

Protocols for USM Supervisors

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Entry/Goal Setting Meeting

Purposes:

- Begin to develop a relationship with the intern and mentor
- Clarify your position as a resource to both mentor and intern
- Clarify program expectations, gradual increase of responsibility and calendar
- Guide interns to share their goals. Be sure they are actionable and measurable and that they are framed in terms of the USM teaching standards.
- Set first informal observation date.

Participants: Intern, supervisor, and mentor or team of mentor teachers **Time:** 40-50 minutes

Agenda

Introductions

Briefly state purpose the meeting and share the agenda

Roles:

Each person states how he/she perceives his/her role.

- The supervisor might begin by stating (s)he is the connection with the university, and the facilitator of conversations around goals and program expectations.
- Maybe include that you are a coach in terms of observing interns and that although you write a lot when you observe, the intern should not be nervous because you'll share with them everything you write.
- Also include that you will give feedback and your assessment of progress for the intern and ultimately make recommendations to the faculty cohort coordinator for evaluation.

Be sure the mentor teacher is aware of her/his obligations:

- orienting the intern to the school and classroom
- minimum of two formal observations
- attendance at mid-placement and End of Placement conferences
- attendance at portfolio presentation in the spring
- SEE MENTOR RESPONSIBILITIES document in Internship Handbook for more details.

- Explain that the intern will be available for 3 "free" sub days to be used by the mentor teacher, typically for professional development. On these days, the district does not need to hire a substitute and the intern is not to be paid. They are a "gift" from USM to the mentor teacher and her/his district. Beyond those three days, the intern should be paid. They should therefore be registered with Central Office as a substitute teacher. (This benefit does not apply for interns employed by the district, for obvious reasons.)

Goals: Help the intern frame standards-based semester-long SMART goals (Specific, Measurable, Action oriented, Realistic, and Timely) . Please reference the Internship Goals Handouts.

Schedule:

- Go over the Gradual Increase of Responsibility document. This will help guide the intern and the mentor teacher throughout the placement. It will also help mentor teachers see exactly what is expected over the course of the semester.
- Reference the Internship handbook as a resource.
- Discuss how you will keep track of and/or share documents related to internship. These include things such as lesson plans for observations, observation notes and summaries, and the Internship Assessment rubric.
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Observation date: Set the first observation date. If you are meeting with an intern who seems to be hesitant regarding this first observation, you can offer to do an observation of the mentor teacher with the intern. You might zero in on classroom management, transparency of the learning target, progress toward the target, instructional strategies, etc. Then, the supervisor and the intern can discuss the lesson. In most cases, the intern IS ready for you to observe, though.

Wrap Up: Be sure to let the intern and the mentor teacher know that you will check if there are any questions from either of them along the way. It's always fine to get back to them if you're not sure about an answer.

Related Documents:

Internship Goals Template

Sample Goals

Informal Observations

Purpose: To begin and continue an on-going dialogue about the intern's developing teaching practices through observations and collaborative reflection. Establishing and maintaining a trusting relationship is essential to promoting self-reflection and the ability to be receptive to feedback.

Format: Observations may be planned or drop-in. They may include a brief pre-conference. They should include some written and/or oral response/feedback afterward. Informal observations might help with framing goals.

First Observation: The first observation may be an observation of the mentor teacher in which both intern and supervisor observe. The post-conference would be for the supervisor to probe what the intern is able to see in his/her observations and what he/she thinks about it.

Formal Observations

Purposes: To provide the time and support for interns to build a successful lesson.
To identify areas that need further support for future teaching.
To provide documentation of the intern's teaching.

Participants: Supervisor and intern, mentor may or may not be present
Time: Pre-conference 10-20 minutes. Observation - full lesson 20-80 min. Post-conference 20-40 minutes

Lesson plans are required.

Pre-observation conference:

- Review of prior lessons and goals
 - What has come before, what will follow?
 - What are the learning targets/goals/objectives?
- What are the content standards/results to which this lesson is keyed?
- Description of the activities of students and teacher with estimated timeframes
- Assessment practices:
 - How will you check for understanding throughout the lesson?
 - What kind of formal and informal assessments will be used to determine student mastery of subject matter?
- What consideration will be given for individual student's needs?
- How will you help those who were absent today get the needed information?
- Anything special you would like me to watch for? (e.g. questioning strategies, movement about the room, calling on all students, transitions, timing/pacing, clarity of directions, etc.)

Observation: BE SPECIFIC with anecdotal records

- Time-referenced
- Attention given to
 - ❖ Use of the language, repetitions
 - ❖ Use of reinforcement
 - ❖ Rapport with students
 - ❖ Comfort with content area
 - ❖ Clarity of explanations
 - ❖ Questioning techniques
 - ❖ Student engagement
 - ❖ Assessment of student learning
- Document evidence as basis for comments to be made later

Post-observation Discussion:

- Promote reflection by allowing interns to self-assess lesson (can be facilitated with a written self-reflection by intern prior to discussion)
 - Did you meet your target? How do you know?
 - What does student work show about their understanding?
 - What went well
 - What were your challenges
 - What would be your goals for next time?
 - If there was a deviation from the lesson plan, why?
 - Personal philosophy connections?

Post-observation Documentation:

- Share observation notes and a summary of the observation with the intern
- Use observation notes and ideas that emerge from the post-observation discussion to highlight the Internship Rubric and add comments there.

Related Documents: There are multiple *Lesson Plan Templates* and *Observation Templates* for interns and supervisors to choose from, *Internship Rubric*

Mid-Placement Standards Review

Purpose: To check in on progress in relation to goals set at beginning of semester
To reframe and/or set new goals for remainder of internship
To check that program expectations are being met, including mentor and supervisor observations and documentation.
To determine the degree to which the intern is progressing toward proficiency with the Teaching Standards

Participants: Supervisor, intern, mentor teacher(s)

Time: 40-50 min.

Before the Conference:

- Supervisors who are in close touch with both the intern and the mentor during the time before the conference can most effectively utilize the conference and prevent any surprises from coming up at the conference. For example, interns may want more teaching time or more planning time. Mentors may divulge that the intern has been arriving late, doing homework during class time, is inappropriately dressed, or doesn't make him/herself available for planning. The supervisor can help bring up any of these issues in light of the teaching standards and help mediate the difficult conversations between the intern and mentor during this conference.
- Supervisor, mentor teacher and intern each review the intern's progress with the Teaching Standards to determine whether or not the intern is making adequate progress toward EMERGENT for the first semester.
- Supervisor, mentor teacher and intern each compile notes on the intern's progress toward EMERGENT to share at the conference.

During the Conference:

- Supervisor, mentor teacher and intern meet to discuss the intern's progress thus far.
- Be sure to address the intern's goals, program expectations and progress toward the Teaching Standards.
- The Supervisor may choose to use the Internship standards Rubric as a reference, but keep in mind that the actual rating of EMERGENT and PROFICIENT is done during the End of Placement Standards Review. At this point, it is very appropriate that several teaching standards have "not yet been addressed" and that others reflect moving toward EMERGENT. The goal is to see growth over time.

Related Documents:

Mid-Placement Standards Review Form
Internship Rubric

End of Placement Standards Review

Purposes:

- To determine the degree to which the intern is progressing toward proficiency or has attained proficiency with the Teaching Standards.
- To review the goals set at the beginning of the semester.
- To make suggestions for goals for the next internship or the 1st year of teaching.
- To bring closure to the placement.

Participants: Supervisor, Intern, Mentor teacher(s) and university program coordinator

Time: 40-50 minutes

Preparation:

- The intern, mentor teacher and supervisor each review any relevant documentation such as the Internship Rubric, observation notes, lesson plans and reflections, etc. to determine the intern's progress with each of the Teaching Standards thus far.
- Each person should come to the Standards Review meeting with a sense of their own rating (Emergent, Proficient, Distinguished) for each standard.
- The rating should be based on evidence demonstrated through planning, instruction, reflection and discussion.
- A careful review of the Teaching Standards should suggest ideas for subsequent goals. Intern, mentor teacher and supervisor should come to the meeting with ideas for these subsequent goals.

During the Meeting:

- The intern, mentor teacher and supervisor each share their assessment of the intern's progress with each of the Teaching Standards.
- Based on the evidence shared at the meeting, the supervisor may choose to add highlights and/or comments to the Internship Rubric.
First Semester Target Rating: Emergent
Second Semester Target Rating: Proficient
- Discussion of progress toward the Teaching Standards should lead to discussion of potential goals for the coming semester or first year of teaching.

After the Meeting:

- The supervisor should use the Internship Rubric to post scores and comments to Tk20.
- (First semester only) The intern should complete a final draft of goals for the second semester.

Related Documents:

End of Placement Standards Review Form
Internship Rubric

Supervisor Meeting and Observation Schedule

Sept./Jan

entry/goal setting (asap)

first informal observation

Oct./Feb

mentor/supervisor meeting with cohort coordinator (Early in the month)

first formal observation

possible second informal observation

possible coordinator observation (late in the month)

Mid-Placement Conference and Standards Review

Nov./March

possible second informal observation

second formal observation during lead teaching week

Dec./April

third formal observation

End of Placement Conference and Standards Review

Intern development and suggested focus topics for observations

September

Presentation Attributes

Voice (volume, articulation)

Eye-contact

Movement about the class

Knows student names

October

Classroom Management

Gaining students' attention

Transitions

Follow-through on warnings

Lesson planning and Instruction

Writing up lesson plans

Timing/pacing

November

Lesson planning

Purpose of lesson - value, outcomes

Engagement of students

Student work as evidence

Variety of strategies

Attention to diversity of learners

Sequence of Lessons

Planning for 5 days

Flexibility/adaptability

December

Reflection

(revisit all issues from above)

Each Internship begins a new age level and possibly new subject area.

Interns will need to re-establish themselves with a new group of students so in the spring, they will cycle through all of the skills gained in the fall, hopefully at a quicker pace.

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| January | Presentation Attributes
Voice (volume, articulation)
Eye-contact
Movement about the class
Knows student names
Classroom Management
Gaining students' attention
Transitions
Follow-through on warnings
Lesson planning and Instruction
Writing up lesson plans
Timing/pacing |
| February | Lesson planning
Purpose of lesson - value, outcomes
Engagement of students
Student work as evidence
Variety of strategies
Attention to diversity of learners
Planning units - working on sequence of lessons for lead teaching unit
Assessment - examining student work to ensure learning using a variety of assessment strategies |
| March/April | Lead Teaching - juggling all of the pieces
Winding down placement - focus in on gathering materials for portfolio
Looking into job placements |

Third semester, 2 year program only:

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| September | Presentation Attributes
Voice (volume, articulation)
Eye-contact
Movement about the class
Knows student names
Classroom Management
Gaining students' attention
Transitions
Follow-through on warnings
Lesson planning and Instruction
Writing up lesson plans
Timing/pacing |
| October | Lesson planning
Purpose of lesson - value, outcomes
Engagement of students
Student work as evidence
Variety of strategies
Attention to diversity of learners |

Planning units - working on sequence of lessons for lead teaching unit
Assessment - examining student work to ensure learning
using a variety of assessment strategies

November/December Lead Teaching - juggling all of the pieces

Winding down placement - focus in on gathering materials for
portfolio

Looking into job placements