**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. | **Initial Preparation**( ) Met ( ) Unmet**Weekly Preparedness****1.****2.****3.****4.****5.** |
| **Organizational Binders** | Candidates will keep a 3-ring binder, with the following labeled tabs:*1. Contacts & Transition Plan**2. Program Specific Requirements & Syllabus**3. Midterm & Final Certification of Teaching Capacity Forms**4. Intern II Grading Rubric**5. Lesson Plans & Observation Feedback**6. Bimonthly Reflections**7. Other Assignments**8. OFE and edTPA 2017 Handbooks*Complete binders must be w 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****1.** **2.****3.****4.****5.****6.** |
| **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 PRIOR to teaching by placing their **initials at the top** of each lesson plan. **Only pre-approved lesson plans can be used for evaluation**.\* Candidates will **select and submit 7 best lesson sequences** they’ve independently / creatively developed and taught which address all components of effective instruction from goals to instruction to assessment. Planning competency will be evaluated as unsatisfactory, proficient or advanced.\* 4 lesson sequences are due before midterm, 3 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** |
| **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. \* Take responsibility for early identification of regular observation days and times to insure 4 US 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** |
| **Tk20 Requirements** | \* Candidates will complete the following for licensure & post to Tk20:-Satisfactory content assignments from SPED 407 & ELED Method - edTPA portfolio- Teacher as Leader Activities- Individual Growth Plan\* US/Instructor will post program completion requirements:- Final Certificate of Teaching Capacity with signatures of intern, CTs, US and Principal- Final Dispositions Assessment | ( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet |
| **Extended Experiences & Assignments** | 2 Emergency Lesson PlansAddress range of Digital Learning CompetenciesLog of Observations with a Purpose and Professional MeetingsIf US or CTs 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*** |