

Developing Teachers as Educational Leaders:

Responsibilities, Policies, and Practices for the Year-long Internship



A Resource for Interns, Mentor Teachers, and University Supervisors

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

Winthrop University

2026-2027

Online Access: <https://www.winthrop.edu/ceshs/rex/field-office-home-page.aspx>

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GENERAL INFORMATION

An Introduction from the Dean

Dear Teacher Candidates, Mentor Teachers, and University Supervisors:

As teacher candidates begin the school year with their mentor teachers in their host schools, they will have a unique opportunity to serve as “junior faculty members” for an entire school year alongside highly capable master educators. The yearlong internship epitomizes the ideal of “learning by doing,” and our aim is that our graduates will be fully prepared as competent, confident, and committed educators to meet the challenges that teachers face today.

We want the yearlong internship experience to be rewarding for our mentor teachers and of real benefit to host schools. Our P-12 colleagues are central to the teacher preparation program and share their expertise and daily professional experiences with teacher candidates. We hope you benefit from having these “junior faculty members” on your team and that your students will benefit from the added assistance in the classroom. Of course, we are also appreciative of the valuable role that our university supervisors play in this entire process. This approach to teacher preparation hinges on the teacher candidates, mentor teachers, university supervisors, as well as the school liaisons, principals, and College of Education, Sport, and Human Sciences support staff collaborating as a team to provide a constructive learning experience for both the teacher candidates and students in the partnership schools. *Open, honest, and constructive communication and feedback from all involved is essential.*

This handbook is provided for all those involved in the yearlong internship experience. **By carefully reading and following the guidance found in this handbook, the chance for success during the internship will greatly increase.**

For teacher candidates who are completing a yearlong internship, you will find information about:

- Requirements and responsibilities of the internship. *It is important to remember that, in all you do, you serve as a reflection of both Winthrop University and the school hosting your internship.*
- Schedules integral to the internship.
- University policies related to the internship.

For mentor teachers who will be hosting yearlong interns, this handbook provides you:

- Clarification on your role as a mentor and partner in teacher education.
- Information on your mentor roles and responsibilities.
- Guidelines for ensuring that the intern is upholding his/her responsibilities.

For university supervisors who will be supporting and assessing, this handbook will assist you in:

- Structuring and facilitating the internship experience.
- Providing information to both interns and mentors concerning roles and responsibilities.
- Ensuring that, as a supervisor, all University policies and expectations are implemented.

On behalf of Winthrop University and the Richard W. Riley College of Education, Sport, and Human Sciences, I sincerely thank each of you for the important roles you will play this year. I hope that you will all experience both professional success and personal reward because of your participation in the internship program.

Sincerely,



Beth Greene Costner, PhD
Dean, Richard W. Riley College of Education, Sport, and Human Sciences

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YEAR-LONG INTERNSHIP IMPORTANT DATES 2026-2027

Dates are subject to change.

Fall, 2026	Internship I
Friday, July 17	Deadline for completing the EEDA, BBP, FERPA, and informational on-line modules, through Blackboard
Wednesday, August 12	Required Seminar “A Look into Internship I” – Wednesday, August 12 – 1:00-6:00 in Plowden Auditorium.
July 27 (most school districts) – begin in host school when mentor begins teacher workdays	- Report to assigned schools for professional development days; interns engage all day, every day until Winthrop classes begin - Attend introductory meeting with mentor teacher and university supervisor (supervisor will schedule this meeting)
Monday, August 24	Winthrop University classes begin at 5:00 PM – You are to be in your internship all day since university classes do not begin until 5:00 PM
Tuesday, August 25	Begin reporting to your host school on a modified calendar schedule – refer to your program area for specific days in your host school
Monday, September 7	Labor Day Holiday- No school; No classes
Monday, September 21- Friday, October 2	Midterm evaluation conferences to be held – Supervisors to set time with interns and mentors.
Thursday, October 8	Internship I midterm evaluation grades due in Wingspan by 5:00 pm by university supervisor
Monday, October 5- Friday, October 9	Fall Intersession for most schools
Monday, October 12	Internship I Midterm Evaluation scanned, uploaded, and rubric completed in SL&L by supervisor
Monday, October 13- Tuesday, October 14	Winthrop Fall Break- No Winthrop classes; report to your host school on your designated internship days
Tuesday, November 3	Election Day (No classes, No internship)
Friday, November 6 (<i>subject to change – dependent on district representatives schedules</i>)	Required Seminar Panel Discussion: Tips from School Districts...Techniques for Successful Job Hunting 3:15-4:30 pm (Plowden Auditorium)
Monday, November 16 – Tuesday, November 24	Final evaluation conferences to be held - Supervisors to set time with interns and mentors
Tuesday, December 8	Study Day - No classes, No internship
Wednesday, December 9 – Tuesday, December 15	Final Exams – Interns are not required to go to host school
Wednesday, December 16	Required Seminar “Internship II Boot Camp” – 8:00 am – 3 pm – Specific details will be forthcoming

Spring, 2027	Internship II
Monday, January 4	Report to assigned host school for Internship II experience – refer to host school calendar for start date for teachers
Monday, January 11	Winthrop University classes begin
Wednesday, January 20 (subject to change – dependent upon Office of Career Development and Internships)	Required Education Career Fair – 10:00-12:30 in Richardson Ballroom (A and B) – Interviews to follow in the afternoon – Specific information will be forthcoming.
Monday, February 8 – Wednesday, February 24	Midterm evaluation conferences to be held – supervisor to set date/time with intern and mentor
Monday, February 15 - Friday, 19	Winter Intersession (for most districts)
Monday, February 22- Friday, April 9	Full time teaching (Minimum)
Thursday, February 25	Internship II midterm evaluation grades due on Wingspan by 5:00 pm by university supervisor
Wednesday, March 3	Internship II Midterm Evaluation Report scanned, uploaded, and rubric completed in SL&L by university supervisor
Monday, March 29 – April 2	Spring Break (for most districts)
Monday, April 12 – Thursday, April 22	Final evaluation conferences to be held with intern and mentor
Friday, April 23	Last day of internship in the schools
Monday, April 26 - Tuesday, May 4	Days available in host schools for internship make-up
Wednesday, May 5	Graduate degree Internship II final evaluation grades due on Wingspan by 3:00 pm by university supervisor
Thursday, May 6	Undergraduate Internship II final evaluation grades due on Wingspan by 9:00 am by university supervisor
Thursday, May 6	Internship II Final Evaluation Report scanned, uploaded, and rubric completed in SL&L by supervisor
Friday, May 7	Teacher Education Convocation- CAS, CESHs, CVPA, and MAT programs convocation ceremony; 4 pm- 5 pm in Plowden Auditorium (more information will be provided throughout the semester)
Saturday, May 8	Winthrop University Commencement Ceremony- Winthrop Coliseum

*** In addition to the dates listed above, designated edTPA dates are listed below.

Program areas will determine/communicate if following the “Submission Cycle 1 Calendar Dates” or the “Submission Cycle 2 Calendar Dates”

Submission Cycle 1 Dates: (scores from Cycle I submission will be back **March 26** from Pearson)

edTPA Friday workdays on campus- January 23, February 6, and February 27

edTPA uploaded to SLL – Date chosen and communicated by program area

edTPA portfolio submission – week of March 2 (March 5th 11:59 pm deadline)

Submission Cycle 2 Dates: (scores from Cycle 2 submission will be back **April 9** from Pearson)

edTPA Friday workdays on campus – January 30, February 13, and March 6

edTPA uploaded to SL&L – Date chosen and communicated by program area

edTPA portfolio submission – week of March 16 (March 19th 11:59 pm deadline)

Please double check the Pearson website for correct dates and updates.

hyperlink used for lesson plan template

GUIDING DOCUMENTS FOR THE Educator Preparation Program

Mission Statement

We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.

Adopted 2019, by vote of the Faculty

The internship experience at Winthrop University is the culmination of the teacher preparation program and represents a bridge between theory and practice. The knowledge, skills, and dispositions developed through formal coursework, observational opportunities, and the field internship experiences are put into practice through an intensive practical application of professional attributes as a teacher candidate.

The Unit Standards

The Mission Statement for the Richard W. Riley College of Education, Sport, and Human Sciences serves as the focal point for the Undergraduate and Graduate Unit Standards that guide the teacher preparation program. The internship represents the final phase of the teacher preparation program in preparing teacher candidates for entry into the profession. The *Initial Teacher Preparation Unit Standards Framework* can be located through the following link: <https://www.winthrop.edu/ceshs/educationcore/conceptual-frameworks-and-dispositions.aspx>

Teacher Education Professional Dispositions

Education is a noble calling that entails both challenges and responsibilities. Professional dispositions are attitudes, values, and beliefs that are demonstrated through verbal and non-verbal behaviors as professionals interact with students, clients, colleagues, families, and communities. Graduates of the College of Education, Sport, and Human Sciences, as well as graduates in teacher education programs in the College of Arts and Sciences and the College of Visual and Performing Arts, are expected to uphold the highest standards of the profession as they relate to other professionals and the constituents they serve. Disposition descriptions are based on the top 26 traits necessary to be successful in the field of education. We utilize a valid and reliable tool, LADDER, as a proactive and preventative approach to assist students in developing and growing more effective skills. Information on professional dispositions can be found online at: <https://www.winthrop.edu/ceshs/educationcore/conceptual-frameworks-and-dispositions.aspx>

Mentor teachers and university supervisors are encouraged to use LADDER and LADDER Intervention or Skills Concerns Form in instances where they are concerned about a candidate's dispositions and skills. Completed copies of the form signed by the mentor teacher, school liaison, university supervisor, and teacher candidate must be submitted by the university supervisor to the candidate's department chairperson and the Director of the Office of Field and Clinical Experiences within ten days of completion.

Teacher Preparation Program Professional Competencies

During the internship, teacher candidates are assessed and evaluated based upon competencies in the areas of planning, instruction, environment, and professionalism. In addition, each program area identifies competencies specific to the discipline. For a complete listing of the Teacher Preparation Program Professional Competencies, see program evaluations: <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience>

THE INTERNSHIP: A COLLABORATIVE PARTNERSHIP

The internship is the culminating experience of the teacher education program. During the internship, each intern is part of a collaborative team that provides opportunities for extended practice under the guidance of experienced professionals from local schools and Winthrop University. Each team member has specific responsibilities to ensure the development of competency in the art and science of teaching. Members of this team include, but are not limited to, the following professionals:

- ☐ The Dean of the Richard W. Riley College of Education, Sport, and Human Sciences
- ☐ Department chairs
- ☐ Director, Rex Institute
- ☐ Director of the Office of Field and Clinical Experiences
- ☐ Field Placement Coordinator
- ☐ Partnership Network faculty
- ☐ University supervisor
- ☐ PDS/Partner school liaison
- ☐ District superintendent and/or district representative
- ☐ Mentor teacher
- ☐ Site-based observer

From the larger team, the intern, mentor teacher, and university supervisor form a collaborative *triad* charged with the goal of thorough preparation of the intern to improve learning and achievement for students in P-12 classrooms. The university supervisor and the mentor teacher provide support and guidance to the intern. Collaboration and frequent, open communication among the intern, mentor teacher, and university supervisor are critical for a successful internship experience.

Co-Teaching

The practice of co-teaching is a required collaborative structure of the internship. Co-teaching provides a rigorous experience for the intern, allows the mentor teacher the opportunity to remain actively involved in the classroom during the internship, and enriches the quality of learning for the students. Co-teaching supports continuous mentoring during the internship as the teacher candidate refines the skills necessary to be successful in the profession. The various co-teaching models, listed below, give the mentor and teacher candidate opportunities for increased collaboration, multiple strategies for meeting diverse learner needs, and research-based methods of increasing student achievement. Interns and mentors should be aware that not every lesson is required to be co-taught. There should be a good balance between co- teaching and solo teaching on the part of the intern in the classroom.

A description of co-teaching strategies utilized should be explicit in the procedure section of the lesson plan template. Data gathered on observations will reflect implementation of co-teaching strategies.

Co-Teaching Strategies

Strategy	Definition
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for the observation.
One Teach, One Assist	This strategy is an extension of One Teach, One Observe. One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.
Station Teaching	The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often, an independent station will be used along with the two teacher-led stations.
Parallel Teaching	Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is reduction of the student-to-teacher ratio.

Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or material re-taught, extended, or remediated.
Alternative or Differentiated Teaching	Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome is the same for all students; however, the instructional methodology is different.
Team Teaching	Well-planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student perspective, there is no clearly defined leader, as both teachers share the instruction, freely interject information, assist students, and answer questions.

Introductory Meeting

The university supervisor will plan an introductory meeting with the intern and mentor teacher within the first two weeks of the internship. During this meeting, the university supervisor will discuss the processes and procedures for the internship. This should include, at a minimum, the areas listed below.

- ☐ Differences in the mentor teacher and supervisor roles in the evaluation process
- ☐ Common syllabi for interns
- ☐ Co-teaching implementation and solo teaching experiences that include planning, instruction, assessment and managing the environment
- ☐ Internship Requirements
 - Evaluation rubrics (including data needed for evidence of competencies)
 - edTPA
- ☐ Resources for gathering information and reflecting upon intern performance (Observation Record, Teacher Candidate Reflective Self-Assessment, Internship I and Internship II Evaluation Rubrics)
- ☐ Facilitating and encouraging collaborative communication

An Introductory meeting guide can be found under University Supervisors at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>

THE INTERNSHIP: PLANNING FOR INSTRUCTION

Overview

The year-long internship consists of one semester of methods focus (Internship I) and one semester of full-time teaching (Internship II). Although each placement is unique and interns will differ as to the pace of progression through the stages, all phases of the internship (orientation, observation, participation, and teaching) should be carefully planned and take place through a gradual induction period that is specific to the needs of the intern and the setting. There is no required schedule for acclimating interns to the placement, but the following timetable serves as guide to assist in planning. *The goal is to have the intern in a position of full-time teaching for as long as possible while receiving guidance and support from the mentor teacher through a co-teaching model.*

Stages of the Internship Experience

Stage 1: Developing a Collaborative Classroom

The beginning of the year will set the tone for the remainder of the internship. Not only will the intern and the mentor teacher be developing as a collaborative, professional team, but they should be working together to establish the classroom as a positive learning community. They must include a deliberate plan for integrating the intern as a partner teacher within the instructional setting.

Developing a professional relationship between the school and university faculty will also be critical in the first weeks. During the first semester, interns will be engaged in “learning by doing” as they continue to master content and pedagogy through a series of methods courses. Coursework and fieldwork should not be seen as separate obligations, but integral parts of building knowledge, skills, and dispositions. Intern experiences will vary depending on course background, previous field experiences, etc. Some interns may have completed methods courses, while others are enrolled during the Internship I semester.

Flexibility is a must in this stage of the internship. The mentor teacher, intern, university supervisor, and methods faculty should use this handbook to establish norms for their communication and collaboration.

Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day will be a critical objective of Stage 1. Mentor teachers should engage in “thinking out loud” in order to make processes and procedures visible and explicit. Through a well-developed relationship, interns must be encouraged to and feel comfortable asking how and why specific structures are designed.

Specific Stage 1 activities might include, but are not limited to:

- Orienting to the School and Classroom (required) - As is also the case with new teachers, it is important for the intern to become familiar with school policies and procedures and the workings of the assigned classroom(s) as soon as possible. To that end, it is helpful if each school conducts an orientation for the intern or group of interns. Orientation session information will vary depending upon the mentor/intern platform for teaching (face-to-face, hybrid, virtual). Below are several policies that can be addressed to support the intern in becoming acquainted with the expectations of their placement. The intern should be familiar with policies such as:
 - Mentor’s platform for instruction (face-to-face, hybrid, virtual) and how this model will look/work
 - Student attendance
 - School-wide discipline
 - Emergency drills
 - School/District expectations for adhering to all health/safety protocols and procedures, including technology policies (technology use and security) in all platforms for instruction
 - Teacher duties/responsibilities outside the classroom
 - Dress codes for teachers and students
 - In-school accidents
 - Medical records/alerts
 - Procedures for communicating with parents (with mentor approval)
 - Permanent records
 - Textbook and supplies
 - Testing programs
 - Documentation method of intern attendance in the internship
 - Equipment (copier, laminator, etc.) use

The mentor teacher should provide additional information concerning individual students (medical concerns, Individual Educational Plans, etc.), routines, procedures, organization, management, and parent volunteers. Interns from Winthrop University receive training in FERPA (Family Educational Rights and Privacy Act) regulations prior to the internship.

- Setting goals and sharing instructional plans
 - Carve out time for professional conversations and reflections; dedicate time to planning for co-teaching implementation
 - Discuss district curriculum scope and sequence (develop long range plans)
- Designing space
 - Establish optimal working environment for students, intern, and mentor teacher
 - Provide resources for intern to engage as a co-teacher as much as possible (computer/laptop, desk, instructional materials)
 - Collaborate on room arrangement, material placement, and instructional design
- Establishing and sharing classroom norms and procedures
 - Design daily and weekly routines such as bell work, dismissal, etc.
 - Divide responsibility for procedural tasks
- Understanding learners
 - Spend time with individual learners. (i.e. take notes, administer interest inventory, assess student needs on a variety of levels)
 - Gather classroom data for classroom management and instructional planning (develop contextual factors)
 - Communicate with families/caregivers (always in collaboration with mentor teacher)
 - Work with individual students
 - Observe and implement effective classroom management techniques
- Sharing instructional responsibility
 - Assign intern tasks in order for students to “view” mentor and intern as co-teachers
- Planning and implementing instructional strategies
 - Use the mentor teacher’s lesson plans to create and implement mini-lessons through multiple co-teaching strategies
 - Collaborate with university supervisor to increase responsibilities to longer lessons and multiple content areas/preps

Stage 2: Mastering Content and Pedagogy

At this stage, interns take increasing responsibility for participating in and managing classroom routines. They will be developing, implementing, and reflecting upon content-based lessons assigned in methods courses. The mentor teacher continues to play an active role through co-teaching, observing, coaching, and providing written and oral feedback. Having explicit conversations about instruction, assessment, and management facilitates the transition of the intern to having increased classroom responsibility.

Specific Stage 2 activities might include, but are not limited to:

- Assessing student knowledge and skills
 - Discuss the selection of assessment tools to measure student understanding
 - Build awareness of and proficiency in using different assessment tools supported by the classroom, school, and district
 - Plan conversations with mentor and colleagues about assessment
- Planning and implementing lessons
 - Share lesson plans with mentor that answer the following questions:
 - Were the objectives clear?
 - What assessment was used to measure student achievement?
 - Did the assessment match the activities?
 - Are individual student needs being met?
 - Co- teach lessons in content areas
 - Work with small groups of students on a regular basis
 - Plan, implement, and reflect upon a lesson in each content area/prep
 - Observe and participate in the instruction in other classrooms and grade levels
 - Set goals for Internship II

- Communicating with parents
 - Co-design a newsletter
 - Discuss report card guidelines with mentor
 - Role play a parent conference; attend a parent conference
 - Attend a parent association meeting (PTA, PTO)

Stage 3: Guided Leadership

At this stage, the intern is moving into an active leadership role with close guidance and continued co-teaching support from the mentor teacher. The intern will begin orchestrating multiple classroom demands while continuing to discuss processes and procedures with the mentor teacher. Mentors should assume a role of “curiosity,” asking the intern questions about plans and strategies while providing opportunities for risk-taking without fear of failure. *For interns in programs where a change in placement is necessary for certification requirements, revisiting stages 1 and 2 will support the intern in becoming acclimated to the new placement. However, the time spent in those stages should be brief allowing the intern time to move into stage 3 as soon as possible.*

Specific Stage 3 activities might include, but are not limited to:

- Implementing effective teaching and management strategies
 - Continue and/or adjust effective classroom management techniques for intern’s use during the transition to full-time teaching
 - Plan, implement, and reflect upon best teaching practices
 - Help prioritize ways to work smarter such as lesson plan development for common weekly procedures
 - Observe mentor teacher’s varied teaching strategies that address differentiation
- Reflecting on the teaching process
 - Continue conversations based on formative and summative observations
 - Use written feedback from mentor for support in building a professional portfolio
- Looking ahead toward the future
 - Finalize resume and attend University Career Fair
 - Make contacts for future employment

Stage 4: Lead teaching

Interns at Stage 4 will gradually assume the position of lead teacher. This does not necessarily mean the mentor teacher is relinquishing responsibility, but more a shift in who is taking the lead role. The mentor should continue to guide, coach, co-teach, and observe providing feedback whenever possible.

Specific Stage 4 activities might include, but are not limited to:

- Teaching fulltime
 - Use effective differentiation strategies to plan and implement lessons for a **minimum** of five weeks
 - Integrate mentor teachers to assist with small groups and individuals through the use of various co-teaching models
 - Provide time for intern to solo-teach
- Reflecting on individual student growth
- Continuing with ongoing conversations about planning and teaching
 - Reflect upon teaching with feedback based upon multiple data sources (assessments, observations, video capture, etc.)

Stage 5: Learning from the Larger Community

Although it may be tempting for the intern to relinquish all responsibilities after the demanding Stage 4, Stage 5, if planned appropriately, can be a time of extensive professional growth. While the mentor teacher transitions back into the lead teaching role, the intern continues to engage with the learners in the placement classroom as well as throughout the school. The mentor teacher, with the school liaison and/or principal, should identify other master teachers in varied contexts that, through observation and engagement, the intern can continue to build knowledge and skills of the teaching profession.

The extent to which this can be carried out is dependent upon the health/safety protocols and procedures in place at the time of the request. Specific Stage 5 activities might include, but are not limited to:

- Reflecting upon the past year
 - Set goals for first year teaching experience
 - Ensure teaching application is posted on the CERRA website (www.cerra.org)
 - Check district announcements for position openings at: <https://www.winthrop.edu/ceshs/rex/school-district-human-resources-webpages.aspx>
- Gathering resources for the future
 - Research classroom resources for future use (i.e. materials and supplies, technology, classroom libraries, etc.)
 - Discuss end-of-year procedures with mentor

THE INTERNSHIP: PERFORMANCE EVALUATION

Overview

Evaluation of interns is an important component of the teacher education program and is a rigorous multi- dimensional process. The evaluation components meet the guidelines of South Carolina Board of Education's **Assisting, Developing, and Evaluating Professional Teaching** (Expanded ADEPT) for teacher candidates. The components of intern evaluation at Winthrop University include:

- Assisting, Developing, and Evaluating Professional Teaching (Expanded ADEPT)
- Observations in the performance standards
- Midterm and final evaluation reports
- edTPA

Interns receive both formative and summative feedback throughout the year-long internship. The differences between these types of assessments are highlighted in the table below. Formative assessment is typically used by mentors and coaches while supervisors engage in summative assessment to evaluate progress toward competencies. School liaisons can serve as both formative and summative assessors.

Formative Assessment	Summative Assessment
❖ Not for grades ❖ Monitor progress ❖ Provide feedback ❖ Give candidates opportunities to close the gap between where they are and the competencies to be mastered	❖ Provide information for grades ❖ Evaluate what candidates know and can do ❖ Make judgments about mastery of competencies

Green, S. & Johnson, R. (2010). *Assessment is essential*. Boston: McGraw-Hill.

Assisting, Developing, & Evaluating Professional Teaching (Expanded ADEPT)

Assisting, Developing, and Evaluating Professional Teaching (Expanded ADEPT) was adopted by the South Carolina Board of Education and requires that certain guidelines are followed in working with teacher candidates. The philosophy at Winthrop University is to infuse the components of ADEPT/SCTS 4.0 into an already outstanding teacher education program to include the following requirements:

1. Conducting an orientation session for interns.
2. Developing and implementing a training program for university supervisors and mentor teachers.
3. Collecting and documenting information about intern mastery in each performance standard.
4. Providing feedback and assistance throughout the internship experience.
5. Providing a formal written summary of intern performance during the internship experience.
6. Documenting, evaluating, and improving the internship evaluation and assistance process.

Observations in the Performance Standards – South Carolina Standards 4.0

Observations and feedback to candidates documenting the ADEPT standards are the primary means for evaluating and promoting continuing improvement of the candidate's teaching performance. Within the collaborative partnership, the mentor teacher, university supervisor, and site-based observer work as a team to provide observational feedback to candidates for their ongoing development as a teacher. Each plays a unique role and can recognize and model effective practice and are trained in ADEPT. Using observation, assessment and conferencing techniques, these assessors collectively conduct at least eight observations of a candidate's teaching performance in Internship I and at least eleven observations in Internship II as described in the following paragraphs.

Supervisors, mentors, and site-based observers must conduct formal observations in-person. In addition to in-person formal observations, informal observations can be implemented by viewing and evaluating video of lessons taught by the candidates. Pre-observation and post-observation conferences may be conducted virtually. Mid-term and final conferences will be conducted face-to-face.

Documentation of each observation should occur using the Winthrop University Observation Record. Observations should last approximately 45-60 minutes in order to gain a thorough understanding of the classroom dynamics. Both oral and written feedback on observations should be provided to the intern within three business days.

The mentor teacher is required to complete a minimum of 4 formative assessment observations during Internship I and 6 during Internship II with the dates of these observations recorded on the midterm and final evaluation reports. Written documentation on an Observation Record of each observation must be provided to the intern. The intern may choose to present data from these observation records as evidence for competencies met for the midterm and final evaluation reports.

It is required that mentor teachers facilitate the identification of a site-based observer (member of the school or district faculty in roles such as administrator, curriculum or literacy coach, or classroom teacher; not required to be in same field or content area, but must know and understand ADEPT standards) to complete a minimum of 2 observations for Internship I and 2 observations for Internship II for the purpose of summative assessment (required: minimum 1 announced and 1 unannounced each semester). In addition, the university supervisor is required to complete a minimum of 2 summative assessment observations during Internship I (required: minimum 1 announced and 1 unannounced) and 3 during Internship II (required: minimum 2 announced and 1 unannounced). Please note that all supervisor observations/visits may be required to be scheduled with the mentor teacher in order to comply with school and district health/safety protocols. Teacher candidates will follow district policy protocols in scheduling these outside observations/visits. Upon completion of a summative observation on the Observation Record, copies must be provided to the intern, mentor teacher, and university supervisor. The university supervisor submits the original Observation Records to SL&L. Observation forms for Internship I and Internship II are located at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>.

The following table summarizes the required, documented observations.

	Supervisor Observations		Mentor Observations		Site- Based Observations	
	Before Midterm	After Midterm	Before Midterm	After Midterm	Before Midterm	After Midterm
Internship I	1	1	2	2	1	1
Internship II	1 or 2*	1 or 2*	3	3	1	1

*University supervisors complete 1 or 2 observations before or after the midterm evaluation for a total of 3 evaluations over the course of the semester.

The Observation Cycle

- The lesson plan is crucial in the observation cycle. The teacher candidate talks with the mentor teacher to discuss a plan which will be based on relevant learning goals and steps in teaching to support the students' in reaching those goals. Plans should address relevant standards and should include objectives, instructional strategies and activities, resources/materials and methods of assessment. See lesson planning on page 18 for specific information about lesson planning due dates, formats, etc.
- The observation pre-conference (to be held for each announced observation) allows time for the teacher candidate and observer to discuss the plan that has been developed. The pre- conference provides the opportunity to have the teacher candidate clarify lesson goals, specify lesson success indicators, discuss strategies and approaches for teaching the content, and reflect on the types of assessment chosen to measure student learning. An observation pre-conference guide and possible questions to guide the observation pre-conference can be found under University Supervisors at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx> or under Mentor Teachers at <https://www.winthrop.edu/ceshs/rex/field-office-mentor-and-host-teachers.aspx>.
- The observation allows for actual collection of data from the lesson being taught. The observer should be as unobtrusive as possible while gathering evidence in relation to Expanded ADEPT/Winthrop Competencies.
- The observation post-conference (to be done after every observation; announced and unannounced) is a time for the teacher candidate to reflect on the lesson taught and determine next steps. The candidate discusses his/her impressions of the lesson, reflects on possible factors which led to lesson effectiveness/concern over lack of lesson effectiveness, and uses lesson data to determine goals for moving forward. can be found under University Supervisors at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx> or under Mentor Teachers at <https://www.winthrop.edu/ceshs/rex/field-office-mentor-and-host-teachers.aspx>.

Midterm and Final Evaluations and Scoring Guidelines

Each content area has designed midterm and final evaluation rubrics to evaluate the intern's performance in planning, instruction, environment/classroom management, professionalism, and content area knowledge. The university supervisor is the primary facilitator of these evaluations; however, the mentor teacher must attend and provide a signature indicating agreement with the results of the conference. The intern should be directly involved with this process, perhaps supplying data as evidence for meeting competencies and leading the conference as a reflective practitioner. Evaluations can be found at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>.

edTPA

edTPA (Teacher Performance Assessment), a nationally available performance-based assessment, is a learning process that demonstrates each teacher candidate's ability to effectively teach their subject level content. Teacher candidates are led through the edTPA process with the guidance of their Capstone Instructor during Internship II. Focus is given to authentic materials that document the teacher candidate's readiness to enter the classroom, such as; video clips, lesson plans, student work samples, analysis of student learning and reflective commentaries. The process is in direct relation to the ADEPT standards. edTPA is based on the findings that effective teachers:

- Develop a command of the content, standards, and pedagogy for their specific teaching area
- Apply knowledge in determining specific students' needs
- Apply research about how students' best learn
- Reflect on their instruction and student learning and
- Analyze and use data to determine next steps

Lesson Planning

All necessary components of good lesson planning are included in each content area's lesson plan template. The templates can be found at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>.

Teacher Candidates in the year-long internship should initially use their content area specific templates when lesson planning. The supervisor and mentor teacher will determine when a candidate is ready to be released to a modified version of planning that is required by the host school/district. Program area specific templates should always be used when planning for any announced observation (supervisor, mentor, and/or site-based observer).

Lesson plans should be submitted at least two school days prior to teaching (unless otherwise authorized by the mentor teacher and the university supervisor) so plans may be discussed and modified, if needed. If lesson plans are submitted late, the mentor teacher and/or university supervisor may decide not to allow the intern to teach, thus jeopardizing the success of the internship. Lesson plans should be available in hard-copy and/or digitally for supervisor and mentor review at all times. The intern will share them through Google Drive, Dropbox, OneDrive, or any other options that work for the supervisor and mentor, if submitting plans electronically.

Guidelines for Interns on Improvement Contracts – Internship I

Any student placed on a contract for improvement during Internship I must completely satisfy the terms of the contract in order to proceed into the Internship II experience. The following procedures pertain to interns being placed on a contract.

The supervisor and mentor will meet with the student in relation to concerns (based upon observations, midterm evaluation, etc.) and terms of the contract.

- The contract is signed and copies are made for all parties. The original contract is to be turned in to the Director, Office of Field and Clinical Experiences (Withers 141).
- Progress towards improvement is reviewed at regular intervals during the term of the contract. Additional observations may be scheduled by a third-party observer during the process if requested by the supervisor, mentor, or Director of the Office of Field and Clinical Experiences. If the student meets the terms of the contract, this is documented on the contract and the contract is signed by all indicating mastery of areas for improvement. A copy of this contract indicating satisfaction of the terms is to be turned in to the Director, Office of Field and Clinical Experiences (Withers 141) after the contract conference with the student.
- If the student does not meet the terms of the contract during Internship I, the supervisor meets with the Director of the Office of Field and Clinical Experiences to produce documentation of concerns in terms of the contract. The Director then schedules a meeting with the supervisor and program area to present the documentation and determine a course of action before the student can proceed to Internship II.

Guidelines for Interns on Improvement Contracts – Internship II

Any student placed on a contract for improvement during Internship II must completely satisfy the terms of the contract in order to exit from the program. The procedures listed above under Internship I also pertain to interns being placed on a contract in Internship II.

The Competency Review Process: Exit from the Program

At the completion of the Internship II semester, the program area committee will review the following documents for each intern:

- Internship II evaluations (midterm and final)
- edTPA rubric scoring
- Teacher Education Professional Dispositions and Skills Form(s), if applicable
- Capstone course performance
- GPA

Signatures from the program area designees, the department chair in the candidate's major, and the Director of the Office of Field and Clinical Experiences are required on the recommendation for exit from the program. If there is a discrepancy, the university supervisor may also sign the recommendation.

THE INTERN: RESPONSIBILITIES, POLICIES, AND PRACTICES

Introduction

Candidates entering the year-long internship are serious, well-rounded students who have made the commitment to pursue careers in education and to invest the time, effort, and hard work necessary to be successful. While refining their teaching abilities to meet expectations of the program, the primary responsibility of the intern is to foster learning of all students in the classroom.

This section of *Developing Teachers as Educational Leaders* focuses on the responsibilities and best practices of the intern.

Responsibilities

To ensure a positive and professional experience and to fulfill internship requirements, the intern will engage in preparation for and active participation in the internship experience.

Preparation for the Internship

For assistance with the Blackboard modules below, contact Kimarie Whetstone, Director, Online Learning Accreditation and Accountability, at whetstonek@winthrop.edu.

- a. Complete Bloodborne Pathogens, EEDA, and FERPA online modules through Blackboard.
- b. Read the Handbook *Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Year-Long Internship* and sign for completion/responsibility through Blackboard.
- c. Establish a professional introduction with the mentor teacher and exchange contact information.
- d. Become familiar with the school and community assigned for the internship and, when necessary, secure suitable living facilities prior to beginning the internship.
- e. Visit the school and district websites to build background knowledge.
- f. Plan to begin Internship I when the district in which the placement is made schedules teacher professional development days in late July; interns are required to report to their assigned placement all day, every day until Winthrop classes begin. Once Winthrop classes begin, interns report to their assigned placement according to their program area's modified schedule.

Getting Started in the Internship

- a. All interns should consider sending a professional email message to the principal before reporting on the first day. Upon first arriving at the school to begin the internship experience, report to the principal.
- b. Submit the completed emergency information form, found under "Emergency Contact Information" at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx> to the school secretary.
- c. Become familiar with and adhere to the rules applicable to students and teachers in the assigned school.
- d. Obtain a copy of the school handbook to become familiar with the policies and regulations of the school and school district to which you will be held accountable.
- e. Discuss the expectations and/or responsibilities "outside the classroom" (bus duty, Open House, PTO meetings, etc.) with the mentor teacher.
- f. Report on time each day and to all activities or duties as scheduled.

During the Internship

- a. Prepare lesson plans for approval, as directed (see Lesson Planning page 18). *Lesson plans are to be submitted to the mentor teacher at least two school days before the lesson is to be presented.* A shared electronic folder of lesson plans must be maintained for examination by the mentor teacher and the university supervisor.
- b. Welcome and ask for assistance, advice, feedback, coaching, and constructive criticism and act on the suggestions appropriately. Become a "reflective practitioner".
- c. Observe and/or participate in conferences with parents when the mentor teacher considers it appropriate.
- d. Share with the mentor teacher the responsibility an intern carries for preventing and managing disciplinary problems and maintain the physical condition of the room.
- e. Attend professional meetings, such as faculty meetings, district teachers' meetings, PTO meetings, and other meetings that the mentor teacher is required to attend.
- f. Set an example for students in matters of dress and behavior and display the Richard W. Riley College of Education, Sport, and Human Sciences' Dispositions for Teachers in demonstrating high standards of ethics and professionalism. *Note to Interns:* You are a representative of Winthrop University and your assigned school site. Remember, this placement is the beginning of your professional reputation that will have a significant impact on your future career.
- g. Collaborate with the mentor teacher to gather data and evidence to complete a self-assessment at the midterm and final points of Internship I and Internship II. Submit evaluations to the supervisor before the midterm and final evaluation meetings.

- h. Submit complete and accurate records and reports requested by the school and the university.
- i. Seek support for the edTPA process from capstone instructor in developing/completing the edTPA.
- j. Begin checking with school districts concerning position openings.

Policies and Practices

Additional Activities during Internship

Successful completion of the internship and related courses is the candidate's top priority.

1. *Working During Internship* - Interns are strongly advised not to assume any outside employment during the internship year. Students who choose to work may not use work as an excuse for missing after-school functions at their host school or class responsibilities at Winthrop.
2. *Academic Load During Internship II* – Internship II students are highly discouraged from taking additional coursework beyond the Internship II course, a program area capstone course, and EDCO 410. If additional coursework is deemed critical, a "Request for Course with Internship" form must be submitted.
3. *Extracurricular Participation During Internship* - Although athletes, musicians, or others involved in university activities are not prohibited from participation during an internship, no absences are allowed for practice or games, especially during Internship II. An athlete or musician who chooses to participate during internship should expect to miss some practices, games, or performances. Any time missed during either Internship semester must be made up at an agreed upon time by the mentor teacher and university supervisor and be scheduled for the semester in which the absences occur unless otherwise given permission by the Director of the Office of Field and Clinical Experiences.
4. *Established Planning Time* - Interns must establish a regularly scheduled time with the mentor teacher to collaborate on planning, assessment, and other classroom related items (at least once a week for one hour although the mentor teacher may request additional time).

Appropriate Attire and Appearance

The policies and culture of each individual school and/or district and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local schools. Interns should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, and ties (if applicable). Body piercing rings, etc. (eyebrow, nose, tongue, lip) should be removed when in the school for your internship. Tattoos that are controversial in the image presented or controversial in nature should be covered. It is the intern's responsibility to become familiar with the school's expectations for faculty appearance. Interns should have a general discussion on choices of attire with both the mentor teacher and university supervisor prior to the first day of the experience.

Attendance

- Interns have an obligation to be consistent and punctual in attendance. This applies to two areas:
 - *School-related Activities* - Interns should be in their assigned school (in the classroom NOT pulling in the parking lot, or not just logging on to the computer for virtual instruction) at the time designated by their mentor teacher, school principal, and university supervisor. Interns are to attend all workdays, in-service days, e-learning days, and professional development days with the mentor teacher that do not interfere with courses or required seminars at the university.
 - *University-related Activities* - At specified times during the semester, interns are required to participate in conferences, seminars, and meetings with Winthrop faculty members. These meetings may be during the teaching day or in the afternoon or evening. Mentor teachers will be informed of the dates of these meetings well ahead of time should the intern be away during any or all of the teaching day.
- Interns may attend two days of Professional Development Activities in the Internship II semester (e.g., state/national conferences, seminars, trainings, interviews) by submitting a written request and receiving permission from the university supervisor, mentor teacher, and the Director of the Office of Field and Clinical Experiences. If permission is granted, these days do not need to be made up.
- Interns are allowed to participate in field trips for the classes in which they intern provided the date/time of the field trip does not interfere with university obligations. Please note that interns are NOT allowed to assume responsibility for the role of chaperone for either small groups or whole classes at any time due to liability purposes.

- We expect teacher candidates not to miss any days from the internship, however, it is understood that extenuating circumstances may arise that prohibit the teacher candidate from participating on scheduled days in the field (example: COVID, flu, etc.). In the event of an extenuating circumstance, the teacher candidate communicates with the supervisor, who will decide on a case-by-case basis how the intern will make up the time missed in the field. In case of illness requiring an intern to miss more than three days, a doctor's note is required and submitted to the university supervisor.
- Interns are required to sign in and sign out daily at their school sites, or follow a mutually agreed documentation process of attendance (supervisor, mentor, intern) for their school.

As stated above, it is fully expected that interns will not miss any days during the internship; however, in the event of absence due to extenuating circumstances, the university supervisor is responsible for determining if day(s) are required for make-up. *Absence for even part of a day counts as one absence.* Unless otherwise given permission by the Director of the Office of Field and Clinical Experiences, make-up days will be scheduled during the internship semester in which they occur in coordination with the mentor teacher and university supervisor. In case of excessive absences, the intern may be removed from the placement.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the *Family Educational Rights and Privacy Act* (FERPA), candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to the internship. Questions from the intern regarding confidentiality policies should be directed to the mentor teacher and/or university supervisor.

Identification Badges

Schools are secure environments and access to schools is controlled. In recognition of the schools' efforts to ensure the safety and security of students and staff, Winthrop interns are required to wear an identification badge when in the schools. A Winthrop University badge is provided by Student Academic Services, or the intern may wear a badge provided by the placement site.

Inclement Weather

An intern's responsibilities for attendance are the same as those for a professional teacher. Intern schedules are developed to meet requirements of the South Carolina Board of Education as well as Winthrop University. Therefore, days missed (teaching days and/or workdays) due to weather problems must be made up by interns just as they are by professional teachers. Most schools have already designated specific make-up days. Some days may be those scheduled as teacher workdays or during spring break. Interns should check the schedule for their district. If teaching days missed due to inclement weather are made up on Saturday, interns must attend.

On days when the weather is questionable, interns should check the school district's website to find out about school closings. Interns should be added to any faculty list for school updates. *Please do not call the schools for information.* Media outlets and district websites are generally updated in a timely manner.

Liability

Tort liability and litigation are a valid concern today for anyone working in a public school classroom. For this reason, students preparing to become teachers are strongly encouraged to have professional liability insurance. During the Internship Institute, professional organizations that carry liability coverage for members are discussed. These organizations include: American Federation of Teachers (AFT), Council for Exceptional Children (CEC), South Carolina Education Association (SCEA), or Palmetto State Teachers' Association (PSTA).

Personnel Concerns

The intern must follow the procedures below should a concern arise regarding a mentor and/or supervisor fulfilling his/her responsibilities during the internship:

- *Concern about mentor*
 1. The intern should contact the supervisor to discuss the concern. At this time, dependent upon the situation, the supervisor will make the decision if the matter should be addressed first by the intern independently with the mentor

or whether he/she (the supervisor) should talk with the mentor and/or with the mentor and intern together. The supervisor may also opt to first discuss the matter with the Director in the Office of Field and Clinical Experiences once the concern is expressed by the intern.

2. If the supervisor and/or intern address the concern in Step 1 and no resolution ensues, the supervisor should bring the matter to the Director in the Office of Field and Clinical Experiences to discuss next steps such as director site observations, talking with the mentor to clarify roles and responsibilities, and offering specific support.
3. The Director in the Office of Field and Clinical Experiences will contact the appropriate administrator at the mentor teacher's school, as applicable to the situation.
4. In collaboration with the supervisor and school administrator, a decision regarding a change in placement is made as well as future intern assignments with the mentor teacher.

- *Concern about supervisor*

1. The intern first speaks with the mentor to discuss if the matter should be addressed directly with the supervisor independently by the intern or collectively by the mentor and intern.
2. If the mentor and intern no resolution ensues, then the intern should contact the Department Chair for his/her program area to discuss the concern (see page 5 for contact information).
3. The Department Chair will notify and work with the Director in the Office of Field and Clinical Experiences to notify the supervisor of the concern and discuss next steps related to the specific situation.

Professional Disposition

Interns must, at all times, conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Teacher Education Professional Dispositions and Skills and in the

SC State Ethics Standards for Teachers. In addition, adhering to the health/safety protocols and procedures of the school/district is required of every intern. Failure to do so may result in termination of the teaching internship.

In addition, interns should refrain from contact with their students outside of the classroom. This includes communication through social media platforms and other electronic sources other than school email and applications for the purposes of relaying school assignments and answering students' academic questions. For example, communicating about ANY internship related topic with students, mentor teachers, university supervisors, or other interns through a medium such as *Meta® (Facebook or Instagram)* is considered inappropriate contact. It is highly recommended that interns using online communication such as social networks, personal webpages, blogs, and X® set all access to the highest privacy possible. Remember, anything that is posted online can be accessed by parents, teachers, and potential employers. Also, interns should not convey to students any personal websites, personal spaces, or personal blogs that the intern may have developed. An intern, just as a teacher, must always be above reproach in regard to interaction with students and the school community.

Schedule

The internship guidelines for each semester are developed by the faculty in the Winthrop University Teacher Preparation Program. All interns are to follow the schedule of the host school except for special activities noted on the schedule distributed by the Office of Field and Clinical Experiences.

Attendance at all meetings and activities that the mentor teacher is expected to attend that do not interfere with courses or required seminars at the university are mandatory. The only exception is when the activity is not part of the mentor teacher's regular contract (those cases where the mentor teacher receives extra pay).

Interns will observe vacation and holidays of the assigned school (not the university) during Internship I AND Internship II except during university scheduled exams. Before the internship begins, interns should consult the school district's calendar posted on the website.

Substitute Teaching

The practice of having the intern serve as a substitute teacher is not permissible during Internship I and highly discouraged during Internship II. However, if an emergency situation occurs, the principal must contact the Office of Field and Clinical Experiences Director to receive permission. An intern may serve as a substitute teacher for the assigned mentor teacher during *Internship II* if:

1. The Office of Field and Clinical Experiences Director, principal of the school, mentor teacher, and university supervisor specifically authorize the intern to do so;
2. The intern agrees to accept the responsibility; and,
3. The substitute teaching does not exceed a total of three days over the entire Internship II semester.

Under no circumstances may the intern accept payment for this service during the period of internship. In addition, arrangements must be made by the principal of the school for systematic supervisory visits during the course of each day when the intern is serving as a substitute teacher.

Support for Winthrop Students with Disabilities

Winthrop University is dedicated to providing equal educational opportunities for all students. Students with diagnosed disabilities who seek reasonable accommodations must notify the Office of Accessibility at 803/323.3290. Teacher candidates with disabilities should note that internship teaching experiences are field-based and, therefore, may necessitate consideration of worksite accommodations that differ from those used in a typical University classroom setting.

Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. Students with disabilities must meet the requirements of the internship experience and exhibit adequate performance. Thus, student interns with disabilities should understand their accommodation needs and the expectations of their teaching internship. It is our goal as a university to ensure that every student intern maintains the appropriate safety and adequate instruction of all P-12 students affected. When that would be compromised, alternative educational roles may need to be considered.

Students with disabilities who will be participating in a teaching field experience and/or internship should discuss potential needs and concerns with the Office of Accessibility, at 803/323.3290, **well in advance** of the field experience. Accommodations for Winthrop University classes may not be applicable to field or internship experiences. If accommodations are made for a field-based course, the Office of Field and Clinical Experiences Director, the university supervisor, the mentor teacher, and the administration of the hosting school should be made aware of needed accommodations in advance of entering the school.

Transportation, Food, and Housing

Placements in schools for teacher education field experiences and internships will be, whenever possible, within a sixty-mile radius of the university campus. Travel to and from the placement is the intern's responsibility, and the intern must assume liability for any required travel. Interns are responsible for making their own arrangements for housing, transportation, and food. Keep in mind that expenses during the professional semesters may be higher than those for any other semester.

Because interns have different schedules from the Winthrop University calendar, please be reminded that it may be necessary to make arrangements for meals when university facilities are not open. If you choose to purchase the school lunch, you must pay for that lunch. If you are living on campus and have purchased a Winthrop meal plan, you may request a bag lunch for the duration of the internship.

Transporting Students

Transportation of K-12 students to and from school and/or to school-related activities is not permitted in automobiles belonging to or driven by interns.

Workers' Compensation Insurance for Non-Paid Student Interns

Winthrop University provides workers' compensation insurance coverage for all students enrolled in non- paid internship courses or programs. Coverage is provided for any enrolled student not receiving monetary compensation for their internship training or experience. Workers' compensation insurance can provide 100% coverage for medical care should a student suffer a work-related

injury or illness while performing the duties of their internship; however, compensation insurance cannot be applied to time spent in the internship experience *before the start date for Internship I or after the last day of Internship II, (however, make-up days for the specified course are included in the time frame)*. If a student chooses to visit a school outside these dates, coverage would not be in effect. Insurance coverage is provided by the State Accident Fund (SAF) with medical case management provided by Compendium Services, Inc. through a contractual agreement with SAF. Insurance claims are filed electronically by Compendium Services in response to the telephone submission of a "First Report of Injury" from the internship supervisor or Director of the Office of Field and Clinical Experiences.

Reporting Minor Injuries or Work-Related Illnesses

- Should an intern sustain a minor injury or develop a work-related illness while performing their internship duties, they must immediately report the injury or illness to their internship supervisor and the Director of the Office of Field and Clinical Experiences.
- Should medical treatment be needed for the injury or illness, the supervisor or Director in the Office of Field and Clinical Experiences must contact Katharyne Tedford, OSHA Compliance Officer, at 803-323-2392 or tedfordk@winthrop.edu or call Compendium Services directly at 877-709-2667 to file a "First Report of Injury" and receive authorization for treatment. In Rock Hill, non-emergency medical treatment is provided by:

Concentra Urgent Care 1393 Celanese Road
Rock Hill, SC 29732 803-329-3103

- In locations other than Rock Hill, Compendium Services will provide the name(s) and location(s) for authorized medical treatment facilities.
- If Compendium Services is contacted directly, Katharyne Tedford, must still be notified of the injury or illness claim.
- Student interns should report all injuries or work –related illnesses to their supervisor and Director of the Office of Field and Clinical Experiences, no matter how minor they may seem at the time. An intern who fails to report an injury or work-related illness may be denied benefits by SAF should medical treatment be needed at a later time.

Reporting Medical Emergencies

In the event of a serious or life-threatening injury that requires immediate or emergency medical attention, 911 or the appropriate emergency response service for the internship location should be called.

- As soon as the situation allows, the supervisor or the Director of the Office of Field and Clinical Experiences must contact both Compendium Services at 877-709-2667 and Katharyne Tedford, Workers' Compensation Administrator, at 803-323-2392.
- If the injured intern is transported to an emergency medical facility for treatment, the supervisor or designated representative should accompany the intern and remain at the facility until the intern is either admitted or released.
- The supervisor or designated representative should inform the treating facility that a workers' compensation claim may be filed for the injured intern and be prepared to provide the following insurance information, if needed:

For Case Management and Treatment Authorization: Compendium Services, Inc.
Tel-877-709-2667 Fax- 877-710-266

For Insurance Billing and Payment: State Accident Fund
P.O. Box 102100 Columbia, SC 29221-5000 Tel-800-521-6576

For verification of internship enrollment and insurance coverage: Katharyne Tedford
Winthrop University Tel-803-323-2392 Fax-803-323-2426
tedfordk@winthrop.edu

THE MENTOR TEACHER: SELECTION, QUALIFICATIONS, AND GUIDELINES

Overview

A mentor teacher is a teaching professional who is approved for mentorship by the university and serves as role model, instructor, and coach for the intern. The mentor teacher welcomes a qualified intern into his/her classroom and, through formative assessment, moves the intern from guided practice into a direct teaching experience. The mentor teacher, in coordination with a Winthrop University supervisor, is responsible for leading the intern through progressively challenging activities and structuring the activities so that the intern applies theory, pedagogical concepts, and content knowledge while developing practical professional skills.

The role of the mentor teacher is critical to the success of the intern. Research indicates that the mentor teacher has the greatest and longest lasting influence on not only the internship experience, but also the intern's growth as a novice teacher long after the internship has ended. In addition to such influence, mentoring has many other benefits.

- Mentors are considered clinical faculty in the Richard W. Riley College of Education, Sport, and Human Sciences.
- Mentoring enhances the mentor's own professional development.
- Mentoring lowers the pupil-teacher ratio and increases one-on-one opportunities with students.
- Mentoring presents an opportunity to learn from and co-teach with another professional.

Qualifications

Winthrop's mentor teachers are carefully selected through the use of criteria that reflect high expectations and a collaborative process involving both school and university partners. With our clinically-based approach to teacher preparation within our Partnership Network, mentors must meet specific qualifications to serve in this role.

In order to serve as a mentor, a teacher must meet these minimum qualifications:

- Have a minimum of one year's teaching experience in South Carolina beyond completion of the state's formal evaluation process
- Be approved by the principal and the district office
- Receive two positive recommendations- one from the principal and one by a peer
- Model excellence in teaching and professional conduct and exhibit high expectations for students
- Have knowledge of research-based instructional strategies and effective student assessment based on the state's academic standards
- Emphasize the importance of literacy, with reading, writing, and speaking being practiced within the classroom
- Demonstrate proficiency in the use of instructional technology
- Demonstrate strong skills in planning, oral/written communications, collaborative decision making, judgment, and human relations
- Possess strong instructional skills and current content knowledge
- Display strong skills in collaborating with other teachers and parents
- Possess a willingness and ability to deepen his or her understanding of cultural, racial, ethnic, linguistic, and cognitive diversity
- Possess a willingness and ability to participate in the training and professional development necessary to acquire the skills and knowledge necessary to be an effective mentor
- Have received an outstanding performance evaluation for the last two years of teaching
- Commit to the time and effort needed to serve as a mentor (this includes sufficient time to meet with the intern during non-instructional time – planning periods, before/after school)
- Participate in the interview process with Winthrop College of Education, Sport, and Human Sciences personnel

Selection Process

Mentor selection, within the Partnership Network, is guided by the *South Carolina Mentoring and Induction Guidelines* that includes minimum requirements and advanced competencies. These criteria are measured through self-assessment, colleague and administrator observation and recommendations, and an interview. The following process describes how mentors are selected through the Partnership Network.

1. Building administrators and the school liaison meet with interested school faculty to discuss the role of teacher mentors to pre-service and beginning teachers (the discussion may include others such as the district mentoring coordinator, Partnership Network faculty, and Winthrop content faculty).
2. The school faculty member communicates interest with the principal. The principal supports the faculty member moving forward with the application process or advises against participation.
3. The faculty member completes an application and self-assessment.
4. The principal and school liaison (or other designee) complete a recommendation form for the faculty member.
5. Partnership Network faculty, and the school liaison conduct an interview with applicant to ensure commitment and to assess interpersonal skills.
6. The school liaison communicates with the Partnership Network faculty to submit applicant materials to District Human Resources office, if applicable.
7. Partnership Network faculty communicate with the Office of Field and Clinical Experiences Director to identify mentors. Final placements are shared with school principals and District Mentor Coordinators and/or Human Resources personnel (if applicable).

For the minority of programs that have yet to fully implement the revised mentor teacher selection process, the following general policies are applied to help assure that sound procedures are used in the selection of the mentor teachers and in the assignment of interns to those schools:

1. Teachers submit a mentor teacher application, including principal signature, to the Winthrop Field Placement Coordinator who maintains a database of prospective mentor teachers.
2. The Field Placement Coordinator contacts principals using the list of qualified mentor teachers to request placements when needed by location, grade levels, and subject areas.
3. Final placements (see Placement Procedures on page 36) are shared with school principals and District Mentor Coordinators and/or Human Resources personnel (if applicable).

Teachers selected to serve as mentors are strongly encouraged to complete the two-day “South Carolina Mentor Training” provided through Winthrop University and/or the partnering school districts. Advanced mentoring, co-teaching, and other trainings are available on a recurring basis to support mentor teacher effectiveness with field internship students as well as with beginning teachers in their schools.

Guidelines

Among the many responsibilities of mentorship, the mentor teacher should become familiar with the background of the intern and help the intern become acquainted with school and classroom procedures and policies. The mentor teacher should be available to the intern for consultation outside of the school day and be willing to meet with the intern and university supervisor at the beginning of the semester.

Time should be allotted to plan an instructional pacing guide (incorporating directed observations and varied teaching opportunities such as co-teaching, whole class and small group instruction, center/station teaching, etc.) as well as to the review of lesson plans throughout the semester. *The goal of the internship is for the intern to engage in instructional activities as much as possible.* During any solo teaching period, the mentor teacher is to continue to observe and provide feedback to the intern and may be needed to assist with small groups or individual learners (as planned by the intern). For liability reasons, the mentor teacher must stay in close proximity while the intern is teaching.

Continuous formative feedback regarding effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions is critical to the success of the internship. In addition, the mentor teacher must be open and honest about areas needing improvement and provide assistance with special attention to Teacher Education Program Competencies listed in the program evaluations. A complete listing of teacher competencies is located at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>. The following list of mentor teacher responsibilities should be a guide for the year-long internship.

Internship I – Before Midterm Evaluation
☐ Attend SC Mentor Training and/or ADEPT/SCTS 4.0 Evaluator training, as needed.
☐ Participate in introductory meeting with university supervisor and intern. Establish and inform all stakeholders of weekly planning time.
☐ Facilitate the identification of the site-based observer(s).
☐ Collaborate with course instructors on the implementation of classroom assignments.
☐ Complete at least two formative observations with a pre- and post-conference for each. <i>Provide oral and written feedback to the intern using the observation record.</i>
☐ Contact the site-based observer to complete a summative observation using the observation record.
☐ Collect the site-based observer's observation record, make 2 copies (mentor teacher and the intern), and submit original to the university supervisor.
☐ Collaborate with intern to complete a draft of the midterm self-assessment.
☐ Be present in a supporting and collaborative role for the midterm evaluation conference between the university supervisor and the intern.
Between Midterm and Final Evaluation
☐ Complete at least two formative observations with a pre- and post-conference for each. <i>Provide oral and written feedback to the intern using the observation record. Focus observations based on goals documented on observation records.</i>
☐ Contact the site-based observer to complete a summative observation using the observation record.
☐ Collect the site-based observer's observation record, make a copy for yourself and the intern, and submit original to university supervisor.
☐ Collaborate with the intern to complete a draft of the final self-assessment.
☐ Be present in a supporting and collaborative role for final evaluation conference between the university supervisor and intern.

Internship II
Before Midterm Evaluation

___ Attend SC Mentor Training and/or ADEPT/SCTS 4.0 Evaluator training, as needed. ___ <i>If intern is new to the school/classroom, participate in introductory meeting with university supervisor and intern. Establish and inform all stakeholders of weekly planning time.</i> ___ Facilitate the identification of the site-based observer(s). ___ Complete at least three formative observations with a pre- and post-conference for each. <i>Provide oral and written feedback to the intern using the observation record.</i> ___ Contact the site-based observer to complete an observation using the observation record. ___ Collect the site-based observer's observation record, make a copy for yourself and the intern, and submit original to the university supervisor. ___ Collaborate with intern to collect evidence for and complete a draft of the midterm self-assessment. ___ Be present in a supporting and collaborative role for midterm evaluation conference between the university supervisor and intern.
Between Midterm and Final Evaluation
___ Complete at least three formative observations with a pre- and post-conference for each. <i>Provide oral and written feedback to the intern using the observation record. Focus observations based on goals documented on observation records.</i> ___ Contact the site-based observer to complete a summative observation using the observation record ___ Collect the site-based observer's observation record, make a copy for yourself and the intern, and submit original to university supervisor. ___ Collaborate with the intern to collect evidence for and complete a draft of the final self-assessment. ___ Be present in a supporting and collaborative role for final evaluation conference between the university supervisor and intern.

Assessment and Evaluation

Mentoring is critical to teacher development. Effectiveness is measured through surveys completed by interns and university supervisors at the end of each semester as well as feedback on mentoring skills and responsibilities. Aggregated data are sent to mentors who have mentored at least three times during a three-year period. This feedback includes both an average quantitative rating along with a summary of open-ended comments taken from intern and supervisor evaluations during this three-year period.

Data (surveys, observations, feedback) collected is reviewed by the Office of Field and Clinical Experiences and the Field Experiences and Clinical Practice Committee and used for program improvement, mentor selection and continuation, and appropriate matching of mentors and interns.

Compensation

At the end of the semester, mentor teachers receive a stipend for their service. Mentor teachers will not receive a W-2 or any other tax documentation from Winthrop, unless more than \$600 is received from Winthrop within a tax year. Please consult with a tax advisor for more information.

UNIVERSITY SUPERVISOR: QUALIFICATIONS AND RESPONSIBILITIES

Overview

The university supervisor plays a key role in the internship triad and serves as a link between the school and the university. Often, the university supervisor role is facilitative; however, the role is also one of evaluating the intern, supporting the mentor teacher, and building a relationship with the assigned schools. The university supervisor facilitates a team approach and effective communication between the intern and the mentor teacher. In some cases, a co-supervision model will be utilized to provide an optimal experience during the internship semester.

The university supervisor is charged with collecting evidence to determine teacher candidate proficiency in the Educator Preparation Program Professional Competencies. For a complete listing of competencies, see program area evaluations at <https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx>. The collected evidence is used to complete summative assessments that are uploaded to SL&L at each grading point during the semester.

Qualifications

A university supervisor is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by Winthrop University. Whenever possible, interns are placed under the supervision of a full-time faculty member who meets the following requirements:

- Former teacher and/or instructional administrator (e.g., principal, assistant principal, supervisor, coordinator) in a public school; and
- Hold current or former state teacher's license in the area of supervision.
- Completion of SCTS 4.0 Teacher Evaluator Training

If a person is not a full-time instructor at Winthrop University, then the following qualifications must be met for adjunct university supervision:

- Former teacher and/or instructional administrator (e.g., principal, assistant principal, supervisor, coordinator) in a public school division;
- Successful record of full-time teaching within the content area of supervision;
- Written and/or verbal recommendations of former supervisors or administrative colleagues;
- Current or former state teacher's license in the area of instruction; and
- Master's degree.
- Completion of SCTS 4.0 Teacher Evaluator Training

Responsibilities

Among the many responsibilities of mentorship, the university supervisor serves as the primary contact by working with the principal, mentor teacher, and intern. The university supervisor should assist the mentor teacher and intern in developing a positive working relationship. Assistance should also be given to developing the pacing guide and assessing the intern's lesson plans throughout the semester. The university supervisor is the primary evaluator of the intern and will submit required paperwork and evaluation forms through SL&L at midterm and the end of the semester.

Finally, the university supervisor assigns a grade for the internship through Wingspan. The following list of university supervisor responsibilities should be used as a guide for the year-long internship.

Internship I
Before Midterm Evaluation
___ Attend required supervisor meetings and update sessions. ___ Participate in introductory meeting with mentor teacher and intern. ___ Submit a Travel Authorization form (in accordance with university policy) – https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx and submit to Office of Field and Clinical Experiences. ___ Submit syllabus to the program area Department Chair. ___ Collaborate with instructors on the implementation of classroom assignments. ___ Complete at least one summative observation with a pre- and post-conference (two total required for Internship I -and one of these must be unannounced). Provide oral and written feedback to the intern using the observation record. ___ Contact mentor teacher about facilitating site-based observer process. ___ Collect the site-based observer observation record from mentor teacher. ___ Use the site-based observer observation record, intern self-assessment, university supervisor observation record(s), and other available data to complete a midterm evaluation draft. ___ Meet with intern and mentor teacher to discuss and finalize the midterm evaluation. ___ Complete cover page of the evaluation report (in its entirety and signed by all parties) and collect your supervisor and site-based observations for the first half of the semester. ___ Scan/upload midterm evaluation and cover page, along with site-based and supervisor observations, to SL&L and complete midterm rubric in SL&L. ___ Complete evaluation grade in Wingspan.
Between Midterm and Final Evaluation
___ Complete at least one summative observation with a pre- and post-conference (two total required for Internship I and one of these must be unannounced). Provide oral and written feedback to the intern using the observation record. ___ Collect the site-based observer's observation record from mentor teacher. ___ Using the site-based observer's observation record, intern self-assessment, and university supervisor observation record(s), complete final evaluation draft. ___ Meet with intern and mentor teacher to discuss and finalize final evaluation. ___ Complete cover page of the evaluation report (in its entirety and signed by all parties) and collect your supervisor and site-based observations for the second half of the semester. ___ Submit a Travel Reimbursement Form (in accordance with university policy) – see https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx and submit to Office of Field and Clinical Experiences. ___ Scan/upload final evaluation and cover page, along with site-based and supervisor observations, to SL&L and complete midterm rubric in SL&L. ___ Enter final evaluation grade in Wingspan.

Internship II Before Midterm Evaluation
___ Submit a Travel Authorization form (in accordance with university policy) – see https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx and submit to Office of Field and Clinical Experiences (141 Withers) ___ If intern is new to the school/classroom, participate in introductory meeting with mentor teacher and intern. ___ Submit syllabus to the program area Department Chair. ___ Complete at least one summative observation with a pre- and post-conference (three total required for Internship II and one of these must be unannounced). Provide oral and written feedback to the intern using the observation record. ___ Contact mentor teacher about facilitating site-based observer process. ___ Collect the site-based observer observation record from mentor teacher. ___ Use the site-based observer observation record, intern self-assessment, university supervisor observation record(s), and other available data to complete a midterm evaluation draft. ___ Meet with intern and mentor teacher to discuss and finalize the midterm evaluation. ___ Complete cover page of the evaluation report (in its entirety and signed by all parties) and collect your supervisor and site-based observations for the first half of the semester. ___ Scan/upload midterm evaluation and cover page, along with site-based and supervisor observations, to SL&L and complete midterm rubric in SL&L. ___ Enter midterm evaluation grade in Wingspan.
Between Midterm and Final Evaluation
___ Complete at least one summative observation with a pre- and post-conference (three total required for Internship II and one of these must be unannounced). Provide oral and written feedback to the intern using the observation record. ___ Collect the site-based observer's observation record from mentor teacher. ___ Use the site-based observer's observation record, intern self-assessment, university supervisor observation record(s), and other available data to complete final evaluation draft. ___ Meet with intern and mentor teacher to discuss and finalize final evaluation. ___ Complete cover page of the evaluation report (in its entirety and signed by all parties) and collect your supervisor and site-based observations for the second half of the semester. ___ Submit a Travel Reimbursement Form (in accordance with university policy) – see https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx and submit to Office of Field and Clinical Experiences. ___ Scan/upload final evaluation and cover page, along with site-based and supervisor observations, to SL&L and complete final rubric in SL&L. ___ Enter final evaluation grade in Wingspan.

Supervisor Assessment and Evaluation

Evaluation data, compiled from intern and mentor evaluations of the supervisor at the semester end, are used as course evaluations for EDCO 401, EDCO 402, and EDCO 690. As with other course evaluations, this data is sent to department chairs to distribute to individual supervisors.

Supervisor Mileage Computation

Full-time faculty calculate mileage in the “most economical means possible” either from their home address to/from a school or from Winthrop University to/from a school. Travel from school to school is calculated directly from one school to another. Adjunct supervisors who do not work at the university on a regular, daily basis should calculate mileage from a home address to/from a school site.

Personnel Concerns

The supervisor must follow the procedures below should a concern arise regarding a mentor fulfilling his/her responsibilities during the internship:

1. The supervisor should discuss with the mentor any situation felt to be interfering with the intern's development during the internship. Dependent upon the circumstances, the supervisor can opt to bring the concern directly to the attention of the Director in the Office of Field and Clinical Experiences.
2. The supervisor should notify the Director in the Office of Field and Clinical Experiences if he/she feels the intern is in a placement that is non-conducive to the internship experience. The Director in the Office of Field and Clinical Experiences will contact the appropriate administrator at the mentor teacher's school, conduct site observations, talk with the mentor to clarify roles and responsibilities and offer support.
3. In collaboration with the supervisor and school administrator, a decision regarding a change in placement is made as well as future intern assignments with the mentor teacher.

THE SITE-BASED OBSERVER: OVERVIEW AND GUIDELINES

Overview

The site-based observer is a school faculty member identified by the mentor teacher to provide a summative assessment observation for the intern. The site-based observer should be knowledgeable in ADEPT standards and might include school faculty in roles such as administrator, curriculum or literacy coach, or classroom teacher (not required to be in same field or content area unless mentor teacher or university supervisor deems necessary). The site-based observer conducts observations during the semester and records notes/documentation on an observation form designed for Internship I or Internship II. These observation notes, aligned with the Teacher Education Program Competencies, are shared (type-written and orally) with the intern during a post-observation discussion.

Site-Based Observer Guidelines

The following list of site-based observer responsibilities should be used as a guide for the year-long internship:

Internship I and Internship II
Before Midterm Evaluation
___ Complete at least one formal/summative observation on the intern using the form from the link listed below: https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx (two total required in both Internship I and Internship II, one of which must be unannounced in each internship). ___ Conference with the intern and the mentor to provide observation feedback. ___ Provide the intern with a copy of the observation and provide the mentor with a copy to pass on to the supervisor. ___ If possible, confer with the supervisor prior to the midterm evaluation conference to contribute feedback.
Between Midterm and Final Evaluation
___ Complete at least one formal/summative observation on the intern using the form from the link listed below: https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx (two total required in both Internship I and Internship II, one of which must be unannounced in each internship). ___ Conference with the intern and the mentor to provide observation feedback. ___ Provide the intern with a copy of the observation and provide the mentor with a copy to pass on to the supervisor. ___ If possible, confer with the supervisor prior to the final evaluation conference to contribute feedback.

INTERNSHIP PLACEMENTS

Purpose

Internship experiences provide opportunities for teacher education students to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. Interns have an opportunity to put into practice the procedures they have learned regarding short-range and long-range lesson planning, instructional delivery, classroom management, and analysis of students learning.

Interns are also exposed to a variety of techniques and methodologies and to diverse classroom experiences.

During the internship, the candidate develops an effective teaching style. By observing other teachers, the intern continues to learn. The internship experience provides opportunities for working with a variety of students, age groups, instructional materials, and curricular models. The internship should, to the greatest extent possible, prepare interns to assume full teaching responsibility and ease the transition from student to teacher.

Prerequisites to the Internship Experience

Admission to the Teacher Education Program

Candidates must be formally admitted to the Teacher Education program prior to starting Internship I. For information on admission criteria visit <https://www.winthrop.edu/ceshs/sas/tep-admission-videos.aspx> (information for both undergraduate and MAT candidates).

Fingerprinting and Background Check Requirements

As part of the South Carolina Initial Certification process, all students must complete a SLED/FBI background check and fingerprinting process. Instructions concerning this fingerprint process and the South Carolina Initial Certification application are provided to teacher candidates by Student Academic Services.

All South Carolina teacher certification applicants must have their fingerprints processed through the state's approved agency. An appointment must be scheduled for the fingerprinting process. The South Carolina Department of Education requires internship candidates have a completed on-line application and background check by the summer of the year **prior** to May graduation. *A cleared background check is required to begin the Internship II semester.*

Student Licensure and Learning Requirement

The Richard W. Riley College of Education, Sport, and Human Sciences requires all teacher candidates to have access to Student Licensure and Learning (formerly Via). This online management tool is available to teacher candidates for five years and can be used in a variety of ways that will benefit the learning experience. The program helps build a personal portfolio. Public presentations, musical performances, auditions, lesson plans, unit plans, portfolios, etc. can be downloaded and shared with other students, prospective graduate schools or employers. SL&L, therefore, serves not only as a learning tool but as a repository that allows you to collect, evaluate and reflect on assignments.

Admission Requirements for Internship I

Admission requirements for Internship I and Internship II have been established by the Richard W. Riley College of Education, Sport, and Human Sciences to meet South Carolina State Department of Education requirements as well as Winthrop University requirements. The following are prerequisites to the Internship I semester:

1. Submission of an Internship I application to the Office of Field and Clinical Experiences.
2. Preliminary or full admittance to the Teacher Education program.

3. Minimum cumulative GPA of 2.75 (undergraduate) and GPA of 3.0 (graduate) for coursework completed at Winthrop University.
4. Completion of all required pre-requisite courses as specified by faculty in the major.
5. Completed disclosure statement regarding criminal or unethical conduct and obtained clear fingerprint/FBI background check.
6. Competency Review indicating consistent satisfactory completion of (a) EDCO 201 and 202 or equivalent courses, (b) satisfactory performance in the junior field experience including passing scores on the Junior Field Experience Final Evaluation, and (c) evidence of satisfactory professional disposition.
7. Receive a favorable review from:
 - A Competency Review Committee comprised of the program coordinator and two additional faculty;
 - The Department Chair in the candidate's major; and
 - The Director of the Office of Field and Clinical Experiences.

***Candidates must apply for Internship II within two calendar years of completing Internship I. If they do not apply for Internship II within this time frame, Internship I must be repeated.*

Admission Requirements for Internship II

Teacher education candidates seeking to complete the Professional (Internship II) stage of the Teacher Education Program must meet all requirements before being allowed to enroll in the Internship II field-based course and the Capstone course. Approval to enter the Professional Stage serves as the second level of assessment under the Conceptual Framework, *Teacher as Educational Leader*. Approval is granted by the program area Competency Review Committee and the Office of Field and Clinical Experiences Director after candidates have met all the following requirements:

1. Submission of an Internship II application to the Office of Field and Clinical Experiences.
2. Completion of a minimum of 110 semester hours.
3. Minimum cumulative GPA of 2.75 (undergraduate) and GPA of 3.0 (graduate) for coursework completed at Winthrop.
4. Grade of "C" or better in courses designated by the candidate's program area.
5. Completion of all required courses as specified by faculty in the major.
6. Documentation of passing scores on PRAXIS subject area exams.* For the most current information on the required PRAXIS subject tests for your content area, visit ETS website: <https://www.ets.org/praxis/sc/test-takers/plan-your-test/licensure/requirements.html>
7. Completed disclosure statement regarding criminal or unethical conduct.
8. Competency review indicating satisfactory completion of (a) EDCO 410 and EDCO 350 or equivalent courses, (b) satisfactory performance in Internship I including passing scores on the Internship I Final Evaluation, and (c) evidence of consistent satisfactory professional dispositions.
9. Receive a favorable review from:
 - The Competency Review Committee comprised of the program coordinator and two additional faculty.
 - The Department Chair in the candidate's major; and
 - The Director of the Office of Field and Clinical Experiences.

**Candidates who earn a score within one standard error of measurement of the passing score may be admitted into Internship II. Candidates are required to pass the subject assessments in order for Winthrop to recommend for certification.*

Procedures for Competency Review Process

1. Before placement in the Internship II semester, faculty will inform the Office of Field and Clinical Experiences if they anticipate a final grade below "C" for an Internship I intern.
2. As part of the Competency Review Process, the Program Area Review Committee will meet with the Office of Field and Clinical Experiences staff to review intern progress in Internship I using the documentation listed below. (Note: Some of the required information will not be received on the intern until the end of the semester.)
 - Internship I Verification Form

- Teacher Education Professional Dispositions and Skills form(s) in intern file
 - Midterm and final evaluations from Internship I
 - Field observations, and other evidence from the intern, mentor teacher, site-based observer, and the university supervisor from Internship I
3. At the end of the Internship II semester, scores from key assignments will be submitted to the unit assessment system. The Program Area Review Committee will review the final evaluation from Internship II. If the evaluation and/or key assignments are unsatisfactory, the intern will not be recommended for graduation.

Selection of Placement Schools

Two important factors in the development of a successful internship program are (1) having effective cooperating schools for interns and (2) the matching of mentor teachers and interns. The following general policies are intended to help assure that sound procedures are used in the selection of the cooperating schools and in the assignment of interns to those schools:

1. The Dean of the College of Education, Sport, and Human Sciences (or designee) or a school district superintendent (or designee) from a Partnership Network district expresses a desire to have interns placed within a particular school or schools.
2. The school district assures the following qualities or resources:
 - a. A sound and innovative curriculum that will offer interns the opportunity to develop and demonstrate initiative and resourcefulness as teachers.
 - b. An administrative and teaching staff genuinely interested in teacher education at the pre- service level. This includes, but is not limited to, willingness to:
 - i. Attend informational sessions and training programs necessary to prepare for serving as a partner school.
 - ii. Provide appropriate learning experiences for teaching interns.
 - iii. Provide continuous supervision of the intern through daily assistance in professional development.
 - iv. Assess the teaching intern's performance using instruments designated by the State of South Carolina and Winthrop University.
 - v. Work cooperatively with Winthrop University staff members in all aspects of the internship program.
 - vi. Select mentor teachers who meet Winthrop University's criteria for selecting mentor teachers.
3. An internship agreement is signed by the district and the university.

Placement Procedures

1. Placements are made by the Field Placement Coordinator in conjunction with faculty from the Partnership Network and the respective program areas and in cooperation with principals and/or personnel directors in participating school districts. The Competency Review Committee, comprised of three faculty members from the candidate's content area, meet to determine if the student is ready to move from Internship I to Internship II. Once the candidate passes the Competency Review Process, the Competency Review Committee recommends continuation in Internship II.
2. All placements must be made in public school settings with teachers who meet the criteria as stated for mentor teachers.
3. A candidate may not be assigned placement with a relative or close family friend serving as the mentor teacher (or paraprofessional) or where the principal is a family member. A candidate may not be assigned a placement with a mentor teacher with whom the candidate has been assigned previously for field experience.
4. A candidate may not be assigned to a placement where the candidate's child(ren) attend school.
5. If there are special considerations requested in placements, the candidate must make that request in writing to the Field Placement Coordinator at the time the internship application is submitted.
6. Requests for changes in placements by teacher candidates must be made in writing to the Office of Field and Clinical Experiences Director and will be considered only where there is evidence of extenuating circumstances.

Placement Criteria

Each intern is placed with a mentor teacher who has gone through a rigorous and competitive selection process that includes the following:

- Completion of the Partnership Network application/interview process if in a Partnership Network school;
- Principal recommendation of teachers to serve as mentors noting instructional and coaching strengths; and
- University supervisor and faculty recommendation (through the Competency Review Committee) based on prior observation of and work with teachers.

Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from the internship. The decision to withdraw is the student's alone, but consultation with the university supervisor and the Office of Field and Clinical Experiences Director and with the Internship II instructor is strongly encouraged.

Withdrawal from the internship may not occur after 60% of the instructional days of the course have been completed, unless documented extenuating circumstances warrants withdrawal from the course with the assignment of an "N" grade. Documented extenuating circumstances include the following: death of an immediate family member; traumatic and unforeseen circumstances that are considered beyond a student's control; prolonged emotional instability, physical injury or illness that has resulted in the student's inability to complete academic responsibilities; or a change in nonacademic employment beyond the student's control. Documentation of such circumstances must be definitive and presented along with a request for withdrawal with the assignment of an "N" grade to the Office of Field and Clinical Experiences Director and the Registrar (or designee) no later than the last day of classes for the respective course.

For Internship I (program area field course) and Internship II, if the intern chooses to withdraw after 60% of the instructional days and does not meet the above criteria, he/she will receive an "unsatisfactory grade" in 401 for Internship I in both the EDCO 410 and EDCO 402 for Internship II. The student may apply to repeat an Internship at a future time if re-application is recommended through a Competency Review Committee process. Re-application requires that the intern submit an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internship. This essay submission must also include goals for the upcoming internship, related to the concerns, and address steps on meeting the established goals. If re-application is approved, the student is responsible for paying full tuition and fees to repeat the courses.

Withdrawal Process

Students may withdraw online via Wingspan before the first 60% of the instructional days of a particular course has expired. The registration calendar, on the Winthrop website, provides particular course withdrawal dates. Students who are unable to withdraw online due to registration holds may visit the Office of Records and Registration to complete a course withdrawal form or download the form from the Records and Registration website to fax or email (signature required). Late forms will not be accepted.

Addressing Problems and Concerns with Intern

Open and frequent communication among the intern, the mentor, and the supervisor is the key to a successful internship experience. When this professional team maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. However, if problems do arise in the internship, the following steps should be taken to address the concern.

1. Any problems or concerns that arise related to the performance of the intern should be discussed with him/her by the mentor teacher, university supervisor, and school liaison. If appropriate, a LADDER Intervention or Professional Dispositions and Skills Concerns Form can be submitted according to College of Education, Sport, and Human Sciences guidelines and procedures.
2. If the issue is not resolved, the mentor teacher, university supervisor, and intern will meet to develop a contract for the intern. The Director of the Office of Field and Clinical Experiences may be called in for this step if the supervisor and/or mentor deems it necessary. This contract will describe the problem or concern and inform the intern of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance. The contract should be

based on data from the mentor teacher, university supervisor, and other parties such as observation records, lesson plans, a midterm evaluation, and/or dispositional concerns forms.

3. The contract should be signed and dated by the intern, mentor teacher, and university supervisor. The original contract should be sent to the Office of Field and Clinical Experiences with copies provided to the intern, mentor teacher, and university supervisor. Once finalized and delivered to the intern, the contract will be implemented. The mentor teacher and university supervisor will review the intern's progress on the dates specified in the contract. If the problem or concern is not satisfactorily addressed, the consequences outlined in the contract will be implemented. At this time, the intern may be removed from the placement depending on the nature and severity of the problem or concern including the intern's unwillingness or inability to comply.
4. The responsibility to remove an intern from the placement is based on the recommendation of the mentor teacher, school administrator, school liaison, and university supervisor. When such removal is the result of an unsuccessful internship experience, the intern will not be given the option to begin a second assignment in another school that same semester. Grades for the internship and capstone courses will be issued according to university policy. An intern may be permitted to retake the internship and capstone courses during a subsequent semester upon recommendation of the Competency Review Committee. If removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the internship, the student may be denied a second opportunity. The final decision to remove an intern from the placement is made by the Competency Review Committee and the Office of Field and Clinical Experiences Director. A student may apply to repeat an Internship at a future time if re-application is recommended through a Competency Review Committee process. Re-application requires that the intern submit an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internship. This essay submission must include goals for the upcoming internship, related to contract concerns, and address steps on meeting the established goals. If re- application is approved, the student is responsible for paying full tuition and fees to repeat the courses.

Severe Clause Disclosure

Each clinical experience has requirements that are evaluated to determine a final grade; however, teacher candidates can be removed from the clinical experience or required to repeat the clinical experience based on the Severe Clause policy.

The Severe Clause policy exists to ensure that all teacher candidates are promoting and creating a safe, conducive learning environment and not committing gross misconduct in a school or other educational setting. This clause is implemented at the discretion of the university supervisor and/or course instructor and implies immediate removal from the placement. With the implementation of this clause, the suspension from the field or clinical experience would remain pending until the supervisor/instructor and teacher candidate meet with the Director of Field and Clinical Experiences and the Dean of the Richard W. Riley College of Education, Sport, and Human Sciences. This meeting should be scheduled within 48 hours from Severe Clause implementation. After the initial meeting, the Director of Field and Clinical Experiences will meet with the teacher candidate's program Competency Review Committee who will determine if the teacher candidate can repeat the experience when the associated course is next offered or recommend candidate removal from the Teacher Education Program.

Examples of grounds for use of the Severe Clause policy include, but are not limited to, the following: improper guidance or supervision of students, use of profanity or other disrespectful or inappropriate language, attendance issues, damage to school property, misuse of university computer equipment or email, inappropriate dress, sexual harassment or other sexual misconduct, theft, and insubordinate acts between the teacher candidate and mentor and/or the university supervisor.

Placement Changes

Challenges may emerge that interfere with the intern successfully completing the internship experience and require a reassignment. These concerns should be directed to the school liaison. The principal, university supervisor, and Office of Field and Clinical Experiences Director, school liaison, and mentor teacher (as applicable), will determine whether the intern will be reassigned in the same school or be placed in another setting.

PROGRAM EVALUATION AND IMPROVEMENT

The Richard W. Riley College of Education, Sport, and Human Sciences is continually evaluating programs and instituting improvements in the teacher preparation components. Throughout the semester, both formative and summative feedback is solicited from interns, mentor teachers, and university supervisors.