

# **INTERNSHIP II SUPERVISION**

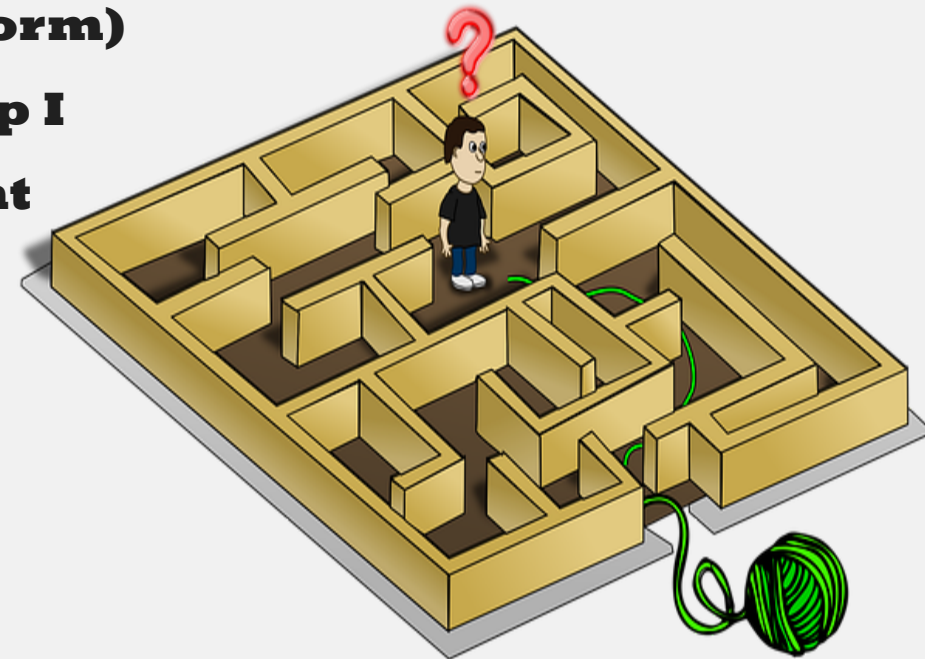
**Spring 2022**

# CONFUSION FROM INTERNSHIP I

- **Scoring whether intern passes or fails an observation or an evaluation**

<https://www.winthrop.edu/coe/rex/handbooks-and-forms.aspx> (look at both observation form and evaluation form)

- **Co-teaching – different from Internship I**
- **How to use the intern's self-assessment**
- **Transition plan (look at on website)**
- **Via**
- **Your**



# **ROLE OF SUPERVISOR AND MENTOR IN INTERNSHIP II**

**Same as in Internship I...supervisor is the evaluator, along with a site-based observer, and the mentor continues in the role of formative assessor.**

**If the intern goes on a contract, the mentor would become an evaluator at that point in the semester and his/her observations, etc. become public.**



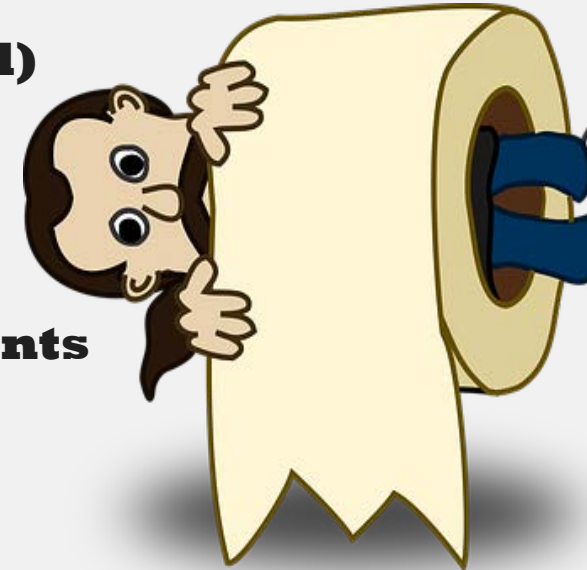
## **ROLE OF SUPERVISOR IN INTERNSHIP II**

- **Conducts an introductory/expectations meeting**
- **Assigns grades**
- **Provides specific oral and written feedback (observations, conferences, evaluations)**
- **Makes judgments about the mastery of standards**
- **Conducts observations – 3 total (either 1 or 2 before midterm or 1 or 2 after midterm) \*\*1 unannounced**
- **Communicates **weekly** with the mentor concerning intern's progress**



# ROLE OF SUPERVISOR IN INTERNSHIP II

- **Conducts pre-observation conference before every announced observation**
- **Conducts post-observation conference after **every** observation**
- **Informs Carolyn in a timely manner if problems arise**
- **Conducts evaluation conference (mentor included) for both midterm and final evaluations.**
- **Provides a hard copy of all observations and evaluations to the intern**
- **Submits grades to Wingspan and uploads documents into Via.**



## Observation Record – Internship II

Winthrop University – Richard W. Riley College of Education

<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

ADEPT Domain (competencies below are <i>required</i> to <u>meet</u> expectations of Internship II)		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)	<u>This Observation</u>	<u>Overall</u> performance in Internship II 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		<input type="checkbox"/> Satisfactory     <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory     <input type="checkbox"/> Unsatisfactory
	1.2 Designs, selects, or modifies multiple assessments that are aligned with lesson objectives			
	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			
	1.5 Plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs			
Instruction	2.1 Effectively communicates appropriately challenging expectations to learners		<input type="checkbox"/> Satisfactory          <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory          <input type="checkbox"/> Unsatisfactory
	2.2 Helps learners assume responsibility for their own learning			
	2.3 Differentiates instruction to meet the needs of diverse learners			
	2.4 Demonstrates a thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content			
	2.5 Implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences			
	2.6 Measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria			
	2.7 Effectively uses summative assessment strategies to determine mastery of learning and communicates results to students			
	2.8 Implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking			
	2.9 Provides specific and timely instructional feedback to students pertaining to stated outcomes			
	2.10 Facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression			
	2.11 Uses appropriate voice tone, inflection, pacing, and			

Professionalism	4.4 Demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	4.5 Demonstrates effective external written communication that is appropriate for the intended audiences and uses standard English		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Content	4.6 Adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues of children		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	4.7 Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	4.8 Is receptive to and incorporates professional learning and constructive feedback from school and university professionals		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	4.9 Uses self-reflection to evaluate and improve professional practice		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory

Specific strengths:	<b>Required</b> actions for improvement:
	<b>Suggested</b> 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.

### MIDDLE LEVEL EDUCATION INTERSHIP I 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; CAEP 1.3, 1.4</u> 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 <b>ensure student engagement</b> . 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.  <u>InTASC 6, 7; CAEP 1.2</u> 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.	<b>Informal and formal</b> lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at <b>various points during the lesson</b> .
1.3	TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.  <u>InTASC 6, 7; CAEP 1.2</u> 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 <b>variety</b> of assessments to <b>modify lesson objectives</b> 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 <b>specific strategies</b> for differentiation of <b>teaching procedures/pacing</b> to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.



# **DOCUMENT...DOCUMENT...DOCUMENT FOR THE EVALUATION**

**BIG DATA**

## **Some points to remember:**


**Use any notes from discussions you have had with the mentor to substantiate your ratings and comments for both the midterm and the final evaluations.**

**Ask for the site-based observer's observation. It can always be given to the mentor and the mentor can email it to you or the teacher candidate can email it to you. This person's feedback is evaluative, just as your data is.**

**Have the intern complete a self-assessment before the conference (next slide has instructions for that assessment). You can have them email their assessment to you ahead of time (virtual or in-person)**

**The mentor should be present during the conference to provide input.**

# SELF-ASSESSMENTS

- ❖ **Student uses all documentation from observers to complete the self-assessment (on the evaluation instrument)**
- ❖ **Documentation of observations, feedback sessions, etc. to be used for the self-assessment (**Candidates should have all documentation readily available in a notebook they keep for internship. The notebook can be a hard notebook or a digital file.**)**
- ❖ **Student works with the mentor to complete the self-assessment**
- ❖ **Self-assessment shared with the supervisor at midterm and final conferences**
- ❖ **Primary purpose -  growth and reflection**



## **ROLE OF MENTOR IN INTERNSHIP II**

- **Willingness to work with intern around their completion of tasks for edTPA**
- **As in internship I, coordinate with intern on completing a self-assessment at both midterm and final.**
- **Conduct 6 formal observations – 3 before midterm and 3 after midterm (with academic feedback).**
- **Conduct a pre-conference for announced observations and a post-conference for all observations.**
- **Provide a hard copy of all formal observations to the intern.**
- **Secure a site-based observer. (Even though the mentor secures the person, it is up to the intern to schedule the observations.)**
- **Willingness to relinquish control of the classroom and flexibility for intern ideas**

## **INTERNSHIP II TEACHER CANDIDATE**

- **Serving as substitute ( norm is 3 days max – no money) Number of days may be flexible due to securing substitutes during COVID.**
- **Attendance at all meetings, conferences, etc. both before and after school**
- **Assuming all duties of the mentor teacher (hall, lunch, bus and/or car duty, etc.)**
- **Ability to attend 2 days of professional development (permission from mentor, supervisor, and Carolyn)**
- **At least 5 weeks of full-time teaching**
- **edTPA**
- **EDCO 410/695**



## **CONTINUED FLEXIBILITY**

- **Virtual or face-to-face for observations, meetings, conferences, etc.**
- **Observations can be filmed by the intern and sent to the supervisor for evaluation.**
- **Interns can keep a hard notebook with plans, observations/observational data, etc. or choose to keep a digital file with all of the information needed.**





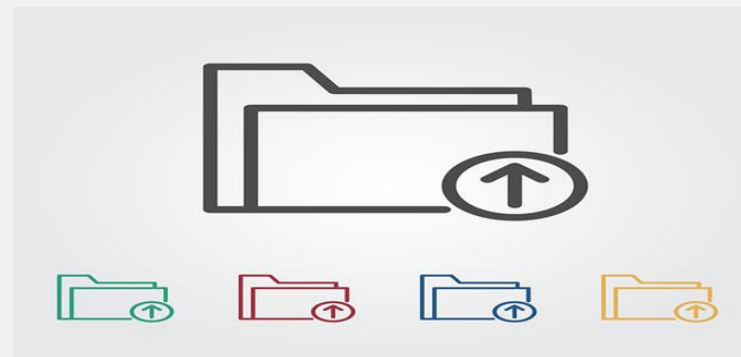
# GENERAL INFORMATION



- **Mileage - At this time - .54.5**
- **Mileage Authorizations due to Jamie Larsen - January 14**
- **We need original signatures.**
- **Syllabi have been updated and are on the website. Dia will get section numbers to you.**
- **All other documents on the website have been updated for the spring semester. If you have changes for your lesson plan template, please send the updated template to me and I will see it gets posted. 😊**
- **Dates for midterm and final conferences, dates/times for Wingspan and Via upload, etc. are on supervisor calendar.**
- **Mentor Informational Meeting - Internship II - Jan. 11 (5:00-6:00)**
- **ADEPT Training - Jan. 18 (4:00-6:00)**

# VIA

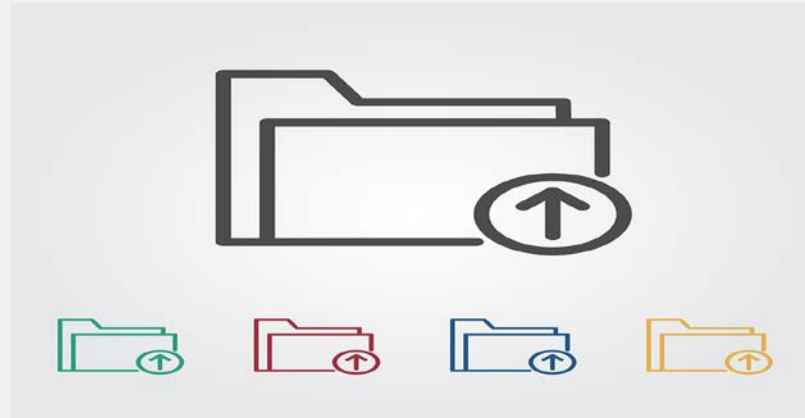
- 1. Once logged into Via, click on either midterm or final evaluations (whichever evaluation is due).**
- 2. Names of the students you supervise will come up.**
- 3. Click on the 3 dots at the top right-hand side of the page (circle with 3 dots)**
- 4. Click “Force Submit”. This will allow you to complete the process on each student.**
- 5. Click on each student, complete the rubric on the right hand side of the page, then scroll to the bottom of the page (left hand side) and you will see where you can upload documents.**



# VIA

- **You can upload 2 different ways:**
  - 1. You can put all documents (your observations, the site-based observer observations, the evaluation (minus the rubric) into 1 file for each intern. Label the file. (Example: grantcmidterm2021) and then upload that to where it says “Supervisor Observation 1.**
  - 2. You can upload all of your documents for each student separately. There is a place listed for each document.**

**IT is your choice!!**







**QUESTIONS...**

