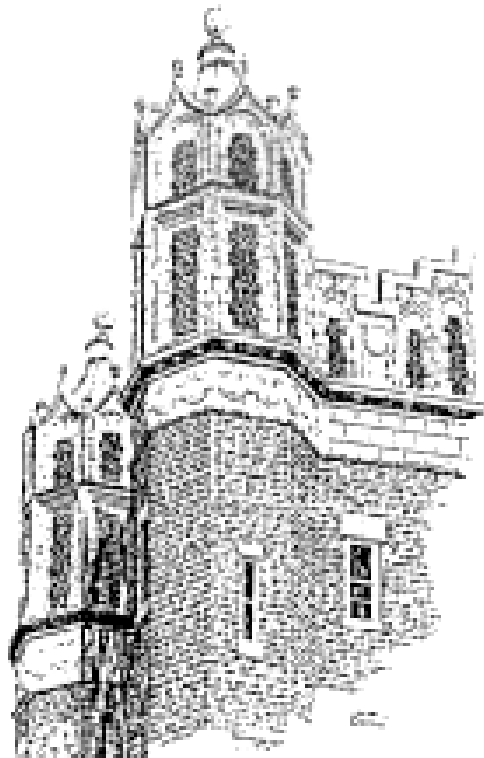


**DEVELOPING TEACHERS AS
EDUCATIONAL LEADERS:
Responsibilities, Policies, and
Practices for the Internship**



**A Resource for
Interns, Mentor Teachers
and University Supervisors**
<http://coe.winthrop.edu/sas>

Richard W. Riley College of Education

Winthrop University

Fall 2009

DEVELOPING EDUCATIONAL LEADERS

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Dear Teacher Candidates, Mentor Teachers, and University Supervisors:

Developing Educational Leaders is the title of this Internship Handbook because that is precisely what we are committed to doing for the schools of South Carolina. The handbook is written for all those involved in the internship experience, including teacher interns, mentor teachers, and university supervisors. In this handbook we provide an overview of the Winthrop teacher internship experience which is designed to produce beginning teachers of the highest possible caliber.

For teacher candidates who are completing an internship, you will find information about the responsibilities, requirements, and schedules that will make your student teaching semester both a challenging and a highly rewarding experience. If you carefully read and follow the guidance found in this handbook, your chance for success during the internship will be greatly increased. This will also demonstrate your personal commitment to your own professional development as a teacher.

For mentor teachers who will be hosting interns, this handbook clarifies your expanded professional responsibility in helping to prepare outstanding beginning teachers. For teacher quality and student learning to improve, master classroom teachers must be willing to take on the valued role of teacher educator in partnership with university colleagues. Each semester former mentor teachers report that assuming this role proves to be rewarding both professionally and personally. It is my hope that you will find this to be true as you work with us this semester as a mentor teacher.

For university supervisors who will be supporting and assisting student interns and the mentor teachers throughout the semester, this handbook will help you structure and facilitate the internship experience in a way that continues the Winthrop tradition—a tradition committed to quality teaching and learning achieved by challenging our teacher interns to meet high standards as a professional educator. You are the one who best knows the program, its standards, and the competencies we expect to be evidenced in the internship experience. Therefore, we depend on you to shepherd this experience with the help of the information and guidance found in the Internship Handbook.

Many factors contribute to a successful student internship experience, but one of the most important is *open and frequent communication* among the persons involved in the internship triad--the teacher intern, the mentor teacher, and the university supervisor. When this professional team maintains high levels of effective communication, teacher intern growth is maximized and problems are minimized. If the expected communication does not take place or if problems arise which are not quickly resolved, please let me know so we can work together to remedy the situation and ensure a quality internship experience.

On behalf of Winthrop University and the Richard W. Riley College of Education, I sincerely thank each of you for the important roles you will play during the internship this semester. Ultimately our shared goal is to serve the students of South Carolina by providing the best teachers possible for work in schools. I hope that you all will experience both professional success and personal reward as a result of your participation in the internship program. If I can be of assistance in any way, please let me know.

Sincerely,

Jennie F. Rakestraw
Dean

RICHARD W. RILEY COLLEGE OF EDUCATION
Winthrop University
2008-2009

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FALL 2009
INTERNSHIP IMPORTANT DATES

Tues-Thurs, August 25-27	Interns meet in Plowden for ADEPT training and preparation for internship
Mon or Tues, August 31 or Sept. 1	First EDUC 490 Class meeting
Thurs, August 27 (or TBA by individual supervisors)	Interns/University Supervisors' group meetings
Thursday, August 27	First EDUC 695 class meeting
Friday, August 28	Secondary and K-12 (except SPED, MAT, MLED) interns meet on campus for reading workshop, 8:30a.m.-1:30 p.m., 215 Withers Interns (except Secondary and K-12 interns) are to report to schools on an informal basis
Monday, August 31	All Interns report to assigned schools
Thursday, September 10	First draft of résumé due to <i>EAGLElink</i>
Thursday, September 17	Final résumé due to EAGLElink
Tuesday, October 13	Graduate and Professional School Day, West Center; 11:00 am-2:00 pm (may leave internship at 12:00 pm)
Wednesday, October 21	Midterm evaluations for Internship due to Student Academic Services, 144 Withers
Thursday, October 29	Center for Career and Civic Engagement Workshop for Interns on Interviewing (optional unless required by supervisor for seminar hour), 7:00 pm – 8:30 pm
Saturday, Nov. 7	Mock Interviews (one interview session required for each intern)
November 25-27	Charlotte-Mecklenburg Schools Thanksgiving Break
November 25-27	Chester, Clover, Fort Mill, Lancaster, Rock Hill, York County, and Cabarrus County Schools Thanksgiving Break

Friday, December 4	Last day of Internship
Monday, December 7	Final Evaluations for Interns due to Student Academic Services; 144 Withers
Monday, December 7	On-campus meeting with Interns (Place/Time TBA)
Friday, December 18	Convocation, 4:30 pm, Plowden Auditorium

In addition to the above dates, University supervisors will conduct the equivalent of 7-8 hours of seminars with students across the semester as part of the requirements for ***EDUC 475 Internship in Reflective Practice or EDUC 690 School Internship***. The mentor teacher and the intern will be informed of these dates by the University supervisor.

*Interns will follow assigned schools' schedules, holidays, and breaks.

**The mock interview is required and is equivalent to 1 seminar hour.

GUIDING DOCUMENTS FOR THE TEACHER EDUCATION PROGRAM

Mission Statement
Richard W. Riley College of Education

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship and service. The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in learning, leadership, stewardship, and the communication of ideas.
Adopted April 19, 2002 by vote of the Faculty

The internship experience at Winthrop University is the culmination of the teacher preparation program and represents a bridge between theory and practice. The knowledge, skills, and dispositions developed through formal course work, observational opportunities, and the field internship experience are put into practice through an intensive practical application of professional attributes as a teacher candidate.

THE CONCEPTUAL FRAMEWORKS

The Mission Statement for the Richard W. Riley College of Education serves as the focal point for the [Undergraduate and Graduate Conceptual Frameworks](#) which are guiding documents throughout the teacher preparation program. The internship represents the final phase, Phase III, The Professional Stage, of that program in preparing teacher candidates for entry into the profession.

TEACHER EDUCATION PROFESSIONAL DISPOSITIONS

An additional guiding document in the teacher preparation program, [Teacher Education Professional Dispositions and Skills Criteria](#), defines those values and behaviors (dispositions) Winthrop University expects of students who aspire to become teachers. This document emphasizes the challenges and responsibilities of an educational leader in upholding the highest standards of the profession in the areas of professional commitment, communication skills, interpersonal skills, classroom personality, emotional maturity, and academic integrity.

INTERNSHIP PLACEMENTS

PURPOSE

Internship experiences provide opportunities for teacher education students to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. Interns have an opportunity to put into practice the procedures they have learned regarding short-range and long-range lesson planning, instructional delivery, classroom management, and analysis of student learning. Candidates also are exposed to a variety of techniques and methodologies and to diverse experiences in different schools.

During the internship, the candidate works toward development of an effective teaching style. By observing other teachers, the intern continues to learn. The internship experience provides opportunities for working with a variety of students, age groups, instructional materials and curricular models. The internship should, to the greatest extent possible, prepare interns to assume full teaching responsibility and ease the transition from student to teacher.

PREREQUISITES TO INTERNSHIP

Admission requirements for the internship have been established by the Richard W. Riley College of Education to meet South Carolina State Department of Education requirements as well as Winthrop University requirements. The following are prerequisites to the internship program:

1. Admission to the Teacher Education program at least one full semester prior to the internship.
2. Maintaining a 2.75 GPA for undergraduate students and a 3.0 GPA for graduate students.
3. A minimum of two full semesters at Winthrop University. All applications are reviewed and placement recommendations made by the major department.
4. Recommendation by the student's advisor. Recommendations are based on completion of major courses and readiness for an internship assignment.
5. Successful completion of the Competency Review Process established by the faculty.
6. The demonstration of fitness to teach as outlined in the [Teacher Education Professional Dispositions and Skills Criteria](#) established by the faculty.

PROCEDURES FOR COMPETENCY REVIEW PROCESS

REQUIREMENTS FOR ENTRY INTO THE PROFESSIONAL STAGE

A. Catalog Requirements

1. Completion of a minimum of 110 semester hours.
2. Minimum cumulative GPA of 2.75 for coursework completed at Winthrop.
3. Completion of the following core courses with a grade of “C” or better in each course: EDUC 310 and 390.
4. Grade of “C” or better in courses designated by program area.
5. Completion of all required courses as specified by faculty in the major.
6. Competency review indicating satisfactory completion of (a) required Work Samples in designated program area method courses and core education classes and (b) satisfactory Field Experience Midterm and Final Evaluations.
7. Completed disclosure statement regarding criminal or unethical conduct.
8. Signed recommendations from:
 - Faculty Advisor
 - Department Chair in the candidate’s major and/or Program Area designee
 - Director of Center for Pedagogy

B. Process

1. Before the placement in the internship, faculty teaching program area methods classes will inform SAS if they anticipate a final grade below “C” for a candidate.
2. Placement for the internship will occur after midterm of the field experience semester.
3. The Program Area Review Committee will meet with SAS to discuss placements. The committee will review the following on each candidate in their area and suggest an internship placement. (This is an informal process as some required information will not be received on the candidate until the end of the semester).
 - Internship applications and autobiographies
 - Teacher Education Professional Dispositions and Skills form(s) in candidate file
 - Midterm evaluation from the field experience
 - Available work samples (or scores) from program area methods classes
 - Field observations from the Mentor Teacher and University Supervisor
 - Placement recommendation of the University Supervisor, Mentor Teacher and /or Faculty Advisor.
4. At the end of the semester, scores from key core assignments in the method courses will be submitted to the unit assessment system. The Program Area Review Committee will review any additional key core assignment scores that were not reviewed at the time of placement in the internship. In addition, the committee will review the final evaluation from the field experience. If the evaluation and/or key assignments are unsatisfactory, the candidate will be removed from the internship placement.

The formal recommendation for the internship placement will be completed at that time. The following signatures will be on the recommendation: Department Chair in major and/or designee from Program Area and the Director of Center for Pedagogy.

SELECTION OF SCHOOLS AND MENTORS

Two important factors in the development of a successful internship program are: (1) having effective cooperating schools for interns, and (2) the matching of mentor teachers and interns. The following general policies are intended to help assure that sound procedures are used in the selection of the cooperating schools and in the assignment of interns to those schools:

1. The Dean of the College of Education, or her designee, or a school district superintendent, or his/her representative, expresses a desire to have interns placed within a particular school or schools.
2. The school district must possess the following qualities or resources:
 - a. A sound and innovative curriculum which will offer teaching interns opportunities to develop and demonstrate initiative and resourcefulness as teachers.
 - b. An administrative and teaching staff genuinely interested in teacher education at the pre-service level. This includes, but is not limited to:
 - 1) a willingness to attend training programs necessary to prepare for serving as a cooperating school.
 - 2) a willingness to provide appropriate learning experiences for teaching interns.
 - 3) a willingness to provide continuous supervision and daily and weekly conferences to assist the intern in professional development.
 - 4) a willingness to evaluate the teaching intern's performance using instruments designated by the State of South Carolina and Winthrop University.
 - 5) a willingness to work cooperatively with Winthrop University staff members in all aspects of the internship program.
 - 6) a willingness to select mentor teachers who meet Winthrop University's criteria for selecting mentor teachers.
3. An internship agreement is signed by the district and the university.

PLACEMENT PROCEDURES

1. Placements are made by the Field Placement Coordinator in conjunction with faculty from the respective program areas and in cooperation with principals and/or personnel directors in participating school districts. The Program Area Review Committee, comprised of three faculty members from the content area, meet to determine if the student is ready to move from the Pre-Professional Stage of the Conceptual Framework to the Professional Stage. Once the candidate passes the Competency Review Process, the Program Area Review Committee makes placement recommendations.

2. All placements must be made in public school settings with teachers who meet the criteria as stated for mentor teachers.
3. In order to create more varied experiences, a candidate may not be assigned to an internship in an elementary, middle, or high school which she/he attended.
4. A candidate may not be assigned an internship with a relative or close family friend serving as the mentor teacher or where the principal is a family member.
5. If there are special considerations requested in placements, the candidate must make that request in writing to the Field Placement Coordinator at the time the internship application is submitted.
6. Requests for changes in placements by candidates must be made to the Director of Student Academic Services and will be considered only where there is evidence of extenuating circumstances.

PLACEMENT CRITERIA

Each teacher candidate is placed with an outstanding mentor teacher based on:

1. Match in terms of philosophy and teaching style between mentor and candidate.
2. Priority given to National Board certified teachers and members of the former Corps of Mentor Teachers.
3. Principals' recommendations of which teachers should serve as mentors and what the strengths of those teachers are.
4. University supervisors' recommendations based on knowledge of teachers' styles.

Because diversity of experiences contributes to the breadth of knowledge of a successful teacher, each candidate will be assigned to two different schools during the senior year experiences. Ideally, elementary and early childhood majors will move up or down two grade levels from the field experience to the internship. For the internship, all secondary majors must have a different school from the one in which the field experience was completed.

K-12 majors will each have one elementary and one secondary placement in the senior year with the exception of physical education majors. Physical education majors will have a split internship allowing them to experience teaching in an elementary school, a middle school and a high school during the senior year. The goal of the Richard W. Riley College of Education is for each candidate to experience at least one diverse placement (using the adopted diversity formula as stated below) during the senior year.

DIVERSITY FORMULA FOR THE RICHARD W. RILEY COLLEGE OF EDUCATION

The Richard W. Riley College of Education faculty has chosen to use a formula in which a placement is considered diverse if it meets any of the following:

1. Poverty index above 40%, and/or
2. Non-white student enrollment greater than 40%.

REMOVAL FROM PLACEMENT

We have the responsibility to withdraw or remove a student from their placement on the recommendation of the mentor teacher, administrator, and university supervisor. When such removal is the result of an unsuccessful internship experience, the intern will not be given an option to begin a second assignment in another school that same semester. Grades for the internship and Capstone courses will be issued according to University Policy. An intern may be permitted to re-take an internship and Capstone course during a subsequent semester upon recommendation of the Competency Review Committee for the program area. However, if removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the internship, the student may be denied a second opportunity.

ADDRESSING PROBLEMS AND CONCERNS

The following steps should be followed when addressing a problem or concern:

1. Any problems or concerns which arise related to the performance of an intern should be discussed with the intern by the mentor teacher and university supervisor.
2. If the issue is not resolved to the satisfaction of the mentor teacher and the university supervisor, another conference with the intern should be held by the mentor teacher and the university supervisor.
3. A contract will be developed describing the problem or concern and informing the intern of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance.
4. The contract should be discussed with the Director of Student Academic Services before the final draft is given to the intern.
5. The contract should be signed and dated by the intern, mentor teacher, university supervisor, and the Director of Student Academic Services.
6. Once finalized and delivered to the intern, a copy of the contract should then be provided to the Director of Student Academic Services.
7. If the problem/concern is still not addressed to the satisfaction of the mentor teacher and the university supervisor, the consequences will be implemented. The Director of Student Academic Services will arrange a meeting with the university supervisor, the mentor teacher, and/or the principal to discuss the appropriate course of action to be taken at that point. If the problem persists, the intern may be removed from the placement, depending on the nature and severity of the problem or concern or the intern's unwillingness or inability to address a continuing problem or concern.

THE INTERNSHIP: A COLLABORATIVE PARTNERSHIP OVERVIEW

The teaching internship is the culminating experience of the Richard W. Riley School of Education's teacher preparation program. During the internship, each intern is part of a professional team which provides opportunities for extended practice under the guidance of experienced professionals from local schools and Winthrop University. Each team member has specific responsibilities to ensure the development of competency in the art and science of teaching. Members of this collaborative team include:

- The Dean of the Richard W. Riley College of Education
- Department Chairs and Director of the Center for Pedagogy
- Director of Student Academic Services
- Field Placement Coordinator
- University Supervisor
- District Superintendent and/or District Representative
- Mentor Teacher
- Intern

From the larger collaborative team, the teaching intern, an experienced mentor teacher, and university supervisor (regular faculty, adjunct faculty, or a graduate assistant with experience in the licensure area) form a *triad* with the thorough preparation of the intern and the enhancement of learning for students in P-12 classrooms as the ultimate internship goals.

The university supervisor and the mentor teacher provide support and guidance to the intern. Collaboration and frequent, open communication among the intern, mentor teacher, and university supervisor are at the heart of a successful internship experience.

(Adapted with permission from *Handbook for Practica and Student Teaching Experience*, School of Education, The college of William & Mary, Author: Dr. Christopher Gareis, Assistant Professor of Educational Leadership and from *Student Teaching/Internship Manual*, George Mason University Graduate School of Education, Office of Student and Faculty Services)

THE INTERN: RESPONSIBILITIES, POLICIES, PRACTICES

THE INTERN: INTRODUCTION

Teacher candidates entering the internship are serious, well-rounded students who have made the commitment to pursue careers in education and to invest the time, effort and hard work necessary to be successful.

The professional education program provides teacher candidates with a common set of experiences through an introduction to education classes and courses in human growth and development, educational psychology, technology, and working with exceptional and diverse learners. In addition, students complete content area method courses in which they gain experience planning lessons and teaching to peers in a micro-teaching format. All teacher candidates will have had experience working with school-age students, but those experiences may vary depending on the individual's program area and life experiences.

This section of *Developing Teachers as Educational Leaders* focuses on the responsibilities and best practices of the field experience student.

THE INTERN: RESPONSIBILITIES

To ensure a positive and professional experience during the internship and to fulfill internship requirements, the teaching intern is expected to:

1. Establish contact with the mentor teacher prior to beginning the internship assignment. Contact information should be exchanged.
2. Visit the classroom, if possible, prior to beginning the assignment. A rapport with the mentor teacher and the students can be started. This is also a time to become familiar with the classroom and school schedules, routines, and procedures.
3. Become familiar with the community assigned for the internship and, when necessary, secure suitable living facilities prior to beginning the internship.
4. Visit the school and district websites to build background.
5. Report to the principal when arriving at the school to begin the internship experience. Consider introducing yourself via an email message before you report.
6. Submit to the principal the completed emergency information form provided by SAS.
7. Report on time each day and to all activities or duties as scheduled.
8. Become familiar with and adhere to the rules applicable to students and teachers in the assigned school. Each intern should obtain a copy of the school handbook, become familiar with the policies and regulations of the school and school district, and discuss the rules with the mentor teacher.
9. Prepare daily lesson plans for approval. Daily lesson plans are to be submitted to the mentor teacher at least two days before the lesson is to be presented. A file of lesson plans must be maintained for examination by the mentor teacher and the university supervisor. It is recommended that the format taught in previous education classes be used for daily lesson plans until that style has been mastered.
10. Prepare all assignments with thoroughness and to successfully complete the [Internship Work Sample](#) and the Capstone class.
11. Welcome and ask for assistance, advice, feedback, coaching, and criticism from those charged with helping the intern become an effective teacher. Act on it appropriately.
12. Become a “reflective practitioner.” Learn from everyone around you, but especially from students and from your own mistakes. Employ the research-based “best practices” that you have been taught in methods courses to the fullest extent possible.
13. Observe and/or participate in conferences with parents when the mentor teacher considers it appropriate.
14. Share with the mentor teacher the responsibility for preventing disciplinary problems. The emphasis should be on the provision of worthwhile experiences resulting from thorough preparation, stimulating presentations, and varied procedures.
15. Share with the mentor teacher the responsibility for the physical condition of the room.

16. Assist (but not assume full responsibility) with school related activities, such as field trips. No intern should transport students to school related activities.
17. Attend professional meetings, such as faculty meetings, district teachers' meetings, PTO meetings, and other meetings which the mentor teacher is required to attend.
18. Set an example for students in matters of dress and behavior and display the [Richard W. Riley College of Education's Dispositions for Teachers](#) in demonstrating high standards of ethics and professionalism.
19. Collaborate with the mentor teacher in program planning and implementation.
20. Submit complete and accurate records and reports requested by the school and the university.
21. Prepare a resumé according to the guidelines presented by Career Development representatives and submit resumé via EAGLElink.
22. Complete a mock interview provided by the Educational Leadership program. (Interviews will be scheduled during the Internship Institute.)
23. Attend at least seven seminar hours coordinated by the university supervisor.
24. Seek support from the mentor teacher and the university supervisor in developing the Internship Work Sample, the Long-range Plan, and the APS 10 (Professionalism) assignment.

INTERNSHIP: POLICIES AND PRACTICES

In addition to accepting internship responsibilities, interns will adhere to the following policies and practices throughout the internship:

ADDITIONAL ACTIVITIES DURING INTERNSHIP

Successful completion of the internship (EDUC 475 or EDUC 690) and capstone course (EDUC 490 or EDUC 695) is the candidate's top priority.

1. Academic Load During Internship

Because of the singular importance of the internship experience and the substantial time commitments involved, candidates are strongly advised not to assume any other major responsibilities. Until fall 2010, candidates may take one course (not to exceed three semester hours) concurrent with the internship, provided the course time does not conflict with the internship responsibilities. **If it is necessary for an intern to take a course, the course cannot begin before 5:00 p.m.** After fall 2010, all coursework must be completed to qualify for the internship.

2. Working During Internship

Interns are strongly advised not to assume any outside employment during the student teaching semester.

3. Extracurricular Participation During Internship

Although athletes, musicians or others involved in university activities are not prohibited from participation during an internship, no absences are allowed for practice or games. An athlete or musician who chooses to participate during internship should expect to miss some practices, games, or performances.

APPROPRIATE ATTIRE AND APPEARANCE

The policies and culture of each individual school and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local schools and not those of the university campus.

Teaching interns are expected to follow standards of dress that promote the education profession and that serve as positive models for students and the community. The Richard W. Riley School of Education teaching interns are expected to meet or exceed the schools' expectations for appearance and behavior.

Interns should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties (if applicable), and the like. It is the intern's responsibility to become

familiar with the school's expectations for faculty appearance. For example, some schools on Friday allow staff to wear denim apparel such as jeans; other schools do not allow denim or sleeveless tops on any day.

Interns should have a general discussion on choices of attire with both the mentor teacher and supervisor prior to the first day of the experience.

(Adapted with permission from *Handbook for Practical and Student Teaching Experiences*, page 23, School of Education, The College of William & Mary, Author: Dr. Christopher Gareis, Assistant Professor of Educational Leadership)

ATTENDANCE

1. Interns have an obligation to be consistent and punctual in attendance. This applies to two areas:
 - a. School-related Activities
Interns should be in their assigned school at the time designated by their mentor teacher and principal. Interns are to attend all workdays and in-service days with the mentor teacher. They should remain at the school for the duration specified by the university supervisor, mentor teacher, and principal.
 - b. University-related Activities
At specified times during the semester, interns are required to participate in conferences, seminars, and meetings with Winthrop faculty members. Attendance at these activities is required. These meetings may be during the teaching day or in the afternoon or evening. Mentor teachers will be informed of the dates of these meetings well ahead of time if/when the intern is to be away during the teaching day.
2. It is fully expected that interns will NOT miss any days during the internship experience. If an extenuating circumstance does arise, the following procedure must be followed:
 - a) The intern must notify the mentor teacher as early as possible.
 - b) The intern must notify the university supervisor as early as possible.
 - c) In case of illness requiring an intern to miss more than three days, a doctor's note is required and must be given to the university supervisor.
3. **All absences will be made up.** Make-up days will be added on at the completion of the internship. Make-up days will be scheduled by the mentor teacher and university supervisor.
4. In case of excessive absences, the intern may be removed from the placement.
5. Absence for even part of a day counts as one absence.

CHANGES IN PLACEMENT

In the event that the mentor teacher is unable to perform the supervisory function, the intern will be reassigned. The principal, university supervisor, and Director of Student Academic Services will determine whether the intern will be reassigned in the same school or moved to another setting.

CONFIDENTIAL INFORMATION

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the *Family Educational Rights and Privacy Act* (FERPA), candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to the field experience. Questions from the candidate regarding confidentiality policies should be directed to the mentor teacher and/or university supervisor.

(Adapted with permission from “Handbook for Practica and Student Teaching Experiences”, page 23, School of Education, The College of William & Mary, Author: Dr. Christopher Gareis, Assistant Professor of Educational Leadership)

IDENTIFICATION BADGES

Schools are secure environments and access to schools is controlled. In recognition of the schools’ efforts to ensure the safety and security of students and staff, Winthrop interns are required to wear an identification badge when in the schools. The badge is provided by Student Academic Services.

INCLEMENT WEATHER

An intern's responsibilities for attendance are the same as those for a professional teacher. Intern schedules are developed to meet requirements of the South Carolina Board of Education as well as Winthrop University. Therefore, days missed (teaching days and/or work days) due to weather problems must be made up by interns just as they are by professional teachers.

One exception is that interns are not required to attend Saturday workdays. However, if teaching days missed due to inclement weather are made up on Saturday, interns must attend.

On days when the weather is questionable, interns should listen to the local radio/television station or check the school district's website to find out about school closings. Please do not call the schools for the information. Announcements are generally available on the radio/television stations and district websites by 6:30 a.m.

Most schools have planned for the possibility of make-up days and have already designated specific days for make-up. Some days may be those scheduled as teacher workdays or during spring break. Interns should check the schedule for their district.

LIABILITY

Tort liability and litigation are a valid concern today for anyone working in a public school classroom. For this reason, students preparing to become teachers are strongly encouraged to have professional liability insurance. Prior to the first field experience, students are introduced to those professional organizations whose membership carries liability coverage, such as: American Federation of Teachers (AFT), Council for Exceptional Children (CEC), South Carolina Education Association (SCEA), or Palmetto State Teachers' Association (PSTA).

PROFESSIONALISM

Interns must at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the [Richard W. Riley's College of Education's Professional Dispositions](#). Failure to do so may result in termination of the teaching internship.

Sometimes in school settings, interns observe questionable practices and actions in regard to race, religion, politics, and sexuality. It is important for interns to remember that public schools are not forums for individual expressions and personal agendas.

In addition, interns should refrain from contact with their students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. For example, communicating with students through a medium such as myspace.com is considered inappropriate contact. Also, interns should not convey to students any personal websites, personal spaces, or personal blogs that the intern may have developed.

An intern, just as a teacher, must always be above reproach in regard to interaction with students and the school community.

SCHEDULE

1. The internship guidelines for each semester are developed by the faculty in the Center for Pedagogy. The schedule is included along with mentor teacher contracts and general information for all members of the internship team. All teaching interns are to follow the schedule of the host school except for special activities noted on the schedule distributed by Student Academic Services.
2. Interns will attend all meetings and activities which the mentor teacher is expected to attend. The only exception is when the activity is not part of the mentor teacher's regular contract (those cases where the mentor teacher receives extra pay).
3. Interns will observe vacation and holidays of the school to which he/she is assigned. For example, the intern will NOT observe Winthrop University's spring break. Rather, he/she will have spring break following the school system's calendar. Before the internship begins, the intern should consult the school district's calendar posted on the website.

SUBSTITUTE TEACHING

The practice of having the intern serve as a substitute teacher is discouraged. However, an intern may serve as a substitute teacher for the assigned mentor teacher if: 1) the principal of the school, the mentor teacher, and university supervisor specifically authorize the intern to do so, 2) the intern agrees to accept the responsibility, and 3) the substitute teaching does not exceed a total of three days over the entire internship semester. **Under no circumstances may the intern accept payment for this service during the period of internship.** In addition, arrangements must be made by the principal of the school for systematic supervisory visits during the course of each day when the teaching intern serves as a substitute teacher.

SUPPORT FOR WINTHROP STUDENTS WITH DISABILITIES

Winthrop University is dedicated to providing equal educational opportunities for all academically qualified students. Students with diagnosed disabilities who seek reasonable accommodations must notify Gena Smith, Coordinator, Services for Students with Disabilities, at 803.323.3290.

Interns with disabilities should note that internship teaching experiences are field-based and therefore may necessitate consideration of worksite accommodations that differ from those used in a typical university classroom setting. Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. Reasonable accommodation does not mean that the university supervisor and mentor teacher will excuse poor performance. Thus, student interns with disabilities

should understand their accommodation needs and the expectations of their teaching internship. It is our goal as a university to ensure that every student intern maintains the appropriate safety and adequate instruction of all P-12 students affected. When that would be compromised, alternative educational roles may need to be considered.

Students with disabilities who will be participating in a teaching internship should discuss potential needs and concerns with Gena Smith, Coordinator, Services for Students with Disabilities, at 803.323.3290, well in advance of the internship to allow adequate time for planning. Students should also include in the planning process the Director of Student Academic Services, the university supervisor, the mentor teacher, and the administration of the hosting school.

TRANSPORTATION, FOOD, AND HOUSING

All students are assigned to schools that are within commuting distance of the university. Students who choose to live nearer to the schools will be responsible for making their own arrangements for food and housing accommodations as well as for transportation. Interns will be responsible for all transportation and other expenses pertaining to the internships. Students should keep in mind that expenses during the professional semesters are higher than those for any other semester. Because interns have a different schedule from the Winthrop University calendar, special arrangements for food and housing must be made at various points during the semester. Students on meal plans may have to provide their own meals when university facilities are not open. Financial responsibility lies with the student. These charges should be considered a necessary part of the total cost of attending the university.

Students will pay for lunch in the school where the internship is conducted. Students living on campus who have purchased a Winthrop meal plan may request a bag lunch during the internship.

TRANSPORTING STUDENTS

Transportation of K-12 students to and from the schools to related school activities will not be provided in automobiles belonging to or driven by interns as a part of their internship assignment.

WORKERS' COMPENSATION

Students enrolled in the internship (EDUC 475/690) for which they receive no monetary compensation are eligible for Workers' Compensation from the State Accident Fund. This is Workers' Compensation only, not liability.

THE INTERNSHIP: PLANNING FOR INSTRUCTION

OVERVIEW

All phases of the Internship (orientation, observation, participation, and teaching) should be carefully planned and should take place through a gradual induction period that is specific to the needs of the intern and the setting.

There is no required schedule for acclimating interns to their classrooms, but the following sections serve as guides to assist in planning. *The goal is to have the intern in a position of full-time teaching for as long as possible while receiving guidance and support from the mentor teacher.*

ORIENTATION TO THE SCHOOL AND CLASSROOM

As is also the case with new teachers, it is important for the intern to become familiar with school policies and procedures and the workings of the assigned classroom(s) as soon as possible. To that end, it is helpful if each school conducts an orientation for interns. The orientation, which the principal usually directs, might include a tour of the school, a discussion of the role of various personnel in the school, an overview of available equipment and its use, and introductions to persons important to the intern's success during the internship (such as administrators, office personnel and media and counseling staffs).

To become acquainted with the assigned school, the intern should become familiar with policies concerning the following:

- Student attendance records
- School-wide discipline
- Emergency drills
- Assemblies
- Teacher responsibilities outside of the classroom (e.g. bus duty; lunchroom duty)
- In-school accidents
- Medical records/alerts
- Permanent records
- Communicating and reporting to parents
- Textbooks and supplies policies and issuance
- Use of school facilities
- Testing programs
- Signing in/out
- Use of equipment such as copiers

In the classroom, the mentor teacher provides additional information concerning:

- Individual students
- Student medical alerts
- Routines and procedures
- Organization and management
- Use of parent volunteers

For additional information on assimilating the intern into the school and classroom, reference "[Suggestions for Assimilating the Intern into the Classroom/School.](#)"

CLASSROOM OBSERVATIONS

Once the intern becomes familiar with the school and the classroom, some time spent in observation is often helpful. The first two or three days are usually occupied with activities such as observing and assisting the teacher in non-teaching duties.

Observation serves several purposes for interns. Specifically, it allows them to:

- (1) become familiar with the names and outstanding characteristics of the pupils to be taught.
- (2) become familiar with the various kinds of materials (e.g. textbooks, supplementary materials, instructional equipment) used at the school site.
- (3) learn the methods and procedures used at the school site for managerial, instructional, and assessment purposes.

The mentor teacher and intern should plan and agree upon the primary focus of each observation period. Following each observation, a short conference between the mentor teacher and intern provides opportunities to discuss what has been observed, whether a lesson, conference, or interaction among students and the mentor teacher.

After some full-time teaching, it may be helpful to return occasionally to observation for help in specific areas. Either the mentor teacher or the intern should feel free to suggest this; however, the observation should have a purpose. The mentor teacher and intern should discuss specifics to be observed and hold a follow-up conference to discuss the outcome.

TIMELINE FOR TRANSITION TO TEACHING

Instructional assignments mixed with continued observation will be beneficial as the intern prepares for increased teaching responsibility. At the elementary level, interns have many opportunities to assist individual students. Interns at the secondary level may have more limited opportunities to work with individual students. However, the mentor teacher and intern should discuss ways to involve the intern in teaching and assisting individual students whenever possible. It is extremely important that all interns have opportunities to get to know the students, and be known by the students, before beginning their teaching responsibilities.

The schedule for full-time teaching will be somewhat different for each intern and for each setting, but the goal is to move each intern into an extended period of full-time responsibility. During the internship, it is critical that the mentor teacher is available to provide coaching, feedback, and assistance to the intern. Never again will the intern have the opportunity to have an experienced teacher guide him/her as should be the case in the internship. As suggested in *Developing Education Leaders*, the mentor teacher should provide informal and formal feedback to the intern on a regular basis. The following suggestions are only a guide, but they should be helpful as the mentor teacher and intern plan for teaching.

During the **first few days of the first week**, interns may need to do **directed observations**.

During the **second week**, the intern should have full responsibility for planning and providing instruction for a small group or class for a minimum of one class period. For example, at the middle or high school level, the intern may have responsibility for teaching one class period. The intern should prepare lesson plans for each lesson taught and plans should be given to the mentor teacher **two days in advance** (unless otherwise authorized by the mentor teacher) so that changes can be made if needed. Critiques of each teaching experience and discussions of strengths, needs, and alternative approaches are vital at this time.

By the end of the **third week**, the intern should be responsible for planning and teaching two or three class periods each day.

During the **fourth week** the intern should gradually increase responsibility for planning and teaching full class and, if possible, should teach at least one full day. By the end of this week, the intern, the mentor teacher, and the university supervisor should have formalized plans for the intern's internship work sample that will be taught during the next eight weeks.

During the **next eight weeks**, the intern should have as much responsibility for planning and teaching as possible. Each intern should experience an extended period of full-time planning and teaching with frequent opportunities for conferences and discussions with the mentor teacher and university supervisor. (Elementary and Early Childhood interns

who are assigned to work primarily in certain content areas should find, in consultation with the mentor teacher, opportunities to teach in the content areas outside of their assignments.)

Toward the end of the semester, the intern and mentor should plan carefully so that classes can be gradually turned back over to the teacher. Some mentors have found it valuable for the intern to observe other teachers and/or other settings at this time. (Any changes in the intern's primary site should be cleared through the university supervisor.) Some observations may be determined and directed by the university supervisor.

LONG-RANGE PLANS

Long-range planning is essential to establishing goals for students to accomplish within a grading period, semester, or year. Long-range plans become the structure within which units are developed and interconnected, and help teachers make connections between topics and among the various content areas. Each intern must submit a long-range plan for the internship semester for one course or one content area—specifically, the course or content area in which the unit for the Internship Work Sample will be completed. Long-range plans will be developed in collaboration with the mentor teacher, and will be reviewed and graded by the university supervisor. For more information, please refer to the [Long-Range Plan Assignment](#), available on the SAS website in the Internship section.

UNIT PLANNING

Unit planning is important for effective instruction and enables students to make connections between instructional segments. Each intern must plan and implement an Internship Work Sample during the internship. The Internship Work Sample must be coordinated and approved by the mentor teacher and will be reviewed and graded by the university supervisor and the capstone instructor. For more information, please refer to the [Internship Work Sample Description and Rubrics](#).

LESSON PLANNING

Lesson plans are required for each lesson taught during the internship. The lesson plan must include at a minimum: the objective(s) of the lesson, the procedures and materials to be used, and assessment of the student. The type and format of the lesson plan required by the university supervisor may vary depending on the subject and level being taught. Expectations in specific areas will be communicated to the mentor teacher and intern by the university supervisor, and these expectations should be discussed to clarify any misunderstandings.

It is expected that the lesson plans during the early stages of the internship will need to be more extensive than those completed at the end. They should be written in a manner that can be easily followed and should be specific without being too verbal. Again, it is important that interns be required to submit lesson plans **at least two days prior to teaching** (unless otherwise authorized by the mentor teacher) so plans may be discussed and changed if needed. Interns are expected to maintain lesson plans in a notebook (or other responsible filing system) kept at the site for review at all times.

Lesson planning templates are provided and may be downloaded and used by the teaching intern if the university supervisor approves the format. All necessary components of good lesson planning are included in each sample. ([Lesson Planning Sheet](#))

THE MENTOR TEACHER: QUALIFICATIONS AND GUIDELINES

THE MENTOR TEACHER: OVERVIEW

“The value of mentoring a new teacher is tremendous. As you share your skills, teaching strategies, and knowledge with your intern, you also gain new insights into your own teaching methods. Everyone benefits: the intern, the teacher, and the students!” Kiersten Cummings, Grade 5 Teacher, Springfield Elementary School, Fort Mill, SC

A mentor teacher is a teaching professional who is approved for mentorship by the Richard W. Riley College of Education, Winthrop University. The mentor teacher serves as role model, instructor, and coach for the teaching intern. In some educational programs, the mentor teacher is also referred to as the collaborative teacher or the cooperating teacher.

The mentor teacher welcomes a qualified teaching intern into his/her classroom for one academic semester and moves the intern from guided practice into a direct teaching experience. The mentor teacher, in coordination with a Winthrop university supervisor, is responsible for leading the intern through progressively challenging activities and structuring the activities so that the intern applies theory, pedagogical concepts, and content knowledge while developing practical professional skills.

The role of the mentor teacher is a critical factor relating to the success of the intern. Research indicates that the mentor teacher has the greatest and longest lasting influence on not only the internship experience, but also the intern’s growth as a novice teacher long after the internship has ended.

Mentoring has many benefits:

- Mentoring enhances the mentor’s own professional development.
- Mentoring lowers pupil-teacher ratio and increases one-on-one work with individual students.
- Mentoring presents an opportunity to learn from another professional and to team teach with that professional.
- The mentor receives a small stipend and credit toward renewal of teacher certification.
- The mentor exerts a sphere of influence on an intern throughout his/her teaching career which leads to influencing the success of many young people.

“By working with interns from Winthrop University in my classroom, we have the opportunity to share the latest teaching techniques with tried and true teaching methods. This is a blending where my students reap the benefits.” Roxie Turbeville, Special Education Teacher, Chester High School, Chester, SC

“What would have made my internship a more positive experience?’ I asked. Being a mentor has given me the opportunity to improve the way the next generation of teachers are trained and how they feel about the profession during those crucial first five years. To that end, interns should be allowed to succeed and fail in a nonthreatening environment, to test educational theories in a clinical setting without prejudice, and to ultimately discover what works for them and their kids at that particular moment. Teaching, like

education itself, is a process. We never stop learning.” Joann Infante, English Teacher, York Comprehensive High School, York, SC

THE MENTOR TEACHER: QUALIFICATIONS

In order to serve as a mentor teacher, a teacher must:

- be approved by the principal and the district office.
- model excellence in teaching.
- exhibit high expectations for students.
- demonstrate strong skills in planning, oral/written communications, collaborative decision making, judgment, and human relations.
- possess strong instructional skills and current content knowledge.
- display strong skills in collaborating with other teachers and parents.
- have received an outstanding performance evaluation for the last two years of teaching.
- have attained continuing contract status.
- commit to the time and effort needed to serve as a mentor.

THE MENTOR TEACHER: GUIDELINES

Among the many guidelines of mentorship, the mentor teacher:

1. Attends a one day ADEPT training session, if applicable.
2. Participates in an orientation program designed to prepare the mentor teacher to supervise and evaluate the intern.
3. Becomes familiar with the background of the intern through materials sent by Student Academic Services and through conferences with the university supervisor and the intern.
4. Familiarizes the intern with school policies and provide the intern with a school handbook.
5. Orients the intern to the school and classroom and introduces the intern to the full range of teachers' duties and resources.
6. Is available to the student intern before, during, and after the school day.
7. Meets with the intern and the university supervisor at the beginning of the internship to review the procedures and expectations for the internship.
8. Plans with the intern and the university supervisor an instructional pacing guide, which begins with observation, advances to small units and/or individuals or small groups, and culminates with full-time teaching responsibilities during which the intern has the primary responsibility for planning and implementing the instructional program. *The goal of the internship is for the intern to have full-time teaching responsibilities as much as possible.* During the full-time teaching period, the mentor teacher is to continue to observe and provide feedback to the intern, but is *not* to remain in the classroom at all times. (For advice on how much time should be spent in your classroom while the intern is teaching full time, speak with the university supervisor.) For liability reasons, the mentor teacher must stay in close proximity while the intern is teaching.
9. Conducts a minimum of **five classroom observations** of the intern using the required [Observation Record](#). Observations should be scheduled throughout the internship period. Following each observation, a conference should be held with the intern to discuss strengths, weaknesses, and suggestions.
10. Reviews the intern's lesson plans and provides feedback the day before and after the intern teaches a lesson.
11. Provides continuous evaluative feedback (oral and written) regarding the intern's effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions. The mentor teacher encourages reflection and self-analysis on the part of the intern. In addition, the mentor teacher must be open and honest about areas needing improvement, and provide assistance as appropriate.
12. Gives advice and supports the development of the Internship Work Sample, the Long-range Plan, and the APS 10 (Professionalism) assignment.

13. Participates in the evaluation of the intern's performance at midterm and at the conclusion of the internship period, in collaboration with the university supervisor, using the content area [Internship Midterm and Final Evaluation Reports](#). The results of the midterm and final evaluations must be reviewed with and provided to the intern by the mentor teacher and the university supervisor. Upon request, the principal should be provided with a copy of the final evaluation.
14. Assists the intern in developing skills in the following areas:
 - a. providing for the needs of students and creating an atmosphere conducive to learning.
 - b. awareness and use of a variety of teaching techniques, procedures, and instructional materials.
 - c. classroom management techniques and the effective use of time.
 - d. assessment.
 - e. analyzing student data.
 - f. record keeping and report writing.
 - g. working with extra-curricular activities and other non-teaching activities.
 - h. professionalism, by serving as a "model" professional teacher, and stimulating interest in professional organizations and literature.
15. Communicates any areas of concern with the university supervisor as soon as possible.
16. Submits an evaluation form on the university supervisor to Student Academic Services at the end of the semester.
17. Encourages to the greatest extent possible the implementation of research-based "best practices" that the intern has been taught in methods courses at the university.

THE UNIVERSITY SUPERVISOR: QUALIFICATIONS AND RESPONSIBILITIES

THE UNIVERSITY SUPERVISOR: OVERVIEW

The university supervisor plays a key role in the internship triad and serves as a link between the school and the university. Often, the university supervisor role is facilitative; however, the role is also one of mentoring the intern, supporting the mentor teacher, and building a relationship with the assigned schools. The university supervisor facilitates a team approach and effective communication between the intern and the mentor teacher.

Another important role of the university supervisor is to assist the teaching intern in developing teaching competencies. The supervisor must determine the assistance needed and then use knowledge, skills, and resources to help the intern.

More specific information and guidance as to the responsibilities of the university supervisor can be found on the [University Supervisor Website](#).

THE UNIVERSITY SUPERVISOR: QUALIFICATIONS

A university supervisor is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by Winthrop University. Whenever possible, interns are placed under the supervision of a full-time faculty member.

If a person is not a full-time instructor at Winthrop University, then the following qualifications must be met for part-time university supervision:

1. Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school division.
2. At least five years of successful, full-time teaching within the content area of supervision.
3. Written or verbal recommendations of former supervisors or administrative colleagues.
4. Current or former state teacher's license.
5. Endorsement in the same level and broad-subject area as intern.
6. Master's degree.

(Adapted from *Handbook for Practica and Student Teaching Experiences*, page 54, School of Education, The College of William and Mary, Author: Dr. Christopher Gareis, Assistant Professor of Educational Leadership)

THE UNIVERSITY SUPERVISOR: RESPONSIBILITIES

Among the responsibilities of the university supervisor, the university supervisor:

1. Serves as the university liaison and primary contact person by working with the principal, mentor teacher, and intern. The university supervisor is accessible to interns and mentor teachers through phone and email.
2. Attends university supervisor meetings at the beginning of the semester. Other supervisor meetings may be called throughout the semester.
3. Meets with the university supervisor's assigned teaching interns and mentor teachers during the Internship Institute week and before the interns report to the schools to begin the internship. This is a time to exchange contact information and to set expectations for the internship.
4. Meets with the mentor teacher and the intern at the beginning of the internship period to review the procedures and expectations for the internship. This meeting is in addition to the group meeting in #3 above.
5. Becomes familiar with the background of the intern through materials sent to the university supervisor by Student Academic Services and through conferences with the mentor teacher and intern.
6. Assists the mentor teacher and intern in developing a positive working relationship and an instructional pacing guide.
7. Encourages the intern to implement to the greatest extent possible the research-based "best practices" that have been taught in methods courses at the university. Works with the mentor teacher, when necessary, to find ways to incorporate these "best practices."
8. Conducts a minimum of **five classroom visits** to the internship site and a minimum of **three observations** using the [Internship Observation Record](#) for each observation. Observations should be scheduled throughout the internship period and should be conducted at different times of the day and in different content areas, if appropriate. Following each observation, a conference should be conducted with the intern to discuss strengths, weaknesses, and suggestions. The results of the observation should be shared with the mentor teacher.
9. Develops an action plan, if appropriate. If an intern is experiencing difficulty in an internship, a plan is developed, in coordination with Student Academic Services, to assist the intern in meeting expectations for improvement.
10. Supervises the development of the [Internship Work Sample](#) provides support and feedback and assesses the work sample using the COE [Internship Work Sample rubric](#). In addition, the university supervisor submits grading information on the Internship Work Sample to the intern's 490 instructor.
11. Assess the intern's Long-range plan and APS 10 (Professionalism).
12. Reviews the intern's plan book periodically to assess strength in lesson planning, lesson reflections, and analysis of student learning.

13. Participates in the evaluation of the intern's performance at midterm and at the conclusion of the internship period, in collaboration with the mentor teacher. The results of the midterm and final evaluations must be reviewed using the content area [Internship Midterm and Final Evaluation Reports](#) and provided to the intern by the university supervisor and the mentor teacher. In addition, midterm and final evaluations must be submitted to LiveText.
14. Conducts at least seven hours of seminar with teacher candidates. These seminars are conducted after 4:00 p.m. Topics vary based on the needs and requests of interns.
15. Provides required reports to Student Academic Services by the due dates.
16. Submits an Assessment of Mentor Teacher evaluation form on each mentor teacher, using LiveText, to Student Academic Services at the end of the semester.
17. Submits the final internship grade (satisfactory/unsatisfactory) on Wingspan.

EVALUATION

OVERVIEW

Evaluation of teaching interns is an important component of the Richard W. Riley College of Education teacher preparation program and is a rigorous multi-dimensional process. The evaluation components meet the guidelines and are congruent with South Carolina Legislature's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for teaching interns. The components of intern evaluation at Winthrop University include:

- Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
- Observations in the Performance Standards
- Midterm and Final Evaluation Reports
- Internship Work Sample
- Long-range plan
- APS 10 (Professionalism) Assignment

ASSISTING, DEVELOPING AND EVALUATING PROFESSIONAL TEACHING ADEPT

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) legislation passed by the South Carolina Legislature, requires that certain guidelines are followed in working with student interns. Our philosophy at Winthrop University is that we will infuse the components of ADEPT into an already outstanding teacher education program. ADEPT makes six requirements of teacher education programs which include:

- 1) An orientation session for student interns must be held.
- 2) A training program for university supervisors and mentor teachers must be developed and implemented.
- 3) Procedures for collecting and documenting information about student intern performance in each performance standard must be developed and implemented.
- 4) Procedures for providing feedback and assistance throughout the internship experience must be developed and implemented.
- 5) Procedures for providing a formal written summary of intern performance during the internship assignment must be developed and implemented.
- 6) Procedures for documenting, evaluating, and improving the student internship evaluation and assistance process must be developed and implemented.

This section of the handbook outlines information related to Winthrop University's plan for ADEPT as it pertains to each of the six guidelines.

ALIGNMENT OF ADEPT PERFORMANCE STANDARDS WITH INTERN EVALUATIONS

ADEPT PERFORMANCE STANDARD	HOW IS DATA COLLECTED?	WHO REVIEWS DATA?	HOW IS FEEDBACK GIVEN?
APS1: Long-range Planning	Long-range plan	University Supervisor	Assistance from mentor Verbal and Written feedback
APS2: Short Range Planning of Instruction	Internship Work Sample Short range plans developed by interns	Mentor Teacher University Supervisor	Daily Feedback Midterm Evaluation Final Evaluation Internship Work Sample Rubric
APS3: Planning Assessments and Using Data	Internship Work Sample	Mentor Teacher Capstone instructor	Daily Feedback Midterm Evaluation Final Evaluation Internship Work Sample Rubric
APS4: Establishing and Maintaining High Expectations for Learners APS5: Using Instructional Strategies to Facilitate Learning APS6: Providing Content for Learners APS7: Monitoring, Assessing, and Enhancing Learning APS8: Maintaining an Environment that Promotes Learning APS9: Managing the Classroom	Classroom Observations Midterm Evaluation Final Evaluation	Mentor Teacher University Supervisor	Verbal Feedback Observation Records Midterm Evaluation Final Evaluation
APS10: Fulfilling Professional Responsibilities Beyond the Classroom	APS 10 (Professionalism) assignment	University Supervisor	Verbal and Written Feedback

OBSERVATIONS IN THE PERFORMANCE STANDARDS

To document performance in each of the ADEPT standards 4-9, a teaching intern is observed formally at least eight times during the internship semester using the observation record for Winthrop University, Richard W. Riley College of Education. The observation records are placed in the intern's permanent file.

It is required that a mentor teacher, in addition to the many informal observations conducted, completes a minimum of five formal observations. In addition, the university supervisor is required to complete a minimum of three observations. Upon completion of an observation, one copy should be placed in a file that is located in an agreed-upon location in the classroom, where it remains until the end of the internship. At that time, those copies become the property of the intern. The other copy is to be retained by the supervisor and submitted to the Student Academic Services office for the intern's permanent file.

INTERNSHIP WORK SAMPLE

A teaching intern is required to complete an internship work sample during the internship which demonstrates proficiency in short and long range planning for instruction and analysis of student learning. The internship work sample is prepared under the guidance of the mentor teacher, the university supervisor, and the capstone instructor. The university supervisor and the capstone instructor are responsible for grading the work sample using the accompanying rubrics.

MIDTERM AND FINAL EVALUATION REPORTS AND SCORING GUIDELINES

Each content area has designed summative midterm and final evaluation instruments and scoring guides to evaluate the teaching intern's performance in planning, instruction, environment, professionalism, and content area knowledge. The university supervisor and the mentor teacher together decide the outcome of these evaluations. The intern should be directly involved, as well, with this process culminating in a three-way conference to discuss the evaluation.

COMPETENCY REVIEW

Exit from the Program

At the completion of the semester, the program area committee will review the following documents for each intern:

1. Internship Evaluation (Midterm & Final)
2. Scored Rubric for Internship Work Sample
3. Teacher Education Professional Dispositions and Skills Form(s), if applicable
4. Capstone course performance
5. GPA

The following signatures will be on the recommendation for exit from the program:

1. Program area designee
2. Department Chair in major
3. Mentor teacher from the final internship (optional)
(If there is a discrepancy, the mentor teacher may also be asked to sign the recommendation.)

*The program area committee will review scored rubrics for the Internship Work Sample and comments on each intern. In cases of unsatisfactory performance, the entire Internship Work Sample will be reviewed.

PROGRAM EVALUATION AND IMPROVEMENT

OVERVIEW

The Richard W. Riley College of Education is continually evaluating programs and instituting improvements in the teacher preparation components. Three instruments are used to assist in the program evaluation:

- Assessment of Mentor Teacher: Interns evaluate mentor teachers via LiveText at the end of the semester. University supervisors evaluate mentor teachers via LiveText submissions. Results are mailed to mentor teachers and are grouped by certification areas (elementary/early childhood, secondary and K-12) rather than individual teachers.
- Intern Evaluation of University Supervisor: Interns evaluate university supervisors via LiveText during a meeting with the field placement coordinator at the end of the semester. Results are sent to the supervisor's department chair.
- Mentor Teacher Evaluation of University Supervisor: Evaluations are mailed to mentor teachers at the end of the semester. Results are sent to the supervisor's department chair along with the intern evaluations of university supervisors.