

SITE SUPERVISOR/COOPERATING TEACHER HANDBOOK



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About United States University

Accreditation and Approvals

United States University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges ([WASC](#)), located at 985 Atlantic Avenue, #100, Alameda, CA 94501.

The Teacher Credentialing Programs are accredited by the [California Commission on Teacher Credentialing](#) located at: 1900 Capitol Avenue, Sacramento, CA 95811.

History

United States University was founded in 1997 to provide a unique learning environment based on academic rigor, personal attention, and fulfilling the educational needs of underserved populations, including Southern California's Hispanic and Latino communities. United States University (USU) is uniquely successful in serving its target population and attaining its academic and social missions. Academics are the heart of United States University. From direct classroom instruction to online interactions in the comfort of your home, USU offers a learning community where students can pursue their educational goals. The University adheres to an environment of academic excellence, student support, and professionalism. USU provides educational opportunities for its students on its Mission Valley campus.

The University, originally known as Inter American College, was founded by Dr. Reymundo Marin and Dr. Maria Viramontes de Marin. In 2009, Inter American College was accredited by the Western Association of Schools and Colleges (WASC) and changed its status from non-profit to for-profit. In April 2010, the Board of Trustees voted to change the university's name to United States University.

Mission

United States University provides professional and personal educational opportunities, with a special outreach to underserved groups. Through campus and online courses, the University offers affordable, relevant, accessible undergraduate and graduate degree programs and certificates in a supportive, student-centered learning environment.

Vision

Our students will achieve their fullest potential to live, work, and lead within the global community.

College of Education Vision

The vision of the College of Education at United States University (USU) is to emerge as a transformative institution, cultivating reflective and critical educators committed to diversity, quality, inclusiveness, integrity, and life-long learning. We envision a community that leads in education and embodies civic responsibility, intellectual curiosity, and the pursuit of scholarly excellence.

Core Values

- Affordability
- Diversity
- Quality
- Inclusiveness
- Integrity
- Life-Long Learning

Statement of Non-Discrimination

Per federal, state, and university policies, United States University does not discriminate based on sex, race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status, physical or

mental disability, medical condition as defined by law, or any basis prohibited by law. The University is committed to non-discrimination in its educational services and employment delivery. To continue to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups.

Program Learning Outcomes

Seven Teaching Performance Expectations (TPEs) are within the California Standards for the Teaching Profession (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy. All TPEs are considered equally important and valuable. For more information regarding TPEs 1-7, [review the TPE 1-7 guide](#).

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

Letter from the Dean

Dear Site Supervisor for United States University,

Thank you for graciously agreeing to coach and guide our Intern Teachers this term. As you well know from your preparation, learning from a veteran teacher's expertise is key to a beginning educator's success. The opportunity to observe teaching, interact with others, meet with parents, and facilitate classes is priceless, and your generosity in sharing your time and expertise is greatly appreciated.

This handbook is designed to support you in this role of Site Supervisor and to provide an easy "one-stop" resource for the many things we will ask of you. To provide a bit more information about our university and this program, I believe it is important that we share our mission with you.

"United States University provides professional and personal educational opportunities, with special outreach to underserved groups. Through campus and online courses, the University offers affordable, relevant, and accessible undergraduate and graduate degree programs and certificates in a supportive student-centered learning environment."

The Teacher Credential program at US University was rewritten and redeveloped in 2020 to meet the current needs of teachers regardless of the circumstances in which they are teaching and learning. Courses include strategies to address the learning needs of students in all modalities. Courses are taught by experienced faculty members who have worked or currently work in schools and know the unique needs of learners.

Once again, thank you for your support and commitment. Please reach out anytime with any questions, concerns, or comments.

Thank you,

Rebecca Wardlow, EdD
Dean, College of Education

College of Education Administration

**Dean, College of Education**

Dr. Rebecca Wardlow

Rebecca.Wardlow@usuniversity.edu

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Ms. Brenda Dumas

Brenda.Dumas@usuniversity.edu

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The Site Supervisor

Site Supervisors are teaching professionals who mentor, guide, and support intern teachers on their path to becoming credentialed teachers. The school and Site Supervisor placement goal is to provide the credential candidate with in-depth field experiences designed to practice and hone their skills in instructional planning and development, instructional strategies, student assessment, and classroom management.

Site Supervisors are extremely important for the development of an effective practicum environment. Site Supervisors serve as models for dynamic teaching and effective classroom management. Site Supervisors must allocate time to provide guidance and support to Intern Teachers. Meeting regularly with the candidate is essential, as it allows for timely feedback and targeted coaching that supports the development of effective classroom practices. These conferences provide valuable opportunities to reflect, problem-solve, and set actionable goals that strengthen teaching skills. Depending on schedules, these conversations can take place before or after school, or during a preparation period when appropriate. Establishing this consistent dialogue helps ensure ongoing growth and confidence in the candidate's practice.

The credential candidate's intern teaching experience is a process of continuous learning and development, marked by trial and error, moments of success and setbacks, as well as triumphs and occasional frustration. The role of the Site Supervisor is to model, support, recommend, correct, counsel, and sometimes prod the candidate into "treading in unfamiliar waters." The Site Supervisor's encouragement and support will give the candidate the special assistance needed to succeed.

Training

The USU College of Education is so excited that you will supervise one of our Intern Teachers. It is because of Master Teachers like yourself that we can continue to turn out outstanding educators year after year. Completing the training course satisfies the CTC training requirement to serve as a "Site Supervisor" to a teacher candidate during their Intern Teaching, internship, or fieldwork requirement, earning you a certificate of completion. You can find the training here: [Cooperating Teacher Training](#)

The training covers ten hours of content completed at your own pace, completely online, and delivered in four distinct modules covering:

- Core Values and Dispositions of Effective Site Supervisors
- Coaching and Mentoring Strategies and Techniques
- Strategies for Working with All Learners to Ensure Equitable and Inclusive Learning Environments
- Strategies for Inclusive Planning, Instruction, Management and Organization
- TPE 7 Literacy Training

Site Supervisor Documentation

At the beginning of the intern teaching experience, you will hear from OEPP (OEPP@usuniversity.edu) about the documentation we require to set you up in our systems. That documentation is:

- List of Professional Development Opportunities for the Intern Teacher
- Site Supervisor Agreement
- Site Supervisor Handbook Acknowledgement
- Feedback on 8 observations in the SIBME software
- 4 Evaluations on the Intern Teacher in the SIBME software

Site Supervisor Roles and Responsibilities

- Provides a list of district/school Professional Development Opportunities to the candidate and emails this list directly to OEPP@usuniversity.edu
- Provide at least 5 hours of Direct Instruction on supporting EL students
- Supports, models, and encourages the implementation of the California Teacher Performance Expectations (TPEs).
- Provides the intern teachers with an opportunity to ask questions
- Assists the intern teachers as they write and develop lesson plans, as well as a variety of class activities related to the course/grade level curriculum.
- Assists the intern teachers in establishing methods of classroom control appropriate to the age and grade level of the students. Thereby ensuring that the candidate inspires the respect of students through effective classroom management techniques.
- Provides the intern teachers constructive criticism, suggestions, and ideas.
- Assists the intern teachers in identifying available instructional materials.
- Participates in three-way conferences with the intern teachers and the University Supervisor to calibrate observations and ongoing progress.
- Completes and submits the Intern Teacher Formal Evaluation Forms.
- Completes and submits an evaluation of the University Supervisor and Program.

Tips for Effective Evaluation of Intern Teachers

To improve teaching skills and create behavioral changes in an intern teacher's performance, the Site Supervisor:

- Maintains open communication and trust with all involved in the intern teacher's experience.
- Builds confidence. Site Supervisors begin all oral and written communication in a positive manner by focusing on those aspects of the candidate's performance that went well.
- Provides constructive feedback and specific suggestions on what specific skills could be improved. Well-written and specific comments provide the intern teacher with an immediate and usable reference to learn.
- Debriefs lessons with the intern teachers. Immediate feedback eliminates a "guessing game" for the candidate. If an immediate debriefing session is not possible, a small note or kind word will be enough to encourage and support a candidate until a discussion can be held.
- Allows the candidate to engage in self-reflection. Site Supervisors ask candidates how *they* felt their lesson went.
- Identifies potential problems early. Early identification of problems is paramount for an intern teacher's success. While there may be more than one area of improvement, Site Supervisors prioritize and identify the key needs that must be addressed. Site Supervisors understand that the learning process for an intern teacher is developmental and not punitive.

Frequently Asked Questions by Site Supervisors

In what area will the intern teachers require the most assistance?

- The candidate will need assistance in moving from classroom theory into successful practice. Particular assistance will be needed in the area of planning and classroom management. Also, intern teachers may not be familiar with your district's course of study, adopted textbooks, and/or the materials available at your site. Additionally, an intern teacher should be familiar with district and school policies and operating procedures.

What experiences have the intern teachers had thus far?

- Intern teachers will vary in their range of experiences. Some candidates may have only had limited hours of classroom observation. However, other candidates may have teaching experience, such as substitute teachers, serving as teacher assistants, or teaching at a previous school

or in another state. Still, other candidates may have owned businesses, raised a family, or been in the military.

How can I get off to a good start with the intern teachers?

- Make the candidate feel welcome. Remember your first day as a teacher and be sensitive to the needs of an apprehensive candidate. Communicate your needs and inquire about his/her needs.
- Introduce the intern teachers to other teachers, especially in neighboring classrooms.

How do I approach a difficult conversation with the intern teachers regarding an aspect of his/her performance?

- Be assertive, not aggressive.
- Begin by stating what you value about the candidate's performance.
- Directly state what needs to be addressed, improved, or changed.
- Provide the candidate with a plan to remediate a behavior that must be changed.

How can I ensure quality communication?

- Be available.
- Set up a regular meeting day, time, and place to talk with the candidate, and stick to it!
- Understand that this experience is a growth process for the candidate. As such, address both successes and failures.
- Again, be clear and specific. Hints may be missed. When you doubt whether a particular point was understood, write it. Record the point in the candidates' log book.
- Be aware of your candidate's learning style; are they visual or auditory learners?
- Provide feedback immediately and in private. In many instances, a written note works extremely well.
- Be receptive to questions.
- Keep the University Supervisor informed of the candidate's progress. The University Supervisor links the school site, the Site Supervisor, and the University.

What candidate behavior should I report to the University Supervisor?

- Please contact the University Supervisor and/or the Program Director immediately if the candidate is not performing responsibly professionally or meeting what you consider minimal classroom performance standards.

The University Supervisor

Supervising Intern Teachers

University Supervisors assist Intern Teachers in becoming professional educators. University Supervisors also promote a mutual understanding between cooperating schools and the university to work together to train and prepare new teachers for the field of education. For all concerned, University Supervisors are key representatives of United States University.

University Supervisors' Roles and Responsibilities

- You should receive an email with the contact information of your University Supervisor. Please email if you are still waiting to receive that email.
- The US will set up an orientation meeting to review these handbook dates and the post-evaluation conferences for your Intern Teacher.
- The University Supervisor is your contact for EdTPA, university policies and procedures, intern issues, etc.
- The University Supervisor will contact you regularly to check in and see if they need to provide additional support to you or your Intern Teacher. If you do not get a weekly/bi-weekly check-in email, please contact the Program Director, Dr. Laurie Wellner, at Laurie.Wellner@usuniversity.edu and advise so she can coordinate communications

The Intern Teacher

The Intern Teacher's Responsibilities

- Contact the Site Supervisor to discuss lesson plans, schedules, observations, conferencing, and evaluation.
- Gather information about the school. Candidates ask for copies of Student, Teacher, and Parent Handbooks, maps, schedules, and school calendars.
- Review important crisis information, such as fire drills, bomb threats, and other security awareness protocols..
- Learn about the duties the school requires of Intern Teachers
- Meet all contractual obligations
- Discuss progress regularly with the Site Supervisor and University Supervisor.
- Attend mandatory bi-weekly synchronous seminars via video conferences at the University.
- Review the State Framework and the State and District Standards.
 - Design lesson plans carefully and submit them to the Site Supervisor and University Supervisor, as appropriate.
 - Confer with the Site Supervisor and University Supervisor after the observations and evaluations.
 - Review evaluations
- Post two formal lesson presentations each term for the USU Supervisor & Site Supervisor in SIBME.
- Post-evaluation conferences with the Site Supervisor and USU Supervisor
- Evaluation of United States University Supervisor and Site Supervisor at the end of the program
- Submission and passing of the EdTPA are required to complete the Intern program

The Intern Experience

Organization of Intern Teaching

Intern Teaching is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and **must consist of a minimum of 800 hours across the program's arc**. The range of Intern Teaching experiences provided by the program includes intern teachers meeting all

contractual obligations as a teacher while they are taking their pedagogical courses.

Orientation

The University Supervisor schedules a virtual visit for intern teachers to become acquainted with their Site Supervisor. Site Supervisors will furnish candidates with appropriate school schedules, policy manuals, faculty handbooks, textbooks, teacher's guides, and appropriate instructional materials. During this orientation, you will be trained on the observation and evaluation process and the SIBME software. All dates for the observations and evaluations should also be set up at this meeting.

Lesson Planning 1, 2, 3

Intern Teachers are required to prepare written plans for instruction and reflect upon lesson implementation and outcomes during their interning. There are many ways to write a lesson plan. Effective lesson plans do more than list the activities for students to complete. Effective lesson plans should:

- Enable the Teacher-Candidates to be prepared for variations in TK-12 students' thinking,
- Prepare meaningful ways for TK-12 students to be engaged and active in the lesson
- Incorporate TK-12 students' prior knowledge
- Identify scaffolds or strategies that meet individual TK-K students' needs

United States University College of Education has three different lesson plan [templates](#). Each template is based on lesson and unit planning focusing on specific subjects, curriculum structures, etc. Intern Teachers can use any lesson plan templates for the eight formal observations. Lesson plan templates vary in many ways. However, effective lesson plans should all have the same essential features that enable Intern Teachers to perform well in their Intern Teaching setting and on high-stakes performance assessments.

- *Grade-Level Standards* – Standards could include but are not limited to Common Core, Next Generation Science Standards (NGSS), English Language Development (ELD), etc. Remember that almost every content area has its own set of content-specific standards. The standards

provide the framework for the lesson. They inform the other components of the lesson plan.

- *Prior Academic Learning and Experiences* – Intern Teachers should be able to list and describe their students' academic strengths and weaknesses related to the lesson. In addition, Intern Teachers need to be able to connect lessons to prior learning from previous lessons. This information could be used to make necessary accommodations (via scaffolds or other strategies) for TK-12 students.
- *Central Focus* – This is the overarching or big idea that spreads a sequence of lessons. It is similar to unit plan learning goals. It is a unifying concept that links lesson plans together. It outlines the essential literacy strategy and the content objectives that will be achieved as the result of teaching a unit of study.
- *Learning Objectives/Language Functions* - Learning objectives are the specific learning goals for a lesson. Learning objectives should address the language functions or the thinking skills needed to achieve the central focus. Language functions are the content and language focus of the learning task, represented by the active verbs within the learning outcomes.
- *Language Demands* – Language demands are the specific ways TK-12 students use academic language to participate in learning tasks via reading, writing, listening, and/or speaking to demonstrate disciplinary knowledge. Language demands include vocabulary, functions, discourse, and syntax.
- *Anticipatory Set/Introduction* – Intern Teachers need to set up each lesson by accessing prior knowledge and/or launching into the new content. This feature is like the “hook” in that it gets TK-12 students interested in the new learning. This feature is important to connect the lesson to students’ lives in authentic and culturally responsive ways. Therefore, this section should include opportunities for students to share their funds of knowledge.

- *Closure* – Intern Teachers should provide a review or wrap-up at the end of each lesson. This can summarize the lesson's learning and set up the next lesson.
- *Formative Assessments* - Formative assessments include but are not limited to learning tasks, checks for understanding, etc. They're done during a lesson. Intern Teachers administer formative assessments to gauge how much their TK-12 students' have learned during and immediately after the lesson. These assessments provide meaningful information, allowing Intern Teachers to adjust the current or future lessons.
- *Summative Assessments/Independent Practice Opportunities* - Summative assessments are assessments collected at the end of a unit or lesson. They show what TK-12 students learned as a result of instruction. These assessments must align with the lesson's learning objectives and/or the Central Focus. TK-12 students must complete these tasks by themselves so that Intern Teachers can analyze their performance data.
- *Scaffolds* – Intern Teachers must ensure that all TK-12 students are engaged and learning. As such, they must provide language support, differentiation, assistive technology, multi-tiered support systems, etc.

Every lesson plan has a series of activities to engage students. There are several approaches to arranging those activities. Depending on the content area, lesson plans can either follow a gradual release of responsibility model (e.g., I-Do, We-Do, You-Do- Together, You-Do-Alone) or an inquiry-based model (e.g., You-Do-Together, We-Do, I- Do, You-Do-Alone or Five E's: Engage-Explore-Explain-Elaborate-Evaluate).

Regardless of structure, certain elements should be encouraged in all lessons:

- *Modeling/Direct Instruction* – At some point in the lesson, Intern Teachers need to demonstrate, show, or explain content and/or procedures. TK-12 students need models to be successful. They must observe Intern Teachers and/or their peers modeling necessary strategies for the content.

- *Guided Practice Opportunities* – TK-12 students need many opportunities to work with Intern Teachers and/or other students. They need opportunities to practice, engage, and explore their new learning. They need opportunities to engage with the lesson content through partner talk, small group activities, quick writing, etc. The goal is for students to express their thinking and learning through meaningful engagement.
- *Effective Content-Based Questioning* - One way to engage students in meaningful activities is for Intern Teachers to ask meaningful questions that engage and encourage students to think about their learning. Intern Teachers need to include a mixture of low-level and high-level questions.

Intern Teachers should develop the habit of reflecting on their lesson planning and delivery. They should consider the following questions:

- Were all the students engaged? What evidence supports my observations? If there was a lack of motivation, what can I do about it tomorrow? How can I apply my knowledge about my students to achieve better engagement?
- Did all the students participate in class activities and discussions? Why or why not? Are there better ways to differentiate instruction and assessment to meet the learning needs of all students?
- Were there points in the lesson that were not understood? How can I provide additional help to the class or certain individuals?
- Did I begin and end on time, check the classroom environment, and work through the mechanics of the class efficiently? What evidence supports my observation?
- Did I set a pace that was fast enough and fast enough? How do I know?
- Did I relate the lesson to the student's daily lives and involve them as much as possible? How so?
- Did I make smooth transitions from one activity to another? How so?
- Did I achieve the objectives listed in my lesson plans? What evidence do I have of student achievement? What will I do with this evidence?

- Was I well prepared for this lesson? Did I have all of the necessary materials organized for this lesson? What evidence supports my observation?
- Did I select the best materials/examples for this lesson? How do I know? Is there anything you would have done differently? Describe what and why.
- How did I help all students develop academic language in this lesson? What evidence indicates student learning?
- What did I do particularly well today? How do I know? What can I do better tomorrow?

Overview of System Support

Intern Teaching is an intensive experience. However, intern teachers have many professionals to support them throughout the program. It is important to note that the challenges of intern teaching do not need to be faced alone. It is important to connect with peers for support during the credential program. In addition, the following people can assist during the intern teaching experience.

- University Supervisor
- Site Supervisor
- School Site Administration
- Office of Educational Preparation and Partnerships
- Academic Advisor
- Program Director, College of Education
- Dean, College of Education

Disqualification of Teacher-Candidates During Intern-Teaching

In some cases, Intern Teachers may struggle to meet PLOs/TPEs. In these cases, the University Supervisor will consult with the Site Supervisor to determine next steps. The District, Principal, Program Director, and/or Dean will determine whether or not these struggling Intern Teachers will continue in their current placements under more frequent supervision and guidance or if Interns should be disqualified from the program.

Written recommendations and plans for improvement will be provided for intern teachers who deserve continuance. The Intern Teacher will be put on an [Intern Improvement Plan](#). Basically, an individualized educational plan will be created for them. Intern Teachers will be allowed to remedy any deficiencies. If these Intern Teachers fail to meet their designated goals within a specific timeframe, they will not be allowed to progress in the program, and their intern teaching credentials will be invalidated.

Absences, Important Commitments, and Dates to Note

Substantial commitments of time and energy are required to successfully complete the credential program. Intern Teaching is a full-time, 32-week commitment. Childcare, outside work, and other commitments must be managed before beginning Intern Teaching.

Intern Teachers must attend/adhere to the following events/assignments:

- Intern Teaching Orientation
- Bi-Weekly Synchronous Seminars
- Course Assignments
- EdTPA deadlines
- District/School academic calendar
- School-site meetings (faculty meetings, grade-level meetings, Back-to-School nights, parent-teacher conferences, etc.)
- School-site field trips
- School-site testing days

Intern Teachers are encouraged to plan. Events such as weddings and vacations are not considered excused absences. More than three absences and more than three tardies will not be tolerated. Excessive absences can lead to removal from the program. Intern Teachers must notify the University Supervisor, Site Supervisor, and School Principal in case of tardiness or absence as early as possible and before the start of the school day (email, text, and/or phone).

Assessment and Evaluation

Evaluations and Observations of Interns

Evaluations are formal assessments of your intern's ability to meet the California Teaching Performance Expectations (TPEs). Observations are informal opportunities to view the intern's teaching, providing insights that help them set meaningful goals for growth prior to their formal evaluation. Observations will be completed in:

- Week 3
- Week 6
- Week 11
- Week 14
- Week 19
- Week 22
- Week 27
- Week 30

Evaluations will be completed in:

- Week 8
- Week 16
- Week 24
- Week 32
- The Intern, Site Supervisor, and University Supervisor will evaluate the Intern's ability to meet the TPEs every 8 weeks, using the two informal observations and general performance as an Intern.

EdTPA

United States University's Teacher Candidates must pass the EdTPA to earn their California teaching credential. Our candidates will work on this assessment during their intern teaching seminars. As a Site Supervisor, you should not provide feedback on any portion of the EdTPA. If you have any questions, please contact Professor Curiel, our EdTPA Coordinator, at mcuriel@usuniversity.edu. This will serve as a brief overview and a collection of

resources/links that will help you guide our teacher candidates through this process.

Task 1: Planning for Instruction and Assessment

Task 1 is the planning portion of the EdTPA. This task is divided into five parts, and each has specific requirements that include recording and uploading video segments, lesson plans, and narratives to support the substantive achievement of the task. For Task 1, the bulk of the task is responding to prompts about the lesson that will be taught.

Task 2: Instruction and Engaging Students in Learning

Task 2 is the teaching portion of the EdTPA. This task focuses on establishing an effective learning climate and showing a rapport between the student and the Intern Teacher. The contents of Task 2 must align with the planning in Task 1 - they should all be on the same 3-5 day learning segment.

Task 3: Assessment

This is the assessment portion of the EdTPA to demonstrate how assessments are used to evaluate student learning, monitor the effectiveness of instruction, and guide future instruction. Assessments are briefly covered in Task 1 - but that is just the assessment planning and any pre-assessment that might be used before the teaching portion of the EdTPA.

ELEMENTARY Task 4: Assessing Students' Mathematics Learning

Task 4 is only for Multiple Subject candidates. All Elementary pre-service teachers must teach a Mathematics lesson that reflects student achievement in procedural fluency, mathematical reasoning development, and problem-solving skills. This task does NOT need to be aligned with Tasks 1-3, and a different classroom can be used altogether if the Intern Teacher prefers.

One of the most challenging parts of guiding students through the submission of their EdTPA is that the faculty can only give feedback on the submission if they help with technical issues, grammar, or mechanics. The content of the EdTPA must be evaluated by the edTPA reviewers. Here are some helpful links that give additional information:

- [Assessment Process Overview](#)

- [Submission and Reporting Dates](#)
- [EdTPA Guidelines and Policies for Faculty](#)
- [Faculty Resources](#)
- [EdTPA for California](#)
- [Policies for Students](#)
- [Candidate FAQs](#)
- [Faculty FAQs](#)

Sibme

SIBME is the video software used to record the eight intern lessons that will be observed, and it also houses the four intern evaluations. Via [this software](#), the University Supervisor can view your Intern teaching their lesson. This can be done live (similar to using Zoom), or the Intern Teacher can upload the recorded video for review. You will be responsible for observing these lessons and leaving comments on the video or uploading it to the video (if you gave written feedback in person). You, the University Supervisor, and the Intern should all review the same lesson, and then you should meet to discuss the lesson and debrief.

Appendices



Site Supervisor Evaluation of University Supervisor

Cooperating Teacher:

Date:

University Supervisor:

Teacher Candidate:

School:

District:

Please complete the following evaluation of the University Supervisor and submit to the Program Director at the conclusion of each placement.

To what extent did the Cooperating Teacher:

1. Effectively communicate expectations for intern teaching:
 - a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
2. Provide information on the Intern Teacher's performance in the classroom after an evaluation:
 - a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
3. Provide relevant and useful feedback to the Intern Teachers:
 - a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
4. Contributed positively to the intern teaching experience:
 - a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A
5. Provide specific feedback/strategies to improve the Intern Teacher's performance:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

6. Ask for ways to support you:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

7. Maintained an attitude of encouragement and showed interest in your Intern Teacher's progress:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

8. Provide multiple means of communication (email, telephone, face-to-face):

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

9. Maintain ongoing communication with you throughout the program:

a. Excellent b. Quite Satisfactory c. Fair d. Unacceptable e. N/A

10. Please share anything else you feel that the Program Director should know about your University Supervisors.

Site Supervisor Signature: _____

Date: _____



Intern Teacher Evaluation

Site Supervisor Teacher:

Cooperating Teacher:

School and Class:

Principal:

Observation Date:

Uni. Supervisor:

Directions: Please highlight the appropriate box for what is witnessed during the lesson.

Completed By: __Teacher Intern __ Site Supervisor __University Supervisor

PLO 1 – Student Engagement Students will engage and support all learners				
USU PLOS	Emerging (1)	Exploring (2)	Applying (3)	Integrating (4)
1.1 Use inclusive strategies to engage students by integrating prior experiences, interests, and social-emotional needs while applying UDL and MTSS principles (TPE 1.1, 1.4, 1.5, 1.7).	Minimal use of inclusive strategies, showing limited understanding.	Some inclusive strategies are used but are inconsistently or superficially applied.	Regularly uses inclusive strategies, demonstrating solid understanding and application.	Masterfully integrates inclusive strategies, adapting to diverse learner needs seamlessly. Opportunities to engage diverse learners were included.
1.2 Engage students by making accommodations, maintaining communication	Minimal accommodations were identified, with limited application to student needs.	Identifies some accommodations and applies them with moderate effectiveness.	Identifies and effectively applies appropriate accommodations for diverse needs.	Identifies and expertly applies accommodations, anticipating student needs.

with families, connecting subject matter to real-life contexts, and using research-based approaches (TPE 1.2, 1.3, 1.6, 1.8).				
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PLO 2 – Learning Environment Students will establish an effective learning environment.				
USU PLOS	Emerging (1)	Exploring (2)	Applying (3)	Integrating (4)
2.1 Develop a learning environment with effective classroom management, clear expectations, and positive, culturally responsive interactions (TPE 2.2, 2.5, 2.6).	Basic classroom management skills with limited effectiveness.	Demonstrates inconsistent classroom management with occasional lapses.	Effectively manages classroom, creating an environment conducive to learning.	Creates a dynamic and highly effective learning environment, fostering student engagement.
2.2 Foster a positive and inclusive climate with interventions, conflict resolution, and resources for trauma, homelessness, and other challenges (TPE 2.1, 2.3, 2.4).	Limited efforts to create a positive and inclusive classroom climate.	Provides some efforts to foster inclusivity and positivity, with variable success.	Consistently fosters a positive and inclusive classroom climate.	Excels in creating a welcoming, inclusive, and positive classroom environment for all students.

PLO 3 – Understanding and Organizing Subject Matter Students will apply subject matter expertise to facilitate learning.				
USU PLOS	Emerging (1)	Exploring (2)	Applying (3)	Integrating (4)
3.1 Demonstrate	Demonstrates	Shows	Applies strong	Expertly applies

subject matter expertise and align instruction with current pedagogy and standards, adapting to diverse learners (TPE 3.1, 3.3, 3.5).	basic subject matter knowledge with some gaps.	inconsistent subject matter expertise when facilitating learning effectively.	subject matter expertise to facilitate learning effectively.	deep subject matter knowledge, facilitating exceptional learning experiences.
3.2 Design lessons integrating subject matter expertise, accommodations, diverse methods, and technologies to engage students (TPE 3.2, 3.4, 3.6, 3.7, 3.8).	Lessons show limited integration of subject matter expertise.	Integrates subject matter expertise inconsistently, with moderate student engagement.	Regularly integrates subject matter expertise into engaging and relevant lessons.	Seamlessly integrates deep subject matter expertise, creating highly engaging and relevant lessons.

PLO 4 – Planning Instruction Students will craft appropriate learning experiences differentiated to diverse learners.				
USU PLOS	Emerging (1)	Exploring (2)	Applying (3)	Integrating (4)
4.1 Design developmentally appropriate, differentiated instruction integrating cross-disciplinary content and utilizing technology, materials, and modifications (TPE 4.2, 4.3, 4.4, 4.5).	Limited differentiation of learning experiences to address diverse needs.	Some differentiated learning experiences, but with inconsistencies in meeting diverse needs.	Consistently crafts differentiated learning experiences for diverse learners.	Expertly differentiates learning experiences, meeting the diverse needs of all learners.
4.2 Align lessons that reflect collaboration with colleagues, state standards, and the use of ISTE standards (TPE 4.1, 4.6, 4.7, 4.8).	Lesson plans are missing some elements or are not well aligned.	Lesson plans are mostly aligned and complete.	Lesson plans are consistently aligned and complete.	Lesson plans are expertly aligned and complete.

PLO 5 – Assessing Students Students will effectively evaluate student learning outcomes.				
USU PLOS	Emerging (1)	Exploring (2)	Applying (3)	Integrating (4)
5.1 Design and administer evaluations that engage students in self-assessment, using technology for administration, analysis, and communication (TPE 5.1, 5.3, 5.4, 5.8).	Uses limited or ineffective evaluation methods.	Employs some effective evaluation methods, but inconsistently.	Consistently uses effective evaluation methods to assess student learning outcomes.	Innovatively uses diverse and effective evaluation methods to assess outcomes comprehensively.
5.2 Collect and analyze assessment data to adjust instruction, provide timely feedback for student growth, and support English learners and students with disabilities. (TPE 5.2, 5.5, 5.6, 5.7).	Provides minimal or unclear feedback with limited influence on student growth.	Gives some constructive feedback, with a variable influence on student growth.	Regularly provides clear and constructive feedback that supports student growth.	Delivers insightful and influential feedback that significantly enhances student growth.

PLO 6 – Developing as a Professional Educator Students will commit to pursuing professional development as educators.				
USU PLOS	Emerging (1)	Exploring (2)	Applying (3)	Integrating (4)
6.1 Commit to professional development by setting goals, communicating with colleagues, and adhering to professional conduct	Shows minimal engagement in professional development activities.	Participates in professional development sporadically, with limited application.	Actively engages in professional development and applies learning to practice.	Demonstrates a strong and ongoing commitment to professional growth, proactively seeking and integrating new

standards (TPE 6.3, 6.4, 6.6).				learning effectively
6.2 Reflect on teaching practices to improve effectiveness, uphold ethical behavior, and analyze how education context influences governance and finance. (TPE 6.1, 6.2, 6.5, 6.7).	Rarely reflects on teaching practices, with limited improvement.	Occasionally reflects on teaching practices, showing some improvement.	Regularly reflects on and improves teaching practices based on insights gained..	Continuously reflects on and innovates teaching practices, demonstrating significant and sustained improvement.

PLO 7 – Literacy Instruction Students will implement effective literacy instruction strategies to support the diverse needs of all students.				
USU PLOS	Emerging (1)	Exploring (2)	Applying (3)	Integrating (4)
7.1 Implement evidence-based literacy strategies that support diverse needs, adhering to standards and dyslexia guidelines, and incorporating culturally sustaining practices (TPE 7.1, 7.2, 7.3, 7.4).	Uses few literacy instruction strategies with limited effectiveness.	Employs some literacy instruction strategies, but inconsistently supports diverse needs.	Regularly uses effective literacy instruction strategies to support diverse student needs.	Masterfully implements diverse and effective literacy strategies, meeting the needs of all students.
7.2 Integrate literacy instruction across the curriculum, developing foundational skills and fostering language development using home languages and dialects (TPE 7.5, 7.6, 7.7, 7.8, 7.9).	Literacy instruction is minimally integrated across the curriculum.	Integrates literacy instruction in some areas of the curriculum inconsistently.	Consistently integrates effective literacy instruction across the curriculum.	Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning.
7.3 Integrate literacy instruction for English learners and students with reading difficulties by using formative assessments and providing ELD that supports cultural and linguistic assets (TPE 7.10, 7.11).	Literacy instruction for English learners and students with reading difficulties is minimally integrated across the curriculum.	Integrate literacy instruction for English learners and students with reading difficulties in some areas of the curriculum inconsistently.	Consistently integrates effective literacy instruction across the curriculum for English learners and students with reading difficulties.	Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning for English learners and students with reading difficulties.

Signature: _____

Date:_____



Intern Teacher Improvement Plan

Date:

Intern Teacher:

Site Supervisor:

University Supervisor:

Program Director:

School:

Grade:

Subject(s):

Targets (Please include any dates by which targets should be reached.)

Improvement Strategies:

Assessment of strategies:

Final Assessment Conference Date:

Student Teacher Signature

Cooperating Teacher Signature

University Supervisor Signature

Program Director Signature

Revised 10/10/25

United States University Site Supervisor Agreement

Thank you for agreeing to supervise an Intern! At USU we firmly believe that the quality of our program is very much dependent on the experience our students have with their Site Supervisor. We value your knowledge, input and experience a great deal. To ensure that we are transparent in our expectations we ask that you read the full handbook provided to you. In addition, we ask that you sign and return this agreement.

As the Site Supervisor for a USU student, I agree to the following:

- Attend a Site Supervisor training that will take approximately 10 hours
- Provide the intern with a list of optional professional development opportunities, to also be emailed directly to OEPP@usuniversity.edu
- Accept the time commitment necessary to mentor and support my intern
- Assist the Intern Teacher as they write and develop lesson plans, as well as, a variety of class activities related to the course/grade level curriculum, as necessary.
- Provide the intern candidate constructive criticism, suggestions, and ideas throughout their experience.
- Support the Intern Teacher as they complete the edTPA (Teacher Performance Assessment) by providing them the data, teaching opportunities, and support needed to complete the portfolio successfully.
- Participate in three-way conferences with the Intern Teacher and the University Supervisor to calibrate observations, post conference and ongoing progress.
- Complete two (2) formal observations each term and 1 evaluation, for a total of 8 observations and 2 evaluations over the four terms.
- I will discuss the observation, offering constructive feedback to the Intern Teacher
- Complete and submit an evaluation of the University Supervisor.
- Provide at least 5 hours of direct instruction in assisting English Learner students

Site Supervisor Name (Print) _____

Site Supervisor (Signature) _____

Date_____

Record of Changes

Date	Change	Page Number
07/31/24	COE Administration - added Brenda Teacher Performance Expectations (TPES) (Program Learning Outcomes) - TPE 7 addition; Course Registration deleted Admissions deleted IDP - added TPE 7	11 12 15 15 102
08/01/24	Interning Requirements CL-911 Secondary Scoring SONIA Outstanding CT/SS Award Subject Matter Verification Intern Teacher Evaluation	23 44 50 52 53 96
08/16/24	Removing AZ DOE	3
2/26/25	Remove all references to Sonia	22
9/11/25	Update wording, contact information, checked EdTPA links, and edited some language in preparation for CTC review.	Various - Track changes enabled
