OVERVIEW OF INTERN 2/STUDENT TEACHING EXPECTATIONS AND REQUIREMENTS

- **Go over Program Specific Requirements:**
  - Minimum requirements for full-time teaching responsibility
  - Full-time teaching transition plan
  - Lesson plan requirements
  - Reflection requirements
  - Other items as deemed appropriate

- **Teaching Requirements (Program Specific):**
  - Allow for phase-in and phase-out periods
  - Lesson Plans must be submitted to CT, US, AS 2 days prior to formal observation
  - Make sure you understand what lesson plan format is required by your department/academic supervisor/seminar instructor

- **Calendar:**
  - Intern II: Follow Host School Calendar until last day of classes at WCU

- **Professionalism:**
  - Etiquette & Behavior:
    - Sign-in and follow ALL school rules
    - BE RESPECTFUL TO EVERYONE
      - Mannerism
      - Behavior
    - Speech
    - DRESS

- **Co-Teaching Model:**
  - Discuss with your CT the “comfort” levels and decide what the best approach will be between you and your CT.

- **TaskStream Requirements:**
  - edTPA portfolio
  - EE6: Teacher as Leader Essay:
    - US, AS, and CT can work with the intern on completing this requirement as needed.
  - Individual Growth Plan:
    - Assessed by seminar instructor. US, AS, and CT can work with the intern on completing this requirement as needed.

- **Identification:**
  - If no ID is provided by the school, wear your CATCARD on a lanyard for identification purposes.

- **Attendance:**
  - Interns/student teachers must be in their host schools the days/hours assigned and should keep a record of their attendance.
  - Sign in daily as required by the school.
  - Tardiness/absence for personal reasons is not acceptable.
    - A pattern of tardiness or early departure is not acceptable.
      - If this becomes an issue the Director of Field Experiences should be notified so that the problem can be quickly addressed.
    - Follow the inclement weather policy of the school system to which they are assigned.
      - School is closed - interns do not report.
      - Optional workday the intern is expected to report to the school unless it is unsafe to do so.
    - Absences due to illness
      - Intern must notify both the cooperating teacher and the university/academic supervisor.
      - Arrange to make up the missed day according to a schedule agreed upon with the cooperating teacher.
    - Request approval for an absence that does not involve illness or an emergency.
      - Inform CT and US in advance.
      - Written request is made in writing to the Director of Field Experiences with support of CT, US, and AS (if applicable)

- **WCU Professional Development & Career Fair Day – MANDATORY – excused absence. Please advise CT and administration:**
  - October 27th, 2015

- **Substituting:**
  - Students may substitute after 2 FULL WEEKS of FULLTIME teaching and ONLY IN CT CLASSROOM/CLASSES
  - Last TWO WEEKS (if time requirements have been successfully fulfilled) Intern can substitute in any class, but only at Host School with CT permission.
edTPA Support

- Strategies for Formative Support
- Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted.
- Acceptable forms of formative support include:
  - Providing explanations of terminology and concepts covered by edTPA
  - Identifying connections between assignments completed during coursework and tasks in edTPA
  - Assigning parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work.
  - Distributing edTPA support documents such as Making Good Choices
  - Arranging technical and logistical support for video recording and uploading documents into electronic platforms
  - Providing and discussing samples of previously completed edTPA portfolio materials (with appropriate permissions granted).
  - Using the rubrics for evaluating embedded signature assessments, course assignments or other formative assessments in the program prior to final edTPA completion
  - Using rubric constructs or rubric language to debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
  - Offering candidate seminars focusing on the skills and abilities identified in the edTPA, such as an Academic Language seminar
  - Offering the above types of assistance through clinical teaching seminars or through a separate course (methods, foundations, or other modules focused on edTPA components).

All items on this sheet have been reviewed and discussed.

__________________________________________
Intern
Date

__________________________________________
Cooperating Teacher
Date

__________________________________________
University Supervisor
Date