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| **Focus Area** | **Inclusive Education Initial Licensure** | **Completion / Quality** |
| **Preparation** | Inclusive Education (IE) candidates must keep a 3-ring **binder, with the following labeled tabs**:  *1. Contacts & Blended Teaching Schedule Form*  *2. Program Specific Requirements & Syllabus*  *3. Midterm & Final Certification of Teaching Capacity Forms*  *4. Internship I Grading Rubric*  *5. Lesson Plans / Reflections & Observations*  *6. Monthly Reflections*  *7. Other Assignments*  *8. OFE & edTPA 2016 Handbooks*  **Binders MUST be complete and available to Cooperating Teachers (CTs) and University Supervisor (US) each day and during seminar.** | **Binder**  **Initial Preparation**  **Weekly Preparedness**  1.  2.  3.  4.  5. |
| **Teaching Requirements** | IE candidates are expected to **actively engage in instruction across each day of intern I**. Candidates must **only lead instruction when using a lesson plan**. Plans can be developed by the cooperating teacher, the candidate, both collaboratively or provided in a scripted program.  IE candidates will **plan and implement at least 10** **weekly lessons** which demonstrate their knowledge and ability to prepare effective instruction for diverse learners.  These 10 lessons should be created independently, reflect each candidate’s own unique research, materials and learning activities, and differentiate for learning needs.  IE candidate’s lesson plans must be **approved by the CT at least 2 INTERN days prior to the teaching** event.  Earlier initial reviews are encouraged until a pattern of first attempt approval has been established.  CTs should indicate approval to teach by placing their **initials at the top** of each lesson plan. Only approved lesson plans can be used for evaluation.  The US will **review and provide feedback on the early** lessons for the purpose of improved subsequent planning and instruction. The **later lessons will be evaluated as advanced, proficient or unsatisfactory** for each component and overall.  **5 lessons** will be completed and submitted **before midterm** and **5 after** midterm according to the course calendar.  Lesson plans posted late will not be evaluated except in unavoidable circumstances.  **US and CTs will each complete 2 formal observations** on the candidate’s own creative lessons, 1 before midterm and one after, providing written feedback to all parties on an observation form that aligns with the CTC. CTs will post dates and forms to TK20.  IE Candidates must use a **variety of digital learning competencies** when planning, teaching and engaging students in lessons.  IE Candidates are to collaborate with US and CTs to determine the best times to conduct their formal observations. | **Dates of Lesson Plans.** Note which were formally observed & which used technology |
| Lesson 1: |
| Lesson 2: |
| Lesson 3: |
| Lesson 4: |
| Lesson 5: |
| Lesson 6: |
| Lesson 7: |
| Lesson 8: |
| Lesson 9: |
| Lesson 10: |

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| **Diversity of Teaching Experience** | IE candidates must **plan and teach lessons across subjects** aligned with their CTs’ roles.  CTs and US will work with each candidate to identify appropriate content and contexts for lessons.  IE candidates will plan and **teach a lesson sequence on a literacy strategy and related skills** as 1 of the 10 required lessons. These lessons will occur after midterm. | **Diversity Details** |
| Subjects Taught |
| Literacy Sequence |
| **Videos** | After gaining consent from parents/guardians,  IE candidates will **video record at least 2 lessons** beyond those formally observed and reflect on their teaching as requested.  **1 of the videotaped lessons must be from the literacy sequence** as it will be used for a prescribed self and peer reflection process.  US will provide feedback on the literacy sequence. | **Dates of Videos** |
| Video 1 |
| Video 2 |
| **Reflections** | The IE candidate will **reflect on 6 of the 10 weekly lessons** using the structure provided by your University Supervisor.  The IE candidate will complete 2 prescribed **self reflection processes with the two videotaped lessons**.  The IE candidate will **reflect monthly on new actions taken across eight aspects of key intern competencies**. The University Supervisor will provide a monthly reflection form and respond in writing to reflections with CT comments. | **Dates of Reflections** |
| 6 Lesson Reflections |
| 2 Video Reflections |
| 3 Monthly Reflections |
| **Professionalism** | To remain in their intern placement, the IE candidate must **maintain a satisfactory record of professional behavior** as described in the college’s Professional Dispositions Policy and your school system’s policy and procedures documents. | **Dispositional Notes** |
| **Additional Program Assignments** | The IE candidate will document a set of orientation activities during the first 2 weeks of school using the provided **“Orientation to Your School”** document.  The IE candidate will design & develop **2 interactive learning boards** that align with their instruction and further engage the students, class and/or school community in learning objectives.  The IE candidate will complete a **Literacy Instruction Assessment Project** to demonstrate their ability to evaluate learning outcomes and support increased student performance. | **Dates of Tasks** |
| Orientation to School |
| 2 Interactive Boards |
| Literacy Assessment Project |
| **Extended Experiences** | If the US or CTs deem more than the minimum requirements need to be completed by the candidate to demonstrate full competence, please include documentation. | **Documentation Format**  (e.g., an action plan). |