MENTORING – SPRING 2022

WHAT CAN YOU EXPECT?

MENTOR ROLES

Coach

Communicator

Role Model

Assessor

Motivator

Resource

Advocate

Guide
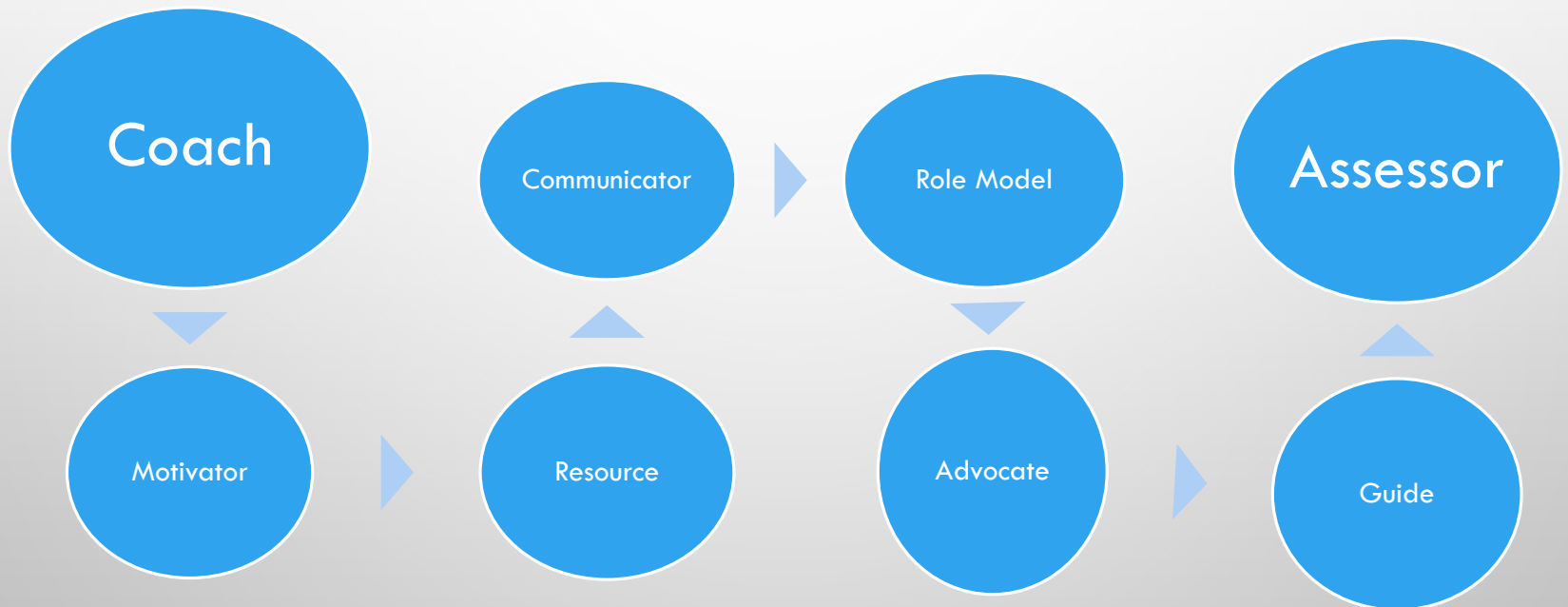
WHAT DO ASSESSORS DO?

❖ 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 (FACE-TO-FACE OR VIRTUAL) IF SUPERVISOR AND/OR MENTOR IS NEW THIS SEMESTER – SUPERVISOR WILL SET THIS UP WITH YOU

- 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 THE MIDTERM AND FINAL CONFERENCES
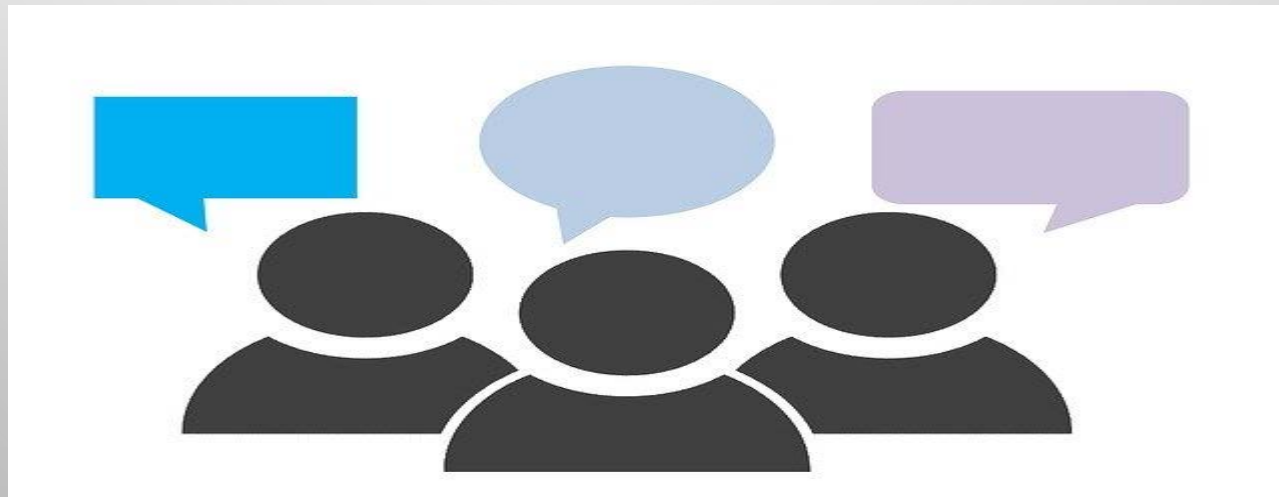
- ASSIST WITH GOAL SETTING

MOST IMPORTANT...

COMMUNICATE CONSISTENTLY WITH THE INTERN AND THE SUPERVISOR ABOUT PROGRESS IN THE INTERNSHIP, CONCERNS, CLARIFICATIONS, ETC.

PROVIDE CONSTANT COACHING/FEEDBACK TO THE INTERN

CRUCIAL

SUPERVISOR AND SITE-BASED OBSERVER

- **SUMMATIVE** – DEPEND UPON THE MENTOR'S FEEDBACK AND COMMUNICATION (ESPECIALLY IF VIRTUAL LEARNING BECOMES WIDESPREAD THIS SEMESTER)

- FOCUS ON THE OUTCOME AND **EVALUATE** INTERN GROWTH

- **MAKE JUDGEMENTS ABOUT MASTERY**

- SUPERVISOR – 3 OBSERVATIONS – (1 UNANNOUNCED)

- SITE-BASED OBSERVER – 2 OBSERVATIONS

REQUIREMENTS FOR SUPERVISORS

BASED UPON INFORMATION OBTAINED FROM THE SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION – 8/19/21

IT IS PREFERABLE THAT SUPERVISORS CONDUCT OBSERVATIONS IN-PERSON, HOWEVER, DUE TO COVID AND ITS VARIANTS, SUPERVISORS MAY CHOOSE TO CONDUCT OBSERVATIONS VIRTUALLY AT THIS TIME.

INTRODUCTORY MEETINGS, PRE-OBSERVATION CONFERENCES, POST-OBSERVATION CONFERENCES, MIDTERM AND FINAL EVALUATIONS MAY BE CONDUCTED FACE-TO-FACE AND/OR VIRTUALLY.

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.

- THERE IS AN INTRODUCTORY MEETING GUIDE ON THE WEBSITE IF YOU WANT TO PRINT ONE OUT FOR YOUR NOTES.

HELLO!

MEET THE TEAM

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. USE THE RUBRIC ATTACHED TO THE EVALUATION FOR YOUR PROGRAM AREA OF YOUR 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 DURING A SPECIFIC OBSERVATION. YOU MAY NEED TO SCHEDULE SOME ADDITIONAL OBSERVATIONS TO GET EVIDENCE FOR THE INDICATORS. 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 IF YOU HAVE TO GO VIRTUAL:

❑ SKYPE, ZOOM, TEAM, FACE TIME

❑ PHONE CONVERSATIONS (LAST RESORT...HARD TO ENSURE TOTAL ATTENTION TO THE CONVERSATION IS EXHIBITED)

CAN BE VIRTUAL OR FACE-TO-FACE

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 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.

USING THE RUBRIC

- USE THE EVALUATION RUBRIC FOR YOUR TALKING POINTS IN DISCUSSING OBSERVATIONS, IN PRE-POST CONFERENCES, IN GOAL SETTING AND WHEN YOU AND THE INTERN SIT TO DO THE INTERN'S SELF-ASSESSMENT.

- START WITH THE "MEETS EXPECTATIONS" COLUMN – THIS IS WHERE A SUCCESSFUL INTERN SHOULD BE. USING THE RUBRIC KEEPS THE INTERN CENTERED ON WHERE THEY ARE DOING WELL AND WHERE IMPROVEMENTS NEED TO BE MADE.

- RUBRICS ARE FOUND ON THE WEBSITE UNDER EVALUATIONS. LOCATE YOUR SPECIFIC PROGRAM AREA EVALUATION, SCROLL TO THE END AND YOU WILL SEE THE RUBRIC TO PRINT OUT.

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.

CO-TEACHING IN THE INTERNSHIP

- **BALANCE SOLO AND CO-TEACHING**

- **INTERNSHIP II – INTERN IS IN THE LEAD ROLE MOST OF THE TIME**

- **GET THE INTERN TO DISCUSS THE CO-TEACHING MODELS WITH YOU WHEN PLANNING (FOR THE ROLE YOU ARE TO ASSUME).**

LET'S LOOK AT EDTPA

- INTERNSHIP II ASSIGNMENT (RELEASE 3 FULL DAYS TO COME TO CAMPUS) – EACH PROGRAM AREA WILL COMMUNICATE WITH THEIR CANDIDATES AS TO WHICH 3 RELEASE DAYS PERTAIN TO THEM.

- 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
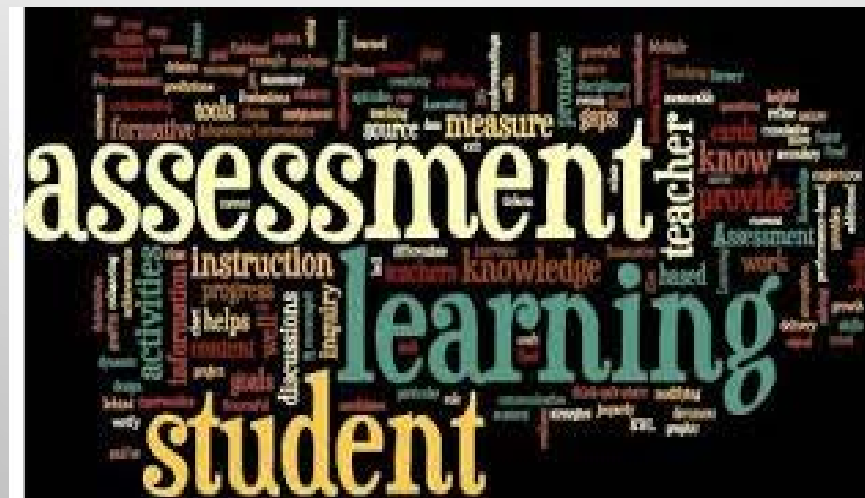
ROLE OF THE MENTOR IN EDTPA

- 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 WEBSITE

HANDLING PROBLEMS...

- COMMUNICATE WITH SUPERVISOR (DON'T COVER CONCERNS WITH A BAND-AID.)

- PROVIDE HONEST, CONSTRUCTIVE FEEDBACK TO INTERN

- KEEP DOCUMENTATION – LITTLE THINGS CAN ADD UP TO BIGGER CONCERNS

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 AND HOLDS EVERYONE ACCOUNTABLE FOR THEIR PART.

FYI

- INTERN TO SIGN IN/OUT DAILY (OFFICE PREFERABLE)

- 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 IS TO ACT AND DRESS APPROPRIATELY AT ALL TIMES (EXCEPTIONS – SCHOOL RELATED EVENTS, JEAN DAY, ETC.)

- INTERN CAN SUBSTITUTE UP TO 3 DAYS DURING THE SEMESTER IN YOUR CLASSROOM, IF NEEDED – NOT IN ANOTHER TEACHER'S CLASSROOM

- 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

- **HTTPS://WWW.WINTHROP.EDU/COE/REX/HANDBOOKS-AND-FORMS.ASPX**

- **MAKE SURE YOU ARE USING CURRENT FORMS. IT IS A GOOD IDEA TO REFRESH THE SITE WHEN YOU FIRST GO ON.**