

SUPPORT AND SUPERVISION RECORD FORM

CCTC requires that Interns receive a minimum of **144 hours of support 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 shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued" credential. (CCTC Program Sponsor Alert Number 14-04, March 11, 2014).

DIRECTIONS FOR COMPLETING THIS FORM: Page 2 is a table for reporting contact between the Support Provider and the Intern; please make copies of this form, *if* more pages are needed.

For this table, please do the following:

Column 1: Specify the date when the support was received.

Column 2: Insert a "code" from page 3. Some entries may have more than one code. *Page 3 contains a table that lists 24 activities and corresponding codes.*

Column 3: If applicable, indicate the total amount of time spent receiving support related to English Learners (EL).

Column 4: Write in the total amount of time spent on the activity; **do not** include EL hours in this total.

Column 5: Provide a brief description and/or comments about the nature of the activity.

Submit Page 1 AND Page 2 of the Support and Supervision Record Form to the Department of Special Education before the end of finals in December and May, respectively. *(Dept. contact information is listed above. Scanned documents can be emailed to specialed@sjsu.edu.)*

INTERN NAME: _____

DISTRICT: _____

SCHOOL: _____

SUPPORT PROVIDER: _____

UNIVERSITY SUPERVISOR: _____

TERM: _____

INTERN NAME: _____

TERM: _____

| DATE: (mm/dd/yy) | CODE: (see p. 3) | EL SPECIFIC TIME: (If applicable; see asterisks on p. 3) DO NOT include this time in the "Total Time" column. | TOTAL TIME: (hours/minutes) DO NOT list EL hours in this column. | DESCRIPTION/COMMENTS: |
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Asterisks indicate the support related to working with English Learners.

Revised from: California Commission on Teacher Credentialing: Professional Services Division

| CODE | Potential Support & Supervision Activities <i>Most Likely</i> to be provided through the Intern's Employer |
|---|---|
| 1 | Content Specific Coaching (for example: math coaches, reading coaches, EL coaches)* from 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 special needs students and/or English learners* |
| 6 | Logistical help from the Support Provider; i.e., room arrangement, bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.) |
| 7 | Release time for participation in district group/regional group (ELAC, Conferences)* |
| 8 | Review/discuss test results with colleagues (CELDT and standardized tests) * |
| 9 | Meeting with Support Provider (example: discussion debriefing after observation or meeting to discuss issues, strengths, assessments, next steps and/or the classroom environment) |
| Potential Support & Supervision Activities <i>Most Likely</i> to be provided through SJSU Credential Program | |
| 10 | Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in person, or online*; EDSE 105 seminars; EDSE 105X seminars; EDSE 217A or EDSE 154 seminars |
| 11 | Support from University Supervisor (example: discussion debriefing after observation or meeting to discuss issues, strengths, assessments, next steps and/or the classroom environment) |
| 12 | Provide access/student memberships for participation in district/regional group (ELAC committee, Council for Exceptional Children, etc.)* |
| Potential Support & Supervision Activities provided by <i>Either or Both</i> the Intern's Employer and SJSU Credential Program | |
| 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 – co-attended by intern and support person(s) |
| 18 | Watching and discussing teaching videos with Support Provider* |
| 19 | Interactive Journal with Support Provider and/or University Supervisor and Intern |
| 20 | Observe SDAIE/ELD lessons online or in person* |
| 21 | Weekly planning or review of plans with EL Authorized Credential Holder* |
| 22 | Editing work-related writing (letters to parents, announcements, etc.)* |
| 23 | Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program* |
| 24 | Other (please describe): |