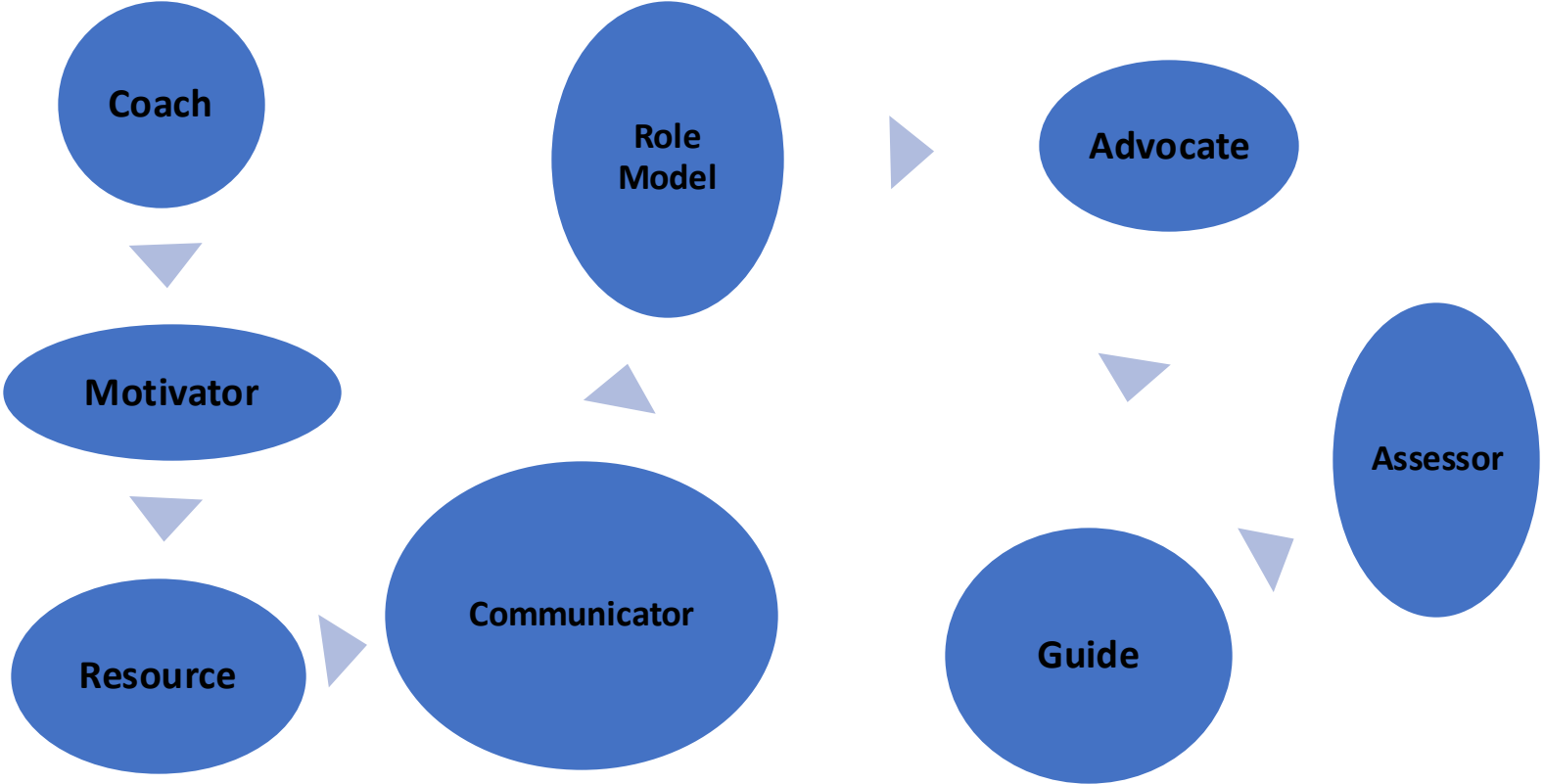




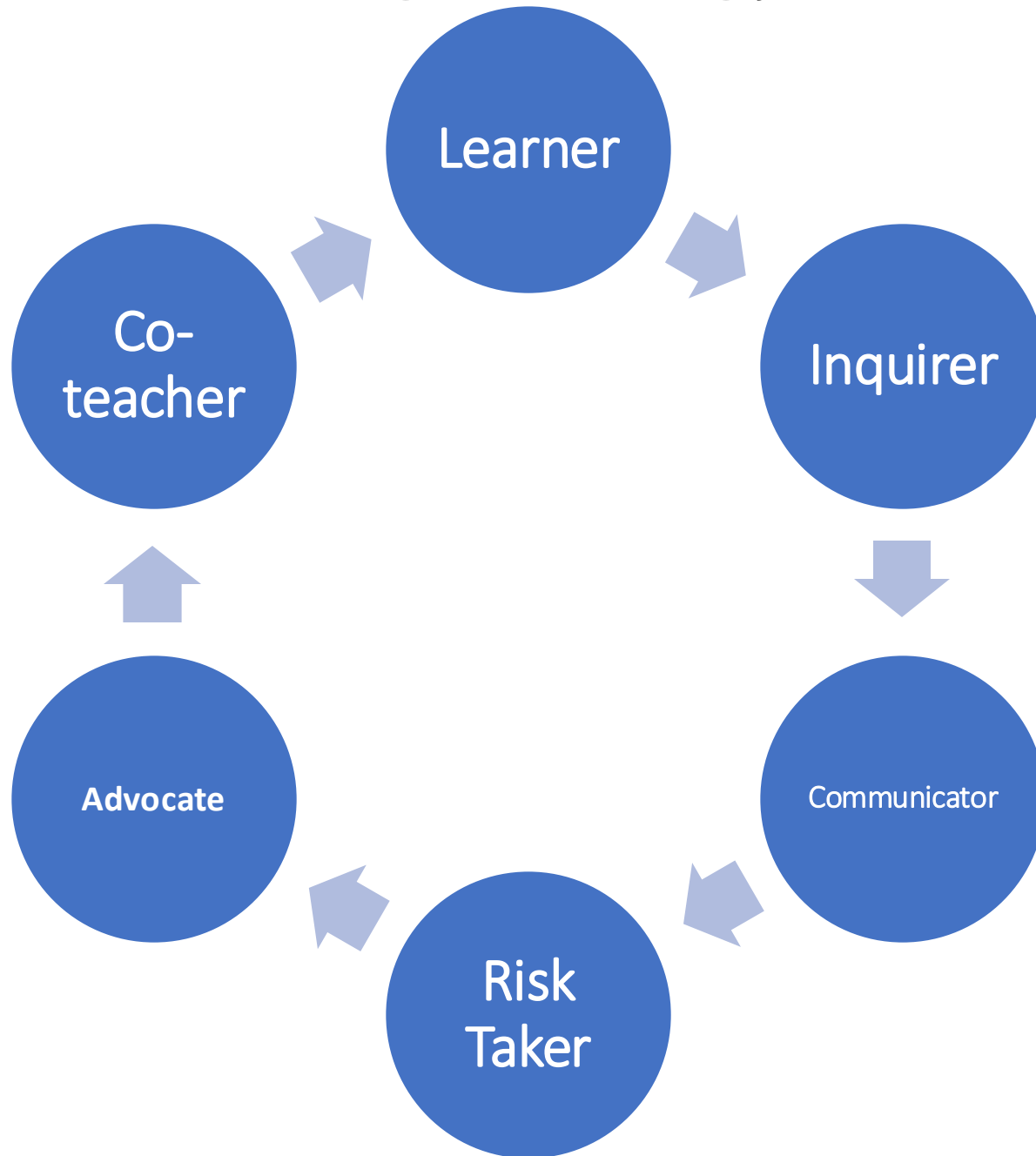
Fall 2024

# Mentor Session 2024

# Mentor Roles



# Intern Roles



# Mentor Responsibilities

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- **Attend the introductory meeting** with the supervisor and teacher candidate (remote or face-to-face – supervisor will set this up with you) More to come on introductory meeting.
- **Identify a site-based observer** to serve as an evaluator, along with the supervisor (administrator, school coach, another teacher, etc.)
- **Complete 4 formal observations** (2 before midterm, 2 after midterm) in Internship I, with pre-conferences before every announced observation and post-observation conferences after all observations (*oral and written feedback on observation form*)



# Mentor Responsibilities

- Share and co-create lesson plans and resources with intern. Lesson plans are due 2 school days before the lesson is taught.
- Assist teacher candidate with their self-assessment for midterm and final conferences (*use evaluation instrument*)
- Collect the site-based observer's observations to get to supervisor
- Attend midterm and final conferences
- Assist with goal setting



# What Do Assessors Do?

It's just like you do in your classroom with your students:



- Provide continuous data-based feedback on performance in relation to the ADEPT competencies (SCTS 4.0)
- Work with intern on identifying strengths and weaknesses; setting goals for improvement

# Most Important...

Communicate consistently with the intern AND the supervisor about progress in the internship, concerns, clarifications, etc.



# 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. Again, this can be in-person or virtual.
- There is an introductory meeting guide on the website if you want to print one out for your notes.





# Supervisor and Site-Based Observer

- **Summative** – depend upon the mentor's feedback and communication
- Focuses on the outcome and **evaluate** intern growth
- **Make judgements about mastery**
- Supervisor – 2 observations in Internship I  
(1 unannounced)
- Site-based observer – 2 observations in Internship I



- Demonstrates professional responsibility
- Is receptive to constructive criticism and incorporates feedback
- Uses self-reflection to evaluate and improve professional practice

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

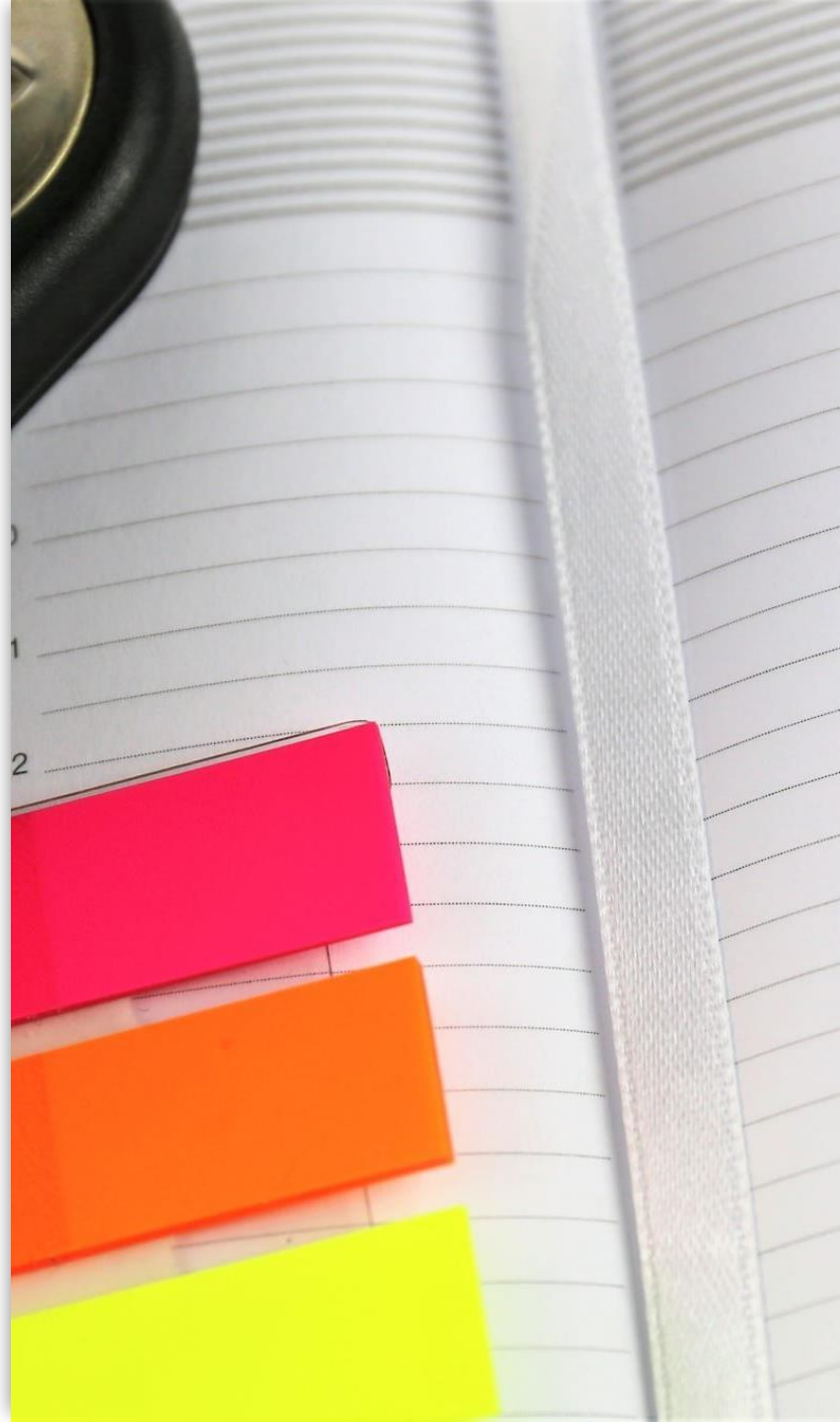
Observer signature

\_\_\_\_\_

\_\_\_\_\_

# Intern's Documentation

- Interns keep all lesson plans, observations, pre-post conference notes, emails, etc. in a notebook for documentation. Interns must also sign in and out each day.
- The notebook can be a physical notebook or a digital notebook kept on OneDrive, Google Drive, Dropbox or whatever digital format is good for the mentor, supervisor, and intern.



# OBSERVATION



- Use the correct observation form – Internship I is different from Internship II.
- Use our observation form and make sure it is the current one on the website. (aligned to SCTS 4.0)
- Provide fact-based feedback both orally and in writing to the 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. Do the best you can!!

# Pre-Observation Conferences

For announced observations, a pre-observation conference is required. There is a pre-conference form on the website with possible questions to ask.

- Be creative with your conference:
  - Meet at the school, on campus, etc. (if possible)
  - Zoom, Teams, Face Time
  - Phone conversations

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.

# Post-Observation Conferences

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*

*A list of possible questions to guide this conference can be located on the website.*

# Intern Self-Assessment Midterm and Final

- The intern's self-assessment form is the **same form** as the internship evaluation.
- The intern keeps their documentation and uses this in doing the self-assessment, **with the mentor's assistance**.
- 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, Sport, and Human Sciences, Winthrop University**  
**EARLY CHILDHOOD INTERNSHIP I EVALUATION REPORT**

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

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

EVALUATION OUTCOMES	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Early Childhood Education			

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

**Directions:** The **Early Childhood Education Internship I Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” **NO** = “No Opportunity” (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under “Supporting Documentation and Evidence”.

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	<p>TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) <b>NAEYC Standard 5b: Using Content Knowledge</b></p>	<p>Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and <b>ensure student engagement</b>. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>	■	
1.2	<p>TC designs, selects, or modifies assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) <b>NAEYC Standard 3c: Observing, Documenting and Assessing</b></p>	<p>Assessments do not align with lesson objectives, or no assessments are identified.</p>	<p>Lesson assessments align with lesson objectives and occur at least once during the lesson.</p>	<p><b>Informal and formal</b> lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at <b>various points during the lesson</b>.</p>	■	

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>short-range planning</b>	■	■	■

Describe at least one <b>short-range planning</b> strength:	
List at least one <b>short-range planning</b> goal:	

# Co-Teaching in the Internship

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Balance solo and co-teaching

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Internship I – mentor is in the lead role most of the time. Intern takes initiative.

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Internship II – intern is in the lead role most of the time

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Get the intern to discuss the co-teaching models with you



# Handling Problems...



- Communicate with supervisor (Don't cover concerns with a Band-Aid.)
- Provide honest, constructive feedback to intern
- Keep documentation

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.

# FYI



INTERN TO SIGN IN/OUT DAILY  
(DECIDE THE BEST WAY TO  
SUIT YOUR AND THE INTERN-  
MAY NEED TO BE ELECTRONIC)



INTERN 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 ISN'T TO BE USED AS A  
SUBSTITUTE FOR THE  
TEACHER



INTERN SHOULD BE SPENDING  
PLANNING TIME PLANNING  
WITH YOU



LESSON PLANS SHOULD BE  
TURNED IN AT LEAST 2  
SCHOOL DAYS BEFORE  
TEACHING A LESSON



# LET'S LOOK AT THE WEBSITE

- Use the link in the chat to access the Rex Institute website
- Make sure you are using current forms (should say updated 01.24)

## Office of Field and Clinical Experiences

Welcome to the Office of Field and Clinical Experiences!

The mission of the Office of Field and Clinical Experiences is to prepare highly skilled graduates who exhibit the skills and dispositions necessary to be positive, industrious educators.

High quality field and clinical experiences are essential to a student's success. Experiences that provide a host of diverse, real-world experiences and are developmentally appropriate for the program of study are integral to the philosophy of Winthrop University.

The goal of the Office of Field and Clinical Experiences is to support each student in achieving the competencies required to both enter their chosen profession and to grow professionally throughout their career. University faculty, supervisors, and host teachers utilize their expertise to support students through a variety of strategies and resources. Rigorous content and field assessments ensure that students are performing to Winthrop University's high expectations.

The Office of Field and Clinical Experiences has an open-door policy as we strive to support our students, faculty, and partnering teachers. Please feel free to visit with us at any time.

