**Intern II / Student Teaching**

**Special Education MAT Specific Guidelines**

The following statement addresses general internship II requirements for MAT Special Education candidates.

Each candidate needs to be placed or can be employed in a K-12 classroom with students who have the same disability for which the candidate is seeking licensure. Candidates employed in approved classrooms can complete all internship II requirements within their job, conditional upon the employer’s prior approval. Each candidate needs to be in the placement for 15 consecutive weeks. The candidate will need a clinical educator with at least 3 years of experience, who is licensed in the same area for which the candidate is seeking licensure. Candidates are required to plan academic lessons linked to the State Standards, teach the academic lessons including modifications for students with disabilities, as well as assess and analyze student learning outcomes throughout the semester.

Each candidate will need to be observed by the clinical educator 4 times during the semester (i.e., two observations prior to midterm and two observations before the final). The field supervisor will also complete 4 observations, which are divided across the semester in the same way as the clinical educator. Based on location and availability, the field supervisor has the option of observing the teacher candidate either on-site, or through the submission of videos sent by the candidate via electronic format for evaluation. Since this program is entirely a distance program, most teacher candidates will submit all four videotapes of their teaching for evaluation to the field supervisor. Accompanying each video submission, candidates will also submit reflections of their teaching. Additionally, candidates will be evaluated at midterm and at the end of the semester with the Certification of Teaching Competency standards, by the Clinical Supervisor and the Field Supervisor.

Throughout the semester, there are other tasks required by the teacher candidate for submission. Posted licensure requirements and Tk20 items include satisfactory content assignments from SPED 506 or SPED 528: Teacher as Leader Essay, Evidence-Based Project (EBP), Individual Growth Plan (IGP), and the completion of the Diversity Scale Survey.

Finally, a successful edTPA portfolio (which include commentaries and an additional four videos, separate from the submissions sent to the Field Supervisor) is also required for overall course completion.

To ensure success in the program, candidates need to plan to attend online class sessions weekly during the semester to receive critical information regarding edTPA portfolios, licensure, Advanced Licensure Portfolios, etc. See the course schedule for details on these meetings.

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| **Special Education MAT- Initial Licensure** | |
| **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. |
| **Critical materials on Blackboard** | Candidates will maintain the following materials:  *1. Contacts & consent forms*  *2. Program Specific Requirements & syllabus*  *3. Midterm & Final Certification of Teaching Capacity forms*  *4. Intern II Grading Rubric*  *5. Lesson plans, adapted materials, data sheets*  *6. Reflections & observation feedback*  *7. Other assignments*  *8. OFE and edTPA handbooks* |
| **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 2-week transition out of full time** **teaching** so interns can complete licensure items by the end of classes at WCU |
| **Minimum Full-Time Teaching Requirements** | **MINIMUM of 6 weeks**   * Candidates will serve in the full capacity of classroom teacher for the entire school day based on their settings, including all instructional & 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 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.* |
| **Lesson Planning** | **Lesson planning is a key component of effective teaching.**   * Candidates are expected to **actively engage in instruction across each day of Intern II**. * Candidates **MUST use a lesson plan when leading instruction.** * Candidates’ plans must be **APPROVED** by Clinical Educator (CE) 1 week in advance of teaching. *Earlier initial reviews are encouraged until a pattern of first attempt approval has been established.* * **Only pre-approved lesson plans can be used for evaluation**. * Candidates will **select and submit the 4 BEST lesson sequences** they’ve independently and creatively developed and taught, which address all components of effective instruction, from goals to instruction to assessment. These 4 lessons are NOT part of the edTPA portfolio. * 2 lesson plans and videos of teaching are due before midterm, 2 after midterm. * Lessons should contain strong activities by teacher and student(s) replicable by others. * Instruction must entail evidence-based practices. |
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| **Observation**  **Requirements** | **Observation & feedback acknowledge success and guide growth.**   * CEs need to complete 4 formal observations of candidate’s teaching and provide written feedback to be in posted to TK20. * Field Supervisors (FS) will complete 4 formal observations of teaching, providing feedback. These will be conducted through video examples the candidate submits to the field supervisor. *The Field Supervisor may also schedule times to directly observe candidates*. * Candidates are to collaborate with FS and CEs to determine the best times to conduct formal observations. * Initial meetings, midterm evaluations, and final evaluations will take place using an online meeting. Please schedule these in advance. * Please consult with Clinical Educator on days & times of visits, so they are informed. * Candidates will reflect on their instructional practice. |
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| **Tk20 Requirements** | Candidates will complete content assignments from SPED 506 and SPED 528. The following assignments are required for licensure & should be posted to Tk20:   * Teacher as Leader Essay * Evidence-Based Project (EBP) * Individual Growth Plan (IGP) * Completion of the Diversity Scale Survey.   A **passing edTPA portfolio** is also required for overall course completion  Field Supervisor will post program completion requirements:   * Final Certificate of Teaching Capacity with all signatures * Final Dispositions Assessment |
| **Apply for License** | At the end of the semester after all PRAXIS and PEARSON exams are completed, apply for your teaching license. |