

Your name \_\_\_\_\_

## Process Audit- Fall 19 Supv Training

New supervisor partner (if any) \_\_\_\_\_

Student teacher selected for audit \_\_\_\_\_ Semester \_\_\_\_\_

Select a student teacher to review in the Taskstream Student Teaching DRF from Final Clinical Practice (student teaching) last semester.

### Part I- Timing- Track the dates and details for each item you submitted in Taskstream

- Meet and Greet- Filled out on \_\_\_\_\_
  - Supv Observation 1- Observation took place on \_\_\_\_\_
  - Supv Observation 2- Observation took place on \_\_\_\_\_
  - Mentor Teacher Observation 1- Observation took place on \_\_\_\_\_
  - Initial Progress Report- Completed on \_\_\_\_\_
  - Supervisor Observation 3- Observation took place on \_\_\_\_\_
  - Supervisor Observation 4- Observation took place on \_\_\_\_\_
  - Mentor Teacher Observation 2- Observation took place on \_\_\_\_\_
  - Supervisor Midterm Evaluation- Complete on \_\_\_\_\_
  - Mentor Midterm Evaluation- Complete on \_\_\_\_\_
  - Supervisor Observation 5- Observation took place on \_\_\_\_\_
  - Supervisor Observation 6- Observation took place on \_\_\_\_\_
  - Mentor Teacher Observation 3- Observation took place on \_\_\_\_\_
  - Mentor Teacher Observation 4- Observation took place on \_\_\_\_\_
  - Supervisor Final Evaluation- Completed on \_\_\_\_\_
  - Mentor Final Evaluation- Completed on \_\_\_\_\_
  - Any missing documents? If so, list them here
- 

We have specific “checkpoints” and timing for work completed. There’s specific pacing we suggest as you complete your work. Use the student teaching calendar from the back of your Student Teaching Handbook. Compare and contrast against dates you have above. What consistencies/inconsistencies do you notice? A few things to do in the process:

- Are the following items **done before** the Initial Progress report- Supv Observation 1, Supv Observation 2 & Mentor Teacher Observation 1?
- Are the following items **done before** the Midterm Evaluation report- Supervisor Observation 3, Supervisor Observation 4, & Mentor Teacher Observation 2?
- Is the Mentor Midterm Evaluation completed before the Supervisor Midterm Evaluation?
- Is the Mentor Final Evaluation completed before the Supervisor Final Evaluation?
- Are the following items **done before** the Final Evaluation? Supervisor Observation 5, Supervisor Observation 6, Mentor Teacher Observation 3, & Mentor Teacher Observation 4?
- Are there any significant gaps between observations? (Pacing of supervisor observations should be approximately every other week.)

**Take a moment to list your findings and observations below.** \*\*I will collect this. So, if needed, feel free to write additional notes on the back of this page. (It’s not double-sided on purpose!)

**Part II- Procedure Audit- For the selected student teacher, check the dates and actions taken related to each supervisor observation**

- **Using Supervisor Observation 3**, answer the following.....
  - What is the date the lesson plan was submitted to you for review by the student teacher? (Look in the Reviewer tab) \_\_\_\_\_
  - How many pages is the lesson plan? \_\_\_\_\_
  - Did you provide feedback on the lesson plan prior to your observation? (Look for commentary directly on the lesson plan copy) Yes/No
  - Did the student teacher provide an updated/revised version of the lesson plan prior to your formal observation? Yes/No/Not requested... Explain \_\_\_\_\_
  - What was the date of your formal observation? \_\_\_\_\_
  - Did your student teacher write a reflection after your observation on their lesson plan as they are directed? (You should be able to find it within the author's reflection(s)/critical analysis section of the lesson plan within your "reviewer" tab.) Yes/No/Can't find it.....  
Explain if no or can't find \_\_\_\_\_
  
- **Using Supervisor Observation 5**, answer the following.....
  - What is the date the lesson plan was submitted to you for review by the student teacher? (Look in the Reviewer tab) \_\_\_\_\_
  - How many pages is the lesson plan? \_\_\_\_\_
  - Did you provide feedback on the lesson plan prior to your observation? (Look for commentary directly on the lesson plan copy) Yes/No
  - Did the student teacher provide an updated/revised version of the lesson plan prior to your formal observation? Yes/No/Not requested... Explain \_\_\_\_\_
  - What was the date of your formal observation? \_\_\_\_\_
  - Did your student teacher write a reflection after your observation on their lesson plan as they are directed? (You should be able to find it within the author's reflection(s)/critical analysis section of the lesson plan within your "reviewer" tab.) Yes/No/Can't find it.....  
Explain if no or can't find \_\_\_\_\_

Our protocol, as a reminder, directly from the Student Teaching Handbook is listed below. Look at this and compare against your audit.

- Lesson plan- submitted by the student teacher 3-4 days in advance of observation
- Lesson plan should be 3-4 pages in length with significant detail on what is planned including the specific content to be taught, instructional materials used, assessments planned, and thorough procedure. All areas should be filled in (no blanks).
- Student teachers should revise/update their lesson plans based on feedback prior to the formal observation.
- Student teachers are supposed to "provide a written reflection on [his/her] performance within 2 days of the observation within the Taskstream lesson under "Author's Reflections/Critical Analysis" using the comment feature" (p.11)

Use the space below or the back of this sheet to comment on what you noticed. Do you see any issues? Is the timing of the work followed? Is there anything missing?

**Part III- Observation Notes Audit- Review one of your actual observations of the same student teacher. Read the content and respond to the questions.**

**Use Observation 4**

- Accommodations- Is there a descriptive statement that says how the need of specific learners are met including focus on any IEP/504, ELL/ESL, or other need identified in room? Yes, fully/ Yes, partially/ No  
Explain \_\_\_\_\_
  
- Technology integration- Is there a descriptive statement that describes, in detail, how technology is incorporated in the lesson including how it engaged learners? Yes, fully/ Yes, partially/ No  
Explain \_\_\_\_\_
  
- Conferencing notes with mentor- Is there a summary of the conversation you had with the mentor teacher that includes notations on progress since last visit (improvements/change)? Yes, fully/ Yes, partially / No  
Explain \_\_\_\_\_
  
- Read the full observation, can you find direct statements you can highlight that include identified strengths and areas for improvement? Write the statements made below pulled directly from your observation.
  - Statement 1- Strength or Area for improvement?  
\_\_\_\_\_
  - Statement 2- Strength or Area for improvement?  
\_\_\_\_\_
  - Statement 3- Strength or Area for improvement?  
\_\_\_\_\_
  - Statement 4- Strength or Area for improvement?  
\_\_\_\_\_
  
- List any words you would consider a “Danielson Word” that you can find from your observation. (Ie. Consistent/inconsistent, some use of, limited, evident, clear, well-developed, lacking, etc)

Each of these areas are items of important to track student teacher progress. Written commentary provides direct evidence of performance including a student teacher’s direct abilities in important areas (accommodating, tech integration). Notes from the mentor teacher help to capture progress between visitations. Danielson words helps document the level of performance and gives the student teacher an indicator of strengths and where improvement is needed. Comment below on your findings after doing the above audit. Where are you strong? Where could you improve? Is there anything you’re not sure of? Use the space below and the back of this sheet to write your comments.