**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. | **Initial Preparation**( ) Met ( ) Unmet**Visit Preparedness****1.****2.****3.** |
| **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 (CTC) Forms**4. Intern II Grading Rubric**5. Lesson Sequences Divided with Tabs by Week**6. Bimonthly Reflections & Observation Feedback**7. Other Assignments**8. OFE and edTPA Handbooks*Complete binders must be w intern & availableto CE / FS each day. | **Initial Preparation**( ) Met ( ) Unmet**Visit Preparedness****1.****2.****3.****4.**  |
| **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 Clinical Educators (CEs) for the entire school day based on a balanced schedule across GEN ED & EC settings, including all instructional & curricular planning as well as all professional activities & duties for the time spent in each setting. \* Shared, Alternative & Station Co-Teaching Models are acceptable during this time. \* FT teaching must be documented by including lesson sequences for each instructional period in one’s binder. \*FT teaching will be extended to demonstrate advanced competencies and may be extended for interns to get to a proficient level. *Review your 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 Clinical Educators, collaboratively or provided in a scripted program. \* Phase in and full time instruction by the candidate MUST be preplanned and documented in structured sequence plans addressing required components. \*Candidate plans must be APPROVED by CEs 1 week in advance of teaching. Earlier initial reviews are encouraged until a pattern of first attempt approval has been established.\*CEs 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 8 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, 4 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 CE and FS with components added as able.  | **Dates of Best Sequences** |
| **Sequence 1** |
| **Sequence 2** |
| **Sequence 3** |
| **Sequence 4** |
| **Sequence 5** |
| **Sequence 6** |
| **Sequence 7** |
| **Sequence 8** |
| **Observation****Requirements** | **Observation & feedback acknowledge success & guide growth.** \* GEN ED and EC CEs need to each complete 2 formal observations of candidate’s teaching (total of 4) & provide written feedback to be included in Intern II binder and posted to TK20. \* Field Supervisors will complete 4 formal observations of teaching, 2 in each setting before and after midterm, providing feedback to be included in Intern II binder. \* Candidates are to collaborate with FS and CEs to determine the best times to conduct formal observations. \* Take responsibility for early identification of regular observation days and times to insure 4 FS observations. \*Please consult with CEs on days & times of visits so they are informed. \*Some FS visits / observations may be unannounced. Let CEs know that as well.  | **Observation Dates** |
| **GEN ED CE - 1** |
| **GEN ED CE - 2** |
| **EC CE - 1** |
| **EC CE - 2** |
| **FS - 1** |
| **FS - 2** |
| **FS - 3** |
| **FS - 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. \* FSs will provide a form for recording reflections and respond to most reflections. \* Interns are to record CEs feedback from planning dialogue on those items.\* Follow our tentative schedule process in completing and posting reflections so that all are documented.  | **Reflection Dates** |
| **Reflection 1** |
| **Reflection 2** |
| **Reflection 3** |
| **Reflection 4** |
| **Reflection 5** |
| **Reflection 6** |
| **Tk20 Requirements****-****SPED 495****Seminar** | \* Candidates will complete the following for licensure & post to Tk20:- Discussion Guide for Building RelationshipsedTPA Portfolio & Student Consent Forms- Diversity Survey- Professional Development Plan, Phase 2-Midterm & Final Certificate of Teaching Capacity forms w signatures- Final Dispositions Assessment | ( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet |
| **Extended Experiences & Assignments** | 2 Emergency Lesson Plans Log of Observations with a Purpose and Professional MeetingsSubstitute plans as required of Clinical EducatorIf FS or CEs deem additional requirements need to be demonstrated by the candidate, an action plan should be developed w details & attached.  | ( ) Met ( ) Unmet( ) Met ( ) Unmet( ) Met ( ) Unmet |