**Western Carolina University Office of Field Experiences**

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

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| **Elementary Education Initial Licensure** | | **Met/Not Met** |
| Minimum Full Time Teaching Requirements | **5 Weeks** | **🞏 MET**  🞏 *NOT MET* |
| * 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: | **🞏 MET**  🞏 *NOT MET* |
| * **Minimum three-week transition into full time teaching** so that they may complete their edTPA requirements * **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 |
| **🞏 MET**  🞏 *NOT MET* |
| 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 an approved template obtained from a WCU Elementary Education course) submitted to the CE & FS prior to the observation. * Non-observed lessons taught during the transition into full-time must also be written & submitted using an approved 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 Clinical Educator CE. * During full-time teaching some candidates may need more time planning with full lesson plan templates. If this is agreed to by the CE & FS, please document that expectation here. | **🞏 MET**  🞏 *NOT MET* |
| Binder & Reflection Requirements | Candidates must keep a binder that includes the transition plan, lesson plans observed, formal feedback from CE, and documentation of weekly reflections.   * Binders must include all forms required by OFE & the program, as well as other items that candidates deem necessary to demonstrate their teaching proficiency. (See Intern I Program Specific Guidelines). * Binders **must be available** to FS 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. * The Field Supervisor and Clinical Educator monitor the weekly reflections but do not need to formally respond to the candidates’ reflections. | **🞏 MET**  🞏 *NOT MET* |
| *Other* | *If the Field Supervisor or Clinical Educator deem that more than the minimum requirements need to be demonstrated by the candidate please include documentation here (e.g., an action plan).* | *🞏 MET*  *🞏 NOT MET* |