**Western Carolina University Office of Field Experiences**

**Intern II/Student Teacher Program Specific Guidelines**

|  |  |
| --- | --- |
| **Elementary EducationInitial Licensure** | **Met/Not Met** |
| Minimum Full Time Teaching Requirements | **5 Weeks****\*** Full-time independent teaching includes serving as the lead teacher for the entire school day, including all instructional and curricular planning as well as all professional activities and duties. Full-time teaching may be extended in order for the candidate to demonstrate competencies at the proficient level. Co-Teaching Models are acceptable during this time. Please see the OFE Handbook for details. |  |
| Full Time Teaching Transition Plan | Candidates must complete a transition into full time and out of full time teaching duties that includes:-**a minimum three week transition into full time** teaching so that they may complete their edTPA requirements- **a minimum two week transition out of full time** teaching so that they may complete other items for licensure and well as visit other classrooms & grade levels by the end of classes at WCU |  |
|  |
| Lesson Planning | Lesson planning is a key component of teaching. The WCU Elementary Education program requires:Formally observed lessons require a written lesson plan (using a template obtained from a WCU Elementary Education course ) submitted to the CT & US prior to the observation.Non-observed lessons taught during the transition into full-time must also be written & submitted using a template obtained from a WCU Elementary Education course. Non-observed lessons taught during full-time teaching and during the transition out of full-time may use an abbreviated version of a lesson plan that is approved by the Cooperating Teacher. During full-time teaching some candidates may need more time planning with full lesson plan templates. If this is agreed to by the CT & US, please document here the expectations for this.  |  |
| Binder & Reflection Requirements | Candidates must keep a binder that includes the transition plan, lesson plans observed, formal feedback from CT, and documentation of weekly reflections. Binders must include all forms required by OFE & the program as well as other items that the candidates deems necessary to demonstrate their teaching proficiency. (See Intern I Program Specific Guidelines).Binders **must be available** to US on each visit**.** Binders may contain documents from Intern I but should avoid excessive bulk.Candidates **must reflect on instructional practices weekly** through informal documentation on their lesson plans or notes kept in their binder. University Supervisor and the Cooperating Teacher monitor the weekly reflections but do not need to formally respond to the candidates’ reflections.  |  |
| Other | If the University Supervisor or Cooperating Teacher deem that more than the minimum requirements need to be demonstrated by the candidate please include documentation here (e.g., an action plan). |  |