Mentoring – All About 2021

## Spring 2021 – What Can You Expect?

Some Flexibility in Internship

- **Interns need to follow their mentor's teaching model (virtual, face-to-face, or hybrid models) – adhering to all health/safety protocols and procedures of the school and district.**

- **Flexibility of 2020-2021 – per SCDE**
  - **Any orientation and pre-planning meetings, pre-post observation conferences, midterm/final evaluation conferences, training sessions may be conducted virtually.**
  - **Classroom observations may be conducted in-person, virtually, synchronous, or asynchronous. For supervisors, much depends upon school regulations as to whether supervisors can be in the building.**
  - **Observations can also be conducted by viewing and evaluating video of lessons taught by the intern.**
  - **If the supervisor does in-person meetings, observations, etc., those need to be announced so that appropriate preparations can be made.**

Mentor Roles

Coach

Motivator

Resource

Communicator

Role Model

Advocate

Assessor

Guide
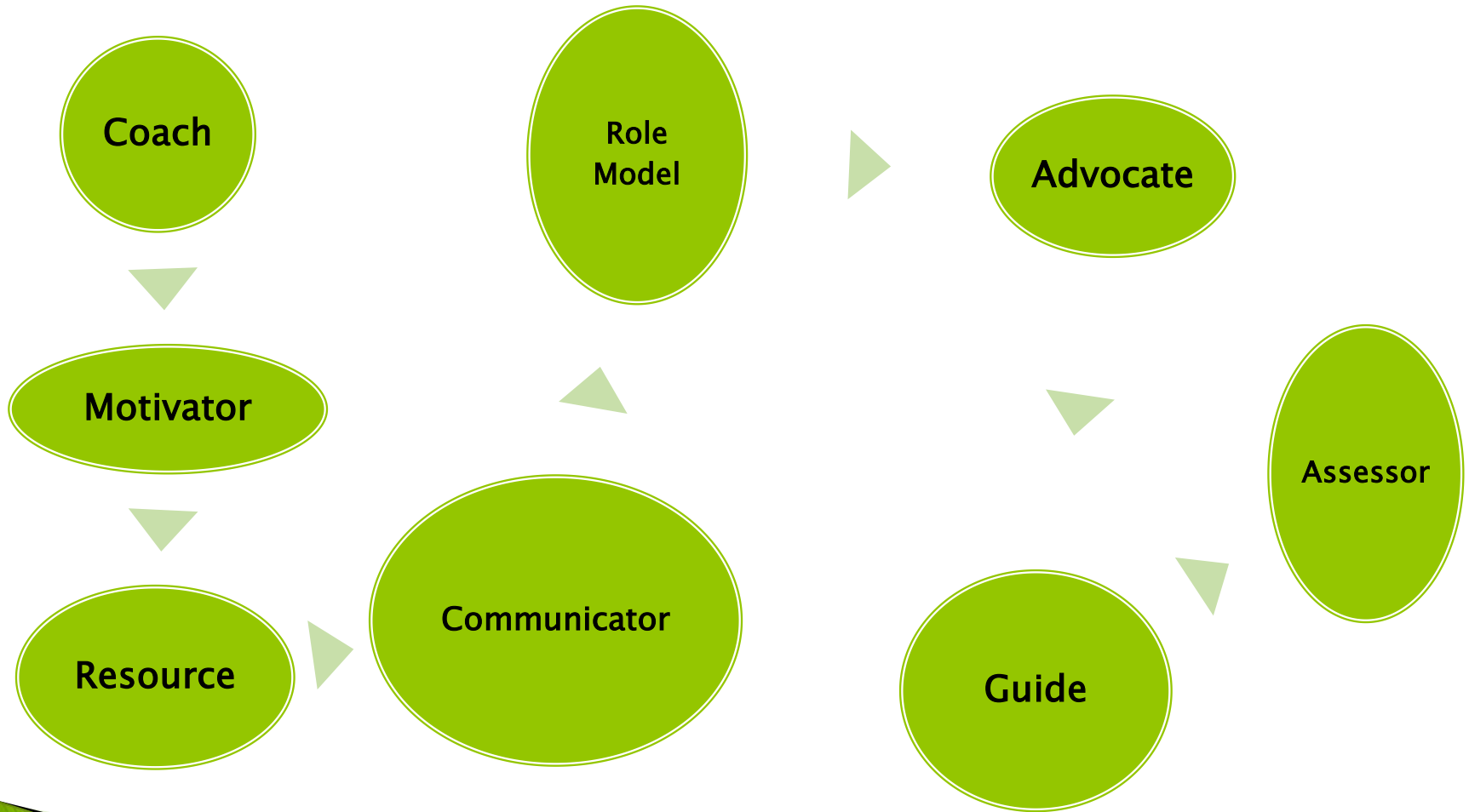
What Do Assessors Do?

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**

MENTOR Responsibilities

- **Attend an introductory meeting with the supervisor and teacher candidate (virtual 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 6 formal observations (3 before midterm, 3 after midterm) 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**

Most Important...

Communicate consistently with the intern AND the supervisor about progress in the internship, concerns, clarifications, etc.
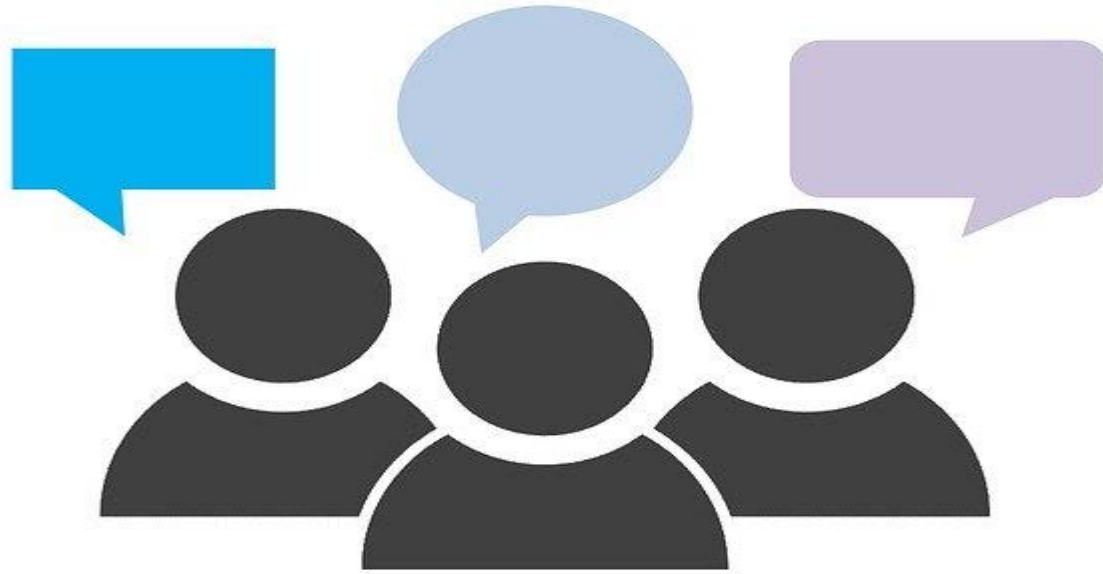
Supervisor and Site-Based Observer

- **Summative** – depend upon the mentor's feedback and communication (especially now with all the virtual learning)

- **Focuses on the outcome and evaluate intern growth**

- **Make judgements about mastery**

- **Supervisor – 3 observations – (1 unannounced)**

- **Site-based observer – 2 observations**

Intern's Documentation

- **Interns keep all lesson plans, observations, pre-post conference notes, emails, etc. in a notebook for documentation.**

- **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.

HELLO!

MEET THE TEAM

Observation Record – **Internship I**

Winthrop University – Richard W. Riley College of Education

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

ADEPT Domain (competencies below are *required* to *meet 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)	<u>This</u> <u>Observation</u>	<u>Overall</u> 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		☐ Satisfactory ☐ Unsatisfactory	☐ Satisfactory ☐ 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		☐ Satisfactory ☐ Unsatisfactory	☐ Satisfactory ☐ 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

Make Sure You...

- 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 <u>fact-based</u> 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, especially if the observation is virtual. Do the best you can!!

Pre-Observation Conferences

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

▸ **Be creative with your conference:**
❑ **Meet at the school (if possible)**
❑ **Skype, zoom, Team, Face Time**
❑ **Phone conversations**

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

Post-Observation Conferences

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

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

Can be virtual or face-to-face
A list of possible questions to guide this conference can be located on the website.

Intern Self-Assessment Midterm and Final

- The intern's self-assessment form is the same form as the internship evaluation.

- The intern keeps their documentation and uses this in doing the self-assessment, with the mentor's assistance.

- The mentor and intern have a conversation and look at the intern's data to discuss their thoughts on the indicators for ratings. This is a collaborative endeavor.

- The intern will email the self-assessment to their supervisor before the mid-term/final evaluation conference.

Richard W. Riley College of Education, 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 I EVALUATION SCORING RUBRIC

		Below Expectations	Meets Expectations	Exceeds Expectations
**DOMAIN 1: PLANNING (Short Range)**
1.1	TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measureable, 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 measureable, appropriately challenging, and align with the standards.
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified.	Lesson assessments align with lesson objectives and occur at least once during the lesson.	**Informal and formal** lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at **various points during the lesson**.
1.3	TC uses data from formative, diagnostic, and summative assessments to guide instructional planning. InTASC 6, 7; 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. InTASC 1, 7 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**

Co-Teaching in the Internship

- **Co-Teaching provides:**
  - More opportunities for **grouping**

  - Another set of eyes to watch and **problem solve**

  - Help with classroom **management**

  - Help with lesson **planning**

  - **Reduction** in student-teacher ratio

  - An increase in **instructional strategies** used

Let's Look at edTPA

- Internship II assignment (release 3 full days to come to campus)

- Subject specific

- Demonstration of what the intern can do and will do in relation to planning, instruction, assessment, analysis of teaching and academic language

- Review of teacher candidate's teaching materials

Let's Look at edTPA

▸ **Portfolio – including samples of student work and a video**

▸ **Completed with support from their content area instructors**

Role of the Mentor in edTPA

- Engaging in reflection conversations

- Explaining tasks and scoring rubrics (if needed)

- Discussing support documents (if needed)

- Arranging technical assistance for video portion

- Asking probing questions without direct edits, etc.

Role of the Mentor in edTPA – List of "DON'T DO"

- **Edit materials**

- **Offer a critique of responses to prompts**

- **Instruct the candidate on which video clips to select for submission**

- **Upload candidate responses on any public social media website**

Handling Problems...

▸ **Communicate with supervisor (Don't cover concerns with a Band-Aid.)**

▸ **Provide honest, constructive feedback to intern**

▸ **Keep documentation**

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

FYI

- Intern to sign in/out daily (decide the best way to suit your and the intern-may need to be electronic)

- Intern to be on time and stay the required time

- Intern to contact mentor and supervisor if going to be absent

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

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

- Intern should be spending planning time planning with you

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

Let's Look at the Website

- Google Rex Institute and it should come up.
- Make sure you are using current forms.