
SUPERVISOR INFORMATION SESSION FALL 2023

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Director, Office of Field and Clinical
Experiences



ROLE OF SUPERVISOR IN INTERNSHIP

- Conducts an introductory/expectations meeting; conduct this meeting before August 25th
 - 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 – 2 total (1 before midterm or 1 after midterm) **1 unannounced
Internship II – 3 total (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

- 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.



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. If the school has a liaison, please extend an invite.



Schedule this meeting as soon as possible at the beginning of the semester. No later that August 25th.



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 okay with them.



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

OBSERVATIONS



OBSERVATIONS

- **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 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

- 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

- 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 (between 1-2 days). For both virtual and face-to-face conferences, allow several minutes for the intern to quietly reflect on the lesson taught. They must have ample time to gather their thoughts.
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Internship I 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 required to <u>meet</u> 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 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		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
	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		<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Unsatisfactory
	1.4 Plans 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 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			

ROLE OF SUPERVISOR AND MENTOR IN INTERNSHIP

- Supervisor is the **evaluator**, along with a **site-based observer**, and the **mentor** serves 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.



A photograph of two business women in a modern office setting, seated at a long table with laptops and glasses of water. The woman on the left is gesturing with her hands while speaking, and the woman on the right is listening attentively. The background shows large windows with a view of a city skyline. A vertical white line is positioned between the two women, and the word 'Evaluations' is written in white text to the right of the line.

Evaluations

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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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 results 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:	

DOMAIN 1: PLANNING (Short Range)				
		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><u>InTASC 4, 7; CAEP 1.3, 1.4</u> SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)</p>	<p>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.</p>	<p>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 measurable, appropriately challenging, and align with the standards.</p>	<p>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.</p>
1.2	<p>TC designs, selects, or modifies assessments that are aligned with lesson objectives.</p> <p><u>InTASC 6, 7; CAEP 1.2</u> SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified.</p>	<p>Lesson assessments align with lesson objectives and occur at least once during the lesson.</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson.</p>
1.3	<p>TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.</p> <p><u>InTASC 6, 7; CAEP 1.2</u> SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	<p>TC does not gather or examine student performance data or does not use data appropriately in the planning process.</p>	<p>TC uses student performance data (from previous assessments or pre-assessment) to guide instructional strategies.</p>	<p>TC gathers and uses learner performance data from a variety of assessments to modify lesson objectives and instructional plans.</p>
1.4	<p>TC plans differentiated instruction to address diverse learning needs.</p> <p><u>InTASC 1, 7</u> CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans)</p>	<p>Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.</p>	<p>Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.</p>	<p>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.</p>



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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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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ROLE OF MENTOR IN INTERNSHIP



- Willingness to work with intern within a co-teaching model.
 - Willingness to relinquish control of the classroom and flexibility for intern ideas.
 - Conducts 4 **formal observations** – 2 before midterm and 2 after midterm (with academic feedback). (Internship II- 6 formal observations- 3pre / 3post midterm)
 - Conducts a pre-conference for announced observations and a post-conference for all observations.
 - Provides a hard copy of all formal observations to the intern.
 - Secures a site-based observer. (Even though the mentor secures the person, **it is up to the intern** to schedule the observations.)
 - Coordinates with intern on completing a self-assessment at both midterm and final.
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CO-TEACHING

- Co-planning, co-teaching, co-assessing, co-reflection should be ongoing with mentor and intern
 - Be sure mentor teacher understands the co-teaching models and is supportive.
 - Lesson plans should reflect the planned co-teaching models.
 - The lead role in the co-teaching model should be the mentor teacher and the intern should gradually take on more tasks. In internship II, the intern should be in the lead role.
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ROLE OF TEACHER CANDIDATE INTERNSHIP

- Internship I- Interns cannot substitute nor cover classes.
 - Internship II- Interns can serve as a substitute (3 days max – no pay) for their mentor teachers ONLY. Number of days may be flexible due to difficulties securing substitutes.
 - Attendance at meetings, conferences, etc. as doable.
 - Internship II- May attend 2 days of professional development (permission from mentor, supervisor, and Kristin)
 - Assumes some (all in Internship II) duties of the mentor teacher (hall, lunch, bus and/or car duty, etc.)
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INTERNSHIP 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.



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About the Office

Handbooks and Forms

Mentor and Host Teachers

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College of Education

James and Susan Rex Institute for Educational Renewal and Partnerships



Let's look at the website...

SLL (STUDENT LEARNING & LICENSURE)



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

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-fl23 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>

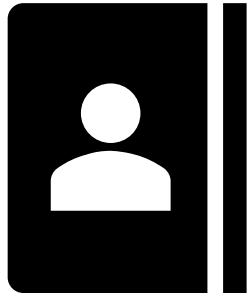
Or [schedule an appointment](#) with Carol Adams

IMPORTANT DATES

Internship Fall 2023

- **Tuesday, August 15** – All interns will have started in their host schools (some started earlier).
- **Tuesday, August 15** – Mentor Informational Meeting Option 1 - 4:30-5:30; **Thursday August 24th** Option 2 – 5- 6 through Zoom (Supervisors are welcome to attend – New supervisors are encouraged to attend one of the sessions)
- **Tuesday, August 22** - Interns begin reporting to their host schools on a modified schedule set up by individual program areas.
- **Friday, August 25** - Final date for travel authorizations to be turned in to Jamie Larsen in 141 Withers. Per accounting, all authorizations must include original signature (no scan). Please note, that if conducting introductory meetings face-to-face with the interns you supervise and their mentors, your authorization needs to be in place at least 7 days before that meeting. Introductory meetings, whether face-to-face or virtual, need to take place within the first two weeks of school.
- **Wednesday, September 27-Tuesday, October 3** - Midterm conferences to be held
- **Thursday, October 5** – Internship I midterm evaluation grades due on Wingspan by 5:00 pm
- **Monday, October 9** - Midterm Evaluation Report and supporting evidence scanned and uploaded to SL&L
- **Monday, November 27 – Friday, December 1** – Final evaluation conferences to be held
- **Wednesday, December 13** – Internship Boot Camp for Internship II – 8:00 am – 4:30 pm
- **Thursday, December 14** – Final Evaluation grades due in Wingspan by 5:00 PM
- **Friday, December 15** - Final Evaluation Report and supporting evidence scanned and uploaded to SL&L
- **Friday, December 15** – Teacher Education Convocation – Plowden Auditorium – 4:00 pm; Travel Reimbursement due to Jamie Larsen in Withers 141
- **Saturday, December 16** – Undergraduate and Graduate Commencement – 11 am – Winthrop Coliseum

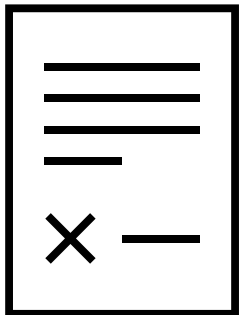
GENERAL INFORMATION



Mileage – At this time - .615
– If there is a change, I will
let you know.

Mileage Authorizations due
to Jamie Larsen by Friday,
August 25th – **must have**
original signatures.

Sections will be sent by Dia.



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

SCTS 4.0 Course is in
Blackboard for all
supervisors that need the
training. Send Kristin you're
a copy of your certificate.

QUESTIONS

