**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 Relationships  edTPA 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 Meetings  Substitute plans as required of Clinical Educator  If 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 |