Supervisor Informational Session

Spring 2026

Our Mentoring and Supervision Model

- **Mentoring Role**
- **Supervision Role**
- **Paperwork/Documentation requirements**

It's a triad!!
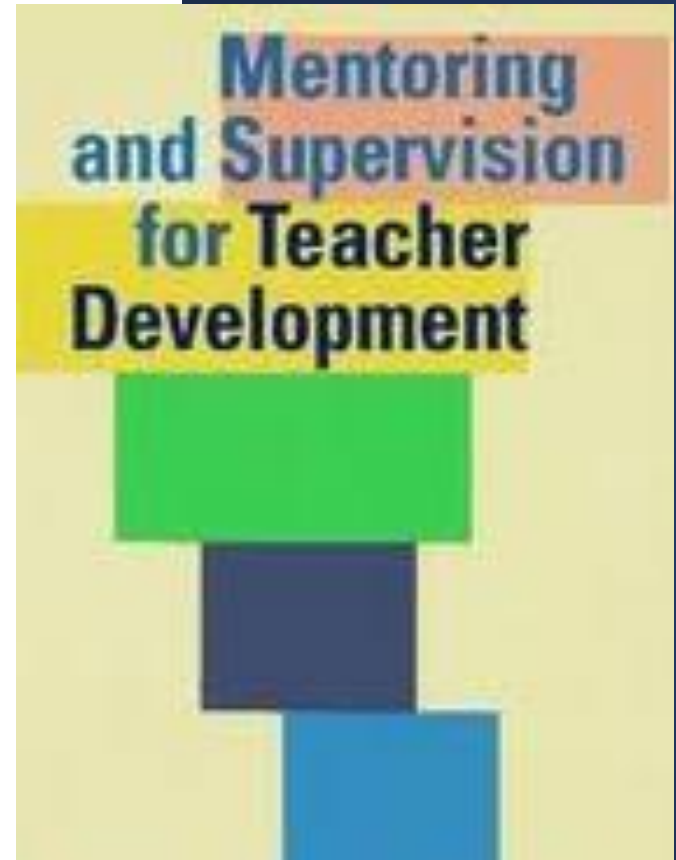
The Mentor → Formative Assessor

Shapes and molds by coaching and **giving specific, continuous** <u>oral and written</u> **feedback:**

- lesson plan
- teaching performance
- on interactions with students, parents, and school community

Provides opportunities for **growth** <u>without</u> summative aspects

Gives intern opportunities to close the gap between where they are and the standards

Maintains contact with the supervisor concerning the progress (or lack of) in relation to the intern

The Mentor → Formative Assessor

- Secures a site-based observer

- Participates in planning and reflection conversations with the intern

- Participates in the midterm and final conferences with the intern and the supervisor but <u>does not</u> complete the evaluation for the intern.

- Works with the intern to draft goals for development

The Supervisor →
Summative Assessor

- Conducts Introductory Meeting - Please try to have this meeting scheduled during the week of January 12th and completed by January 16th. This meeting is to communicate your expectations.

- Communicates with the site-based observer and the mentor concerning student progress

- Ensures that mentor teachers are coaching interns

- Provides specific oral and written summative feedback
  - lesson plans
  - teaching performance
  - areas for growth

- Conducts weekly/biweekly check-ins with both the mentor and the intern. Check-ins:
  - Informal
  - Inquire about intern's progress and observations
  - Important school and university dates and information

The Supervisor → Summative Assessor

- Evaluates what the student can and cannot do

- Makes judgment about the mastery of competencies

- Assigns grades – focus is on the outcome; uploads documentation to SLL

The Intern

- Attendance at all meetings, conferences, etc. both before and after school

- Assumes all duties of the mentor teacher (hall, lunch, bus and/or car duty, etc.)

- Maintains university professionalism standards

- May serve as substitute (3 days max. Can be taken in half day increments)

- Allowed 2 days of professional development (permission from mentor, supervisor, and Kristin)

- At least 6 weeks of full-time teaching

- edTPA

- EDCO 305/695

Observations

- Need to conduct integral observations (at least 45 minutes)
- 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.
- Be sure to use the correct observation form
- Obtain signatures from intern (all observers on all observations)
- Note: Interns MUST pass all domains to pass observation – will explain domain on upcoming slide

https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx

Observation Record – **Internship II**

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

Internship II Intern:	Mentor:	Observation date:	☐ Announced ☐ Unannounced
Observer: ☐ Supervisor ☐ Mentor ☐ Site-based	Content/Topic:	Lesson Approach: ☐ Co-Teaching ☐ Solo Teaching	

ADEPT Domain (competencies below are *required* to *meet* expectations of Internship II)	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)	**This Observation**	**Overall** 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 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		☐ Satisfactory ☐ Unsatisfactory	☐ Satisfactory ☐ Unsatisfactory
Instruction 2.1 Effectively communicates appropriately challenging expectations to learners 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		☐ Satisfactory ☐ Unsatisfactory	☐ Satisfactory ☐ Unsatisfactory

			Satisfactory	Satisfactory
Content	*(specific competencies vary by program area)* • Presents content without error in both written and oral format • Provides meaningful, content-based feedback • Teaches for transfer by connecting to prior learning and other content area • Masters content to accurately address student questions and address misconceptions			
			Unsatisfactory	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.

Date of pre-conference (required for announced observations) _____

Date of post-conference _____

Candidate signature _____   Observer signature _____

Pre-observation Conferences

For announced observations, a pre-observation conference is required. This is a requirement for Expanded ADEPT.

The link for the pre-conference form is on the website:

https://www.winthrop.edu/uploadedFiles/ceshs/rex/field-documents/Observation-Preconference-Guide.pdf

Be creative with your pre-observation conferences:

- Meet at their school (if possible)

- Have them come and meet you on campus

- FaceTime, Zoom, MS Teams

- Phone conference

The purpose of the pre-conference is to get the teacher candidate truly thinking about the lesson they will be teaching for you to observe. Conduct the pre-conference a few days before the observation. This gives the intern time to make changes, etc. based upon their pre-conference conversation.

Post-observation Conferences

Post-observation conferences are required after <u>every</u> observation. This is such a valuable time for:

- the observer to share the data they collected during the observation,
- the observer <u>and</u> the teacher candidate to reflect on the lesson together, and
- the teacher candidate to make goals for improvement

❖ *Can be in-person or virtual*

The link for the post-conference form is on the website: https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx

Evaluations

- Same form used at midterm and final evaluation for Internship

- Careful attention should be given to documentation for evaluation (and discussed)

- Data entered and uploaded to Student Learning and Licensure (SLL) and grades posted on Wingspan

- Conferences – midterm and final
    - request that mentor be present
    - have the <u>student</u> submit self-assessment prior to the meeting
    - student submits data as evidence for competency progress
    - Mentor does not complete an evaluation
    - Supervisor may request mentor observations as evidence

    https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx

Self-Assessments

- Student uses all documentation from observers to complete the self-assessment (on the <u>evaluation instrument</u>)

- 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 physical notebook or a digital folder.)

- Student works with the mentor to complete the self-assessment. <u>Mentor does not complete the evaluation</u>.

- Self-assessment submitted to the supervisor <u>prior to</u> midterm and final conferences.

- Primary purpose – growth and <u>reflection</u>

Richard W. Riley College of Education, Winthrop University
Middle Level EDUCATION <u>INTERNSHIP II</u> 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		

EVALUATION OUTCOMES – *place a check in the appropriate box for each domain*	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 data/ratings presented in the report.

_____   _____   _____
Teacher Candidate   Mentor Teacher   University Supervisor

Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	TC effectively communicates appropriately challenging expectations to learners. CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	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 **makes connections to prior knowledge** 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	TC helps learners assume responsibility for their own learning. SCTS 4.0 – Instruction (Activities and Materials)	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance *without* 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 **problem-solve when difficulties arise**, set goals, persist in independent task completion, and reflect on their learning.	☐	
2.3	TC differentiates instruction to meet the needs of diverse learners. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)	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 learners.	To meet the needs of diverse learners, the **TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment).**	☐	
2.4	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.	TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make	TC's presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address		

Additional areas

- Co-Teaching (covered next slide)
- Supervisor role in making up days in internship
- Charts for Mentors/Supervisors/Site-based Observers (handbook)
- Addressing problems and concerns (handbook)
- Contract Template
- https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx

Co-Teaching

- What will be involved? (co-planning, co-teaching, co-assessing, co-reflection)

- What should I be seeing? (multiple strategies where both intern and mentor are teaching content, handling classroom duties, etc. and also seeing solo teaching – has to be a good balance)

- What role does the mentor play this semester? (Internship I- mentor lead role, Internship II – intern lead role))

- How will this affect lesson planning? (intern will include co-teaching models used, how the model will be incorporated/strategies, roles of mentor/intern, etc.)

Absences (Excused/Make Ups)

These are decided on the case-by-case basis
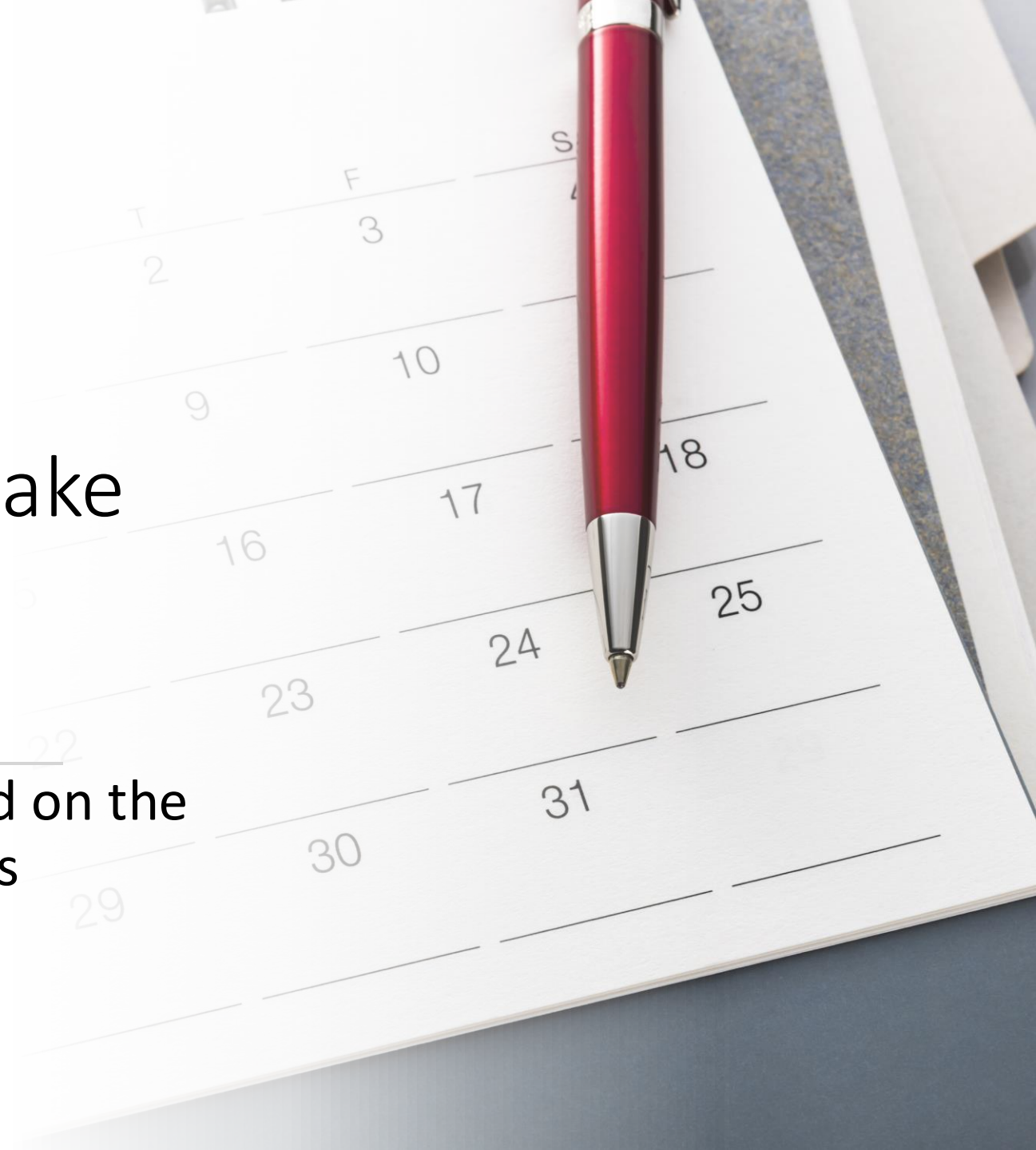
Intern Troubles

Steps

✓ Meet with mentor and intern about concerns and the process to be put in place if improvement is not made (check with program area to see if problems are across all areas or just with the field component). - DOCUMENT

✓ If no improvement is noted, draw up a contract (very specific as to the <u>competency behaviors</u> needed for improvement). The improvement contract template and example can be located at https://www.winthrop.edu/ceshs/rex/field-office-internship-and-field-experience.aspx   - DOCUMENT

✓ Submit a copy of the contract to me for the college's files. You can email me the contract or send a copy to me in Withers 141A. If you need assistance, I will be happy to help you in creating the contract.

✓ If the student meets the contract terms but the mentor/supervisor are still somewhat worried…extend the contract date (include reason for extension).- DOCUMENT

✓ Send any amended contract to me and/or notify me if contract terms are met.

Intern Troubles…Continued

If the intern <u>does not meet the contract</u> and it is being

recommended that the intern be pulled from the internship:

1) Contact me concerning the recommendation and the need for a meeting.

2) I will then contact the Competency Review Team for that program area in order to relate concerns and set up a meeting.

3) The supervisor, competency review committee, and I will meet to discuss the supervisor's recommendation and decide an outcome for the intern (based upon evidence).

4) After this meeting, the supervisor will call the intern in to meet with the competency review committee, the supervisor, and me concerning the decision (stay in internship with specific conditions to be met or removal from placement).

SLL

watermark™
Student Learning & Licensure

- SLL is our assessment and data organization system. You have an account to put in your grades and other information.

- Your accounts, are automatically set up with your courses.

SLL

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 the "Bulk Action" drop down along the right-hand side and click **"Force Submission".** 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".**

SLL

Student Learning & Licensure

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. culbreath-sp26 midterm) and then upload that to where it says "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".

General Information

- Mileage – At this time - .725 – If there is a change, I will let you know.
- Travel Authorizations due to me by January 12 – must have signatures (can be digital)
- Syllabi have been updated and were emailed with in December. I will add them to website today. Dia will get section numbers to you.
- All other documents on the website have been updated for this semester.
- Mentor Meeting – January 7th (5 pm)
- ADEPT training – January 12th (4:30 - 6:00)

Common Internship Questions

- *Do I collect the mentor's observations?* No, the mentor is a formative assessor. Their observations go into the intern's notebook to use for his/her self-evaluation. The mentor, however, does communicate on a regular basis with the supervisor to provide information on areas of strength and areas of weakness. They also should communicate with you about the intern's activities in the classroom. Exception: Mentor observations are collected and the mentor becomes a summative assessor if the intern is on a contract.

- *Do interns need to sign in and out at their schools?* Yes! We prefer for them to sign in at the office, if possible. If not, they may keep an attendance log in their classroom with their mentor.

Common Internship Questions

- *At the evaluation conference, if my intern is doing well, do I still need to allot needed time to cover the competencies on the evaluation or can I just relate to all involved that the intern has met/exceeded the competencies?* *Yes, the intern does need the same time consideration of a conference as an intern who may have weaknesses. An intern who is doing a great job in the internship deserves the time to have the competencies discussed and talk about goals, etc. He/she has worked hard and it is not fair to them to only give a few minutes of your time to them at a conference. Their time should not be rushed.*

- *What lesson plan format is required for Internship I and Internship II?* *For both internship II, candidates start the semester using the lesson plan template from their specific program area if they changed placements. Supervisors and mentors determine when/if the candidate is ready to be released to a lesson plan format used by that candidate's school/district. If they remain in there original placements, they can continue with the lesson plan format that they used prior to break.*

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Partnership Network   ➕

Field Office   ➕

Programs   ➕

Education Core   ➕

School Job Postings   ➕

Contact Us

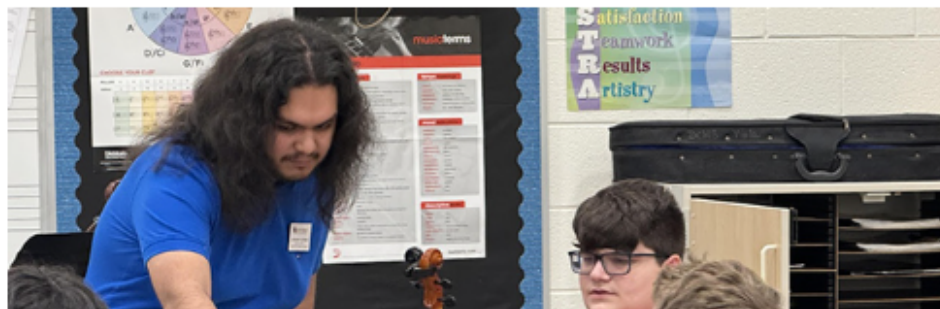College of Education, Sport, and Human Sciences

Contact Information

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

Internship and Field Experience

Calendars

▸ **Districts**

▸ **Internships**

▸ **Supervisors**

▸ **edTPA**

▸ **Rex Hour/SEE Events**

Let's look at the website…

Questions…