**INTERN SUPPORT AND SUPERVISION RECORD FORM**

Per California Commission on Teacher Credential (CTC), the supervision and support of interns are the responsibility of both the Commission-approved teacher preparation program and the intern's employer. The intern is required to receive a minimum of 144 hours of support/mentoring and supervision per school year, “including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days. An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners (EL) shall be provided to an intern teacher who enters the program without a valid English learner authorization (CCTC Program Sponsor Alert Number 13-06, June 3, 2013).

Page 2 of this form serves as a record of support/mentoring and supervision received by the intern teacher every academic year. The instructions to complete the form are as follows:

**Column 1**: Enter the date when the support/mentoring and supervision was received.

**Column 2**: Use the code on page 3 to indicate the type of support/mentoring and supervision received. More than one code can be used.

**Column 3**: If applicable, indicate the amount of time on receiving support related to English Learners.

**Column 4**: Enter the hours total and minutes spent receiving support/mentoring and supervision. Do not include EL hours in this total.

**Column 5**: Briefly describe the support/mentoring and supervision received.

Email Page 1 and Page 2 of this form to the Department of Special Education at [sped@sfsu.edu](mailto:sped@sfsu.edu) on or by December 20 (fall semester) and June 1 (spring semester).

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| INTERN NAME |  |
| DISTRICTor COUNTY OFFICEOF EDUCATION |  |
| SCHOOL |  |
| DISTICT SUPPORT PROVIDER |  |
| UNIVERSITY SUPERRVISOR |  |
| SEMESTER/YEAR |  |

|  |  |
| --- | --- |
| INTERN NAME |  |
| SEMESTER/YEAR |  |

Make a copy of this page if more pages are needed.

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| **DATE** | **CODE** | **EL SPECIFIC TIME**  (If applicable. See shaded items on p.3)  Do not include this time in “Total Time” Column | **TOTAL TIME**  (hours) | **Provided by District (D) or SF State (U)** | **DESCRIPTION** |
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| Total EL Specific Time:\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Provided by District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Time Provided by SF State: \_\_\_\_\_\_\_\_\_\_ Total Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |

**Shaded Items indicate the support related to working with English Learners.**

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| --- | --- |
| ***Revised from the California Commission on Teacher Credentialing: Professional Services Division*** | |
| Code | **Potential support and supervision activities most likely provided through the intern’s employer** |
| 1 | Content specific coaching (for example: math coaches, reading coaches, EL coaches) from District Support Provider |
| 2 | Grade level or Department meetings related to curriculum, planning, and/or instruction |
| 3 | New Teacher Orientation from the school district |
| 4 | Coaching (not evaluation) from Administrator |
| 5 | Co-planning with other teachers, psychologist,or EL experts to address needs and challenges included students with special needs and/or English Leraners |
| 6 | Logistical help from the District Support Provider (i.e. room arrangement, bulletin boards, seating arrangements, material acquisition, parent conferences, etc.) |
| 7 | Release time for participation in district group/regional group (e.g.,ELAC, onferences) |
| 8 | Review/discuss test results with colleagues (e.g., CELDT, standardized tests) |
| 9 | Meeting with District Support Provides (e.g., discussion debriefing after observation or meeting to discuss issues, strengths, assessments, next steps, and/or classroom environment) |
| Code | **Potential support and supervision activities mostly likely to be provided through SF State** |
| 10 | Seminars (e.g., problem-solving issues with students, curriculum, instruction, TPEs, etc.) are offered in person or online. SPED 701 Seminars, courses required by credential programs |
| 11 | Support from University Supervisor (e.g., discussion debriefing after observation or meeting to discuss issues, strengths, assessments, next steps, and/or classroom environment) |
| 12 | Provide access/student members for participation in district/regional groups and/or conferences (e.g., ELAC committee, Council for Exceptional Children, etc.) |
| Code | **Potential support and supervision activities provided by either or both of the intern’s employer and SF State** |
| 13 | Classroom observations and coaching |
| 14 | Demonstration lessons and/or co-teaching activities with mentor, coach, or program supervisor |
| 15 | Intern observation of other teachers and classrooms |
| 16 | Email and/or phone (voice, text) related to observation, problem-solving, planning, curriculum, and/or instruction |
| 17 | Activities/workshops specifically addressing issues in the intern’s classroom |
| 18 | Watching and discussing teaching videos with district support provider or SF State supervisor |
| 19 | Interactive journal with District Support Provider or SF State supervisor |
| 20 | Observe SDAIE/EL lessons online or in person |
| 21 | Weekly planning or review of plans with EL Authorized Credential Holder |
| 22 | Editing work-related writing (e.g., letters to parents, announcements, etc.) |
| 23 | Professional literature/research discussion groups facilitated by appropriated credentialed support person |
| 24 | Other (please describe): |