**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** |
| **Organizational Binders** | Candidates will keep a 3-ring binder, with the following labeled tabs:  *1. Teaching Schedule / Transition Plan*  *2. Program Specific Requirements & Syllabus*  *3. Inclusive Education Grade Sheet*  *4. Lesson Plans w Formal Ones Tabbed*  *5. Weekly Reflections, Observations, Feedback*  *6. Midterm & Final Certification of Teaching Capacity Forms*  *7. OFE and edTPA 2015 Handbooks*  *8. Other*  Binders must be availableto CT and US each day. | **( ) Met ( ) Unmet**  **Comments** |
| **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 four 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 | **( ) Met ( ) Unmet**  **Dates**  **( ) Met ( ) Unmet**  **Dates** |
| **Minimum Full Time Teaching Requirements** | **5 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 and 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 Planning** | **Lesson planning is a key component of effective teaching.**  \* All teaching by candidates MUST be preplanned and documented in structured plans using required components.  \* Candidates will select and submit 8 best lesson sequences they’ve developed and taught which address all components of effective instruction from focus to assessment. Plans will be posted to BB for evaluation of planning competence.  \* Four lesson sequences are to be completed / submitted before midterm and four 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.  \* Non-observed lessons taught during full-time teaching and transition out of full-time may use abbreviated plans also. | **Dates of Best Plans** |
| **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 feedback to be included in Intern II binder.  \* 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. \*Some US visits / observations may be unannounced. | **Dates of Observations** |
| **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.  \* University Supervisor will provide a form for recording reflections and respond to all reflections.  \* CT(s) are to respond in turn so that all reflections are provided with feedback. | **Reflection 1** |
| **Reflection 2** |
| **Reflection 3** |
| **Reflection 4** |
| **Reflection 5** |
| **Reflection 6** |
| **Reflection 7** |
| **Reflection 8** |
| **Portfolio/Taskstream Requirements** | \* Candidates will complete the following electronic evidences required for licensure and post to Taskstream:  - edTPA portfolio for EE3 and EE5:  - Certificate of Teaching Capacity for EE4  - Teacher as Leader Essay for EE6  - Individual Growth Plan  \* University Supervisors will complete the following evidence required for program completion.  - Final Dispositions Assessment | **( ) 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** |