**Intern II / Student Teacher**

**Program Specific Guidelines**

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| **Inclusive Education - Initial Licensure** | | **Completion Status** |
| **Professionalism** | **Effective teachers demonstrate strong professionalism and high ethical behavior.**  \* Candidates will maintain a satisfactory record of professional behavior in alignment with the NC Professional Teaching Standards and Code of Ethics, CEAP’s Professional Dispositions and their host school system’s policies.  \* Candidates will attend daily, be punctual, dress appropriately, use correct English, etc. | **Comments**  **Initial Preparation**  **Weekly Preparedness**  **1.**  **2.**  **3.**  **4.**  **5.** |
| **Organizational Binders** | Candidates will keep a 3-ring binder, with the following labeled tabs:  *1. Contacts, Teaching Schedule & Transition Plan*  *2. Program Specific Requirements & Syllabus*  *3. Midterm & Final Certification of Teaching Capacity Forms*  *4. Intern II Grading Rubric Feedback*  *5. Lesson Plans / Reflections*  *6. Bimonthly Reflections & Observation*  *7. Other Assignments*  *8. OFE and edTPA 2016 Handbooks*  Binders must be w the intern & availableto CT / US each day. | **Initial Preparation**  **( ) Met ( ) Unmet**  **Weekly Preparedness**  **1.**  **2.**  **3.**  **4.**  **5.**  **6.** |
| **Teaching Transition Plan** | Candidates will document and complete their transition plan for moving into and out of full time teaching duties that includes:  \* **A minimum 4 week transition into full time teaching**  so interns can complete edTPA requirements  \* **A minimum two week transition out of full time** **teaching** so interns can complete other classroom visits and licensure items by the end of classes at WCU | **Transition Plan**  ( ) Met ( ) Unmet  **4 WK Transition In**  ( ) Met ( ) Unmet  Dates:  **2 WK Transition Out**  ( ) Met ( ) Unmet  Dates: |
| **Minimum Full Time Teaching Requirements** | **A MINIMUM of 6 Weeks**  \* Candidates will serve in the full capacity of cooperating teachers for the entire school day based on a balanced schedule across ELED & EC settings, including all instructional and curricular planning as well as all professional activities and duties for the time spent in each setting.  \* Shared, Alternative & Station Co-Teaching Models are acceptable during this time. Full-time teaching may be extended in order for the candidate to demonstrate competencies at the proficient level.  *Review the Clinical Practice Handbook for more details.* | **( ) Met ( ) Unmet**  Dates:  **Comments** |
| **Lesson Sequence Planning** | **Lesson planning is a key component of effective teaching.**  \* IE candidates are expected to **actively engage in instruction across each day of intern II**.  \* Candidates **MUST use a lesson plan when leading instruction.** Early instruction can be planned by the cooperating teacher, collaboratively or provided in a scripted program.  \* Phase in and full time instruction by the candidate MUST be preplanned and documented in structured plans using required components.  \*Candidate plans must be approved by CT’s 1 week in advance of teaching. Earlier initial reviews are encouraged until a pattern of first attempt approval has been established.  \*CTs are to indicate approval to teach by placing their **initials at the top** of each lesson plan. **Only approved lesson plans can be used for evaluation**.  \* Candidates will **select and submit 8 best lesson sequences** they’ve independently / creatively developed and taught which address all components of effective instruction from focus to assessment. Planning competency will be evaluated as unsatisfactory, proficient or advanced.  \* 4 lesson sequences are due before midterm, 4 after midterm.  \* Lessons should contain strong bulleted activities by teacher and student(s) replicable by others.  \* Instruction which entails prescribed curricula may use abbreviated plans approved by the CT and US. | **Dates of Best Sequences** |
| **Lesson 1** |
| **Lesson 2** |
| **Lesson 3** |
| **Lesson 4** |
| **Lesson 5** |
| **Lesson 6** |
| **Lesson 7** |
| **Lesson 8** |
| **Observation**  **Requirements** | **Observation & feedback acknowledge success & guide growth.**  \* Cooperating Teacher(s) need to complete 4 formal observations of candidate’s teaching and provide written feedback to be included in Intern II binder and posted to TK20.  \* ELED & EC CT’s will each complete 2 observations.  \* University Supervisor will complete 4 formal observations of teaching providing feedback to be included in Intern II binder.    \* Candidates are to collaborate with US and CTs to determine the best times to conduct formal observations. \* Please let your CTs know days and times of visits so they are informed.  \*Some US visits / observations may be unannounced. Let CTs know that as well. | **Observation Dates** |
| **ELED CT - 1** |
| **ELED CT - 2** |
| **EC CT - 1** |
| **EC CT - 2** |
| **US - 1** |
| **US - 2** |
| **US - 3** |
| **US - 4** |
| **Reflection Requirements**  **Effective Teachers Reflect on the Quality of their Practice** | \* Candidates will reflect on their instructional practice every 2 weeks. documenting the depth and breadth of their activities and insights across 8 competency areas assessed on their Certificate of Teaching Competency forms.  \* University Supervisor will provide a form for recording reflections and respond to most reflections.  \* CT(s) are to respond in turn so that all reflections are provided with feedback.  \* Follow our tentative schedule process in completing and posting reflections so that all reflections by all individuals are documented. | **Reflection Dates** |
| **Reflection 1** |
| **Reflection 2** |
| **Reflection 3** |
| **Reflection 4** |
| **Reflection 5** |
| **Reflection 6** |
| **Portfolio/Tk20 Requirements** | \* Candidates will complete the following electronic evidences required for licensure and post to Tk20:  -Successful content assignments from SPED 407 & one ELED Methods Course (EE2)  - edTPA portfolio  - Certificate of Teaching Capacity  - Teacher as Leader Essay (EE6)  - Individual Growth Plan  \* University Supervisors will complete a Final Dispositions Assessment required for program completion. | **( ) Met ( ) Unmet**  **Dates** |
| **Extended Experiences & Assignments** | If the University Supervisor or Cooperating Teachers deem more than the minimum requirements need to be demonstrated by the candidate, documentation should be attached. | **Attachments**  ***See attached Action Plan for extended requirements*** |