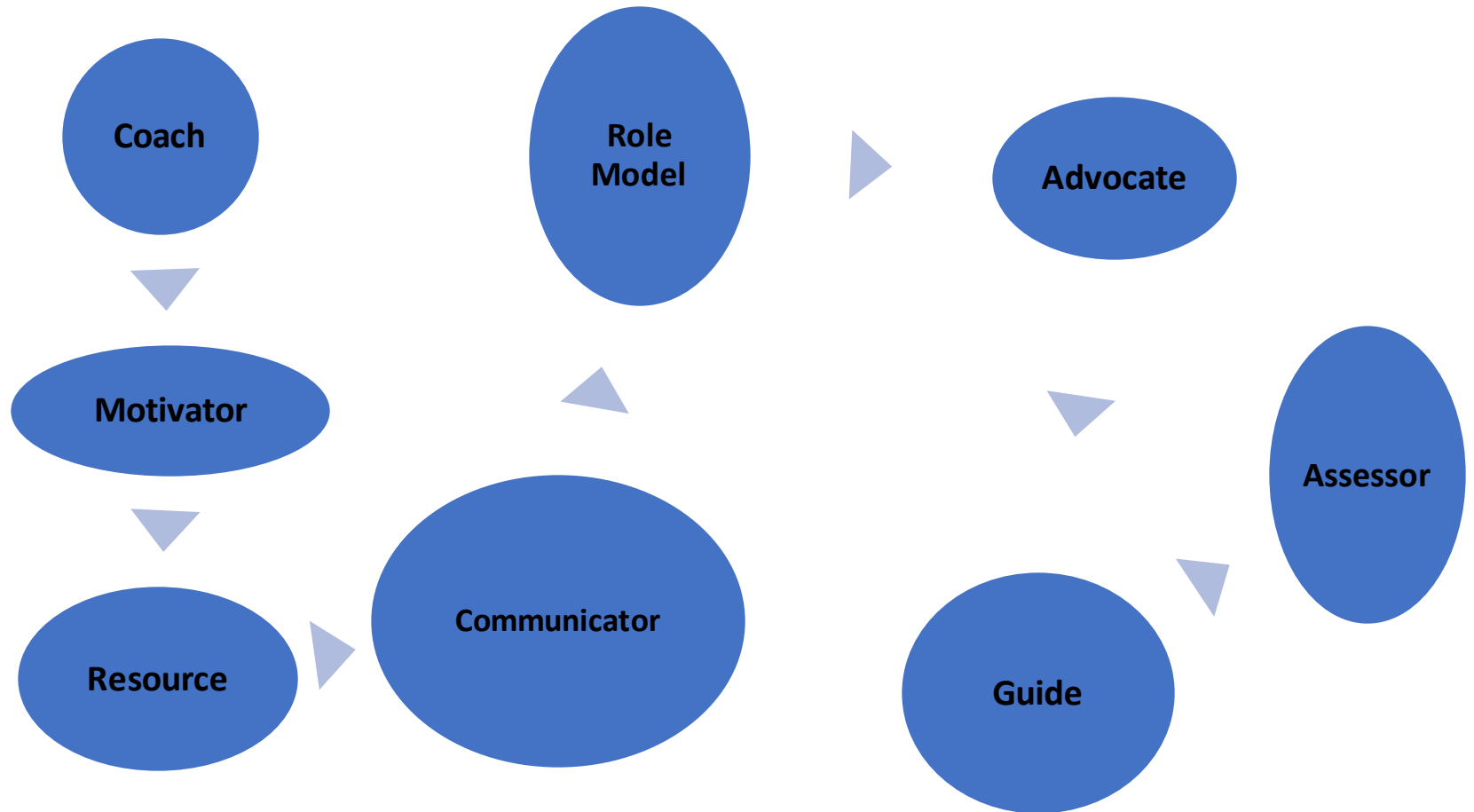




Fall 2023

Mentor Session 2023

Mentor Roles



Mentor Responsibilities

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



Mentor Responsibilities

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



What Do Assessors Do?

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



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

Most Important...

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

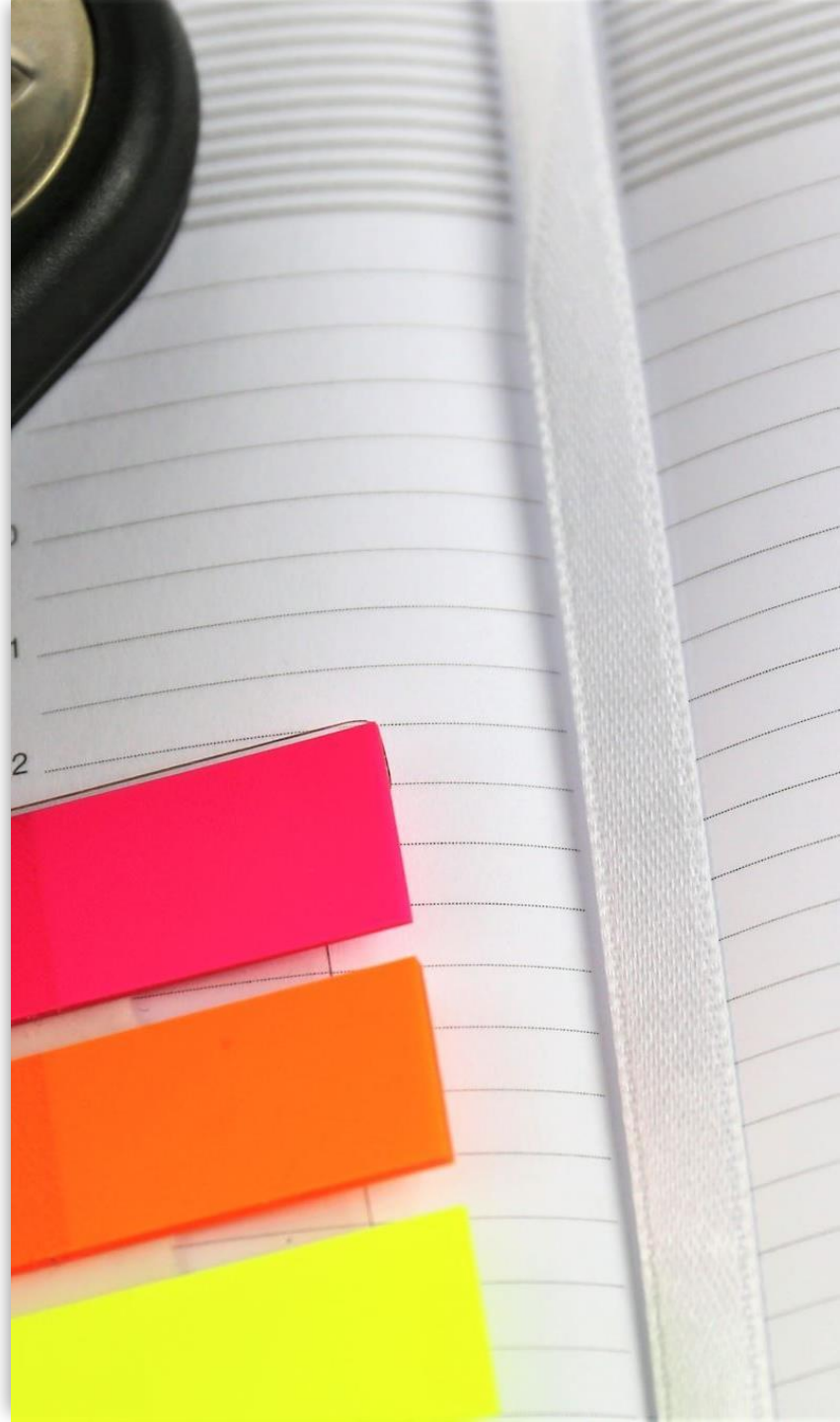


Supervisor and Site-Based Observer

- **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

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.



Introductory Meeting

- This meeting is for the mentor, the intern, and the supervisor to discuss the expectations and internship procedures for all involved in the internship.
- The supervisor will schedule this meeting at the beginning of the semester. Again, this can be in-person or virtual.
- There is an introductory meeting guide on the website if you want to print one out for your notes.



Observation Record – Internship I
Winthrop University – Richard W. Riley College of Education

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

ADEPT Domain (competencies below are required to <u>meet</u> expectations of Internship I)		Evaluative Comments (evaluate the candidate's performance based upon the criteria of each ADEPT domain for the observation period AND the overall experience thus far)	This Observation	Overall performance in Internship I thus far
Planning	1.1 Creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards 1.2 Designs, selects, or modifies assessments that are aligned with lesson objectives 1.3 Uses data from formative, diagnostic, and summative assessments to guide instructional planning 1.4 Plans differentiated instruction to address diverse learning needs		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Instruction	2.1 Effectively communicates appropriately challenging expectations to learners 2.2 Differentiates instruction to meet the needs of diverse learners 2.3 Demonstrates a thorough command of the content taught and appropriately addresses learner questions/misunderstandings related to the content 2.4 Measures student mastery by using assessment strategies with established performance criteria 2.5 Provides specific and timely instructional feedback to students pertaining to stated outcomes 2.6 Uses appropriate voice tone and pacing to manage instruction/environment effectively 2.7 Implements strategies that address the needs of learners from diverse cultural and/or linguistic backgrounds		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

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

Specific strengths:

Required actions for improvement:

Suggested actions for improvement:

Teacher candidate initials the statements below:

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

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

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

Date of post-conference _____

Candidate signature

Observer signature

OBSERVATION



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

Post-Observation Conferences

Post-Observation Conferences are required after every observation. This is a valuable time for:

- ❑ the observer to share the data they collected
- ❑ the observer and the intern to reflect on the lesson together
- ❑ the intern to make goals for improvement

Can be remote or face-to-face

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

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.

Intern Self-Assessment Midterm and Final

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

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

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

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

EVALUATION OUTCOMES	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Middle Level 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.

Directions: Please refer to the **Middle Level Education Internship I Evaluation Scoring Rubric** when completing this form. The 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 LiveText system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. 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.					
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives.					
1.3	TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.					
1.4	TC plans differentiated instruction to address diverse learning needs.					

	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:	

MIDDLE LEVEL EDUCATION INTERNSHIP | EVALUATION SCORING RUBRIC

DOMAIN 1: PLANNING (Short Range)				
		Below Expectations	Meets Expectations	Exceeds Expectations
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. <u>InTASC 4, 7</u> ; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement . Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives. <u>InTASC 6, 7</u> ; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified.	Lesson assessments align with lesson objectives and occur at least once during the lesson.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson .
1.3	TC uses data from formative, diagnostic, and summative assessments to guide instructional planning. <u>InTASC 6, 7</u> ; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC uses student performance data (from previous assessments or pre-assessment) to guide instructional strategies.	TC gathers and uses learner performance data from a variety of assessments to modify lesson objectives and instructional plans.
1.4	TC plans differentiated instruction to address diverse learning needs. <u>InTASC 1, 7</u> CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans)	Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans include specific strategies for differentiation of teaching procedures/pacing to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.

Co-Teaching in the Internship



Balance solo and co-teaching



Internship I – mentor is in the lead role most of the time



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



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

Handling Problems...



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

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

FYI



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



INTERN TO BE ON TIME AND
STAY THE REQUIRED TIME



INTERN TO CONTACT MENTOR
AND SUPERVISOR IF GOING TO
BE ABSENT



INTERN IS FERPA TRAINED AND
KNOWS TO ABIDE BY THE
HEALTH/SAFETY GUIDELINES
SET FORTH BY THE HOST
DISTRICT



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



INTERN SHOULD BE SPENDING
PLANNING TIME PLANNING
WITH YOU



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

Handbooks and Forms



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 Aug 08.18)

▸ Calendars

▸ Handbooks and Guides

▸ Forms