

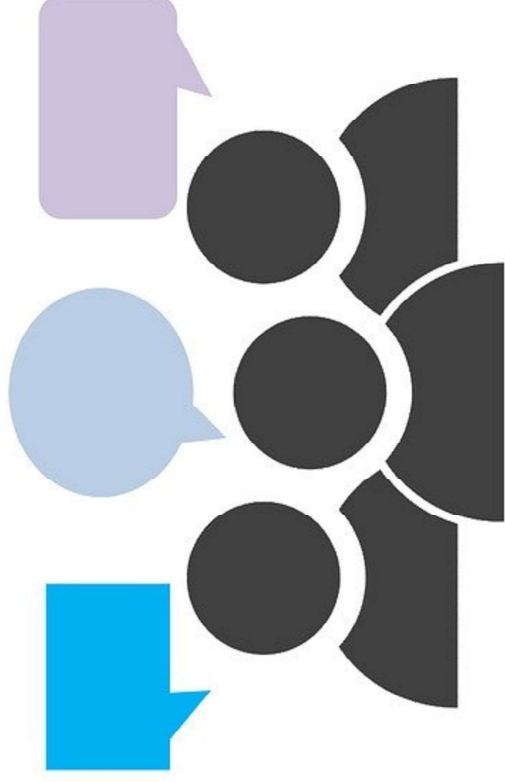


Internship Institute

The Office of Field and Clinical Experiences

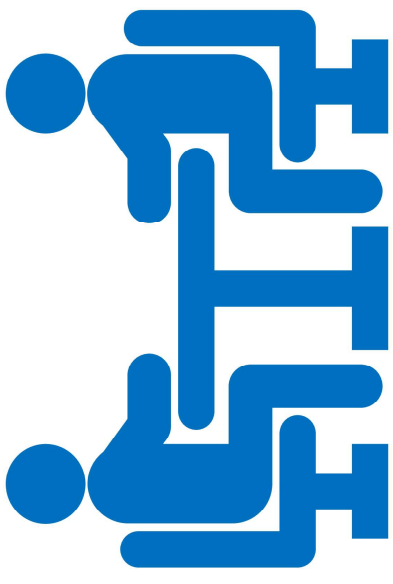
Most Important...

Communication must be consistent among the intern, the mentor, AND the supervisor about the intern's progress, concerns, clarifications, etc.



Introductory Meeting

- The mentor, the intern, and the supervisor discuss the expectations and internship procedures for all.
- The beginning of the semester. In-person or virtual.



Responsibilities

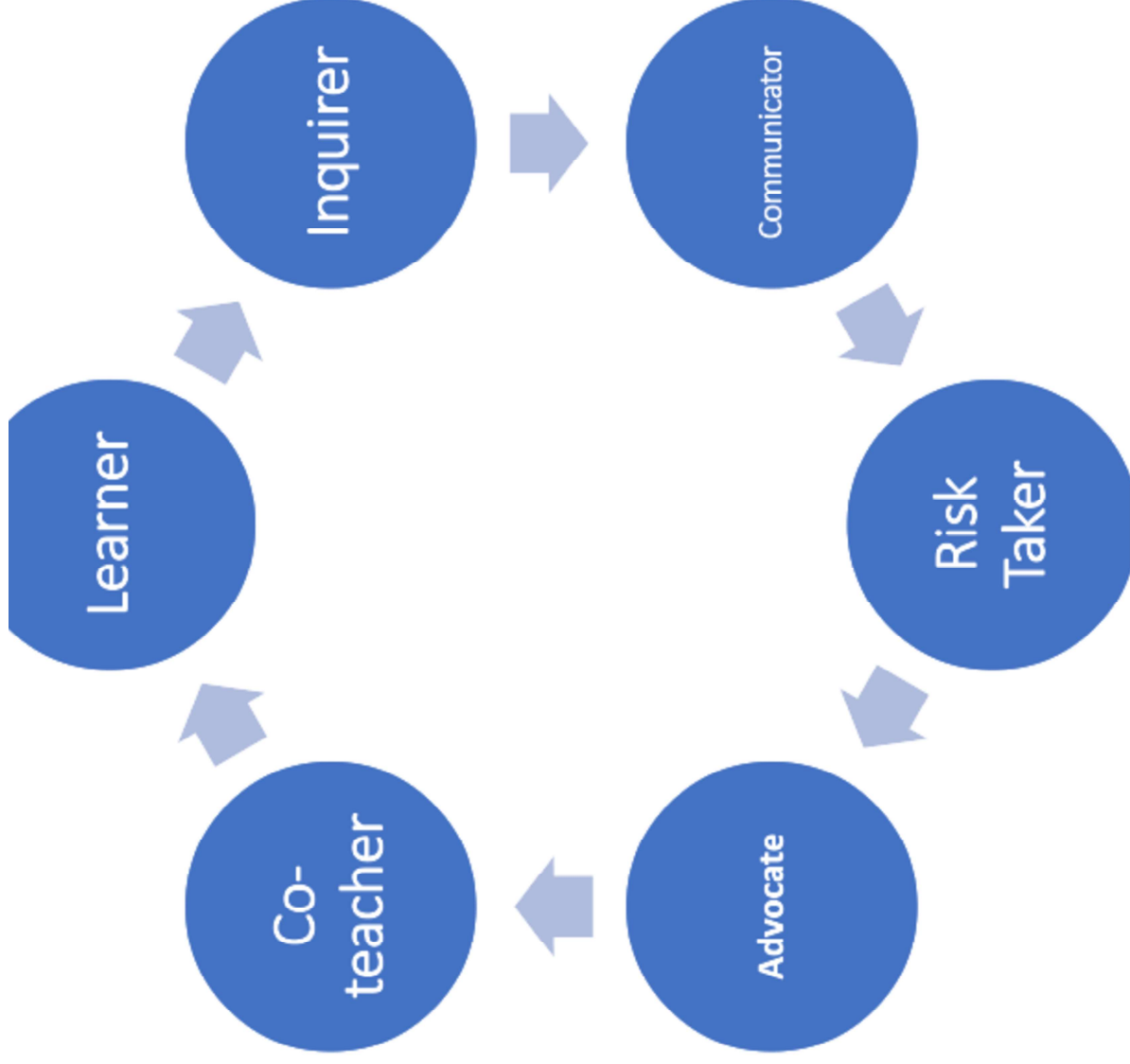
Mentors

- **Attend the introductory meeting** with the supervisor and teacher candidate
- **Identify a site-based observer** to serve as an evaluator, along with the supervisor (administrator, school coach, another teacher, etc.)

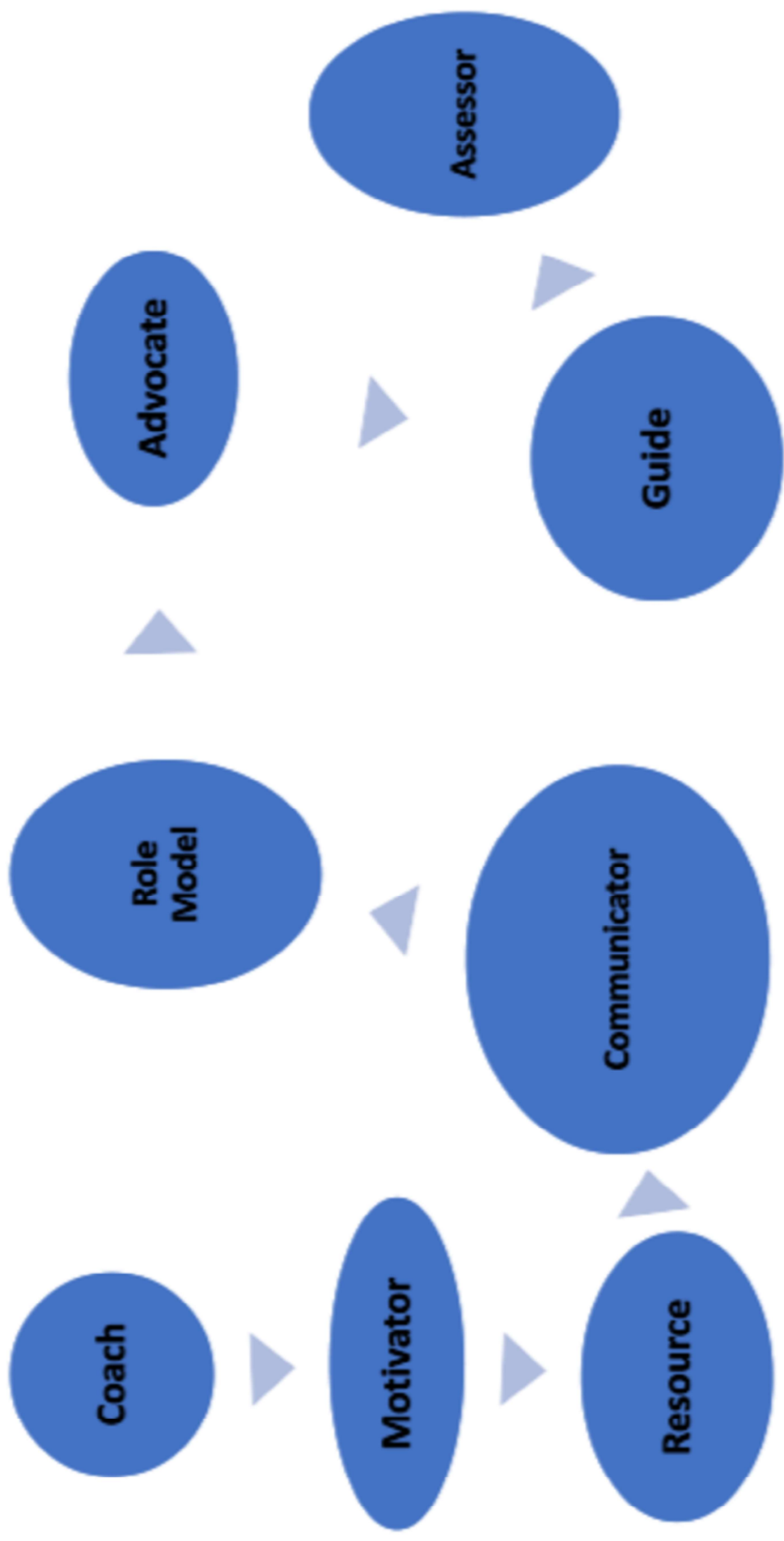
Interns

- **Attend the introductory meeting** with the supervisor and mentor
- Interns must also **sign in and out each day.**
- **Communicate** with supervisor and mentor teacher regularly
- Dress in **professional** dress

Intern Roles



Mentor Roles



What Do Assessors

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

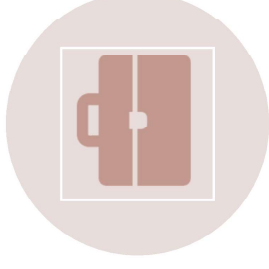


- Provide continuous data-based feedback on performance in relation to the ADEPT competencies (SCTS 4.0)
- Work with intern on identifying strengths and weaknesses; setting goals for improvement

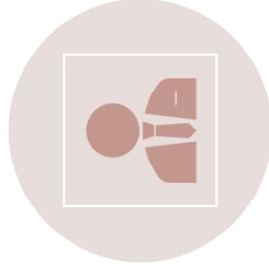
Co-Teaching in the Internship



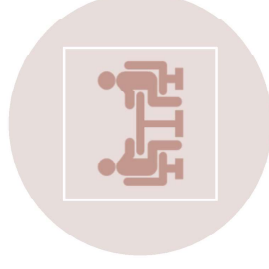
Balance solo and co-teaching



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



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



Mentor- Encourage the intern to discuss the co-teaching models with you.

OBSERVATION



- Use our observation form and make sure it is the current one on the website. (aligned to SCTS 4.0)
- Provide fact-based feedback both orally and in writing to the intern.
- Allow time for the intern to reflect before holding the post-observation conference.
- Remember that you might not be able to observe all of the competencies. Do the best you can!!

Internship I Observations

Mentor Teacher

- 4 observations (2 before midterm and 2 after midterm)

Supervisor

- 2 observations (1 before midterm and 1 after midterm)

Site-based Observer

- 2 observations (1 before midterm and 1 after midterm)
- The mentor identifies the site-based observer but it is **YOUR** responsibility to set up the observations.

All formal observations are to be completed on the observation record (fillable PDF).

Supervisor and Site-Based Observer

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

Responsibilities- Observations

Mentors

- Share and co-create lesson plans and resources with intern
- **Complete 4 formal observations** (2 before midterm, 2 after midterm)
- Complete observations on the observation record

Interns

- Create lesson plans with mentor teacher
- Contact site-based observer and supervisor to schedule observations, pre- and post-conferences.

PLEASE TYPE

<u>Internship I</u> Intern:	Mentor:	Observation date:	☐ Announced ☐ Unannounced
Observer: ☐ Supervisor ☐ Mentor ☐ Site-based	Content/Topic:	Lesson Approach: ☐ Co-Teaching ☐ Solo Teaching	

ADEPT Domain (competencies below are <i>required to meet expectations of Internship I</i>)		Evaluative Comments (evaluate the candidate's performance based upon the criteria of each ADEPT domain for the observation period <i>AND</i> the overall experience thus far)	This Observation	Overall performance in Internship I thus far
Planning	1.1 Creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards		☐ Satisfactory ☐ Unsatisfactory	☐ Satisfactory ☐ Unsatisfactory
	1.2 Designs, selects, or modifies assessments that are aligned with lesson objectives			
	1.3 Uses data from formative, diagnostic, and summative assessments to guide instructional planning			
	1.4 Plans differentiated instruction to address diverse learning needs			
	2.1 Effectively communicates appropriately challenging expectations to learners			
Instruction	2.2 Differentiates instruction to meet the needs of diverse learners		☐ Satisfactory ☐ Unsatisfactory	☐ Satisfactory ☐ Unsatisfactory
	2.3 Demonstrates a thorough command of the content taught and appropriately addresses learner questions/misunderstandings related to the content			
	2.4 Measures student mastery by using assessment strategies with established performance criteria			
	2.5 Provides specific and timely instructional			

	• Uses self-reflection to evaluate and improve professional practice		
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Specific strengths:	<i>Required</i> actions for improvement:
	<i>Suggested</i> actions for improvement:

Teacher candidate initials the statements below:

- _____ I received an explanation of the feedback from this observation during the post-observation conference.
- _____ My performance in the experience thus far has been discussed and I understand both my strengths and required actions for improvement.

Date of pre-conference (required for announced observations) _____

Date of post-conference _____

Candidate signature _____

Observer signature _____

Pre-Observation Conferences

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

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

The purpose of the pre- observation conference is to get the **intern truly thinking about the lesson** they will be teaching for the observation. Conduct this a few days before the observation is set to occur. This gives the intern time to make changes based upon the conversation with you.

Post-Observation Conferences

Post-Observation Conferences are required after **every** observation.

This is a valuable time for:

- the observer to **share the data** collected
- the observer and the intern to **reflect** on the lesson together
- the intern to **set goals** for improvement

Can be remote or face-to-face

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

Intern's Documentation

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



Intern Self-Assessment Midterm and Final

- The intern's **self-assessment** form is the **same form** as the **internship evaluation**.
- The intern keeps their documentation and uses this in doing the self-assessment, **with the mentor's assistance**.
- The mentor and intern have a conversation and look at the **intern's data** to discuss their thoughts on the indicators for ratings. This is a **collaborative endeavor**.
- Email the self-assessment to their supervisor **before** the mid-term/final evaluation conference.

Richard W. Riley College of Education, Sport, and Human Sciences, Winthrop University
EARLY CHILDHOOD INTERNSHIP I EVALUATION REPORT

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

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

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

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

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

Signature	Signature	Signature
Teacher Candidate	Mentor Teacher	University Supervisor

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

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

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

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

Responsibilities – Self Assessment/Evaluation

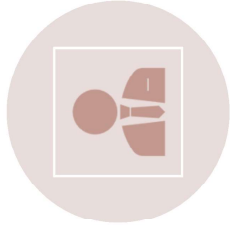
Mentors

- Assist teacher candidate with their self-assessment for midterm and final conferences (*use evaluation instrument*)
- Collect the site-based observer's observations to get to supervisor
- Attend midterm and final conferences
- Assist with goal setting

Interns

- Complete **self- assessment at both midterm and final evaluation**; uses evaluation tool
- Done with the assistance of the mentor
- Given to the supervisor prior to evaluation so that it can be used in the evaluation
- **Keep all** lesson plans, observations, pre-post conference notes, emails, etc. in a notebook for **documentation**.

FYI



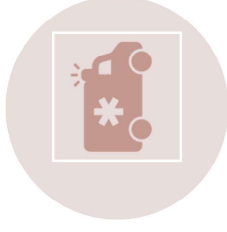
Sign in/out daily



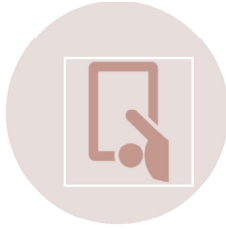
Intern to be on time
and stay the
required time



Intern to contact
mentor and
supervisor if going
to be absent



Intern is FERPA trained and
knows to abide by the
health/safety guidelines set
forth by the host district



Intern isn't to be
used as a substitute
for the teacher



Intern should be
spending planning time
planning with you



Lesson plans should
be turned in at least
2 school days before
teaching a lesson

Handling Problems...



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

If issues continue with the intern's performance, the intern may need to go on an improvement contract. This sets required conditions to be met for the intern to continue in the internship.

Let's Look at the Website

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

The Office of Field and Clinical Experiences

Welcome to the Office of Field and Clinical Experiences!

The mission of the Office of Field and Clinical Experiences is to prepare highly exhibit the skills and dispositions necessary to be positive, industrious educational

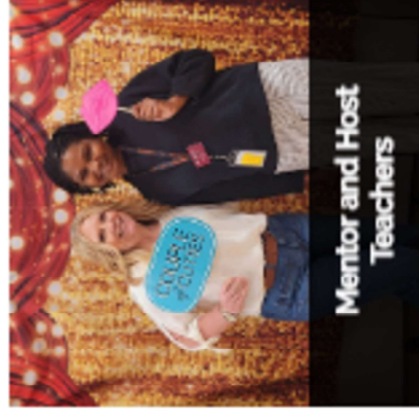
High quality field and clinical experiences are essential to a student's success that provide a host of diverse, real-world experiences and are developmental program of study are integral to the philosophy of Winthrop University.

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

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



Internship and Field Experience



Mentor and Host Teachers

