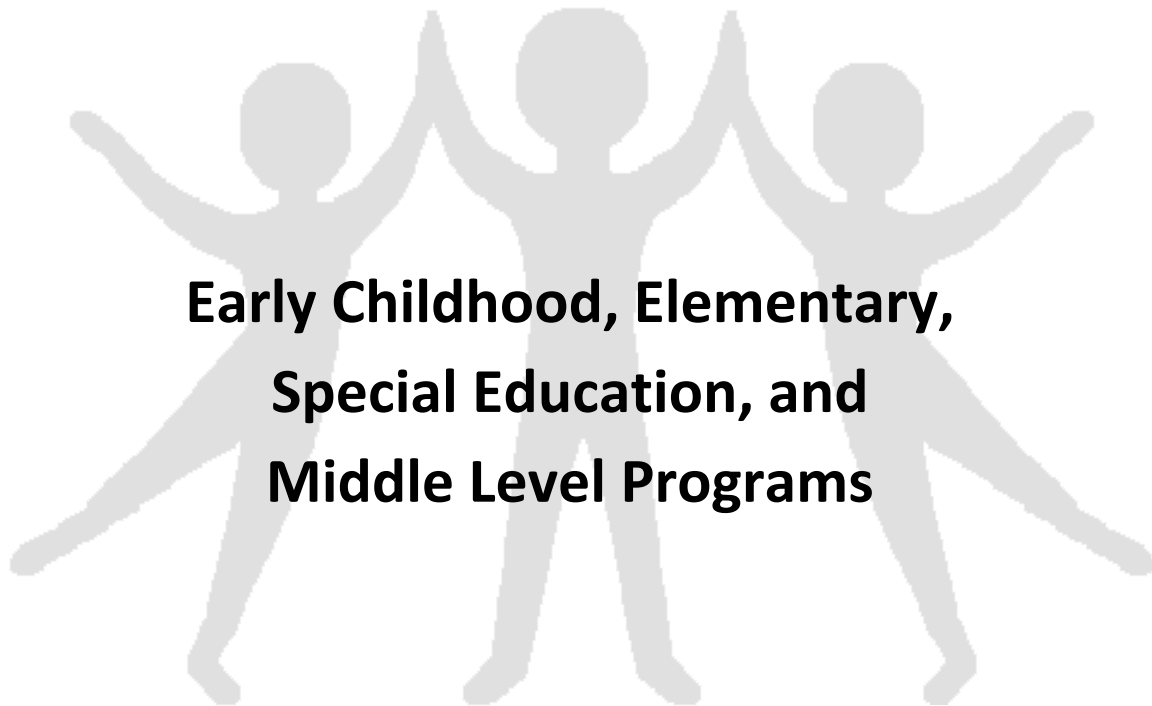


Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the **Year Long Internship**



Early Childhood, Elementary, Special Education, and Middle Level Programs

**A Resource for Interns, Mentor Teachers, and
University Supervisors**

**Richard W. Riley College of Education
Winthrop University
2012-2013**

Online Access: <http://www.winthrop.edu/coe/Office of Field and Clinical Experiences/>

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GENERAL INFORMATION

An Introduction from the Dean

Dear Teacher Candidates, Mentor Teachers, and University Supervisors:

As teacher candidates begin the school year with their mentor teachers in the Partnership Network schools, they will be afforded a unique opportunity to serve as “junior faculty members” for an entire school year alongside highly capable master educators. The year-long internship epitomizes the ideal of “learning by doing,” and our aim is that our graduates will be fully prepared as competent, confident, and committed educators to meet the challenges that teachers face today.

We want the year-long internship experience to be rewarding for our mentor teachers and of real benefit to our Partnership Network schools. Our P-12 colleagues are central to our program and share their expertise and daily professional experiences with our teacher candidates. We hope you benefit from having these “junior faculty members” on your team and that your students will benefit from the added assistance in the classroom. Of course, we are also appreciative of the valuable role that our University supervisors play in this entire process. We hope that the teacher candidates, mentor teachers, University supervisors, as well as the school liaisons, principals, and College of Education support staff will collaborate as a team to provide a constructive learning experience for both the teacher candidates and students in the Partnership schools. This requires *open communication and feedback from all involved*.

This handbook is provided for all those involved in the year-long internship experience. **By carefully reading and following the guidance found in this handbook, the chance for success during the internship will greatly increase.**

For teacher candidates who are completing a year-long internship, you will find information about:

- Requirements and responsibilities of the internship. *It is important to remember that, in all you do, you serve as a reflection of both Winthrop University and the school hosting your internship.*
- Schedules integral to the internship.
- University policies related to the internship.

For mentor teachers who will be hosting year-long interns, this handbook provides you:

- Clarification on your partnership role as a mentor.
- Information on your mentor roles and responsibilities.
- Guidelines for ensuring that the intern is upholding his/her responsibilities.

For University supervisors who will be supporting and assessing, this handbook will assist you in:

- Structuring and facilitating the internship experience.
- Providing information to both interns and mentors concerning roles and responsibilities.
- Ensuring that, as a supervisor, all university policies and expectations are implemented.

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 this year. I hope that you will all experience both professional success and personal reward because 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

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Year-long Internship Important Dates 2012-2013

Dates are subject to change.

University supervisors will set assignment due dates and time for evaluation conferences.

Internship I	
Week of August 13	<ul style="list-style-type: none"> Report to assigned schools for professional development days; interns engage all day, every day until Winthrop classes begin Attend introductory meeting with mentor teacher and University supervisor at assigned school
Wednesday, August 15	Required Seminar: <i>EDUC 390 Orientation/FERPA (Family Educational Rights and Privacy Act) Training</i> 3:30 pm – 5:00 pm Plowden Auditorium
Tuesday, August 21	<ul style="list-style-type: none"> Winthrop University classes begin Report to school on modified schedule: Dependent on program area
Friday, August 24	<ul style="list-style-type: none"> Required <i>Year-long Internship Institute</i> 9:00 am – 5:00 pm; Plowden Auditorium
Friday, September 14*	Required Seminar <i>Working with Your Mentor through Co-Teaching</i> 1:00 pm -2:30 pm; Plowden Auditorium
Week of October 8	Mid Term Conference to be held
Tuesday, October 9	Long Range Plans due via email to University Supervisors
Friday October 12 and Monday October 15	Winthrop University Fall Break (<i>Year Long Interns not required to report to school placement site</i>) <i>Traditional Interns will follow school District schedule.</i>
Friday, October 19*	Required Seminar – Topic to be announced 1:00 pm – 2:30 pm; Plowden Auditorium
Friday, October 19	<ul style="list-style-type: none"> Internship I Midterm Evaluation Report with supporting evidence due to the Office of Field and Clinical Experiences and on LiveText. Long Range Plans rubric and grade due on LiveText.
Friday, November 9*	Required Seminar – Topic to be announced 1:00 pm – 2:30 pm; Plowden
Week of November 11	Final Evaluation Conferences
Friday, November 16	Internship I Verification Form due (Intern submits to Office of Field and Clinical Experiences)
Friday, November 30	Last day for EDUC695 students and designated 390 students
Tuesday, December 4	Study Day - no classes, no internship
Wednesday, December 5 – Tuesday, December 11	Final Exams (see fall exam schedule) – report to assigned schools as much as possible (days on which interns have no exams scheduled)
Friday, December 7	Internship I Final Evaluation Report and supporting evidence due to the Office of Field and Clinical Experiences and on LiveText
Wednesday, December 12	Report to assigned school all day, every day until district winter break
Wednesday, December 12*	Required Seminar <i>Understanding the Internship Work Sample</i> (Interns, Mentor Teachers, and University Supervisors should attend) 3:30 pm – 5:00 pm Plowden Auditorium

Internship II	
Week of January 1 <u>or</u> Week of January 7	<ul style="list-style-type: none"> Report to assigned school according to school district calendar to begin Internship II Follow school district calendar for holidays and professional development days NOT the Winthrop University schedule SPED and MLED students attend introductory meeting with Mentor and Supervisor
Monday, January 7	Winthrop University classes begin
Thursday, January 10*	Required Seminar <i>Resume Writing</i> by Winthrop University Career Services 5:30 – 7:00 pm – Plowden Auditorium
Week of January 14	DIM 1 draft due to 490/695 Instructor
Week of January 28	DIM 1 Final due to 490/695 Instructor
Week of February 4	DIM 2 Final and Pre-assessment final due to 490/695 Instructor
Week of February 11	Administer Pre-assessment
Saturday, February 9* and Saturday, February 16*	Required Seminar <i>Mock Interviews</i> (<u>one</u> interview session required for each intern) 9:00 am– 12:00 pm Withers Building/ various rooms
Wednesday, February 20*	Required Education Career Fair 9:30 am – 4:30 pm (<i>interns do NOT go to school placement site</i>) DiGiorgio Campus Center Banquet Hall
Week of February 25	DIM 3 Final due to 490/695 Instructor
February 25- March 25	Full time teaching (Minimum) (IWS) Internship Work Sample to be taught during this time with DIM 4 lesson plans submitted to University Supervisor
Friday, March 8	Internship II Midterm Evaluation Report and supporting evidence due to the Office of Field and Clinical Experiences (143 Withers) and on LiveText
Monday, March 18	APS 10 submitted by interns (due on LiveText)
Week of March 25	DIM 5 final due to 490/695 Instructor
Friday, March 29	APS 10 rubric and grade due on LiveText by supervisors
April 1-5, 2013	Spring Break in all districts
Monday, April 8	DIM 4 grades due to 490/695 Instructor by Supervisors
Week of April 15	Final IWS uploaded to Live Text
Friday, April 19	Last Day of Internship
Monday, April 22*	Complete Certification Forms and Internship Evaluations/Focus Groups: Time/Location TBA
Tuesday, April 30	Internship II Final Evaluation Report and supporting evidence due to the Office of Field and Clinical Experiences and on LiveText
Friday, May 3	Convocation 4:30 pm Winthrop University – Tillman Auditorium
Saturday, May 4	Winthrop University Commencement Ceremony 11:00 am Winthrop Coliseum

* Students are required to attend professional development sessions during specified times at Winthrop University.

GUIDING DOCUMENTS FOR THE TEACHER EDUCATION PROGRAM

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.
Adopted spring 2010, 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 coursework, 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 that 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. The *Initial Teacher Preparation Unit Standards Framework* document can be located through the following link: <http://www.winthrop.edu/uploadedFiles/coe/UGTeacherasEducator2010.pdf>.

Education is a noble calling that entails both challenges and responsibilities. As an educational leader, interns are expected to uphold the highest standards of the profession as they relate to students, families, and communities. Each teacher candidate exhibits four dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families: **Fairness, Integrity, Communication, and Commitment**. Disposition descriptions can be found online at: http://www.winthrop.edu/coe/Office_of_Field_and_Clinical_Experiences/default.aspx?id=11517. Mentor teachers and university supervisors are encouraged to use the Professional Dispositions and Skills Concerns Form in instances where they are concerned about a candidate's dispositions and skills. Completed copies of the form signed by the mentor teacher, school liaison (and Winthrop Faculty in Residence, if applicable), university supervisor, and teacher candidate must be submitted by the university supervisor to the candidate's department chairperson within ten days of completion.

Teacher Education Professional Competencies

During the internship, teacher candidates are assessed and evaluated based upon competencies in planning, instruction, environment, and professionalism. In addition, each program area identifies competencies specific to the discipline (APS 6 - see the program-specific self-assessments and evaluations).

Planning (APS 1, 2, 3)

- Develops learning objectives which are appropriate for the subject and grade level and are connected appropriately to the standards.
- Plans appropriate and logically sequenced instructional strategies.
- Plans for differences in individual need, abilities, and interests.
- Plans for appropriate assessment, analysis of results, and maintenance of records.

- Plans for lessons that demonstrate a respect and understanding for cultural and linguistic diversity.

Instruction (APS 4, 5, 7)

- Implements effective instruction for students using knowledge of content and appropriate standards.
- Establishes, communicates, and maintains high expectations for student achievement and participation.
- Students are given opportunities and support to assume responsibility for their own learning.
- Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.
- Assists students in connecting subject matter to everyday life.
- Uses instructional judgment in the implementation of lessons.
- Uses a variety of instructional strategies to actively engage all students.
- Integrates technology appropriately into teaching and learning.
- Provides learning experiences which encourage critical thinking, problem solving, informed decision making, and/or creativity.
- Uses a variety of assessments and feedback to evaluate and guide student learning and to modify instruction as needed.
- Uses appropriate voice tone and inflection to deliver instruction effectively.

Environment/Management (APS 8, 9)

- Promotes positive, collaborative peer interactions.
- Creates and maintains a positive and safe classroom environment conducive for learning.
- Demonstrates confidence and poise when managing an effective learning environment.
- Establishes and maintains effective rules, procedures, and routines.
- Provides for smooth transitions between activities and implements introductions and closures in lessons.

Professionalism (APS 10)

- Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate.
- Creates a positive rapport with students, parents, colleagues, administrators, mentor teacher, and supervisors.
- Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.
- Is receptive to constructive criticism from the mentor teacher, supervisor, and administrators and incorporates feedback.
- Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate.
- Is prepared to teach each day.
- Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity and emotional maturity in the school setting.
- Uses self-reflection to evaluate instruction.

THE INTERNSHIP: A COLLABORATIVE PARTNERSHIP

The internship is the culminating experience of the teacher education program. During the internship, each intern is part of a collaborative team that 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 team include, but are not limited to, the following professionals:

- The Dean of the Richard W. Riley College of Education
- Department chairs
- Director of the Office of Field and Clinical Experiences
- Field Placement Coordinator
- Partnership Network faculty
- University supervisor
- PDS/Partner school liaison
- District superintendent and/or district representative
- Mentor teacher
- Site-based observer
- Winthrop Faculty in Residence

From the larger collaborative team, the intern, mentor teacher, and university supervisor form a *triad* charged with the goal of thorough preparation of the intern to improve learning and achievement for students in P-12 classrooms. 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 critical for a successful internship experience.

Co-Teaching

The practice of co-teaching is a required collaborative structure of the internship. Co-teaching provides a rigorous experience for the intern, allows the mentor teacher the opportunity to remain actively involved in the classroom during the internship, and enriches the quality of learning for the students. Co-teaching supports continuous mentoring during the internship as the teacher candidate refines the skills necessary to be successful in the profession. The various co-teaching models, listed below, give the mentor and teacher candidate opportunity for increased collaboration.

Co-Teaching Strategies

Strategy	Definition
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for the observation.
One Teach, One Assist	This strategy is an extension of One Teach, One Observe. One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.
Station Teaching	The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often, an independent station will be used along with the two teacher-led stations.
Parallel Teaching	Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is reduction of the student-to-teacher ratio.
Supplemental	This strategy allows one teacher to work with students at their expected grade level while the

Teaching	other teacher works with those students who need the information and/or material re-taught, extended, or remediated.
Alternative or Differentiated Teaching	Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome is the same for all students; however, the instructional methodology is different.
Team Teaching	Well-planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student perspective, there is no clearly defined leader, as both teachers share the instruction, freely interject information, assist students, and answer questions.

A description of co-teaching strategies utilized should be explicit in the procedure section of the lesson plan template. Data gathered on observations will reflect implementation of co-teaching strategies.

Introductory Meeting

The university supervisor, mentor teacher, and intern must plan an introductory meeting within the first two weeks of the internship. During this meeting, the university supervisor will discuss the processes and procedures for the internship. This should include, at a minimum, the following:

- Differences in the mentor teacher and supervisor roles in the evaluation process;
- Common syllabi for interns;
- Internship Requirements
 - Evaluation reports (including data needed for evidence of competencies).
 - Long-range plans
 - APS 10 (Professionalism)
 - Internship Work Sample;
- Resources for gathering information and reflecting upon intern performance (observation records, Individual Learning Plan, Intern Reflective Self-Assessment); and
- Facilitating and encouraging collaborative communication.

THE INTERNSHIP: PLANNING FOR INSTRUCTION

Overview

The year-long internship consists of one semester of methods focus (Internship I) and one semester of full-time teaching (Internship II). Although each placement is unique and interns will differ as to the pace of progression through the stages, all phases of the internship (orientation, observation, participation, and teaching) should be carefully planned and 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 the placement, but the following timetable serves as guide 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 through a co-teaching model.*

Stage 1 (August-September): Developing a Collaborative Classroom

The beginning of the year will set the tone for the remainder of the internship. Not only will the intern and the mentor teacher be developing as a collaborative, professional team, but they should be working together to establish the classroom as a positive learning community. They must include a deliberate plan for integrating the intern as a partner teacher in the classroom.

Developing a professional relationship between the school and university faculty will also be critical in the first weeks. During the first semester, interns will be engaged in “learning by doing” as they continue to master content and pedagogy through a series of methods courses. Coursework and fieldwork should not

be seen as separate obligations, but integral parts of building knowledge, skills, and dispositions. Intern experiences will vary depending on course background, previous field experiences, etc. Some interns may have completed methods courses, while others are enrolled during the Internship I semester. Flexibility is a must in this stage of the internship. The mentor teacher, intern, university supervisor, and methods faculty should use this handbook to establish norms for their communication and collaboration.

Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day will be a critical objective of Stage 1. Mentor teachers should engage in “thinking out loud” in order to make processes and procedures visible and explicit. Through a well-developed relationship, interns must be encouraged to and feel comfortable asking how and why specific structures are designed.

Specific Stage 1 activities might include, but are not limited to:

- **Orientation to the School and Classroom (required)** - 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 the intern or group of interns. The orientation 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 staff). To become acquainted with the assigned school, the intern should be familiar with policies such as:
 - Student attendance
 - School-wide discipline
 - Emergency drills
 - Teacher duties/responsibilities outside the classroom
 - Dress codes for teachers and students
 - In-school accidents
 - Medical records/alerts
 - Procedures for communicating with parents (with mentor approval)
 - Permanent records
 - Textbook and supplies
 - Testing programs
 - Signing in and out
 - Equipment (copier, laminator, etc.) use

In the classroom, the mentor teacher should provide additional information concerning individual students (medical concerns, Individual Educational Plans, etc.), routines, procedures, organization, management, and parent volunteers. Interns from Winthrop University receive training in FERPA (Family Educational Rights and Privacy Act) regulations prior to the internship.

- Setting goals and sharing instructional plans
 - Carve out time for professional conversations and reflections; dedicate time to planning for co-teaching implementation
 - Discuss district curriculum scope and sequence (develop long range plans)
- Designing space
 - Establish optimal working environment for students, intern, and mentor teacher
 - Provide resources for intern to engage as a co-teacher as much as possible (computer/laptop, desk, instructional materials)
 - Collaborate on room arrangement, material placement, and instructional design

- Establishing and sharing classroom norms and procedures
 - Design daily and weekly routines such as bell work, read aloud, and dismissal
 - Divide responsibility for procedural tasks
- Understanding learners
 - Spend time with individual learners. (i.e. take notes, administer interest inventory, assess student needs on a variety of levels)
 - Gather classroom data and use the information gained to plan for classroom management and instruction (develop contextual factors)
 - Communicate with families/caregivers (always in collaboration with mentor teacher)
 - Work with individual students
 - Observe and implement effective classroom management techniques
- Sharing instructional responsibility
 - Assign intern tasks in order for students to “view” mentor and intern as co-teachers
- Planning and implementing instructional strategies
 - Use the mentor teacher’s lesson plans to create and implement mini-lessons through multiple co-teaching strategies
 - Collaborate with university supervisor to increase responsibilities to longer lessons and multiple content areas/preps

Stage 2 (October-December): Mastering Content and Pedagogy

At this stage, interns take increasing responsibility for participating in and managing classroom routines. They will be developing, implementing, and reflecting upon content-based lessons assigned in methods courses. The mentor teacher continues to play an active role through co-teaching, observing, coaching, and providing written and oral feedback. Having explicit conversations about instruction, assessment, and management facilitates the transition of the intern to having increased classroom responsibility.

Specific Stage 2 activities might include, but are not limited to:

- Assessing student knowledge and skills
 - Discuss the selection of assessment tools to measure student understanding
 - Build awareness of and proficiency in using different assessment tools supported by the classroom, school, and district
 - Plan conversations with mentor and colleagues about assessment
- Planning and implementing lessons
 - Share lesson plans with mentor that answer the following questions:
 - Were the objectives clear?
 - What assessment was used to measure student achievement?
 - Did the assessment match the activities?
 - Are individual student needs being met?
 - Co- teach lessons in content areas
 - Work with small groups of students on a regular basis
 - Plan, implement, and reflect upon a lesson in each content area/prep
 - Observe and participate in the instruction in other classrooms and grade levels
 - Set goals for Internship II
- Communicating with parents
 - Co-design a newsletter
 - Discuss report card guidelines with mentor
 - Role play a parent conference; attend a parent conference
 - Attend a parent association meeting (PTA, PTO)

Stage 3 (January-February): Guided Leadership

At this stage, the intern is moving into an active leadership role with close guidance and continued co-teaching support from the mentor teacher. The intern will be orchestrating multiple classroom demands while continuing to discuss processes and procedures with the mentor teacher. Mentors should assume a role of “curiosity,” asking the intern questions about plans and strategies while providing opportunities for risk-taking without fear of failure.

For interns in programs where a change in placement is necessary for certification requirements, revisiting stages 1 and 2 will support the intern in becoming acclimated to the new placement. However, the time spent in those stages should be brief allowing the intern time to move into stage 3 where more of a leadership role is established.

Specific Stage 3 activities might include, but are not limited to:

- Implementing effective teaching and management strategies
 - Continue and/or adjust effective classroom management techniques for intern’s use during the transition to full-time teaching
 - Plan, implement, and reflect upon best teaching practices
 - Help prioritize ways to work smarter such as lesson plan development for common weekly procedures
 - Observe mentor teacher’s varied teaching strategies that address differentiation
- Reflecting on the teaching process
 - Conversations continue on formative and summative observations
 - Written feedback from mentor supports building a professional portfolio
- Looking ahead toward the future
 - Gather materials and supplies for Internship Work Sample (IWS) unit
 - Finalize resume and attend University Career Fair
 - Make contacts for future employment

Stage 4 (February-April): Lead teaching

Interns at Stage 4 will gradually assume the position of lead teacher. This does not necessarily mean the mentor teacher is relinquishing responsibility, but more a shift in who is taking the lead role. The mentor should continue to guide, coach, co-teach, and observe providing feedback whenever possible.

Specific Stage 4 activities might include, but are not limited to:

- Teaching fulltime
 - Use effective differentiation strategies to plan and implement lessons for a **minimum** of four weeks
 - Integrate mentor teachers to assist with small groups and individuals through the use of various co-teaching models
 - Provide time for intern to solo-teach
- Implementing IWS and reflecting upon student learning results (IWS unit must last at least two weeks)
- Continuing with ongoing conversations about planning and teaching
 - Reflect upon teaching with feedback based upon multiple data sources (assessments, observations, video capture, etc.)

Stage 5 (April): Learning from the Larger Community

Although it may be tempting for the intern to relinquish all responsibilities after the demanding Stage 4, Stage 5, if planned appropriately, can be a time of extensive professional growth. While the mentor

teacher transitions back into the lead teaching role, the intern continues to engage with the learners in the placement classroom as well as throughout the school. The mentor teacher and school liaison should identify other master teachers in varied contexts that, through observation and engagement, the intern can continue to build knowledge and skills of the teaching profession.

Specific Stage 5 activities might include, but are not limited to:

- Reflecting upon the past year
 - Set goals for first year teaching experience
 - Complete APS 10 - Professionalism assignment
- Gathering resources for the future
 - Research classroom resources for future use (i.e. materials and supplies, technology, classroom libraries, etc.)
 - Discuss end-of-year procedures with mentor

Classroom Observations

In addition to having the intern complete observations in their host classrooms at the beginning of the internship, it is crucial that interns have the opportunity to both *observe* and *participate* in the instruction in other classrooms at their school site during the internship. Having exposure to other grade levels and various teaching styles and instructional content expectations helps to create a well-rounded experience for the teacher candidate. Participation in other classroom instruction throughout Internship I and Internship II is highly encouraged.

Interns in the Early Childhood and Elementary programs are required to participate in the instruction of students at least two grade levels different from their assigned placement. We encourage this experience to occur throughout the internship, however, at least two weeks participation is required (lesson planning and implementation). The mentor teacher (with assistance from the school liaison) should identify a “partner classroom” for intern observation and participation. Once identified, the teacher candidate is then responsible for communicating with the partner mentor teacher to facilitate ongoing engagement.

Long-Range Planning

Long-range planning (APS 1) 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 (LRP) for the school year or semester for one course or content area (if possible, the LRP should be completed for the course or content area in which the intern will be doing the Internship Work Sample). Development of an LRP is in collaboration with the mentor teacher, and will be reviewed and graded by the university supervisor through LiveText. A sample LRP is included in documents.

Lesson Planning

Lesson plans are required for each lesson taught during the internship. All necessary components of good lesson planning are included in each content area's lesson plan template. The templates can be found at <http://www.winthrop.edu/coe/Office of Field and Clinical Experiences/default.aspx?id=11223>.

It is important that interns be required to submit lesson plans *at least two school days prior to teaching* (unless otherwise authorized by the mentor teacher and university supervisor) so plans may be discussed and changed, if needed. If lesson plans are submitted late, the mentor teacher and/or university supervisor may decide not to allow the intern to teach thus jeopardizing the success of the internship. Interns should maintain lesson plans in a notebook (or other responsible filing system) kept at the site for review at all times.

Unit Planning

Unit planning (APS 2) is important for effective instruction and assessment of P-12 student learning. It enables students to make connections between instructional segments. Each intern must plan and implement an Internship Work Sample (IWS) that is coordinated with and approved by the mentor teacher. The university supervisor and the EDUC 490 (capstone course) instructor evaluate the completed IWS. For more information, please refer to the IWS description and rubrics found online at <http://www.winthrop.edu/coe/sas/default.aspx?id=11281>.

Performance Evaluation

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. The evaluation components meet the guidelines of South Carolina Board of Education's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for teacher candidates. 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
- Individual Learning Plan
- Long-range Plan
- APS 10 (Professionalism) Summary

Interns receive both formative and summative feedback throughout the year-long internship. The differences between these types of assessments are highlighted in the table below. Formative assessment is typically used by mentors and coaches while supervisors engage in summative assessment to evaluate progress toward competencies. School liaisons and Winthrop Faculty in Residence can serve as both formative and summative assessors.

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">❖ Not for grades❖ Monitor progress❖ Provide feedback❖ Give candidates opportunities to close the gap between where they are and the competencies to be mastered	<ul style="list-style-type: none">❖ Provide information for grades❖ Evaluate what candidates know and can do❖ Make judgments about mastery of competencies

Green, S. & Johnson, R. (2010). *Assessment is essential*. Boston: McGraw-Hill.

Assisting, Developing, & Evaluating Professional Teaching (ADEPT)

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) was adopted by the South Carolina Board of Education and requires that certain guidelines are followed in working with teacher candidates. The philosophy at Winthrop University is to infuse the components of ADEPT into an already outstanding teacher education program to include the following requirements:

1. Conducting an orientation session for interns.
2. Developing and implementing a training program for university supervisors and mentor teachers.
3. Collecting and documenting information about intern mastery in each performance standard.
4. Providing feedback and assistance throughout the internship experience.
5. Providing a formal written summary of intern performance during the internship experience.
6. Documenting, evaluating, and improving the internship evaluation and assistance process.

Observations in the Performance Standards

To document performance for ADEPT standards 4-9, at least six observations of the candidate teaching occur during Internship I with ten observations during Internship II. Documentation of each observation should occur using the Winthrop University Observation Record. Observations should last approximately 45-60 minutes in order to gain a thorough understanding of the classroom dynamics. Feedback on observations should be provided to the intern within three business days.

The mentor teacher is required to complete a minimum of 4 formative assessment observations during Internship I and 6 during Internship II with the dates of these observations recorded on the Individual Learning Plans. Written documentation on an Observation Record of each observation must be provided to the intern. The intern may choose to present data from these observation records as evidence for competencies met for the midterm and final evaluation reports.

It is required that mentor teachers facilitate the identification of a site-based observer (member of the school or district faculty in roles such as administrator, curriculum or literacy coach, or classroom teacher; not required to be in same field or content area, but must know and understand ADEPT standards) to **complete a minimum of 2 observations for Internship I and 2 observations for Internship II** for the purpose of summative assessment. In addition, the university supervisor is required to **complete a minimum of 2 summative assessment observations during Internship I and 3 during Internship II**. Upon completion of a summative observation on the Observation Record, copies must be provided to the intern, mentor teacher, and university supervisor. The university supervisor submits the original Observations Records to the Office of Field and Clinical Experiences. The table below summarizes the required, documented observations.

	Supervisor Observations		Mentor Observations		Site- Based Observations	
	Before Midterm	After Midterm	Before Midterm	After Midterm	Before Midterm	After Midterm
Internship I	1	1	2	2	1	1
Internship II	1 or 2*	1 or 2*	3	3	1	1

*University supervisors complete 1 or 2 observations before or after the midterm evaluation for a total of 3 evaluations over the course of the semester.

Internship Work Sample

Interns are required to complete a work sample that demonstrates proficiency in short and long range planning for instruction and analysis of student learning. The Internship Work Sample (IWS) 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. For more information, please refer to the IWS description and rubrics found online at <http://www.winthrop.edu/coe/sas/default.aspx?id=11281>.

Midterm and Final Evaluations and Scoring Guidelines

Each content area has designed midterm and final evaluation instruments and scoring guides to evaluate the intern's performance in planning, instruction, environment/classroom management, professionalism, and content area knowledge. The university supervisor is the primary facilitator of these evaluations; however, **the mentor teacher must attend and provide a signature indicating agreement with the results of the conference.** The intern should be directly involved with this process, perhaps supplying data as evidence for meeting competencies and leading the conference as a reflective practitioner.

The Competency Review Process: Exit from the Program

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

- Internship II evaluations (midterm and final)
- Scored rubrics for the Internship Work Sample (IWS)
- Teacher Education Professional Dispositions and Skills Form(s), if applicable
- Capstone course performance
- GPA

The Competency Review Committee will review scored rubrics for the IWS and comments on each intern. In cases of unsatisfactory performance, the entire IWS will be reviewed.

Signatures from the program area designees, the department chair in the candidate's major, and the Director of the Institute of Educational Renewal and Partnerships are required on the recommendation for exit from the program. If there is a discrepancy, the university supervisor may also sign the recommendation.

THE INTERN: RESPONSIBILITIES, POLICIES, AND PRACTICES

Introduction

Candidates entering the year-long 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. While refining their teaching abilities to meet expectations of the program, the primary responsibility of the intern is to foster learning of all students in the classroom.

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

Responsibilities

To ensure a positive and professional experience and to fulfill internship requirements, the intern will engage in preparation for and active participation in the internship experience.

Preparation for the Internship

- a. Complete Blood Borne Pathogen and EEDA online courses through Blackboard (for assistance, contact Kimarie Whetstone, Online Learning Coordinator, at whetstonek@winthrop.edu)
- b. Establish professional contact with the mentor teacher. Contact information should be exchanged.
- c. Become familiar with the community assigned for the internship and, when necessary, secure suitable living facilities prior to beginning the internship.
- d. Visit the school and district websites to build background knowledge.
- e. Plan to begin Internship I when the district in which the placement is made schedules teacher professional development days in August; **interns are required to report to their assigned placement all day, every day until Winthrop classes begin.**

Getting Started in the Internship

- a. Upon first arriving at the school to begin the internship experience, report to the principal. Consider sending a professional email message to the principal before reporting on the first day.
- b. Submit the completed emergency information form provided by Office of Field and Clinical Experiences to the school secretary.
- c. Become familiar with and adhere to the rules applicable to students and teachers in the assigned school.
- d. Obtain a copy of the school handbook to become familiar with the policies and regulations of the school and school district to which you will be held accountable.
- e. Discuss the expectations and/or responsibilities “outside the classroom” (bus duty, Open House, PTO meetings, etc.) with the mentor teacher.
- f. Report on time each day and to all activities or duties as scheduled.

During the Internship

- a. Prepare daily lesson plans for approval as directed. Daily lesson plans are to be submitted to the mentor teacher at least two school 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.
- b. Welcome and ask for assistance, advice, feedback, coaching, and criticism and act on the suggestions appropriately. Become a “reflective practitioner.”
- c. Observe and/or participate in conferences with parents when the mentor teacher considers it appropriate.
- d. Share with the mentor teacher the responsibility an intern carries for preventing and managing disciplinary problems and maintain the physical condition of the room.
- e. Attend professional meetings, such as faculty meetings, district teachers' meetings, PTO meetings, and other meetings that the mentor teacher is required to attend.
- f. 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. *Note to Interns:* **You are a representative of Winthrop University and your assigned school site. Remember, this placement is the beginning of your professional reputation that will have a significant impact on your future career.**
- g. Collaborate with the mentor teacher to gather data and evidence to complete a self-assessment at the midterm and final points of Internship I and Internship II.
- h. Submit complete and accurate records and reports requested by the school and the university.
- i. Seek support from the mentor teacher, methods faculty, and capstone instructor in developing and completing the Internship Work Sample, the Long-range Plan, and the APS 10 (Professionalism) assignment.

Policies and Practices

Additional Activities during Internship

Successful completion of the internship and related courses is the candidate's top priority.

1. *Working During Internship* - Interns are **strongly advised not to assume any outside employment** during the internship year.
2. *Academic Load During Internship II* - Because of the singular importance of the Internship II experience and the substantial time commitments involved, interns are **strongly advised not** to assume any other major responsibilities including taking additional courses beyond EDUC 475 (Internship II) and EDUC 490 (Capstone). If necessary, 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. **The course cannot begin before 5:00 p.m.**
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, especially during Internship II. An athlete or musician who chooses to participate during internship should expect to miss some practices, games, or performances. Any time missed during either Internship semester must be made up at an agreed upon time by the mentor teacher and university supervisor.
4. *Established Planning Time* - Interns must establish a regularly scheduled time with the mentor teacher to collaborate on planning, assessment, and other classroom related items (at least once a week for one hour although the mentor teacher may request additional time).

Appropriate Attire and Appearance

The policies and culture of each individual school and/or district 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.

Interns should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, and ties (if applicable). It is the intern's responsibility to become familiar with the school's expectations for faculty appearance. Interns should have a general discussion on choices of attire with both the mentor teacher and university supervisor prior to the first day of the experience.

Attendance

- Interns have an obligation to be consistent and punctual in attendance. This applies to two areas:
 - *School-related Activities* - Interns should be in their assigned school (in the classroom NOT pulling in the parking lot) at the time designated by their mentor teacher, school principal, and university supervisor. **Interns are to attend all workdays, in-service days, and professional development days with the mentor teacher that do not interfere with courses or required seminars at the university.**
 - *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 should the intern be away during any or all of the teaching day.
- Interns may attend two days of Professional Development Activities per semester (e.g., state/national conferences, seminars, trainings) with permission from the university supervisor, mentor teacher, and the Director of the Office of Field and Clinical Experiences. The request for

permission must be in writing with at least two weeks advance notice. If procedures are followed and permission is granted, these days need not be made up.

- It is fully expected that interns will NOT miss any days during the internship experience. If an extenuating circumstance does arise, the intern must notify the mentor teacher and university supervisor as early as possible. In case of illness requiring an intern to miss more than three days, a doctor's note is required and submitted to the university supervisor.
- Interns are required to sign in and sign out daily at their school sites.

All absences will be made up. *Absence for even part of a day counts as one absence. (This includes time spent interviewing for a future teaching position).* Make-up days will be added on at the completion of the internship and will be scheduled by the mentor teacher and university supervisor. In case of excessive absences, the intern may be removed from the placement.

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 internship. Questions from the intern regarding confidentiality policies should be directed to the mentor teacher and/or university supervisor.

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. A Winthrop University badge is provided by the Office of Field and Clinical Experiences, or the intern may wear a badge provided by the placement site. It is also university policy that Winthrop interns sign in and out from the school site daily.

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 workdays) due to weather problems must be made up by interns just as they are by professional teachers. Most schools have already designated specific make-up days. Some days may be those scheduled as teacher workdays or during spring break. Interns should check the schedule for their district. 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 from media outlets and district websites by 6:30 am.

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. During the Internship Institute, professional organizations that carry liability coverage for members are discussed. These organizations include: 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 Teacher Education Professional Dispositions and Skills (discussed on page 10) and in the SC State Ethics Standards for Teachers (<http://www.scteachers.org/cert/certpdf/standardssofconduct.pdf>). Failure to do so may result in termination of the teaching internship.

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 about ANY internship related topic with students, mentor teachers, university supervisors, or other interns through a medium such as Facebook® is considered inappropriate contact.** It is highly recommended that interns using online communication such as social networks, personal webpages, blogs, and Twitter® should set all access to the highest privacy possible. Remember, anything that is posted online can be accessed by parents, teachers, and potential employers. 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

The internship guidelines for each semester are developed by the faculty in the Winthrop University teacher education program. All interns are to follow the schedule of the host school except for special activities noted on the schedule distributed by the Office of Field and Clinical Experiences.

Attendance at all meetings and activities that the mentor teacher is expected to attend that do not interfere with courses or required seminars at the university are mandatory. 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).

Interns will observe vacation and holidays of the **assigned school** (not the university) during Internship I AND Internship II except during university scheduled exams. Before the internship begins, interns 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 not permissible during Internship I and highly discouraged during Internship II. However, if an emergency situation occurs, the principal must contact the Office of Field and Clinical Experiences Director to receive permission. An intern may serve as a substitute teacher for the assigned mentor teacher during Internship II if:

1. The Office of Field and Clinical Experiences Director, principal of the school, 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 II 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 intern is serving 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 Office of Field and Clinical Experiences Director, the University supervisor, the mentor teacher, and the administration of the hosting school.

Transportation, Food, and Housing

Placements in schools for teacher education field experiences, practica, and internships will be, whenever possible, within a sixty mile radius of the University campus. Travel to and from the placement is the intern's responsibility, and the intern must assume liability for any required travel. Interns are responsible for making their own arrangements for housing, transportation, and food. Since, in most cases, more than one intern is assigned to the same school site, it is highly suggested that carpooling be arranged with other interns to help alleviate the cost of travel; however, carpooling is not required. Keep in mind that expenses during the professional semesters may be higher than those for any other semester. Because interns have different schedules from the Winthrop University calendar, please be reminded that it may be necessary to make arrangements for meals when university facilities are not open. If you choose to purchase the school lunch, you must pay for that lunch. If you are living on campus and have purchased a Winthrop meal plan, you may request a bag lunch for the duration of the internship.

Transporting Students

Transportation of K-12 students to and from school and/or to school-related 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 an internship for which they receive no monetary compensation are eligible for Workers' Compensation from the State Accident Fund if an injury occurs while participating in the internship. This is Workers' Compensation only, not liability.

THE MENTOR TEACHER: SELECTION, QUALIFICATIONS, AND GUIDELINES

Overview

A mentor teacher is a teaching professional who is approved for mentorship by the university and serves as role model, instructor, and coach for the intern. The mentor teacher welcomes a qualified intern into his/her classroom and, through formative assessment, 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 critical 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. In addition to such influence, mentoring has many other benefits.

- Mentors are considered clinical faculty in the Richard W. Riley College of Education.
- Mentoring enhances the mentor's own professional development.
- Mentoring lowers the pupil-teacher ratio and increases one-on-one opportunities with students.
- Mentoring presents an opportunity to learn from and co-teach with another professional.

Qualifications

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

- Have a professional teaching certificate in the area of instruction and attained continuing contract status
- Be approved by the principal and the district office
- Model excellence in teaching and 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
- Commit to the time and effort needed to serve as a mentor (this includes sufficient time to meet with the intern during non-instructional time – planning periods, before/after school)

Additional qualifications for mentor teachers in Partnership Network schools:

- Have a minimum of one year's successful teaching experience in South Carolina at the continuing-contract level
- Be a current practitioner or employed in a South Carolina public school system within the past five years
- Demonstrate proficiency in the use of computer technology
- Participate in the interview process with Winthrop College of Education personnel
- Receive two positive recommendations from the principal and a peer

Note: It is highly recommended that mentors complete the 3-day "Foundations in Mentoring" training provided through Winthrop University or individual school districts. This is required for mentor teachers in Partnership Network Schools.

Guidelines

Among the many responsibilities of mentorship, the mentor teacher should become familiar with the background of the intern and help the intern become acquainted with school and classroom procedures and policies. The mentor teacher should be available to the intern for consultation outside of the school day and be willing to meet with the intern and university supervisor at the beginning of the semester.

Time should be allotted to plan an instructional pacing guide (incorporating directed observations and varied teaching opportunities such as co-teaching, whole class and small group instruction, center teaching, etc.) as well as to the review of lesson plans throughout the semester. *The goal of the internship is for the intern to engage in instructional activities as much as possible.* During any solo teaching period, the mentor teacher is to continue to observe and provide feedback to the intern and may be needed to assist with small groups or individual learners (as planned by the intern). For liability reasons, the mentor teacher must stay in close proximity while the intern is teaching.

Continuous formative feedback regarding effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions is critical to the success of the internship. In addition, the mentor teacher must be open and honest about areas needing improvement and provide assistance as appropriate with special attention to Teacher Education Program Competencies listed on pages 8-9. **The following list of mentor teacher responsibilities should be a guide for the year-long internship:**

Internship I	
Before Midterm Evaluation	
<ul style="list-style-type: none"> <input type="checkbox"/> Attend mentor and/or ADEPT training as needed. <input type="checkbox"/> Participate in introductory meeting with University supervisor and intern. Establish and inform all stakeholders of weekly planning time. <input type="checkbox"/> Facilitate the identification of the site-based observer(s). <input type="checkbox"/> Collaborate with EDUC 390 and methods course instructors on the implementation of classroom assignments. <input type="checkbox"/> Assist intern in planning for and completing the Long Range Plans including unit intern will implement during Internship II for the Internship Work Sample. <input type="checkbox"/> Complete at least two formative observations with a pre- and post-conference for each. Provide written feedback to the intern using the observation record. <input type="checkbox"/> Contact the site-based observer to complete a summative observation using the observation record. <input type="checkbox"/> Collect the site-based observer's observation record, make 2 copies (mentor teacher and the intern), and submit original to the University supervisor. <input type="checkbox"/> Collaborate with intern to complete a draft of the midterm self-assessment. <input type="checkbox"/> Collaborate with the intern and University supervisor to finalize the midterm individual learning plan. 	
Between Midterm and Final Evaluation	
<ul style="list-style-type: none"> <input type="checkbox"/> Complete at least two formative observations with a pre- and post-conference for each. Provide written feedback to the intern using the observation record. Focus observations based on ILP. <input type="checkbox"/> Contact the site-based observer to complete a summative observation using the observation record. <input type="checkbox"/> Collect the site-based observer's observation record, make a copy for yourself and the intern, and submit original to 	

University supervisor.
___ Collaborate with the intern to complete a draft of the final self-assessment.
___ Be present in a supporting and collaborative role for final evaluation conference between the University supervisor and intern.
___ Collaborate with intern and University supervisor to complete final individual learning plan.

Internship II
Before Midterm Evaluation
___ Facilitate the identification of the site-based observer(s).
___ Assist intern in planning for and completing the Internship Work Sample.
___ Complete at least three formative observations with a pre- and post-conference for each. Provide written feedback to the intern using the observation record.
___ Contact the site-based observer to complete an observation using the observation record.
___ Collect the site-based observer's observation record, make a copy for yourself and the intern, and submit original to the University supervisor.
___ Collaborate with intern to collect evidence for and complete a draft of the midterm self-assessment.
___ Be present in a supporting and collaborative role for midterm evaluation conference between the University supervisor and intern.
___ Collaborate with the intern and University supervisor to finalize the midterm individual learning plan.
Between Midterm and Final Evaluation
___ Complete at least three formative observations with a pre- and post-conference for each. Provide written feedback to the intern using the observation record. Focus observations based on ILP.
___ Assist the intern in completing the Internship Work Sample and APS 10 (Professionalism).
___ Contact the site-based observer to complete a summative observation using the observation record.
___ Collect the site-based observer's observation record, make a copy for yourself and the intern, and submit original to University supervisor.
___ Collaborate with the intern to collect evidence for and complete a draft of the final self-assessment.
___ Be present in a supporting and collaborative role for final evaluation conference between the University Supervisor and intern.
___ Collaborate with intern and University supervisor to complete final individual learning plan.

Selection Process

The following general policies are intended to help assure that sound procedures are used in the selection of the mentor teachers and in the assignment of interns to those schools:

1. Teachers submit a mentor teacher application, including principal signature, to the Winthrop Field Placement Coordinator who maintains a database of prospective mentor teachers.
2. The Field Placement Coordinator contacts principals using the list of qualified mentor teachers to request placements when needed by location, grade levels, and subject areas.
3. Final placements (see Placement Procedures on page 14) are shared with school principals and District Mentor Coordinators and/or Human Resources personnel (if applicable).

Schools in the Partnership Network have additional steps in the selection process. Mentor selection is guided by Key Element 3 of the *South Carolina Mentoring and Induction Guidelines* that includes minimum requirements and advanced competencies. These criteria are measured through self-

| assessment, colleague and administrator observation and recommendations, and an interview. –The following process describes how mentors are selected through the Partnership Network:

1. Building administrators, the school liaison, and the Winthrop Faculty in Residence (if applicable) meet with interested school faculty to discuss the role of teacher mentors to pre-service and beginning teachers (the discussion may include others such as the district mentoring coordinator, Partnership Network faculty, and Winthrop content faculty).
2. The school faculty member communicates interest with the principal. The principal supports the faculty member moving forward with application process or advises against participation.
3. The faculty member completes an application and self-assessment.
4. The principal and school liaison (or other designee) each complete a recommendation form for the faculty member.
5. Partnership Network faculty, the school liaison, and the Winthrop Faculty in Residence (if applicable) conduct an interview with applicant to ensure commitment and to assess interpersonal skills.
6. The school liaison communicates with the Partnership Network faculty to submit applicant materials to District Human Resources office, if applicable.
7. Partnership Network faculty communicate with the Office of Field and Clinical Experiences Director to identify mentors. Final placements are shared with school principals and District Mentor Coordinators and/or Human Resources personnel (if applicable).

Assessment and Evaluation

Mentoring is critical to teacher development. Effectiveness is measured through surveys completed by interns and University supervisors at the end of each semester as well as feedback on mentoring skills and responsibilities. Mentor teachers in the Partnership Network schools receive additional assessment and evaluation through feedback from Partnership faculty and staff, results of classroom observations, and self-reflection on mentoring practices.

Data (surveys, observations, feedback) collected is reviewed by the Office of Field and Clinical Experiences and the Field Experiences and Clinical Practice Committee and used for program improvement, mentor selection and continuation, and appropriate matching of mentors and interns.

Compensation

At the end of the semester, mentor teachers receive a stipend from the university mailed to their school. This is considered payment for services with mentor teacher's social security number used on the check request form. Further documentation, such as a copy of social security card, may be requested. No taxes are withheld, and mentor teachers will not receive a W-2 or any other tax documentation from Winthrop, unless more than \$600 is received from Winthrop within a tax year. Please consult with a tax advisor for more information.

THE UNIVERSITY SUPERVISOR: QUALIFICATIONS AND RESPONSIBILITIES

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 evaluating 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. In some cases, a co-supervision model will be utilized to provide an optimal experience during the internship semester.

The university supervisor is charged with collecting evidence to determine teacher candidate proficiency in the competencies listed on pages 8-9. The evidence is used to complete summative assessments that are submitted to the Office of Field and Clinical Experiences and the program area Competency Review Committee.

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 who meets the following requirements:

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school; and
- Hold current or former state teacher's license in the area of supervision.

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

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school division;
- Successful record of full-time teaching within the content area of supervision;
- Written or verbal recommendations of former supervisors or administrative colleagues;
- Current or former state teacher's license in the area of instruction; and
- Master's degree.

Responsibilities

Among the many responsibilities of mentorship, the university supervisor serves as the primary contact person by working with the principal, mentor teacher, and intern. The university supervisor should become familiar with the background of the intern and assist the mentor teacher and intern in developing a positive working relationship. Assistance should also be given to developing the pacing guide and assessing the intern's lesson plans throughout the semester. The university supervisor is the primary evaluator of the intern and will submit required paperwork and evaluation forms to the Office of Field and Clinical Experiences and through LiveText. Finally, the university supervisor assigns a grade for the internship through Wingspan. The following list of university supervisor responsibilities should be used as a guide for the year-long internship:

Internship I	
Before Midterm Evaluation	
—	Attend required trainings and updates.
—	Participate in introductory meeting with mentor teacher and intern.
—	Submit a Travel Authorization form (in accordance with University policy – see http://www.winthrop.edu/controllersoffice/default.aspx?id=4761&ekmense=c3830e2a_318_0_4761_1) to Office of Field and Clinical Experiences.
—	Submit ECED/ELEM 392 syllabus to the program area Department Chair AND a copy to Ms. Miriam Melton, meltonm@winthrop.edu , in the Office of Field and Clinical Experiences.
—	Collaborate with EDUC 390/391 and methods course instructors on the implementation of classroom assignments.
—	Evaluate long range plans; submit the grade through LiveText.
—	Complete at least one summative observation with a pre- and post-conference (two total required for Internship I). Provide written feedback to the intern using the observation record.

<p>— Contact mentor teacher about facilitating site-based observer process.</p> <p>— Collect the site-based observer observation record from mentor teacher.</p> <p>— Use the site-based observer observation record, intern self-assessment, University supervisor observation record(s), and other available data to complete a midterm evaluation draft.</p> <p>— Meet with intern and mentor teacher to discuss and finalize the midterm evaluation and Individual Learning Plan (ILP). Be sure to have all parties sign the evaluation report.</p> <p>— Submit the midterm ILP, site-based observer observation record, University supervisor observation record(s), and midterm evaluation to the Office of Field and Clinical Experiences.</p> <p>— Submit midterm evaluation through LiveText.</p>
Between Midterm and Final Evaluation
<p>— Complete at least one summative observation with a pre- and post-conference (two total required for Internship I). Provide written feedback to the intern using the observation record.</p> <p>— Collect the site-based observer's observation record from mentor teacher.</p> <p>— Using the site-based observer's observation record, intern self-assessment, and University supervisor observation record(s), complete final evaluation draft.</p> <p>— Meet with mentor and mentor teacher to discuss and finalize final evaluation and Individual Learning Plan (ILP).</p> <p>— Submit the final ILP, site-based observer observation record, University supervisor observation record(s), and final evaluation to Office of Field and Clinical Experiences.</p> <p>— Submit final evaluation through LiveText.</p> <p>— Submit a Travel Reimbursement Form (in accordance with University policy – see http://www.winthrop.edu/controllersoffice/default.aspx?id=4761&ekmense1=c3830e2a_318_0_4761_1) to Office of Field and Clinical Experiences.</p> <p>— Enter final grades in WingSpan.</p>
Internship II
Before Midterm Evaluation
<p>— Submit a Travel Authorization form (in accordance with University policy – see http://www.winthrop.edu/controllersoffice/default.aspx?id=4761&ekmense1=c3830e2a_318_0_4761_1) to Office of Field and Clinical Experiences (143 Withers)</p> <p>— Submit EDUC 475/690 syllabus to the program area Department Chair AND -a copy to Ms. Miriam Melton, meltonm@winthrop.edu, in the Office of Field and Clinical Experiences Complete at least one summative observation with a pre- and post-conference (three total required for Internship II). Provide written feedback to the intern using the observation record.</p> <p>— Provide guidelines for intern to complete IWS Dimension 4; submit grade to EDUC 490/695 instructor upon completion.</p> <p>— Contact mentor teacher about facilitating <i>site-based observer process</i>.</p> <p>— Collect the site-based observer observation record from mentor teacher.</p> <p>— Use the site-based observer observation record, intern self-assessment, University supervisor observation record(s), and other available data to complete a midterm evaluation draft.</p> <p>— Meet with intern and mentor teacher to discuss and finalize the midterm evaluation and Individual Learning Plan (ILP). Be sure to have all parties sign the evaluation report.</p> <p>— Submit the midterm ILP, site-based observer observation record, University supervisor observation record(s), and midterm evaluation to the Office of Field and Clinical Experiences.</p> <p>— Submit midterm evaluation through LiveText.</p>
Between Midterm and Final Evaluation
<p>— Complete at least one summative observation with a pre- and post-conference (three total required for Internship II). Provide written feedback to the intern using the observation record.</p> <p>— Evaluate APS 10; submit the grade through LiveText.</p>

__	Collect the site-based observer's observation record from mentor teacher.
__	Use the site-based observer's observation record, intern self-assessment, University supervisor observation record(s), and other available data to complete final evaluation draft.
__	Meet with intern and mentor teacher to discuss and finalize final evaluation and Individual Learning Plan (ILP).
__	Submit the final ILP, site-based observer observation record, University supervisor observation record(s), and final evaluation to the Office of Field and Clinical Experiences.
__	Submit final evaluation through LiveText including "Supporting Documentation and Evidence."
__	Submit a Travel Reimbursement Form (in accordance with University policy – see http://www.winthrop.edu/controllersoffice/default.aspx?id=4761&ekmense=c3830e2a_318_0_4761_1) to Office of Field and Clinical Experiences.
__	Enter final grades in WingSpan.

THE SITE-BASED OBSERVER: OVERVIEW AND GUIDELINES

Overview

The site-based observer is a school faculty member **identified by the mentor teacher** to provide a summative assessment observation for the intern. The site-based observer should be knowledgeable in ADEPT standards and might include school faculty in roles such as administrator, curriculum or literacy coach, or classroom teacher (not required to be in same field or content area unless mentor teacher or university supervisor deems necessary). Observation notes, aligned with the Teacher Education Program Competencies, are recorded on an Observation Record and provided to the intern during a post-observation discussion.

The following list of site-based observer responsibilities should be used as a guide for the year-long internship:

Internship I and Internship II	
Before Midterm Evaluation	
__	Complete at least one formal/summative observation on the intern using the form from the link listed below: http://www.winthrop.edu/uploadedFiles/coe/IERP/observationrecord.pdf
__	Conference with the intern and the mentor to provide observation feedback.
__	Provide the intern with a copy of the observation and provide the mentor with a copy to pass on to the supervisor.
__	If possible, confer with the supervisor prior to the midterm evaluation conference to contribute feedback.
Between Midterm and Final Evaluation	
__	Complete at least one formal/summative observation on the intern using the form from the link listed below: http://www.winthrop.edu/uploadedFiles/coe/IERP/observationrecord.pdf
__	Conference with the intern and the mentor to provide observation feedback.
__	Provide the intern with a copy of the observation and provide the mentor with a copy to pass on to the supervisor.
__	If possible, confer with the supervisor prior to the midterm evaluation conference to contribute feedback.

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 students learning. Interns are also exposed to a variety of techniques and methodologies and to diverse classroom experiences.

During the internship, the candidate develops 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 the Internship Experience

Admission to the Teacher Education Program

All students seeking to complete a degree that leads to teacher certification must be formally admitted to the Teacher Education Program in the College of Education. Formal admission occurs when students have completed 45 hours and have met all other requirements.

Students can apply for admission once they have:

1. Attended an information session on admission to Teacher Education during the semester of enrollment in EDUC 110 or during the semester when the first education course is taken at Winthrop University.
2. Completed a minimum of 45 semester hours, 15 of which must be completed at Winthrop.
3. Maintained a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
4. Completed the following core courses with a grade of "C" or better in each course: EDUC 110, 210, and 275.
5. PRAXIS I (PBT/CBT) is the required test for admission to the Teacher Education Program unless the student can verify a minimum score of 1100 on the SAT, 1650 on the SAT I, or 24 on the ACT(without writing).

When the above requirements are met, students should submit an online application for Admission to Teacher Education to Student Academic Services (<http://www.winthrop.edu/teachered>) that includes:

- A disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education;
- Evidence of 25 hours of recent supervised experience working with the age-level student for which licensure is sought; and
- An admission essay that documents the student's growth toward becoming an educational leader in a democracy. Students are required to provide examples of how their experiences in general education, education, major courses, field experiences, cultural events, service learning, and using technology have prepared them to be well-educated teacher candidates who are committed to and capable of working with diverse and challenging students.

Once an application is submitted, students must receive a favorable recommendation from the following:

- A practitioner who can provide evidence of the student's success in working with youth at the age for which licensure is sought;
- Two faculty members from the major department and one faculty member from a different department in the College of Education; and
- The Dean of the College of Education or her designee.

Fingerprinting and Background Check Requirements

All students must complete an FBI background check and fingerprinting process before beginning the Internship I semester. A packet with instructions on this fingerprint process and the South Carolina Initial Certification application are available in the Office of Field and Clinical Experiences the semester before the planned year-long internship. This is also part of the final South Carolina Teacher Certification application process.

All South Carolina teacher certification applicants must have their fingerprints processed through *Integrated Biometric Technology (IBT)*, a state-approved vendor. IBT has offices throughout the state including Rock Hill. An appointment must be scheduled for the fingerprinting process. The South Carolina Department of Education requires Winthrop University to send certification paperwork, including fingerprints processed through IBT, by summer of the year prior to May graduation. **A cleared background check is required to begin the Internship II semester.**

Admission Requirements for Internship I

Admission requirements for Internship I and Internship II 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 I semester:

1. Submission of the year-long internship application to the Office of Field and Clinical Experiences.
2. Preliminary or full admittance to the Teacher Education program.
3. Minimum cumulative GPA of 2.75 for coursework completed at Winthrop University.
4. Completion of all required courses as specified by faculty in the major.
5. Completed disclosure statement regarding criminal or unethical conduct and obtained clear fingerprint/FBI background check.
6. Signed recommendations from the faculty advisor, department chair, and/or program area designee in the candidate's major.

Admission Requirements for Internship II

Teacher education candidates seeking to complete the Professional (Internship II) stage of the Teacher Education Program must meet all requirements before being allowed to enroll in *EDUC 475 Internship in Reflective Practice* (Internship II) and *EDUC 490 Capstone for Educational Leaders*. Approval to enter the Professional Stage serves as the second level of assessment under the Conceptual Framework, *Teacher as Educational Leader*. Approval is granted by the program area Competency Review Committee and the Office of Field and Clinical Experiences Director after candidates have met all the following requirements:

1. Submission of Internship I Verification Form to the Office of Field and Clinical Experiences.
2. Completion of a minimum of 110 semester hours.
3. Minimum cumulative GPA of 2.75 for coursework completed at Winthrop.
4. Completion of EDUC 310 and EDUC 390 with a grade of "C" or better in each course.
5. Grade of "C" or better in courses designated by the candidate's program area.
6. Completion of all required courses as specified by faculty in the major.

7. Documentation of passing scores on PRAXIS II content area exams.* For the most current information on the required PRAXIS II tests for your content area, visit the South Carolina Department of Education website: <http://www.scteachers.org/>.
8. Competency review indicating satisfactory completion of (a) satisfactory Internship I midterm and final evaluations, and if applicable (b) Professional Dispositions and Skills Concerns Form.
9. Signed recommendations from the faculty advisor, department chair in the candidate's major and/or program area designee, and Director of the Institute for Educational Renewal and Partnerships.

**Candidates are not required to take the PRAXIS PLT, Principals of Learning and Teaching, before graduation.*

Procedures for Competency Review Process

1. Before placement in the Internship II semester, faculty teaching program area methods courses will inform the Office of Field and Clinical Experiences if they anticipate a final grade below "C" for an Internship I intern.
2. As part of the Competency Review Process, the Program Area Review Committee will meet with the Office of Field and Clinical Experiences staff to review intern progress in Internship I using the documentation listed below. (Note: Some of the required information will not be received on the intern until the end of the semester.)
 - Internship I Verification Form
 - Teacher Education Professional Dispositions and Skills form(s) in intern file
 - Midterm and final evaluations from Internship I
 - Individual Learning Plan, field observations, and other evidence from the intern, mentor teacher, site-based observer, and the university supervisor from Internship I
3. At the end of the Internship II semester, scores from key assignments will be submitted to the unit assessment system. The Program Area Review Committee will review the final evaluation from Internship II. If the evaluation and/or key assignments are unsatisfactory, the intern will not be recommended for graduation.

Selection of Placement Schools

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 designee) or a school district superintendent (or designee) from a Partnership Network district expresses a desire to have interns placed within a particular school or schools.
2. The school district assures the following qualities or resources:
 - a. A sound and innovative curriculum that will offer interns the opportunity 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, willingness to:
 - i. Attend informational sessions and training programs necessary to prepare for serving as a partner school.
 - ii. Provide appropriate learning experiences for teaching interns.
 - iii. Provide continuous supervision of the intern through daily assistance in professional development.

- iv. Evaluate the teaching intern's performance using instruments designated by the State of South Carolina and Winthrop University.
 - v. Work cooperatively with Winthrop University staff members in all aspects of the internship program.
 - vi. 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 Partnership Network and the respective program areas and in cooperation with principals and/or personnel directors in participating school districts. The Competency Review Committee, comprised of three faculty members from the candidate's content area, meet to determine if the student is ready to move from Internship I to Internship II. Once the candidate passes the Competency Review Process, the Competency Review Committee recommends continuation in Internship II.
2. All placements must be made in public school settings with teachers who meet the criteria as stated for mentor teachers.
3. A candidate may not be assigned placement with a relative or close family friend serving as the mentor teacher (or paraprofessional) or where the principal is a family member.
4. 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.
5. Requests for changes in placements by teacher candidates must be made in writing to the Office of Field and Clinical Experiences Director and will be considered only where there is evidence of extenuating circumstances.

Placement Criteria

Each intern is placed with a mentor teacher who has gone through a rigorous and competitive selection process that includes the following:

- Completion of the Partnership Network application/interview process if in a Partnership Network school;
- Principal recommendation of teachers to serve as mentors noting the instructional and coaching strengths each; and
- University supervisor and faculty recommendation (through the Competency Review Committee) based on prior observation of and work with teachers.

Diversity Formula

The Richard W. Riley College of Education faculty has chosen to use a formula in which a placement is considered diverse if it meets a poverty index above 40% and/or non-white student enrollment greater than 40%.

Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from the internship. The decision to withdraw is the student's alone, but consultation with the university supervisor and the Office of Field and Clinical Experiences Director and with the EDUC 490 (Internship II) instructor is strongly encouraged.

Withdrawal from the internship may not occur after 60% of the instructional days of the course have been completed, unless documented extenuating circumstances warrants withdrawal from the course with the assignment of an “N” grade. Documented extenuating circumstances include the following: death of an immediate family member; traumatic and unforeseen circumstances that are considered beyond a student’s control; prolonged emotional instability, physical injury or illness that has resulted in the student’s inability to complete academic responsibilities; or a change in nonacademic employment beyond the student’s control. Documentation of such circumstances must be definitive and presented along with a request for withdrawal with the assignment of an “N” grade to the Office of Field and Clinical Experiences Director and the Registrar (or designee) no later than the last day of classes for the respective course.

For Internship I (program area 392 course) and Internship II (EDUC 475), if the intern chooses to withdraw after 60% of the instructional days and does not meet the above criteria, he/she will receive an “F” in 392 for Internship I and both the EDUC 490 (capstone course) and EDUC 475 for Internship II. The student may apply to repeat an Internship at a future time if re-application is recommended through a Competency Review Committee process. If re-application is approved, the student is responsible for paying full tuition and fees to repeat the courses.

Withdrawal Process

Students may withdraw online via Wingspan before the first 60% of the instructional days of a particular course has expired. The registration calendar (www.winthrop.edu/recandreg/default.aspx?id=5052) indicates particular course withdrawal dates. Students who are unable to withdraw online due to registration holds may visit the Office of Records and Registration to complete a course withdrawal form or download the form from the Records and Registration website to fax or email (signature required). Late forms will not be accepted.

Addressing Problems and Concerns

Open and frequent communication among the intern, the mentor, and the supervisor is the key to a successful internship experience. When this professional team maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. However, if problems do arise in the internship, the following steps should be taken to address the concern:

1. Any problems or concerns that arise related to the performance of the intern should be discussed with him/her by the mentor teacher, university supervisor, Winthrop Faculty in Residence, and school liaison. If appropriate, a Professional Dispositions and Skills Concerns Form can be submitted according to College of Education guidelines and procedures.
2. If the issue is not resolved, the mentor teacher, university supervisor, and intern will meet with the Office of Field and Clinical Experiences Director to develop a contract for the intern. This contract will describe the problem or concern and inform the intern of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance. The contract should be based on data from the mentor teacher, university supervisor, and other parties such as observation records, lesson plans, a midterm evaluation, and/or dispositional concerns forms.
3. The contract should be signed and dated by the intern, mentor teacher, university supervisor, and the Director. The original contract will be kept in the Office of Field and Clinical Experiences with copies provided to the intern, mentor teacher, program area coordinator, Winthrop Faculty in Residence, school liaison, and University supervisor. Once finalized and delivered to the intern, the contract will be implemented. The mentor teacher and university supervisor will review the intern’s progress on the dates specified in the contract. If the problem or concern is not satisfactorily addressed, the consequences outlined in the contract will be implemented. At this

time, the intern may be removed from the placement depending on the nature and severity of the problem or concern including the intern's unwillingness or inability to comply.

4. The responsibility to remove an intern from the placement is based on the recommendation of the school liaison or Winthrop Faculty in Residence (in Professional Development Schools), mentor teacher, school administrator, and university supervisor. When such removal is the result of an unsuccessful internship experience, the intern will not be given the 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 retake the internship and capstone courses during a subsequent semester upon recommendation of the Competency Review Committee for the program area as described on page 18. 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. The final decision to remove an intern from the placement is made by the Competency Review Committee and the Office of Field and Clinical Experiences Director.

Placement Changes

Challenges may emerge that interfere with the intern successfully completing the internship experience and require a reassignment. These concerns should be directed to the Winthrop Faculty in Residence and/or school liaison. The principal, university supervisor, and Office of Field and Clinical Experiences Director, in consultation with the Winthrop Faculty in Residence, school liaison, and mentor teacher (as applicable), will determine whether the intern will be reassigned in the same school or be placed in another setting.

PROGRAM EVALUATION AND IMPROVEMENT

The Richard W. Riley College of Education is continually evaluating programs and instituting improvements in the teacher education components. Throughout the semester, both formative and summative feedback is solicited from interns, mentor teachers, and university supervisors.