 2, and 3

- Check with intern to see if he or she has begun Task 2.
- Intern will submit Task 1.
- Supervisor may encourage intern to read requirements and rubrics for Task 3.

Week Six

Review, Feedback, and Task 1 and 2

- Supervisor may want to read over the submission of Task 1 – Context for Learning.
- Review lesson plans for correlation to planning commentary.
- Provide verbal or written feedback on planning commentary in order to support essential rubric criteria.
- Since Task 2 is due at the end of the week, supervisor may want to check to be sure intern has submitted this work and completely fulfilled all requirements.
- Supervisors should note that interns are ready to begin Task 3, and they can check and see if interns are engaged in preparing this work.

Week Seven

Assessment - Task 2 and 3

- Give feedback for Task 2 after possibly watching intern's video.
- After having read instruction commentary when visiting different schools, supervisor may remind intern of due date of Task 3.

Week Eight

Feedback

- Feedback on Task 3 includes student work sample and evaluation criteria (rubric and answer key), which will be created by the intern.
- Supervisor may note feedback to students by intern.

- Assessment commentary should be available to supervisor if he or she desires.

Week Nine

Submission of Work

- Supervisor will want to check with student intern to be sure he or she is ready to submit final draft at this time in TK20.
- Supervisor may, at this point, determine whether or not intern has addressed suggestions made earlier concerning final draft.
- Submission of final draft.

• Feedback:

Offering and giving feedback are two of the most important things a supervisor can do for a student intern. All types of feedback can be helpful whether it be by phone, email, or in person, before or after classroom observation.

• Additional:

- After submission of work, student intern is finished with edTPA. However, intern will continue with the following:
- Teaching – 20 solo days are required, 10 consecutive and 10 random days.
- Submission of lesson plans as required.

General Guidelines and Suggestions for Intern Supervisors

I. Collaboration with the intern through weekly e-mails, texts, or phone calls is important.

Even if the contact is merely a quick response to submitted work or to a simple question, the supervisor, if possible, should communicate with his or her student intern regarding student's daily/weekly duties and concerns.

II. Supervisors should provide interns initially with what he or she expects.

Often, supervisors have individual expectations so students should be clear regarding his or her requirements. Supervisors should make interns aware that both meeting the goals of the department and also the goals of the supervisor are very important.

III. Lesson Plans

It is helpful for both the supervisor and the intern to have the lesson plan for the upcoming week submitted to the supervisor before the week begins. The lesson plan may be very general, even a simple outline. However, this plan lets the supervisor know what to expect, whether or not the intern is actually teaching that week, and also encourages the intern to plan for the week.

IV. Asking students to organize their work at the onset of the placement is so important for managing assignments throughout the semester.

One way to establish clear direction is by asking for a notebook/notebooks to be utilized daily in which to organize work. The following are items that will be helpful for both the supervisor and the student intern:

- A. **Calendar** - A calendar with due dates and dates of supervisor's visits. Both supervisor and intern may want to collaborate concerning these dates at the end of the semester.
- B. **School Bell Schedule** – A copy of this can be provided to the supervisor to make his or her visits compatible with teaching periods.
- C. **School Map** – A map is very helpful for the intern especially at the beginning of the semester.
- D. **School Calendar** – This document is very helpful to supervisor especially during times like Spring Break and professional development meetings.
- E. **Class Schedule and Rosters**
- F. **Safety Policies**
- G. **Record of Attendance to Various School Functions**
- H. **Record of Parent Conferences**
- I. **Policy Manual** – It is very helpful to know the school policy on various discipline issues along with knowledge about areas like the school dress code.
- J. **Lesson Plans** – A large section needs to be designated for daily lesson plans along with a significant spot for intern reflections. This important part of the notebook may be included in one large binder or perhaps placed in a second one. The supervisor should review planning documentation and give any feedback that would improve lesson or intern experience.

K. **Reflections** – Being able to reflect on the daily classroom experience is significantly helpful to interns and supervisors. Students often comment on the benefit received from keeping this daily journal. The following are areas on which the student may choose to reflect:

1. Overall reaction of class to the lesson
2. Most interesting or uninteresting concept to students
3. Strengths and weakness of the intern's lesson
4. Student behavior
5. Changes intern might consider
6. A general feeling about the lesson
7. Significant questions from students
8. Determination about the success of the lesson

V. **Supervisors might consider a checklist with weeks listed in order to check off what has been received or noted from each student – lesson plans, significant assignments, reflections, etc.**

VI. **Supervisor should observe the oral and written skills of the intern since he or she will be setting the standards for students.**

VII. **Supervisor may want to remind the cooperating teacher to submit necessary forms on TK20.**

VIII. Establishing feedback with student intern is very significant, and each seeks input in order to do a better job.

Listen closely to what the student has to say each time he or she calls, emails, or teaches.

Be sure and discuss each observation with student, explaining positive and negative aspects of each observed lesson; and also, in the final days, allow the student to know what grade he or she will receive.

IX. Supervisor may want to check and be sure he or she has completed the following forms or requirements by the end of the semester:

- A. Observation log
- B. Orientation visit
- C. Evaluation Reports – A minimum of four for each intern
- D. Final evaluation for intern
- E. Forms on TK20
 - 1. Professional Assessment of Student Dispositions
 - 2. Alabama Quality Teaching Standards
 - 3. Cooperating Teacher Evaluation
 - 4. Intern Final Evaluation
 - 5. Two Lesson Plans (at least)