

## Appendix A: Intern Support and Supervision Log

In order to effectively document support and supervision hours, Interns maintain a monthly Intern Support and Supervision Log that is reflective of Employer-based and Commission Approved Preparation Program activities used to meet program requirements. The table below is reflective of examples of Commission-approved Support and Supervision activities. It is recognized that each program is unique and will develop a Support and Supervision model that is appropriate to the distinctive needs of the program, the interns, and the school districts with whom it works. The table below is reflective of that uniqueness and offers examples of Support and Supervision activities that may be used to meet this requirement. Use your [HSU Secondary Education Intern Candidate Log](#) to document your support and supervision hours weekly.

**\* MAY ALSO BE USED TOWARDS THE 45-HOUR EL SUPPORT & SUPERVISION REQUIREMENT**

<b>Examples of Support &amp; Supervision Activities <i>Most Likely</i> Provided through the Intern's Employer or Commission Approved Preparation Program</b>	
Activities/workshops specifically addressing issues in the intern's classroom - co-attended by intern and support provider	Logistical help before and during the school year (bulletin boards, seating arrangements, materials acquisition, parent conf., etc.)
Classroom Observations and Coaching*	New Teacher Orientation
Co-planning with Special Educator or EL expert to address student needs*	Observe SDAIE/ELD lessons online or in person*
Coaching (not evaluative) from Administrator	Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)
Content Specific Coaching (i.e. math coaches, reading coaches, EL coaches*)	Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor*
Demonstration Lessons and/or Co-teaching activities with a mentor, coach or program supervisor*	Provide access/student memberships for participation in district/regional group (ELAC committee, Council for the Exceptional Children, etc.)*
Editing work-related writing (letters to parents, announcement, etc.)*	Release time for participation in district group/regional group (ELAC, Council for Exceptional Children)*
Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*	Review/discuss test results with colleagues (CELDT and standardized tests)*
Grade Level/Department Meetings/District Leadership Team Meeting related to curriculum, planning, and/or instruction	Seminars (problem solving issues with students, curriculum, instruction, TPE's, etc.) offered in person, or via the web-enabled video conference/webinar or other video conferencing media *
Interactive Journal (Support Provider/Intern/Supervisor)	Watching and discussing teaching videos with support provider
Intern Observation of other teachers and classrooms*	Weekly planning or review of plans with EL Authorized Credential Holder*

**Appendix B:  
HSU Secondary Education Intern  
Program Professional Development  
Plan**

To develop your professional development plan (1) consider your intern placement, your content knowledge and pedagogical skill in relationship to the California Teaching Expectations (listed below) and your students' needs, (2) discuss your strengths and challenges as a teacher with your university supervisor, mentor teacher and school administrator, and (3) develop a professional development plan that will support meeting university and district and requirements while continuing to develop your teaching skill. Identify the activities and responsible parties to meet these goals and list in the table below.

<b>HSU Activities</b> - List courses, university supervisor, any other professional activities	
<b>Mentor Teacher Activities</b> - List planned activities including the content and frequency of meetings.	
<b>School Based Activities</b> - List the meetings and professional development opportunities that will be provided by your district and school. These may include faculty and department meetings if they support your professional development	

**Signatures:**

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**Intern Signature & Date** **Mentor Teacher Signature & Date** **University Supervisor Signature & Date** **Administrator Signature & Date**

## California Teaching Performance Expectations (TPE) to be Observed During Supervision

### ***1. Engaging and Supporting All Students in Learning.***

- 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress
- 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

### ***2. Creating and Maintaining Effective Environments for Student Learning.***

- 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### ***3. Understanding and Organizing Subject Matter for Student Learning.***

- 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

### ***4. Planning Instruction and Designing Learning Experiences for All Students.***

- 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

### ***5. Assessing Student Learning.***

- 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

### ***6. Developing as a Professional Educator.***

- 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- 6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

