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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 and Reflections**6. Monthly Reflections & Observations**7. Other Assignments**8. OFE & edTPA ELED Literacy V8 Handbooks***Binders MUST be complete & available to Clinical Educators (CEs)& Field Supervisor (FS) each day & during seminar.** | **Binder****Initial Preparation****Preparedness Checks**1.2.3.4. |
| **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** |
| **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 Clinical Educator, 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 candidates’ lesson plans must be **APPROVED by the CE at least 2 INTERN days prior to the teaching** event.Earlier Intern submissions and CE reviews are encouraged until a pattern of first attempt approval has been established.CEs MUST indicate approval to teach by placing their **initials at the top right** of each lesson plan in advance of teaching. Only APPROVED and INITIALED lesson plans can be used for evaluation. The FS will **review and provide feedback on the early** lesson plans for the purpose of improved subsequent planning and instruction. The **later lessons will be evaluated as advanced, proficient, or unsatisfactory** for component groups 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.IE Candidates must use a **variety of digital learning competencies** when planning, teaching & engaging students. | **Dates, settings, subjects & technologies used** |
| 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 CEs’ roles. CEs and FS will work with each candidate to identify appropriate content and contexts for lessons.After midterm, IE candidates will need to plan and **teach a 3 lesson sequence on a literacy strategy and related skills** as 1 of the 10 required lessons.  | **Diversity Details** |
| Subjects Taught |
| Literacy Sequence |
| **Intern Observations** | **CEs will each complete at least 2 formal observations** on the candidate’s own creative lessons, 1 before & 1 after midterm, provide written feedback using an observation form that aligns with Grading Rubric. CEs will post dates and forms to “TK20 by Watermark”.**FSs will each complete at least 4 formal observations,** 2 in general education and 2 in special education settings, using the same form. IE Candidates are to collaborate with CEs and FS in a timely manner to determine when to conduct formal observations. | **Observation Dates**CE GE 1:CE GE 2: CE EC 1:CE EC 2:FS GE 1:FS GE 2:FS EC 1:FS EC 2:  |
| **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 videotapes must be from the literacy sequence** as it will be used for a prescribed self and peer reflection process. | **Dates of Videos** |
| 1. |
| 2. |
| **Reflections** | The IE candidate will complete 2 prescribed **self-reflection processes with the two videotaped lessons**.The IE candidate will **reflect on 6 of the 10 weekly lessons** using the structure provided. Three of these reflections will occur before and 3 will occur after midterm. The IE candidate will **plan for, implement &** **reflect monthly on new actions taken across 8 key teacher competencies**. Actions & reflections should be shared with CEs during planning meetings and their feedback recorded. The FS will provide a monthly reflection form and respond in writing to reflections. | **Dates of Reflections** |
| 2 Video Reflections1. 2. |
| 6 Lesson Reflections1. 2.3.4.5.6. |
| 3 Monthly Reflections1.2.3. |
| **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** form.\* document start of term conversations with their CE’s using the OFE **Discussion Guide for Relationship Building** \* design & develop **2 interactive learning centers** which align with 2 lesson plans & further engage students in practicing the learning objective(s).\* complete a **Literacy Instruction Assessment Project** to demonstrate their ability to evaluate learning outcomes and support increased student performance. \* complete **Phase One** of their **Professional Development Plan** | **Dates of Tasks** |
| Orientation to School |
| Discussion Guide |
| 2 Interactive Boards |
| Literacy Asmt Project |
| Professional Devt Plan |
| **Extended Experiences** | If FS or CEs deem more than the minimum requirements need to be completed by the candidate to demonstrate full competence, please include documentation using the OFE Action Plan. | **Documentation Format** |