

2026 INTERNSHIP I MENTOR INFORMATION MEETING



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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.)
- During Internship I, we do not encourage subbing.
- 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

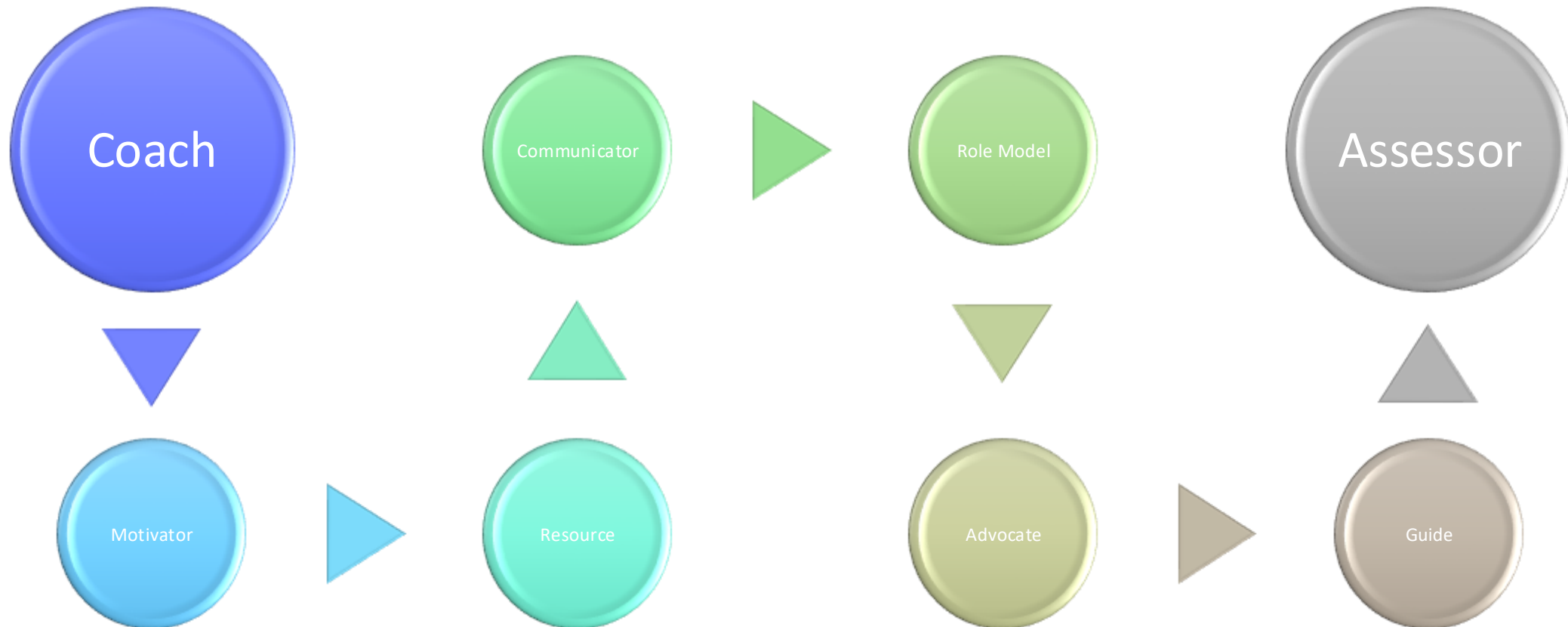
MAY BE CONDUCTED FACE-TO-FACE AND/OR REMOTE

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 next week.



MENTOR ROLES



MENTOR RESPONSIBILITIES

Attend an introductory meeting with the supervisor and the teacher candidate.

Identify a site-based observer to serve as an evaluator, along with the supervisor (administrator, school coach, another teacher, etc.)

Complete 4 formal observations (2 before midterm, 2 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	Assist 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

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 IN THE INTERNSHIP

- Balance teaching and co-teaching.
- **Internship II** – intern is in the **lead role** most of the time
- Encourage 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 Internship I Fall, 2026
(This is ONLY a model to help organize internship. This is not a requirement)

WEEK OF:	Subject/ Class 1	Subject/ Class 2	Subject/ Class 3	Subject/ Class 4	Subject 5/Class	Other	INTERN RESPONSIBILITIES
July 27							- Begin Internship in host school on July 27 - Attend professional development/faculty sessions – get acquainted with faculty/staff, work with the mentor on classroom set-up and assist with any class preparations - Co-plan for first days of school
Aug 3	IO/MI	IO/MI	IO/MI	IO/MI	IO/MI	IO/MI	- First day of school – Aug. 3 - Get acquainted with students in the class(es) - Begin assisting with mentor duties - Required Seminar – “A Look into Internship I” - Wednesday, August 12 from 1:00-6:00 in Plowden Auditorium.
Aug 10	IO/MI	IO/MI	IO/MI	IO/MI	IO/MI	MI	- Continue getting to know students and assisting mentor with duties and responsibilities - Continue observing, co-planning and co-teaching small segments of lessons with mentor throughout the week
Aug 17	IO/MI	IO/MI	IO/MI	IO/MI	MI	MI	- Continue assisting mentor with duties and responsibilities and <u>begin</u> taking responsibility for small instructional and non-instructional activities (morning routines, attendance, out-of-class starting activities, etc.) - Begin co-teaching segments of lessons with your mentor - Work with individual students/small groups of students
Aug 24	IO/MI	IO/MI	IO/MI	MI	MI	MI	<u>Aug 24</u> – Winthrop University classes begin at 5:00 PM. You are expected to attend your internship on August 25 for the full day, as you have been doing since August 4th. <u>Aug 25</u>– begin modified schedule in host school according to your program - Continue assisting mentor with duties and responsibilities and <u>begin</u> taking responsibility for small instructional and non-instructional activities (morning

TRANSITION PLAN

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.

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...



- Use the [Internship I Observation Form](#)— Internship I is different than 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, Microsoft Teams, Facetime
 - Phone conversations

*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 day 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

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 <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 AND 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		☐ Satisfactory	☐ Satisfactory
	1.2 Designs, selects, or modifies multiple assessments that are aligned with lesson objectives		☐ Satisfactory	☐ Satisfactory
	1.3 Uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning		☐ Satisfactory	☐ Satisfactory
	1.4 plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and		☐ Unsatisfactory	☐ Unsatisfactory

OBSERVATIONS

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 _____

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

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 – 2 observations – (1 unannounced)
- Site-based observer – 2 observations - (1 unannounced)

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		

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

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 what they are doing well and what 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.

	nonverbal communication to manage instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.	☐	
2.12	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)	TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	TC skillfully addresses cultural differences in creative and varied ways. If English learners are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment.	☐	

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction	☐	☐	☐

Describe at least one instruction strength:	
List at least one instruction goal:	

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**
- Although most interns are not completing their actual edTPA during this semester, they will be doing a practice edTPA.

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



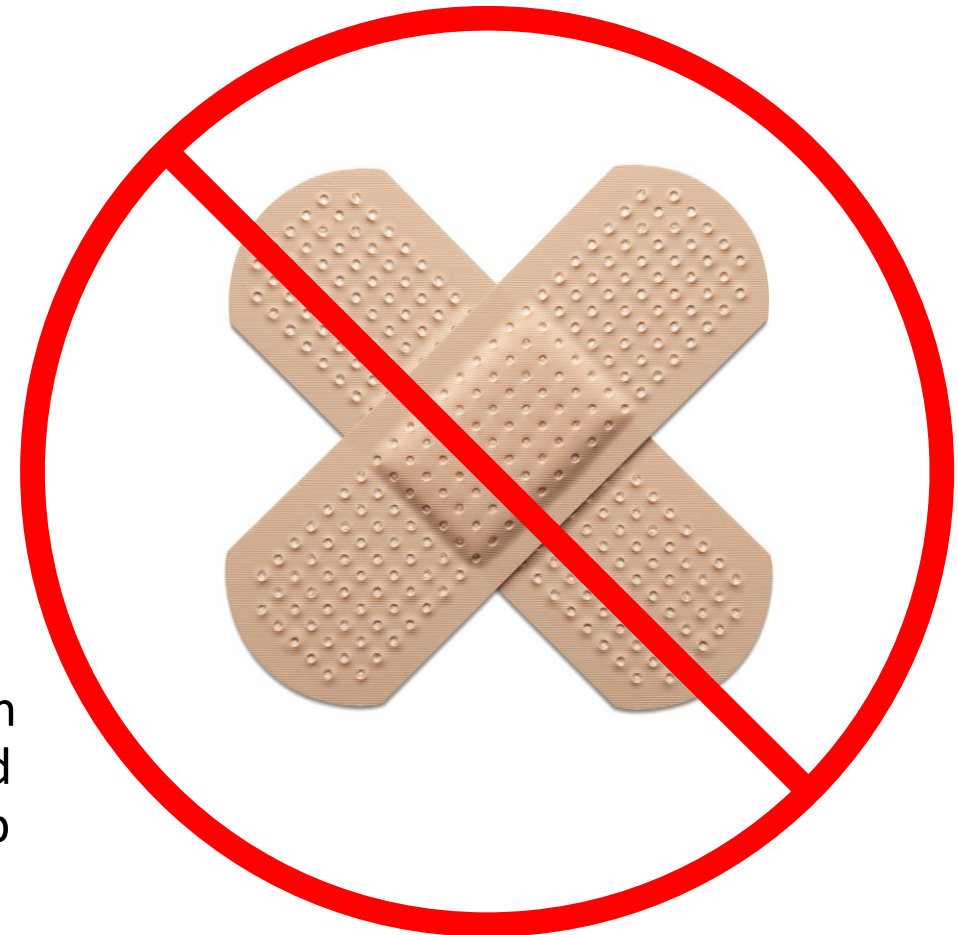
DON'TS

- 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

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 -

About the Office

Internship and Field
Experience

Mentor and Host Teachers

District Announcements

Education Core

- 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)

Mentor and Host Teachers



Mentor and Host Teachers are the foundation for a clinically-based program such as the one at Winthrop! Without dedicated mentor and host teachers, it would be impossible to provide the high quality classroom experience so critical to becoming an educator. Host and mentor teachers engage in co-teaching with Winthrop teacher candidates throughout all field and internship experiences.

Host and Mentor Teacher Benefits - beyond the intrinsic motivation of supporting the next generation of teachers, host and mentor teachers receive various benefits for their service.

REX INSTITUTE SITE

<https://www.winthrop.edu/ceshs/rex/field-office-mentor-and-host-teachers.aspx>



QUESTIONS