

# **2026 INTERNSHIP II MENTOR INFORMATION MEETING**



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**Director of the Office of Field and Clinical Experiences**

# GENERAL INFORMATION

- INTERN SIGNS IN/OUT DAILY (OFFICE PREFERABLE)
- INTERNS ARE 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

# REQUIREMENTS FOR SUPERVISORS

INTRODUCTORY MEETINGS

PRE-OBSERVATION CONFERENCES

POST-OBSERVATION CONFERENCES

MIDTERM AND FINAL EVALUATIONS

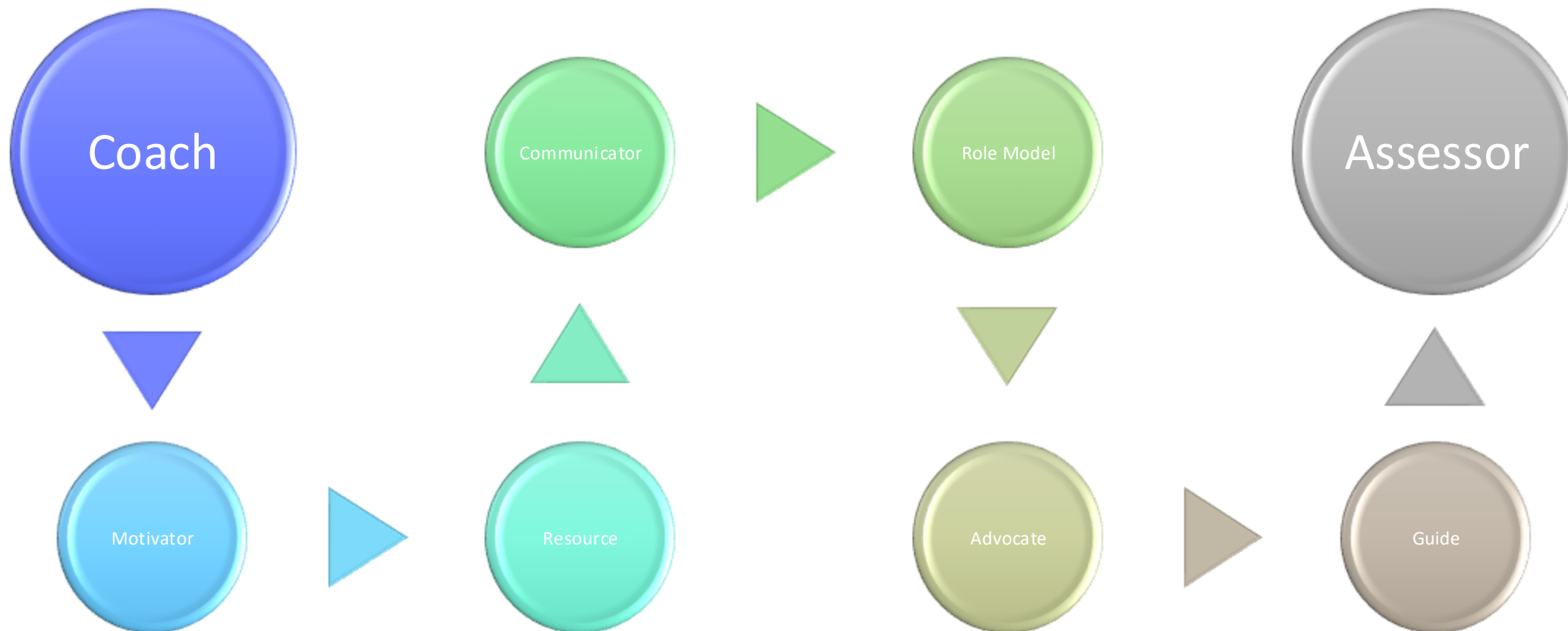
MAY BE CONDUCTED FACE-TO-FACE AND/OR REMOTE

# 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. PLEASE LET ME KNOW IF YOU HAVE NOT RECEIVED ANY COMMUNICATION ABOUT THIS MEETING FROM YOUR INTERN'S SUPERVISOR BY THE END OF THE WEEK.
- THE UNIVERSITY SUPERVISOR WILL COMMUNICATE HOW WEEKLY AND CHECK-INS WILL WORK. THE SUPERVISOR IS REQUIRED TO CHECK IN WITH BOTH THE INTERN AND MENTOR ON A BI-WEEKLY BASIS (AT MINIMUM)
- THERE IS AN INTRODUCTORY MEETING GUIDE ON THE WEBSITE IF YOU WANT TO PRINT ONE OUT FOR YOUR NOTES.



# MENTOR ROLES



# MENTOR RESPONSIBILITIES

Attend Introductory Meeting

Identify Site-based Observer

Complete **6 Formal** Observations on Record form

**3 Observations by Midterm; 3 Observations after Midterm**

PRE-CONFERENCES BEFORE EVERY ANNOUNCED OBSERVATION AND POST-OBSERVATION CONFERENCES AFTER ALL OBSERVATIONS (ORAL AND WRITTEN FEEDBACK ON OBSERVATION FORM)

# MENTOR RESPONSIBILITIES

ASSIST	<b>ASSIST</b> TEACHER CANDIDATE WITH THEIR SELF-ASSESSMENT FOR MIDTERM AND FINAL CONFERENCES (USE EVALUATION INSTRUMENT)
ATTEND	ATTEND THE MIDTERM AND FINAL CONFERENCES
ASSIST	ASSIST WITH GOAL SETTING
COLLECT	COLLECT THE SITE-BASED OBSERVER'S OBSERVATIONS TO GET TO SUPERVISOR

# 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

\*IF THE INTERN IS PLACED ON AN IMPROVEMENT CONTRACT, YOU (THE MENTOR) WILL THEN BECOME AN EVALUATOR AS WELL

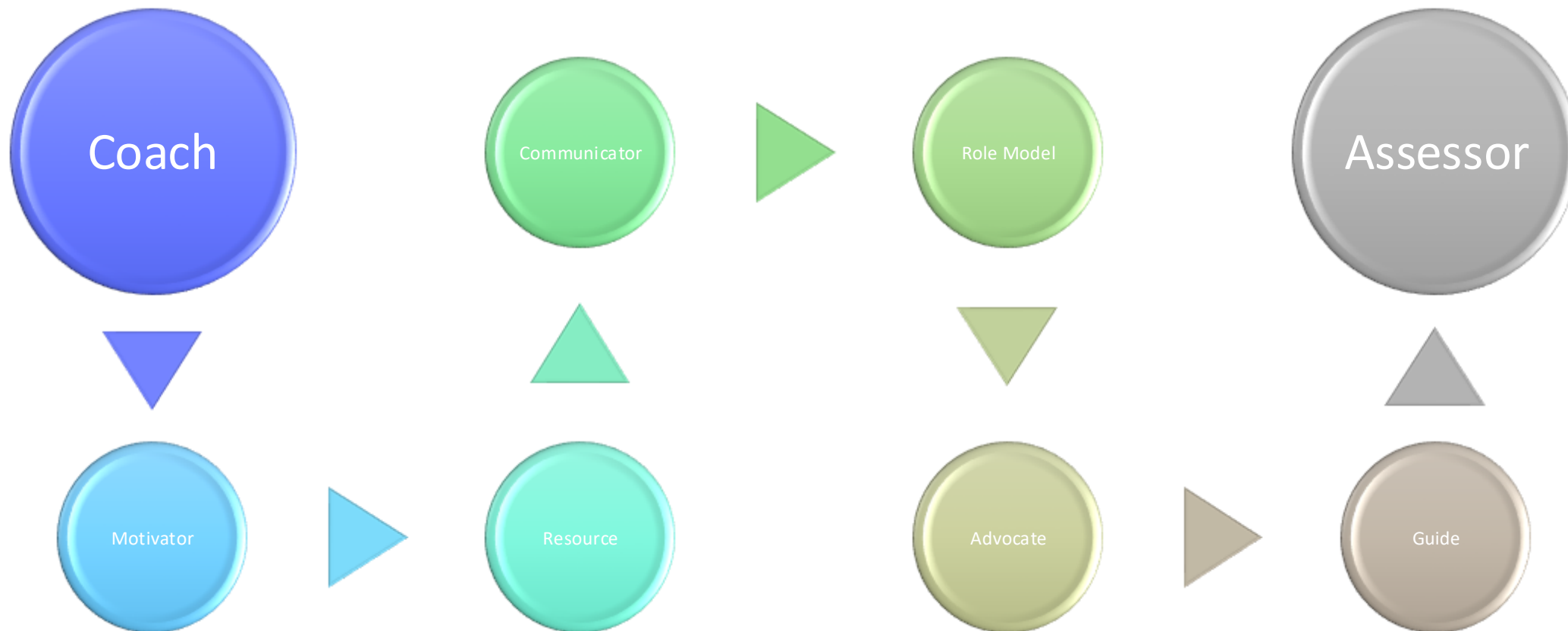


**CRUCIAL**

# SUPERVISOR AND SITE-BASED OBSERVER

- **SUMMATIVE** – DEPEND UPON THE MENTOR'S FEEDBACK AND COMMUNICATION
- FOCUS ON THE OUTCOME AND **EVALUATE** INTERN'S GROWTH
- **MAKE JUDGEMENTS ABOUT MASTERY**
- SUPERVISOR – 3 OBSERVATIONS – (1 UNANNOUNCED)
- SITE-BASED OBSERVER – 2 OBSERVATIONS - (1 UNANNOUNCED)

# MENTOR ROLES



# CO-TEACHING

## 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

## CO-TEACHING MODELS TEAM TEACHING

INSTRUCTION/PLANNING EQUALLY SHARED



TEACHERS  
MUST  
TRUST EACH  
OTHER

BOTH TEACHERS ARE EQUALLY RESPECTED  
STUDENTS FEEL A GREATER PRESENCE  
WITH BOTH TEACHER WORKING TOGETHER



# CO-TEACHING IN THE INTERNSHIP

- BALANCE LEAD TEACHING AND CO-TEACHING
- **INTERNSHIP II** – INTERN IS IN THE **LEAD ROLE** MOST OF THE TIME
- REQUIRE THE INTERN TO LEAD THE DISCUSSION FOR CO-TEACHING MODELS WHEN PLANNING (KNOW THE ROLE YOU ARE TO ASSUME).

# CO-TEACHING IN THE INTERNSHIP

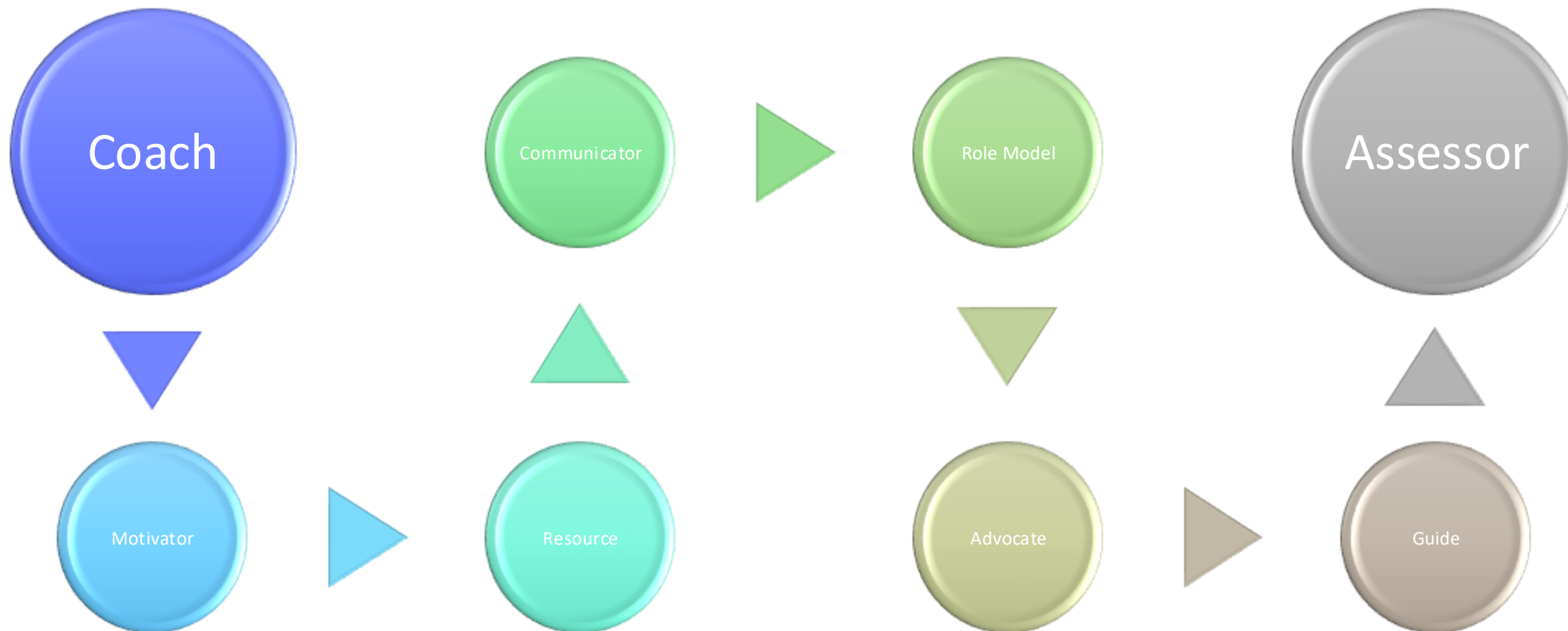
- Interns are not “on their own” during Internship II.
- Mentor teacher is still coaching and collaborating with the intern even during ‘solo’ teaching.
- ‘Solo’ teaching is when the mentor assumes the assisting or observing role in the co-teaching model.

**INTERN/MENTOR TEACHER TRANSITION PLAN for May, 2026 Graduates**  
**(This is ONLY a model to help organize internship. This is not a requirement)**

OF:	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Other	INTERN RESPONSIBILITIES
5	MI	MI	MI	MI	MI	MI	<ul style="list-style-type: none"> <li>• Begin semester in host school – attend professional development/faculty sessions – get acquainted with faculty in the building (if you are moving to a new placement), share calendar for the spring semester with mentor and discuss important expectations and dates</li> <li>• Co-Plan and co-teach with mentor</li> <li>• <b>Remember edTPA requirements this semester – through your capstone course (edTPA due dates, etc. <u>are listed</u> at the end of this transition calendar.)</b></li> </ul>
12	MI	MI	MI	MI	MI	MI	<ul style="list-style-type: none"> <li>• Co-Plan and co-teach lessons with mentor teacher</li> </ul>
19	I	MI	MI	MI	MI	MI	<ul style="list-style-type: none"> <li>• Continue planning and co-teaching with mentor, solo teaching</li> <li>• Intern plans/teaches 1 subject/class period <u>every day</u></li> <li>• Intern plans for the teaching of 2 subjects/class periods for the next week</li> <li>• <b><u>Wednesday, January 21</u> – Required Education Career Fair – 10:30-12:30 – Richardson Ballroom – Interviews to follow in the afternoon</b></li> </ul>
26	I	I	MI	MI	MI	MI	<ul style="list-style-type: none"> <li>• Continue planning and co-teaching with mentor, solo teaching</li> <li>• Intern plans/teaches 2 subjects/class periods <u>every day</u></li> <li>• Intern plans for the teaching of 3 subjects/class periods for the next week</li> </ul>
2	I	I	I	MI	MI	MI	<ul style="list-style-type: none"> <li>• Continue planning and co-teaching with mentor, solo teaching</li> <li>• Intern plans/teaches 3 subjects/class periods <u>every day</u></li> <li>• Intern plans for the teaching of 4 subjects/class periods for the next week</li> </ul>
9	I	I	I	I	MI	MI	<ul style="list-style-type: none"> <li>• Continue planning and co-teaching with mentor, solo teaching</li> <li>• Intern plans/teaches 4 subjects/class periods <u>every day</u></li> <li>• Intern plans for full-time teaching to begin next week (<i>Remember, there will be a balance of co-teaching and solo teaching</i>)</li> </ul>
16							<ul style="list-style-type: none"> <li>• <b>Midterm conferences <u>Monday, February 9– Wednesday, February 25</u></b></li> <li>• <b>Spring Intercession</b></li> </ul>

**TRANSITION PLAN**

# MENTOR ROLES



# WHAT DO ASSESSORS DO?

1

A) PROVIDE CONTINUOUS DATA-BASED FEEDBACK ON PERFORMANCE IN RELATION TO THE ADEPT COMPETENCIES (SCTS 4.0)

2

B) WORK WITH INTERN ON IDENTIFYING STRENGTHS AND WEAKNESSES; SETTING GOALS FOR IMPROVEMENT

# MAKE SURE YOU...

OBSERVATION



- USE THE [INTERNSHIP II OBSERVATION FORM](#) – INTERNSHIP I IS DIFFERENT FROM INTERNSHIP II.
- OBSERVATIONS MUST BE [TYPEWRITTEN](#).
- PROVIDE FACT-BASED FEEDBACK [BOTH ORALLY AND IN WRITING](#) TO THE INTERN. USE THE RUBRIC ATTACHED TO THE EVALUATION FOR THE 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.

# PRE-OBSERVATION CONFERENCE

- FOR ANNOUNCED OBSERVATIONS, A PRE-OBSERVATION CONFERENCE IS **REQUIRED\***. THERE IS A PRE-CONFERENCE FORM ON THE WEBSITE WITH POSSIBLE QUESTIONS TO ASK.
- CONFERENCE PLATFORM:
  - FACE TO FACE
  - ZOOM, TEAMS, FACE TIME
  - PHONE CONVERSATIONS (LAST RESORT...HARD TO ENSURE TOTAL ATTENTION TO THE CONVERSATION IS EXHIBITED)

**\*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.**

# OBSERVATIONS

## Observation Record – Internship II

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

### PLEASE TYPE

<b>Internship II</b> 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

<b>ADEPT Domain</b> (competencies below are <i>required</i> to <u>meet</u> expectations of Internship II)		<b>Evaluative Comments</b> ( <i>evaluate</i> the candidate's performance based upon the criteria of each ADEPT domain for the observation period <b>AND</b> the overall experience thus far)	<b>This Observation</b>	<b>Overall</b> performance in Internship II thus far
<b>Planning</b>	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		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	1.2 Designs, selects, or modifies multiple assessments that are aligned with lesson objectives		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	1.3 Uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning			
	1.4 plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression			

# OBSERVATIONS

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 \_\_\_\_\_

# POST OBSERVATION CONFERENCE

- 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*

# COACHING

- Interns are not first year teachers. Mentors MUST coach the intern in ALL areas. Please communicate expectations and talk with the intern about improvements that need to be made.
- Provide risk-safe opportunities for interns to learn.
- Ask questions about the intern's thinking.
- Encourage initiative.
- Video lessons and discuss the intern's performance together.

# INTERN SELF-ASSESSMENT

- THE INTERN'S SELF-ASSESSMENT FORM IS THE SAME FORM AS THE INTERNSHIP EVALUATION.
- THE INTERN KEEPS THEIR DOCUMENTATION AND USES IT TO DO THE SELF-ASSESSMENT, **WITH THE MENTOR'S ASSISTANCE**. THE MENTOR DOES NOT COMPLETE AN INDIVIDUAL COPY OF THIS FORM.
- 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 EDUCATION INTERNSHIP II EVALUATION REPORT**

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

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

<b>EVALUATION OUTCOMES</b> – <i>place a check in the appropriate box for each domain</i>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Short Range Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle Level Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.*

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
University Supervisor

# USING THE RUBRIC

- USE THE EVALUATION RUBRIC FOR YOUR TALKING POINTS WHEN DISCUSSING:
  - OBSERVATIONS
  - PRE/POST CONFERENCES
  - GOAL-SETTING
  - 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 IMPROVEMENT NEEDS 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.

Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	<p>TC effectively communicates appropriately challenging expectations to learners.</p> <p>CAEP R1.3 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p> <p>LADDER (Communication) Communication, Fairness</p>	TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.	TC <b>makes connections to prior knowledge</b> and communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the lesson content.		
2.2	<p>TC helps learners assume responsibility for their own learning.</p> <p>CAEP R1.1 SCTS 4.0 – Instruction (Activities and Materials)</p> <p>LADDER (Open Orientation, eXperiential) Fairness, Inspirational Influence</p>	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.	TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).	TC facilitates learners' ability to <b>problem-solve when difficulties arise</b> , set goals, persist in independent task completion, and reflect on their learning.		
2.3	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP R1.1, 1.3</p>	TC uses a "one size fits all" approach to delivering instruction and assessing student performance.	To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging	To meet the needs of diverse learners, the TC <b>differentiates what students are learning (content)</b> , how students		

# INTERN'S DOCUMENTATION

- INTERNS ARE RESPONSIBLE FOR KEEPING A RECORD OF ALL DOCUMENTATION: ALL LESSON PLANS, OBSERVATIONS, PRE/POST CONFERENCE NOTES, EMAILS, ETC. THE DOCUMENTATION CAN BE HOUSED IN A NOTEBOOK OR DIGITAL FOLDER. DOCUMENTS SHOULD BE ACCESSIBLE TO SUPERVISOR WHEN REQUESTED.
- THE NOTEBOOK CAN BE A PHYSICAL NOTEBOOK OR A DIGITAL FOLDER KEPT ON ONE DRIVE, GOOGLE DRIVE, DROPBOX OR WHATEVER DIGITAL FORMAT IS GOOD FOR THE MENTOR, SUPERVISOR, AND INTERN.

# EDTPA

- PORTFOLIO OF FIVE PRIORITY AREAS FOR EFFECTIVE INSTRUCTION.
  - INCLUDES VIDEOS AND SAMPLES OF STUDENT WORK
- COMPLETED WITH SUPPORT FROM THEIR PROGRAM AREA INSTRUCTORS (3 FULL RELEASE DAYS TO COME TO CAMPUS) – EACH PROGRAM AREA WILL COMMUNICATE WITH THEIR CANDIDATES AS TO WHICH 3 RELEASE DAYS PERTAIN TO THEM.

# EDTPA

- INTERNSHIP II ASSIGNMENT
- 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

# ROLE OF MENTOR DURING EDTPA



## DOS

- Explain edTPA tasks and scoring rubrics
- Provide experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Ask probing questions about draft edTPA responses or video recordings



## DON'TS

- Instruct which video clips to select for submission
- Edit materials prior to submission
- Offer critique that provides specific, alternative responses, prior to submission for official scoring

# DATES OUR OF INTERNS

*Wednesday, January 21 (hosted by the Office of Career Development and Internships)*

**Required** Education Career Fair – 10:30-12:30 in Richardson Ballroom – Interviews to follow in the afternoon – Specific information will be forthcoming.

*\* edTPA Cycle and **dates** chosen and communicated by program area. edTPA Friday workdays on campus. Dates are subject to adjustments based on program area or individual students*

Cycle 1: January 23, February 6, and February 27

Cycle 2: January 30, February 13, and March 6

# WHEN ISSUES ARISE

- 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.



- About Us +
- Partnership Network +
- Field Office +
- Programs +
- Education Core +
- School Job Postings +
- Contact Us
- College of Education

## Handbooks and Forms



### Contact Information

The Rex Institute  
143 Withers Building  
Rock Hill, SC 29733  
803/323-4734  
803/323-2284 (fax)  
E-mail

› Calendars

# REX INSTITUTE SITE

› <https://www.winthrop.edu/coe/rex/handbooks-and-forms.aspx>

› Assessments

› Course Syllabi



**QUESTIONS**