
SUPERVISOR INFORMATION SESSION FALL 2024

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Director, Office of Field and Clinical
Experiences



DATA

SCTS 4.0 Indicator 2023-2024 Evaluation Results for Formal Evaluation	Winthrop University	Statewide Results
Instructional Plans	3.17	3.21
Student Work	3.06	3.07
Assessment	3.00	3.00
Standards and Objectives	3.15	3.20
Motivating Students	3.26	3.24
Presenting Instructional Content	3.24	3.22
Lesson Structure and Pacing	3.19	3.16
Activities and Materials	3.16	3.17
Questioning	3.00	3.00
Academic Feedback	3.10	3.05
Grouping Students	3.05	3.06
Teacher Content Knowledge	3.33	3.38
Teacher Knowledge of Students	3.28	3.30
Thinking	3.01	3.01
Problem Solving	3.06	3.04
Expectations	3.30	3.30
Engaging Students and Managing Behavior	3.24	3.29
Environment	3.45	3.46
Respectful Culture	3.48	3.51

ROLE OF SUPERVISOR IN INTERNSHIP

- Conducts an introductory/expectations meeting; conduct this meeting before August 25th
 - Assigns grades (Please review SLL instructions) and submit rubrics by due dates.
 - Provides specific oral and written feedback (observations, conferences, evaluations)
 - Makes judgments about the mastery of standards
 - Conducts observations – 2 total (1 before midterm or 1 after midterm) **1 unannounced
Internship II – 3 total (1 or 2 before midterm or 1 or 2 after midterm) / 1 unannounced
 - Communicates weekly with the mentor concerning intern's progress
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ROLE OF SUPERVISOR IN INTERNSHIP

- Conducts pre-observation conference before every announced observation
- Conducts post-observation conference after **every** observation
- **Informs Kristin in a timely manner if problems arise (begins sending me documentation)**
- Conducts evaluation conference (mentor included) for both midterm and final evaluations.
- Provides a hard copy of all observations and evaluations to the intern
- Submits grades to Wingspan and uploads documents into SLL.



INTRODUCTION MEETING



This meeting is for the mentor, the intern, and the supervisor to discuss the expectations and internship procedures of for all involved during the internship. If the school has a liaison, please extend an invite.



Schedule this meeting as soon as possible at the beginning of the semester. No later that August 23rd.



If you have more than one intern at a school, you may hold a group meeting. However, check with the mentors to ensure this is okay with them.



You can find the introductory meeting guide on the Rex website for items to cover during this meeting.

OBSERVATIONS



OBSERVATIONS

- **Observation forms** – Make sure you use the correct observation form – Internship I and Internship II are different in the indicators and in the rubrics. –You need signatures from the observer and the intern on all observations conducted.
 - Please make sure all observers are using the current observation form on the website. The observation form for Internship I incorporate SC Teaching Standards 4.0. All observations must be **typewritten**.
 - The competencies for each domain are numbered to match the evaluation. (see next slide)
 - It is understood that some competencies may be difficult to document during a specific observation. You may need to do extra formal observations to see all you need to see.
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OBSERVATIONS

- Need to conduct integral observations (at least 45 minutes)
 - **Internship I – 2 total** (1 before midterm and 1 after midterm – one of which must be unannounced) Please note that all observations are required to be scheduled with the mentor teacher.
 - **Internship II – 3 total** (1 or 2 before midterm, 1 or 2 after midterm- one of which must be unannounced)
 - Conduct a **pre-conference** for every announced observation and a post-conference for all observations.
 - Provide both **oral and written feedback** from the observation at a **post-conference**(to be used by the mentor and intern for professional growth).
 - Provide specific feedback related to competences.
 - Note: Interns must pass all domains to pass observation. You may do more observations than the requirement, especially if you have not observed a particular competency.
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OBSERVATIONS

- Observations should be fact-based and based upon the competencies (refer to internship evaluation [RUBRICS](#) when completing observations).
 - [Feedback to intern is crucial](#) – oral and written – from mentor, supervisor and site-based observer. Feedback needs to be specific and the evaluation rubric needs to be referenced when providing feedback since the observation form matches the indicators on the evaluation.
 - Allow time for intern to reflect on their lesson before doing post-conference (between 1-2 days). For both virtual and face-to-face conferences, allow several minutes for the intern to quietly reflect on the lesson taught. They must have ample time to gather their thoughts.
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Observation Record – Internship I

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

PLEASE TYPE

Internship I 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 required to <u>meet</u> expectations of Internship I)	Evaluative Comments (<i>evaluate</i> the candidate's performance based upon the criteria of each ADEPT domain for the observation period AND the overall experience thus far)	This Observation	Overall performance in Internship I 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 1.2 Designs, selects, or modifies assessments that are aligned with lesson objectives 1.3 Uses data from formative, diagnostic, and summative assessments to guide instructional planning 1.4 Plans differentiated instruction to address diverse learning needs		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Instruction	2.1 Effectively communicates appropriately challenging expectations to learners 2.2 Differentiates instruction to meet the needs of diverse learners 2.3 Demonstrates a thorough command of the content taught and appropriately addresses learner questions/misunderstandings related to the content 2.4 Measures student mastery by using assessment strategies with established performance criteria 2.5 Provides specific and timely instructional feedback to students pertaining to stated outcomes 2.6 Uses appropriate voice tone and pacing to manage instruction/environment effectively 2.7 Implements strategies that address the needs of learners from diverse cultural and/or linguistic backgrounds		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Content	<i>(specific competencies vary by program area)</i> <ul style="list-style-type: none"> • Presents content without error in both verbal and written format • Provides meaningful, content-based feedback • Attempts connections with prior learning and/or other content areas 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Specific strengths:	Required actions for improvement:
	Suggested 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

SUPERVISOR

Check ins:

- All supervisors must check in with interns and mentor teachers periodically (e.g. biweekly)
- Supervisors may choose their check in method (e.g. Zoom meetings, Google forms)
- Lesson plans must be written using program template until supervisor and mentor agree that intern may use another version

Suggested task:

- Have intern video themselves teaching a lesson or review video lesson from Junior field
 - Have intern review the video with the internship rubric
 - Discuss the intern's ratings with them
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ROLE OF SUPERVISOR AND MENTOR IN INTERNSHIP

- **Supervisor** is the **evaluator**, along with the **site-based observer**, and the **mentor** serves in the role of **formative assessor**.
- If the intern goes on an **improvement contract**, the **mentor will become an evaluator** at that point in the semester and his/her observations, etc. become public.
- If the intern goes on contract, please keep copies of the mentor's observations for your records.





Evaluations

DOCUMENT...DOCUMENT...DOCUMENT FOR THE EVALUATION

Some points to remember:

- Use any notes from discussions you have had with the mentor to substantiate your ratings and comments for both the midterm and the final evaluations.
 - Ask for the site-based observer's observation. It can always be given to the mentor and the mentor can email it to you or the teacher candidate can email it to you. This person's feedback is evaluative, just as your data is.
 - Have the intern complete a self-assessment **before** the conference (next slide has instructions for that assessment). You can have them email their assessment to you ahead of time.
 - The mentor should be present during the conference to provide input.
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Richard W. Riley College of Education, Sport, and Human Sciences, Winthrop University
ELEMENTARY EDUCATION 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			
Elementary 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 **Elementary 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	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. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	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.	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.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement . Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.		
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified.	Lesson assessments align with lesson objectives and occur at least once during the lesson.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson .		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for short-range planning			

Describe at least one short-range planning strength:	
List at least one short-range planning goal:	



SELF-ASSESSMENTS

- Student uses all documentation from observers to complete the self-assessment (on the evaluation instrument)
 - Documentation of observations, feedback sessions, etc. to be used for the self-assessment (Candidates should have all documentation readily available in a notebook they keep for internship. (The notebook can be a hard notebook or a digital file.)
 - Student works with the mentor to complete the self-assessment.
 - Self-assessment shared with the supervisor at midterm and final conferences.
 - Primary purpose – growth and reflection.
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IMPROVEMENT CONTRACTS

- Please send concerns to Kristin with documentation.
 - Contract must be specific and given a timeline. Use the form from the website.
 - Intern and Kristin **must** receive a copy of the contract. Send original and signed copy to Office of Field and Clinical Experiences (Withers 141).
 - Intern must meet terms of the contract to receive "Satisfactory" for the internship.
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ROLE OF MENTOR IN INTERNSHIP



- Willingness to work with intern within a co-teaching model.
 - Willingness to relinquish control of the classroom and flexibility for intern ideas.
 - Conducts 4 **formal observations** – 2 before midterm and 2 after midterm (with academic feedback). (Internship II- 6 formal observations- 3pre / 3post midterm)
 - Conducts a pre-conference for announced observations and a post-conference for all observations.
 - Provides a hard copy of all formal observations to the intern.
 - Secures a site-based observer. (Even though the mentor secures the person, **it is up to the intern** to schedule the observations. Must be the same person for each observation)
 - Coordinates with intern on completing a self-assessment at both midterm and final.
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CO-TEACHING

- Co-planning, co-teaching, co-assessing, co-reflection should be ongoing with mentor and intern
- Be sure mentor teacher understands the co-teaching models and is supportive.
- [Lesson plans](#) should reflect the planned co-teaching models.
- The lead role in the co-teaching model should be the mentor teacher and the intern should gradually take on more tasks. In internship II, the intern should be in the lead role.



ROLE OF TEACHER CANDIDATE INTERNSHIP

- Internship I- Interns cannot substitute nor cover classes.
 - Internship II- Interns can serve as a substitute (3 days max – no pay) for their mentor teachers ONLY. Number of days may be flexible due to difficulties securing substitutes.
 - Attendance at meetings, conferences, etc. as doable.
 - Internship II- May attend 2 days of professional development (permission from mentor, supervisor, and Kristin)
 - Assumes some (all in Internship II) duties of the mentor teacher (hall, lunch, bus and/or car duty, etc.)
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INTERNSHIP TEACHER CANDIDATE

- Interns can keep a physical notebook with plans, observations/observational data, etc. or choose to keep a digital file with all the information needed.



ADDITIONAL AREAS

- Supervisor role in making up days in internship
 - Charts for Mentors/Supervisors/On-Site Observers (handbook)
 - Addressing problems and concerns (handbook)
 - Contract Template
 - <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>
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LET'S LOOK AT THE WEBSITE...

Home > College of Education, Sport, and Human Sciences > The Rex Institute > Internship and Field Experience

- About Us +
- Partnership Network +
- Field Office +
- Programs +
- Education Core +
- School Job Postings +
- Contact Us
- College of Education, Sport, and Human Sciences

Internship and Field Experience

Calendars

- › Districts
- › Internships
- › Supervisors
- › edTPA
- › Rex Hour/SEE Events

<https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>



University Supervisors

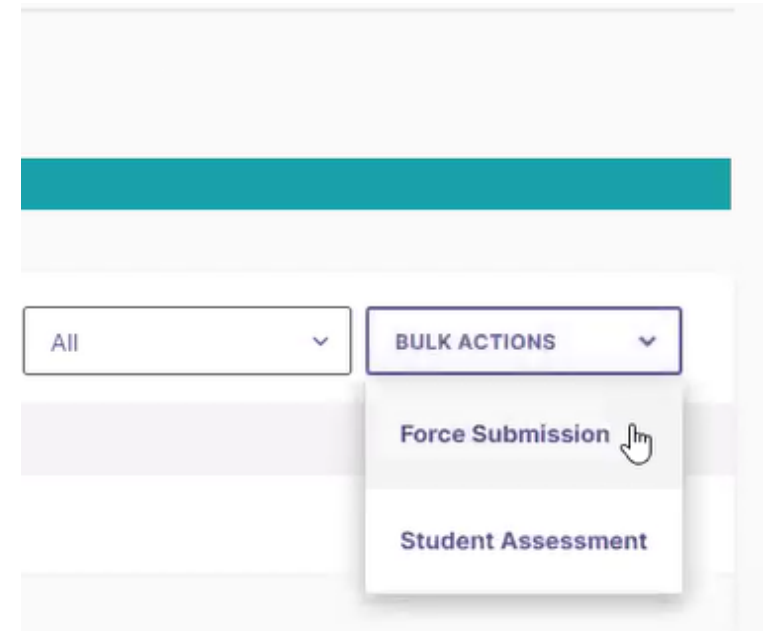
- › Supervisor Informational Video
- › Course Syllabi
- › Internship Handbook
- › Introductory Meeting Guide/Observation Conference Guides
- › Transition Guides



- SLL is our assessment and data organization system. You must have an account to be able to access the system and put in your grades and other information.

 - Your accounts, are automatically set up with your courses.
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1. Once logged into SLL, click on **the section**.
2. Then choose **midterm or final** (whichever evaluation is due).
3. A new window will open and the names of the students you supervise will come up.
4. Click on the **student** and the **rubric** will appear. Select the rating and **press submit**. Be sure to press "**Submit**".
5. If the student status is "awaiting submission", then you need to go to the "**Bulk Actions**" drop down in the lower right-hand corner and then click "**Force Submission**".
6. To **upload documents**, click the "**Supervisor Materials**" tab at the top or scroll to the end of the page and upload. Be sure to press "**Submit**".





You can upload 2 different ways:

1) You can put all documents (your observations, the site-based observer observations, the evaluation (minus the rubric)) into 1 file for each intern.

Label the file (e.g. culbreath-fl24 midterm) and then upload that to “Supervisor Observation 1”.

2) You can upload all your documents for each student separately. There is a place listed for each document.

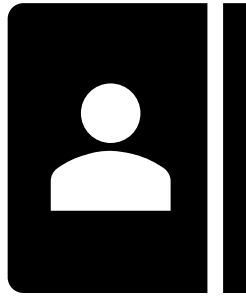
IT is your choice but remember to hit “Save”.

IMPORTANT DATES

Internship Fall 2024

- **Monday, August 5** – All interns will have started in their host schools (some started earlier).
 - **Tuesday, August 13** – Mentor Informational Meeting Option 1 - 4:30-5:30; **Thursday August 15th** Option 2 – 5- 6 through Zoom (Supervisors are welcome to attend – New supervisors are encouraged to attend one of the sessions)
 - **Tuesday, August 20** - Interns begin reporting to their host schools on a modified schedule set up by individual program areas.
 - **Monday, August 19** - Final date for travel authorizations to be turned in to Jamie Larsen in 141 Withers. Per accounting, all authorizations must include original signature (no scan). Please note, that if conducting introductory meetings face-to-face with the interns you supervise and their mentors, your authorization needs to be in place at least 7 days before that meeting. Introductory meetings, whether face-to-face or virtual, need to take place within the first two weeks of school.
 - **Wednesday, September 23 - Tuesday, October 1**- Midterm conferences to be held
 - **Thursday, October 3** – Internship I midterm evaluation grades due on Wingspan by 5:00 pm
 - **Monday, October 7** - Midterm Evaluation Report and supporting evidence scanned and uploaded to SL&L
 - **Monday, November 18** – **Friday, November 22** – Final evaluation conferences to be held
 - **Wednesday, December 11** – Internship Boot Camp for Internship II – 8:00 am – 4:30 pm
 - **Thursday, December 12** – Final Evaluation grades due in Wingspan by 5:00 PM
 - **Friday, December 13** - Final Evaluation Report and supporting evidence scanned and uploaded to SL&L
 - **Friday, December 13**– Teacher Education Convocation – Location - TBA – 4:00 pm; Travel Reimbursement due to Jamie Larsen in Withers 141
 - **Saturday, December 14** – Undergraduate and Graduate Commencement – 11 am – Winthrop Coliseum
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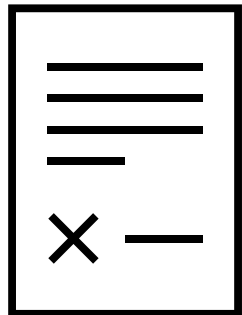
GENERAL INFORMATION



Mileage – At this time - .63
– If there is a change, I will
let you know.

Mileage Authorizations
due to Jamie Larsen by
Monday, August 19th –
must have
original signatures.

Sections will be sent by
Dia.



All other documents on
the website have been
updated for this semester.
Currently uploading
syllabi.

SCTS 4.0 Course is in
Blackboard for all
supervisors that need the
training. Send Kristin a
copy of your certificate.

QUESTIONS

