

**Link to Training Video and Presentation:**

[http://youtu.be/E4Ckzrpw\\_jM](http://youtu.be/E4Ckzrpw_jM)

**ST-11 Supervisor Trainings 2016-2017**

**Notes from December 6, 2016 Supervisor Training**

**Attending:** LeAnn Johnson, Doug Kennard, Lynne Hannah, Linda Sell, Rebecca Siegrist, Rhonda Hovatter, Jared Androzzi, Julia Tracy, Skip Shetler, Sandy Shetler, B.B. Mitchell, Dori Hargrove, Dawne Burke, Elvira Allison

**Feedback on new Student Teaching Documents/Tasks:** Based on teacher survey feedback and student teaching situations that needed to be resolved at the conclusion of spring semester, a common syllabus specifying supervisor, cooperating teacher, and student teacher expectations was developed, a performance review to be filled out week 4 and 11 for 7 week placements and filled out weeks 4, 7 and 11 for 14 week placements was instituted, and a student teaching task list that required students to document the activities engaged in to fulfill requirements for Standards 4 and 5 on the ST-11 was instituted. Supervisors indicated that these were good additions. Lynne and Skip indicated that the performance review and task list resulted in improved accountability. LeAnn indicated that the performance reviews caught two developing problem situations in the first four weeks that were quickly addressed by the respective supervisors. One led to the institution of a contract and finally removal from student teaching. The other, highlighted changes that needed to take place and the student was able to adjust accordingly and finish the first placement strong and continued to perform well in the second placement.

**Procedures for using the ST-11:** It was noted that there has been no consistency across supervisors in the way we have been handling observations and using the ST-11 observation and summative assessment tools. It was agreed that regular meetings of supervisors are needed to enhance communication and clarify expectations. LeAnn indicated that such meetings are built into PEUC policy and that CAEP will want to see that we are having them. Sharing of how various people handled observations led to the following conclusions as to how observations should be handled and how the ST-11 should be used.

- Individual observations are formative. The follow up conference and written feedback is crucial to supporting improvement in teacher candidates.
- ST-11 Observations should be posted to TK20 within 24 hours of the observation
- ST-11 Summative can be a growing document that is finalized at the end as it should represent the final status of skills across the body of observations.
- After each observation, supervisors should go to the summative form and indicate those elements that have been seen and provide narrative about the quality of what was seen.

**Candidate Assessment Skills:** Concern was expressed about candidate's lack of comfort and confidence regarding assessment. This is something that all supervisors have been seeing across content areas and have needed to do a lot of work on to help students develop skills in. It was suggested that we need to

look at the unit wide program and determine where it is being taught and figure out ways to strengthen it.

**Mileage Reimbursement Issues:** Procurement has been changing mileage and amounts after paperwork is turned in. A representative was supposed to attend the meeting but was unable to do so. We will try to have someone attend at the Spring Supervisor training to address supervisor concerns.

**Mentor Quality and Training:** Concern was expressed about quality of cooperating teachers. The role of supervisors in supporting teachers in their role as mentors was discussed. LeAnn reviewed the process Helen goes through with counties to make student teaching and other practicum placements. While we can request specific teachers, it is the county who ultimately tells us who we can use. We have the ability to opt out of a county and go to a placement in another county when given a teacher that has been problematic in the past, but we are very limited in being able to reject an approved placement and asking for another placement in the county. Helen keeps a list of teachers that we prefer not to use but sometimes there is no choice. This highlights the importance of supervisors developing a relationship with cooperating teachers. Most want to do a good job, but we recognize that being a good teacher is a different set of skills than being a good mentor. It was suggested that the university provide professional development credits at a lower cost for teachers who are willing to participate in mentor training and regularly attend sessions on mentoring.

The remainder of the meeting was spent scoring sample lesson plans and video clips using the ST-11 helper. Suggestions were made for improving some areas on the helper. LeAnn will make these adjustments and we will meet again on January 6, 2017 for the Spring Supervisor Training to see how they work.

**Establishment of ST-11 Reliability:** Dori collected data and will run statistics to see what our baseline reliability for the ST11 is for this session.

### **Supervisors Training Meeting Minutes January 6, 2017**

Attending: LeAnn Johnson, Dawn Burke, Doug Kennard, Julia Tracy, Sandy Shetler, Skip Shetler, Barbara Ware, Jud Romaine, Bernadine Barr, Lynne Hannah, Jared Androzzi, Tauna Cole, Terresa Fontana, Elvira Allison

**Mileage Reimbursements:** Tynika Eubanks from Procurement services reviewed state policies for mileage reimbursement and addressed questions that supervisors had about mileage adjustments that were made last semester. Ty emphasized the following points:

Supervisors WILL be paid mileage from their home to the placement school.

It is important to provide as much detail as possible regarding when and where travel took place including designation of one way and round trips and why two trips might be recorded on the same day so that a complete picture of the travel is communicated. If the most direct route is not used, information needs to accompany the mileage form indicating why a longer route was taken as was the case when a key bridge was under construction.

Her office is required to verify mileage and they use internet tools to do so. When a mileage adjustment is made, she will insure that the person in her office who is processing it, communicates the change to the supervisor via email rather than just putting the change through.

She will work with Karen James and/or others to determine the most efficient way to keep paperwork to a minimum since the addendum now required is not a state requirement. She will make sure that any resulting changes to the current requirements are communicated with the department and supervisors.

**December Review:** Minutes from the December training meeting were distributed and are also available in the supervisor folder on the PEUC website. For those not attending the December meeting, the following points were reviewed

Use of the short-form common student teaching syllabus, the performance review, and the student teaching activity checklist.

Procedures for using the ST-11

Process that SU goes through in obtaining student teaching placements and restrictions on our ability to 'pick' classrooms for placing student teachers.

**Mentor Teacher Training:** Supervisors once again indicated that mentor training needs to be offered to cooperating teachers, that this training should not cost teachers anything, and that to encourage teachers to attend the training, EDPD credits be provided to teachers. LeAnn said she will be following up with Scott Beard moving into the future to see what can be done along these lines especially since development of quality clinical partnerships is a key component of CAEP. In the meantime, she asks that all supervisors develop early and strong relationships with cooperating teachers to support them and answer questions throughout the student teaching experience.

**Initial Teacher Orientation Visit and Extra Visits:** While it is desired that supervisors meet with the cooperating teacher before the student teaching placement begins, currently such visits will not be compensated as a site visit or with mileage. However, the need for this contact is clearly evident. Consequently, each supervisor is asked to make contact via phone or other technology to introduce themselves to the teacher, insure that the teacher has all information needed to get started and to answer any questions the teacher has.

At the first observation, it is important for supervisors to make time to meet with the cooperating teacher to build relationships and insure that the teacher is on the 'same page' as the university in regards to expectations especially regarding performance reviews and the ST-11. While teachers have been sent a copy of the ST-11 electronically, it is recommended that supervisors give a hard copy to the teacher along with the rubric (helper) at this time. The ST-11 should be the basis of the performance reviews that take place at the 4, 7 and 11<sup>th</sup> weeks for 14 week placements and at the 4<sup>th</sup> and 11<sup>th</sup> weeks for 7 week placements.

As has been approved in the past, when a situation warrants additional observations beyond the minimum of 5 required observations such as concerns arising regarding student teacher performance, the DTE will submit a rationale to the DOE department chair for approval. Elvira reiterated that while she will support the request to compensate extra visits, procurement must approve them.

**Summative ST-11 Evaluation:** The summative ST-11 document was reformatted as requested in the December meeting to provide a place for explicitly tracking whether or not individual functions have been observed. Use of it as a means of 'building' the final evaluation across the semester was discussed.

Elvira suggested that the summative evaluation be filled out collaboratively in a final meeting of the supervisor, cooperating teacher, and student teacher. Supervisors pointed out that this would necessitate an additional visit in many cases due to logistics. Consequently, supervisors were asked to consider the potential for such a meeting at the final visit and where possible to have such a session.

Doug mentioned that he has a checklist that he has cooperating teachers and student teachers fill out and turn in to him weekly that allows him to track progress and provides documentation for the final summative evaluation. Lynne indicated that she thought this was a good idea. Others felt that student teachers already had enough to do and that adding an additional weekly task to that load (especially in light of the TPA demands) was not fair to students. It was agreed that these checklists should be made available to everyone through the supervisor's folder as a resource for supervisors to use as they choose.

LeAnn will make sure that all supervisors have been added to the PEUC Sakai site so that they can access the supervisor's folder.

The remainder of the meeting was used to view a second grade video clip of small group reading and rate standards 2 and 3 using the revised ST-11 rubric (helper). LeAnn has the data from this session for use to verify that we are meeting reliability expectations in its use.

LeAnn will make sure that student teachers have a copy of the rubric for reference at next week's student teacher orientation.