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# SUPERVISOR INFORMATION SESSION SPRING 2023

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Experiences



# CLARIFICATIONS FROM INTERNSHIP I

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- 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)
  - SLL
  - Your Questions
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# ROLE OF SUPERVISOR IN INTERNSHIP II

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- Conducts an introductory/expectations meeting; for new placements, conduct this meeting the week of January 9th
  - Assigns grades (Please review SLL instructions) and submit rubrics by due dates.
  - 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
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# ROLE OF SUPERVISOR IN INTERNSHIP II

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- Conducts pre-observation conference before every announced observation
- Conducts post-observation conference after **every** observation
- **Informs Kristin in a timely manner if problems arise (begins sending me documentation)**
- 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 SLL.



# 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 an **improvement contract**, the mentor will **become an evaluator** at that point in the semester and his/her observations, etc. become public.
- If the intern goes on contract, please keep copies of the mentor's observations for your records.



**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 to meet expectations</i> of Internship II)		Evaluative Comments (evaluate the candidate's performance based upon the criteria of each ADEPT domain for the observation period <b>AND</b> 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"/> 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			
	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"/> Satisfactory
	2.2 Helps learners assume responsibility for their own learning		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	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		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	2.7 Effectively uses summative assessment strategies to determine mastery of learning and communicates results to students		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory

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"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	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			
	4.7	Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)			
	4.8	Is receptive to and incorporates professional learning and constructive feedback from school and university professionals			
	4.9	Uses self-reflection to evaluate and improve professional practice			
Content	(specific competencies vary by program area)			<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	<ul style="list-style-type: none"> <li>Presents content without error in both written and oral format</li> <li>Provides meaningful, content-based feedback</li> <li>Teaches for transfer by connecting to prior learning and other content area</li> <li>Masters content to accurately address student questions and address misconceptions</li> </ul>			<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory

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.



## Internship II Evaluation Rubric

DOMAIN 1: PLANNING				
		Below Expectations	Meets Expectations	Exceeds Expectations
1.1	<p>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.</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)</p>	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement	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.	Lesson plans are <b>consistently</b> aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to <b>maximize</b> student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.
1.2	<p>TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.	Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives <b>and cognitive task</b> , and occur at various points during the lesson. <b>Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations.</b> Plans appropriate assessment accommodations to meet individual learner needs.
1.3	<p>TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses <b>a variety</b> of learner performance data from multiple assessments to modify or determine lesson objectives <b>and</b> to modify instructional plans.
1.4	<p>TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.</p> <p>InTASC 5; CAEP 1.5 SCTS 4.0- Instruction (Motivating Students; Activities and Materials)</p>	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing <b>multiple</b> opportunities for problem solving, conducting research, <b>and</b> creative expression.



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# INTRODUCTION MEETING



This meeting is for the mentor, the intern, and the supervisor to discuss the expectations and internship procedures of for all involved during the internship.



Schedule this meeting as soon as possible at the beginning of the semester. New placements need to have this meeting during the week of January 9th.



If you have more than one intern at a school, you may hold a group meeting. However, check with the mentors to ensure this is ok with them.



You can find the introductory meeting guide on the Rex website for items to cover during this meeting.

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OBSERVATIONS



# OBSERVATIONS

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- **Observation forms** – Make sure you use the correct observation form – Internship I and Internship II are different in the indicators and in the rubrics. – **You need signatures from the observer and the intern on all observations conducted.**
  - Please make sure all observers are using the current observation form on the website. The observation form for Internship I and Internship II incorporate SC Teaching Standards 4.0. All observations must be **typewritten**.
  - The competencies for each domain are numbered to match the evaluation. (see next slide)
  - It is understood that some competencies may be difficult to document during a specific observation. You may need to do extra formal observations to see all you need to see.
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# OBSERVATIONS

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- Need to conduct integral observations (at least 45 minutes)
  - **Internship I – 2 total** (1 before midterm and 1 after midterm – one of which must be unannounced) Please note that all observations are required to be scheduled with the mentor teacher.
  - **Internship II – 3 total** ( 1 or 2 before midterm, 1 or 2 after midterm- one of which must be unannounced)
  - Conduct a **pre-conference** for every announced observation and a post-conference for all observations.
  - Provide both **oral and written feedback** from the observation at a **post-conference**(to be used by the mentor and intern for professional growth).
  - Provide specific feedback related to competences.
  - Note: Interns must pass all domains to pass observation. You may do more observations than the requirement, especially if you have not observed a particular competency.
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# OBSERVATIONS

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- Observations should be fact-based and based upon the competencies (refer to Internship evaluation **RUBRICS** when completing observations).
  - **Feedback to intern is crucial** – oral and written – from mentor, supervisor and site-based observer. Feedback needs to be specific and the evaluation rubric needs to be referenced when providing feedback since the observation form matches the indicators on the evaluation.
  - Allow time for intern to reflect on their lesson before doing post-conference. For both virtual and face-to-face conferences, allow several minutes for the intern to quietly reflect on the lesson just taught. They must have ample time to gather their thoughts.
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# IMPROVEMENT CONTRACTS

- Please send concerns to Kristin with documentation.
  - Contract must be specific and given a timeline. Use the form from the website.
  - Intern and Kristin **must** receive a copy of the contract. Send original and signed copy to Office of Field and Clinical Experiences (Withers 141).
  - Intern must meet terms of the contract to receive "Satisfactory" for the internship.
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# DOCUMENT...DOCUMENT...DOCUMENT FOR THE EVALUATION

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.
  - The mentor should be present during the conference to provide input.
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# 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
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# 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
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# CO-TEACHING

- Mentor and intern should be engaging in more co-teaching models that allow the intern to be the lead.
  - Be sure mentor teacher understands the co-teaching models and is supportive.
  - Lesson plans should reflect the planned co-teaching models.
  - If the intern is in the same placement, the lead role in the co-teaching model should begin by week 3.
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# ROLE OF TEACHER CANDIDATE INTERNSHIP II

- Serving as substitute ( 3 days max – no pay) Number of days may be flexible due to difficulties securing substitutes. Can only substitute for their mentor.
  - Attendance at all meetings, conferences, etc. both before and after school
  - Ability to attend 2 days of professional development (permission from mentor, supervisor, and Kristin)
  - Assuming all duties of the mentor teacher (hall, lunch, bus and/or car duty, etc.)
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# INTERNSHIP II

## TEACHER CANDIDATE

- Interns can keep a physical notebook with plans, observations/observational data, etc. or choose to keep a digital file with all the information needed.
- At least 5 weeks of full-time teaching
- edTPA
- EDCO 410/695





# SLL (STUDENT LEARNING & LICENSURE)

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SLL is our assessment and data organization system. Your account is automatically set up when courses and students are uploaded.

1. Once logged into SLL, click on **the section**.
  2. Then choose **midterm or final** (whichever evaluation is due).
  3. A new window will open and the names of the students you supervise will come up.
  4. Click on the **student** and the **rubric** will appear. Select the rating and **press submit**. Be sure to press "**Submit**".
  5. If the student status is "awaiting submission", then you need to click "**Force Submit**" in the right-hand corner. This will allow you to complete the evaluation process for each student.
  6. To **upload documents**, click the "**Supervisor Materials**" tab at the top or scroll to the end of the page and upload. Be sure to press "**Submit**".
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# SLL

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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 (i.e. culbreathk-sp23 midterm)
- Upload that to “Supervisor Observation 1”

2) You can upload all your documents for each student separately. There is a place listed for each document.

It is your choice but remember to hit “Save”.

For more information or more detailed instructions, go to

<https://www.winthrop.edu/coe/student-learning-and-licensure/accessing-student-learning-and-licensure.aspx>

Or [schedule an appointment](#) with Carol Adams

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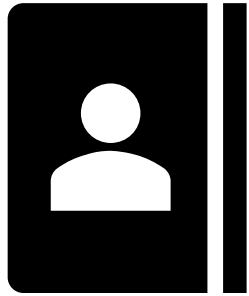
# IMPORTANT DATES

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- **Thursday, February 16 – Wednesday, February 22** - Midterm conferences to be held
  - **Monday, February 20- Friday, March 24** – Full-time teaching (minimum)
  - **Thursday, February 23** – Internship II midterm evaluation grades due on Wingspan by 5:00 pm
  - **Monday, February 27** - Midterm Evaluation Report and supporting evidence scanned and uploaded to Via, and evaluation rubric recorded on SLL (supporting evidence – supervisor observations, site-based observer observations and, if intern on contract, mentor observations)
  - **Thursday, April 13 – Thursday, April 20** – Final evaluation conferences to be held
  - **Wednesday, May 3** - Graduate degree grades reported in Wingspan (by 3:00 pm)
  - **Thursday, May 4** - Undergraduate grades reported in Wingspan (by 9:00 am)
  - **Thursday, May 4** - Final Evaluation Report and supporting evidence scanned and uploaded to SLL, and evaluation rubric recorded on SLL (supporting evidence – supervisor observations, site-based observer observations and, if intern on contract, mentor observations)
    - Reimbursement for Internship II supervision due to Jamie Larsen in Withers 141
  - **Wednesday, May 3 or Friday, May 5** – Teacher Education Convocation –
    - Wednesday, May 3 – candidates from CVPA, CAS, and all MAT programs (4:00-5:00) Plowden Auditorium
    - Friday, May 5 – candidates from the COE (4:00-5:00) Plowden Auditorium
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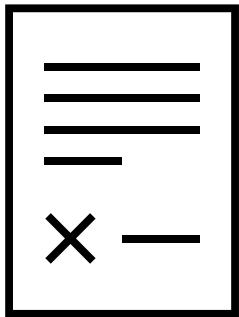
# GENERAL INFORMATION



Mileage – At this time -  
.585 – If there is  
a change, I will let  
you know.

Mileage Authorizations  
due to Jamie Larsen by  
Friday, January 13th –  
**must have**  
**original** signatures.

Sections have been sent  
by Dia.



All other documents on  
the website have been  
updated for this  
semester.

SCTS 4.0 Course is in  
Blackboard for all  
supervisors that need the  
training.

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# QUESTIONS

