

2025 INTERNSHIP II MENTOR INFORMATION MEETING



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Director of the Office of Field and Clinical Experiences

GENERAL INFORMATION

- INTERN SIGNS IN/OUT DAILY (OFFICE PREFERABLE)
- INTERNS ARE TO BE ON TIME AND STAY THE REQUIRED TIME
- INTERN TO CONTACT MENTOR AND SUPERVISOR IF GOING TO BE ABSENT
- INTERN IS FERPA TRAINED AND KNOWS TO ABIDE BY THE HEALTH/SAFETY GUIDELINES SET FORTH BY THE HOST DISTRICT
- INTERN IS TO ACT AND DRESS APPROPRIATELY AT ALL TIMES (EXCEPTIONS – SCHOOL RELATED EVENTS, JEAN DAY, ETC.)
- INTERN CAN SUBSTITUTE UP TO 3 DAYS DURING THE SEMESTER IN YOUR CLASSROOM, IF NEEDED – **NOT IN ANOTHER TEACHER’S CLASSROOM**
- INTERN SHOULD BE SPENDING PLANNING TIME PLANNING WITH YOU
- LESSON PLANS SHOULD BE TURNED IN **AT LEAST 2 SCHOOL DAYS** BEFORE TEACHING A LESSON

REQUIREMENTS FOR SUPERVISORS

INTRODUCTORY MEETINGS

PRE-OBSERVATION CONFERENCES

POST-OBSERVATION CONFERENCES

MIDTERM AND FINAL EVALUATIONS

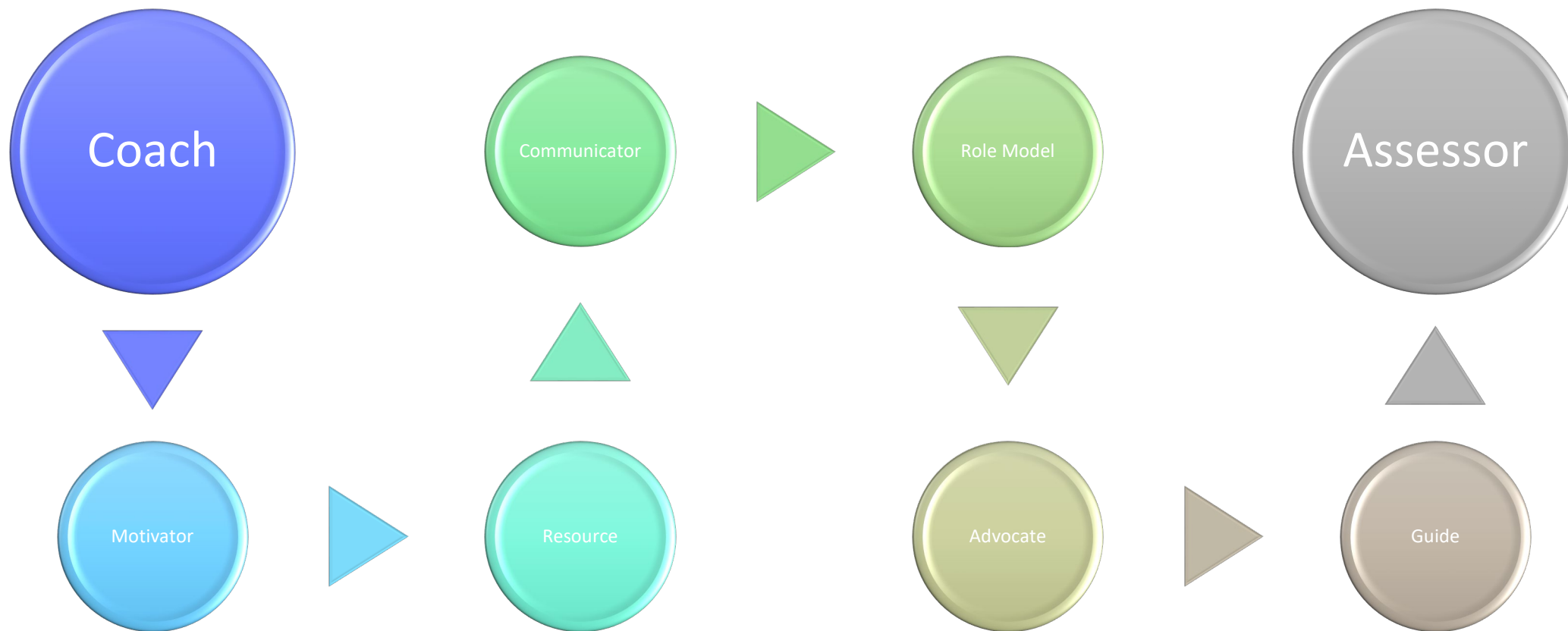
MAY BE CONDUCTED FACE-TO-FACE AND/OR REMOTE

INTRODUCTORY MEETING

- THIS MEETING IS FOR THE MENTOR, THE INTERN, AND THE SUPERVISOR TO DISCUSS THE EXPECTATIONS AND INTERNSHIP PROCEDURES FOR ALL INVOLVED IN THE INTERNSHIP.
- THE SUPERVISOR WILL SCHEDULE THIS MEETING AT THE BEGINNING OF THE SEMESTER. PLEASE LET ME KNOW IF YOU HAVE NOT RECEIVED ANY COMMUNICATION ABOUT THIS MEETING FROM YOUR INTERN'S SUPERVISOR BY THE END OF THE WEEK.
- THERE IS AN INTRODUCTORY MEETING GUIDE ON THE WEBSITE IF YOU WANT TO PRINT ONE OUT FOR YOUR NOTES.



MENTOR ROLES



MENTOR RESPONSIBILITIES

ATTEND AN INTRODUCTORY MEETING WITH THE SUPERVISOR AND TEACHER CANDIDATE

IDENTIFY A SITE-BASED OBSERVER TO SERVE AS AN EVALUATOR, ALONG WITH THE SUPERVISOR (ADMINISTRATOR, SCHOOL COACH, ANOTHER TEACHER, ETC.)

COMPLETE 6 FORMAL OBSERVATIONS (3 BEFORE MIDTERM, 3 AFTER MIDTERM)

PRE-CONFERENCES BEFORE EVERY ANNOUNCED OBSERVATION AND POST-OBSERVATION CONFERENCES AFTER ALL OBSERVATIONS (*ORAL AND WRITTEN FEEDBACK ON OBSERVATION FORM*)



MENTOR RESPONSIBILITIES

ASSIST	ASSIST TEACHER CANDIDATE WITH THEIR SELF-ASSESSMENT FOR MIDTERM AND FINAL CONFERENCES (USE EVALUATION INSTRUMENT)
ATTEND	ATTEND THE MIDTERM AND FINAL CONFERENCES
ASSIST	ASSIST WITH GOAL SETTING
COLLECT	COLLECT THE SITE-BASED OBSERVER'S OBSERVATIONS TO GET TO SUPERVISOR

MOST IMPORTANT

COMMUNICATE CONSISTENTLY WITH THE INTERN AND THE SUPERVISOR ABOUT PROGRESS IN THE INTERNSHIP, CONCERNS, CLARIFICATIONS, ETC.

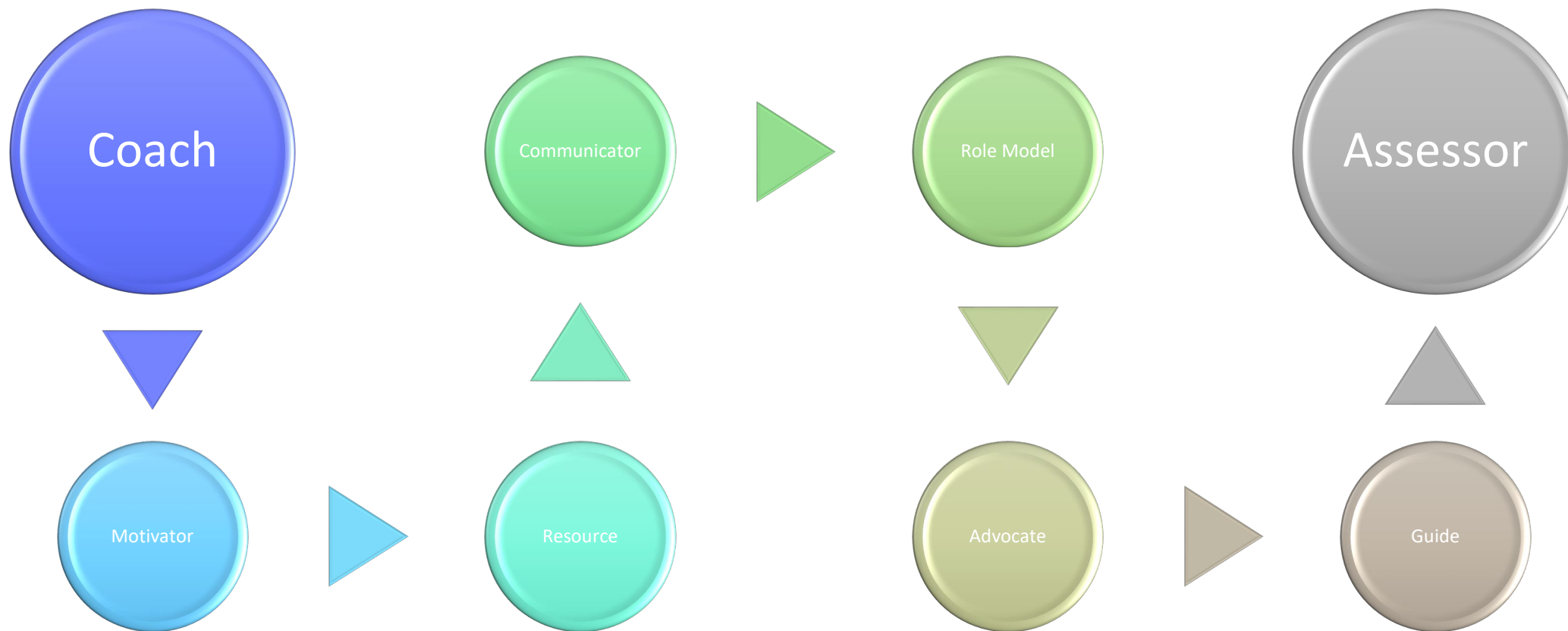
PROVIDE **CONSTANT COACHING/FEEDBACK** TO THE INTERN

*IF THE INTERN IS PLACED ON AN IMPROVEMENT CONTRACT, YOU (THE MENTOR) WILL THEN BECOME AN EVALUATOR AS WELL



CRUCIAL

MENTOR ROLES



CO-TEACHING

CO-TEACHING PROVIDES:

- MORE OPPORTUNITIES FOR **GROUPING**
- ANOTHER SET OF EYES TO WATCH AND **PROBLEM SOLVE**
- HELP WITH CLASSROOM **MANAGEMENT**
- HELP WITH LESSON **PLANNING**
- **REDUCTION** IN STUDENT-TEACHER RATIO
- AN INCREASE IN **INSTRUCTIONAL STRATEGIES** USED

CO-TEACHING MODELS TEAM TEACHING

INSTRUCTION/PLANNING EQUALLY SHARED



TEACHERS
MUST
TRUST EACH
OTHER

BOTH TEACHERS ARE EQUALLY RESPECTED
STUDENTS FEEL A GREATER PRESENCE
WITH BOTH TEACHER WORKING TOGETHER



CO-TEACHING IN THE INTERNSHIP

- BALANCE LEAD TEACHING AND CO-TEACHING
- **INTERNSHIP II** – INTERN IS IN THE **LEAD ROLE** MOST OF THE TIME
- REQUIRE THE INTERN TO LEAD THE DISCUSSION FOR CO-TEACHING MODELS WHEN PLANNING (KNOW THE ROLE YOU ARE TO ASSUME).

CO-TEACHING IN THE INTERNSHIP

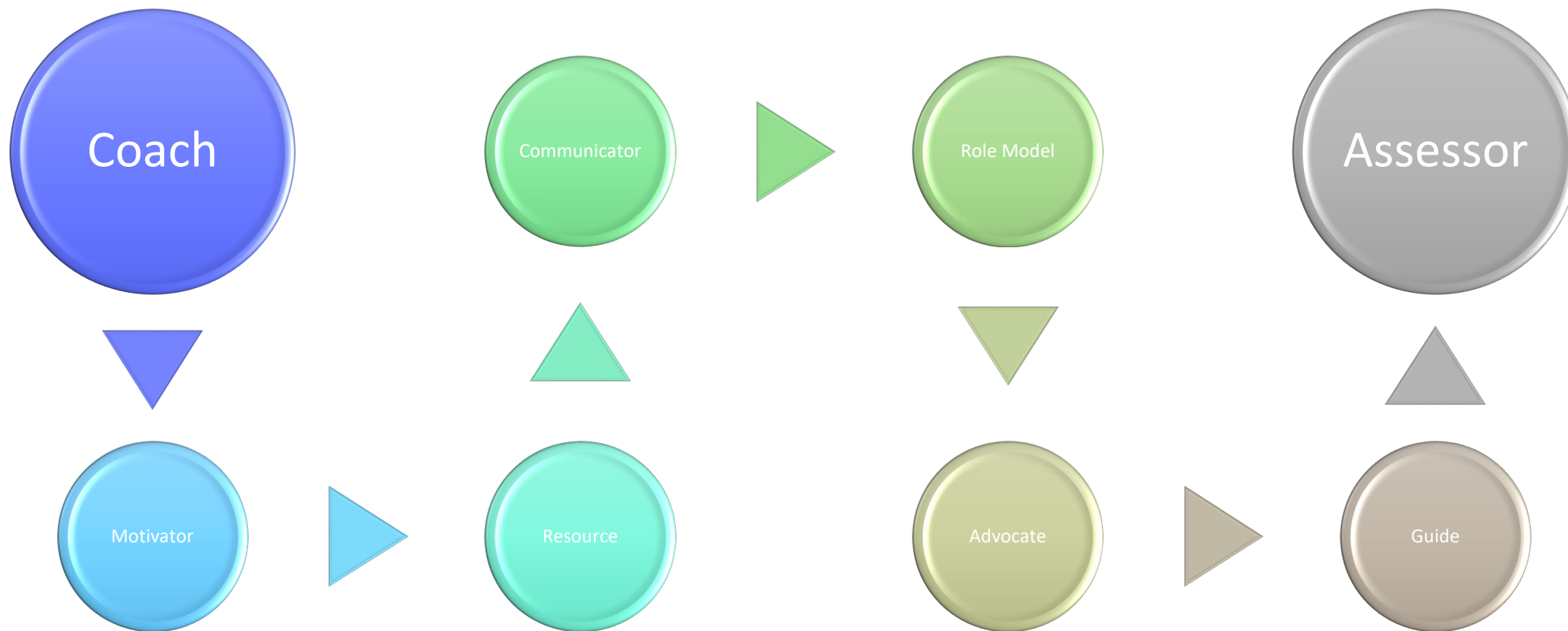
- Interns are not “on their own” during Internship II.
- Mentor teacher is still coaching and collaborating with the intern even during ‘solo’ teaching.
- ‘Solo’ teaching is when the mentor assumes the assisting or observing role in the co-teaching model.

TRANSITION PLAN

INTERN/MENTOR TEACHER TRANSITION PLAN for May, 2025 Graduates (This is ONLY a model to help organize internship. This is not a requirement)

WEEK OF:	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Other	INTERN RESPONSIBILITIES
Jan 3 & 6	MI	MI	MI	MI	MI	MI	<ul style="list-style-type: none"> Begin semester in host school – attend professional development/faculty sessions – get acquainted with faculty in the building (if you are moving to a new placement), share calendar for the spring semester with mentor and discuss important expectations and dates Co-Plan and co-teach with mentor Remember edTPA requirements this semester – through your capstone course (edTPA due dates, etc. are listed at the end of this transition calendar.)
Jan 13	MI	MI	MI	MI	MI	MI	<ul style="list-style-type: none"> Co-Plan and co-teach lessons with mentor teacher
Jan 20	I	MI	MI	MI	MI	MI	<ul style="list-style-type: none"> Continue planning and co-teaching with mentor, solo teaching Intern plans/teaches 1 subject/class period <u>every day</u> Intern plans for the teaching of 2 subjects/class periods for the next week Wednesday, January 22 – Required Education Career Fair – 10:30-12:30 – Richardson Ballroom – Interviews to follow in the afternoon
Jan 27	I	I	MI	MI	MI	MI	<ul style="list-style-type: none"> Continue planning and co-teaching with mentor, solo teaching Intern plans/teaches 2 subjects/class periods <u>every day</u> Intern plans for the teaching of 3 subjects/class periods for the next week
Feb 3	I	I	I	MI	MI	MI	<ul style="list-style-type: none"> Continue planning and co-teaching with mentor, solo teaching Intern plans/teaches 3 subjects/class periods <u>every day</u> Intern plans for the teaching of 4 subjects/class periods for the next week
Feb 10	I	I	I	I	MI	MI	<ul style="list-style-type: none"> Continue planning and co-teaching with mentor, solo teaching Intern plans/teaches 4 subjects/class periods <u>every day</u>

MENTOR ROLES



COACHING

- Interns are not first year teachers. Mentors **MUST** coach the intern in **ALL** areas. Please communicate expectations and talk with the intern about improvements that need to be made.
- Provide risk-safe opportunities for interns to learn.
- Ask questions about the intern's thinking.
- Encourage initiative.
- Video lessons and discuss the intern's performance together.

WHAT DO ASSESSORS DO?

1

A) PROVIDE CONTINUOUS DATA-BASED FEEDBACK ON PERFORMANCE IN RELATION TO THE ADEPT COMPETENCIES (SCTS 4.0)

2

B) WORK WITH INTERN ON IDENTIFYING STRENGTHS AND WEAKNESSES; SETTING GOALS FOR IMPROVEMENT

MAKE SURE YOU...



- USE THE **INTERNSHIP II OBSERVATION FORM** – INTERNSHIP I IS DIFFERENT FROM INTERNSHIP II.
- OBSERVATIONS MUST BE **TYPEWRITTEN**.
- PROVIDE FACT-BASED FEEDBACK **BOTH ORALLY AND IN WRITING** TO THE INTERN. USE THE RUBRIC ATTACHED TO THE EVALUATION FOR THE PROGRAM AREA OF YOUR INTERN.
- ALLOW TIME FOR THE INTERN TO REFLECT BEFORE HOLDING THE POST-OBSERVATION CONFERENCE.
- REMEMBER THAT YOU MIGHT NOT BE ABLE TO OBSERVE ALL OF THE COMPETENCIES DURING A SPECIFIC OBSERVATION. YOU MAY NEED TO SCHEDULE SOME ADDITIONAL OBSERVATIONS TO GET EVIDENCE FOR THE INDICATORS.

PRE-OBSERVATION CONFERENCE

- FOR ANNOUNCED OBSERVATIONS, A PRE-OBSERVATION CONFERENCE IS **REQUIRED***. THERE IS A PRE-CONFERENCE FORM ON THE WEBSITE WITH POSSIBLE QUESTIONS TO ASK.
- CONFERENCE PLATFORM:
 - FACE TO FACE
 - ZOOM, TEAMS, FACE TIME
 - PHONE CONVERSATIONS (LAST RESORT...HARD TO ENSURE TOTAL ATTENTION TO THE CONVERSATION IS EXHIBITED)

***THE PURPOSE OF THE PRE- OBSERVATION CONFERENCE IS TO GET THE INTERN TRULY THINKING ABOUT THE LESSON THEY WILL BE TEACHING FOR THE OBSERVATION. CONDUCT THIS A FEW DAYS BEFORE THE OBSERVATION IS SET TO OCCUR. THIS GIVES THE INTERN TIME TO MAKE CHANGES BASED UPON THE CONVERSATION WITH YOU.**

OBSERVATIONS

Observation Record – Internship II

Winthrop University – Richard W. Riley College of Education, Sport, and Human Sciences

PLEASE TYPE

<u>Internship II</u> Intern:	Mentor:	Observation date:	<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced
Observer: <input type="checkbox"/> Supervisor <input type="checkbox"/> Mentor <input type="checkbox"/> Site-based	Content/Topic:	Lesson Approach:	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Solo Teaching

ADEPT Domain (competencies below are <i>required</i> to <u>meet expectations</u> of Internship II)		Evaluative Comments (evaluate the candidate's performance based upon the criteria of each ADEPT domain for the observation period AND the overall experience thus far)	<u>This Observation</u>	<u>Overall</u> performance in Internship II thus far
Planning	1.1 Creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	1.2 Designs, selects, or modifies multiple assessments that are aligned with lesson objectives		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	1.3 Uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	1.4 plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
			<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory

OBSERVATIONS

Specific strengths:	<i>Required</i> actions for improvement:
	<i>Suggested</i> actions for improvement:

Teacher candidate initials the statements below:

I received an explanation of the feedback from this observation during the post-observation conference.

My performance in the experience thus far has been discussed and I understand both my strengths and required actions for improvement.

Date of pre-conference (required for announced observations)

Date of post-conference

Candidate signature _____ Observer signature _____

POST OBSERVATION CONFERENCE

- POST-OBSERVATION CONFERENCES ARE **REQUIRED** AFTER EVERY OBSERVATION. THIS IS A VALUABLE TIME FOR:
 - THE OBSERVER TO SHARE THE DATA THEY COLLECTED
 - THE OBSERVER AND THE INTERN TO REFLECT ON THE LESSON TOGETHER
 - THE INTERN TO MAKE GOALS FOR IMPROVEMENT

CAN BE REMOTE OR FACE-TO-FACE

SUPERVISOR AND SITE-BASED OBSERVER

- **SUMMATIVE** – DEPEND UPON THE MENTOR'S FEEDBACK AND COMMUNICATION
- FOCUS ON THE OUTCOME AND EVALUATE INTERN'S GROWTH
- **MAKE JUDGEMENTS ABOUT MASTERY**
- SUPERVISOR – 3 OBSERVATIONS – (1 UNANNOUNCED)
- SITE-BASED OBSERVER – 2 OBSERVATIONS - (1 UNANNOUNCED)

INTERN SELF-ASSESSMENT

- THE INTERN'S SELF-ASSESSMENT FORM IS THE SAME FORM AS THE INTERNSHIP EVALUATION.
- THE INTERN KEEPS THEIR DOCUMENTATION AND USES IT TO DO THE SELF-ASSESSMENT, **WITH THE MENTOR'S ASSISTANCE**. THE MENTOR DOES NOT COMPLETE AN INDIVIDUAL COPY OF THIS FORM.
- THE MENTOR AND INTERN HAVE A CONVERSATION AND LOOK AT THE INTERN'S DATA TO DISCUSS THEIR THOUGHTS ON THE INDICATORS FOR RATINGS. THIS IS A **COLLABORATIVE** ENDEAVOR.
- THE INTERN WILL EMAIL THE SELF-ASSESSMENT TO THEIR SUPERVISOR **BEFORE** THE MID-TERM/FINAL EVALUATION CONFERENCE.



Richard W. Riley College of Education, Winthrop University
Middle Level EDUCATION INTERNSHIP II EVALUATION REPORT

Teacher Candidate Name:	WU ID#:	Date:
School:	Grade:	
Mentor Teacher Name:	University Supervisor Name:	

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES – <i>place a check in the appropriate box for each domain</i>	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle Level Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is **Unsatisfactory** **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.

Teacher Candidate

Mentor Teacher

University Supervisor

USING THE RUBRIC

- USE THE EVALUATION RUBRIC FOR YOUR TALKING POINTS WHEN DISCUSSING:
 - OBSERVATIONS
 - PRE/POST CONFERENCES
 - GOAL-SETTING
 - INTERN'S SELF-ASSESSMENT.
- START WITH THE “MEETS EXPECTATIONS” COLUMN – THIS IS WHERE A SUCCESSFUL INTERN SHOULD BE. USING THE RUBRIC KEEPS THE INTERN CENTERED ON WHERE THEY ARE DOING WELL AND WHERE IMPROVEMENT NEEDS TO BE MADE.
- RUBRICS ARE FOUND ON THE WEBSITE UNDER EVALUATIONS. LOCATE YOUR SPECIFIC PROGRAM AREA EVALUATION, SCROLL TO THE END AND YOU WILL SEE THE RUBRIC TO PRINT OUT.

	<p>nonverbal communication to manage instruction/environment effectively.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)</p>	<p>following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).</p>	<p>communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.</p>	<p>communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.</p>	<input type="checkbox"/>	
2.12	<p>TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)</p>	<p>TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.</p>	<p>TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.</p>	<p>TC skillfully addresses cultural differences in creative and varied ways. If English learners are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment.</p>	<input type="checkbox"/>	

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe at least one instruction strength:	
List at least one instruction goal:	

INTERN'S DOCUMENTATION

- INTERNS ARE RESPONSIBLE FOR KEEPING A RECORD OF ALL DOCUMENTATION: ALL LESSON PLANS, OBSERVATIONS, PRE/POST CONFERENCE NOTES, EMAILS, ETC. THE DOCUMENTATION CAN BE HOUSED IN A NOTEBOOK OR DIGITAL FOLDER. DOCUMENTS SHOULD BE ACCESSIBLE TO SUPERVISOR WHEN REQUESTED.
- THE NOTEBOOK CAN BE A PHYSICAL NOTEBOOK OR A DIGITAL FOLDER KEPT ON ONE DRIVE, GOOGLE DRIVE, DROPBOX OR WHATEVER DIGITAL FORMAT IS GOOD FOR THE MENTOR, SUPERVISOR, AND INTERN.

EDTPA

- PORTFOLIO OF FIVE PRIORITY AREAS FOR EFFECTIVE INSTRUCTION.
 - **INCLUDES VIDEOS AND SAMPLES OF STUDENT WORK**
- COMPLETED WITH SUPPORT FROM THEIR PROGRAM AREA INSTRUCTORS **(3 FULL RELEASE DAYS TO COME TO CAMPUS)** – **EACH PROGRAM AREA WILL COMMUNICATE WITH THEIR CANDIDATES AS TO WHICH 3 RELEASE DAYS PERTAIN TO THEM.**

EDTPA

- INTERNSHIP II ASSIGNMENT
- SUBJECT SPECIFIC
- DEMONSTRATION OF WHAT THE INTERN CAN DO AND WILL DO IN RELATION TO PLANNING, INSTRUCTION, ASSESSMENT, ANALYSIS OF TEACHING AND ACADEMIC LANGUAGE
- REVIEW OF TEACHER CANDIDATE'S TEACHING MATERIALS

ROLE OF MENTOR DURING EDTPA



DOS

- Explain edTPA tasks and scoring rubrics
- Provide experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Ask probing questions about draft edTPA responses or video recordings



DON'TS

- Instruct which video clips to select for submission
- Edit materials prior to submission
- Offer critique that provides specific, alternative responses, prior to submission for official scoring

WHEN ISSUES ARISE

- COMMUNICATE WITH SUPERVISOR (DON'T COVER CONCERNS WITH A BAND-AID.)
- PROVIDE HONEST, CONSTRUCTIVE FEEDBACK TO INTERN
- KEEP DOCUMENTATION – LITTLE THINGS CAN ADD UP TO BIGGER CONCERNS

IF A PROBLEM CONTINUES WITH THE INTERN'S PERFORMANCE, THE INTERN MAY NEED TO GO ON AN IMPROVEMENT CONTRACT. THIS SETS REQUIRED CONDITIONS TO BE MET FOR THE INTERN TO CONTINUE IN THE INTERNSHIP AND HOLDS EVERYONE ACCOUNTABLE FOR THEIR PART.



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Partnership Network +

Field Office -

About the Office

Internship and Field Experience

Mentor and Host Teachers

District Announcements

Education Core

Programs +

Education Core +

School Job Postings +

Contact Us

College of Education, Sport, and Human Sciences

Contact Information

The Rex Institute
143 Withers Building
Rock Hill, SC 29733
803/323-4734
803/323-2284 (fax)

Mentor and Host Teachers



Mentor and Host Teachers are the foundation for a clinically-based program such as the one at Winthrop! Without dedicated mentor and host teachers, it would be impossible to provide the high quality classroom experience so critical to becoming an educator. Host and mentor teachers engage in co-teaching with Winthrop teacher candidates throughout all field and internship experiences.

Host and Mentor Teacher Benefits - beyond the intrinsic motivation of supporting the next generation of teachers, host and mentor teachers receive various benefits for their service.

REX INSTITUTE SITE

<https://www.winthrop.edu/ceshs/rex/field-office-mentor-and-host-teachers.aspx>



QUESTIONS