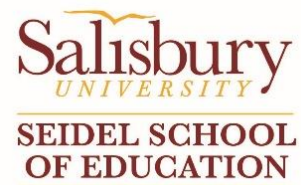


# THANK YOU for collaborating with an Early Childhood Education BLOCK C intern



## Intern Description:

Interns taking Block C courses are typically seniors, and are in their third semester and final year of the Professional Teacher Education Program. They are in the first phase of their 100-Day Extensive Internship, which is referred to as Internship I. Mentor teachers need to be tenured to work with interns in Block C courses, and should be teaching math, science, and social studies in the primary grades.

## Education Courses Your Intern Has Taken Previously:

- *ELED 201: Introduction to Teaching*
- *ELED 202: Technology in Education*
- *ECED 251: Collaboration and Cooperation in Early Childhood Communities*  
(or completion of an AAT degree)
- *ECED 352: Integrated Reading and Language Arts Birth-4*
- *ELED 301: Diversity in Education*
- *ELED 305: Learning and Assessment for Diverse Classrooms (optional for AAT transfer teacher candidates)*
- *ELED 317: Integrated Aesthetic Experiences into Teaching and Learning*
- *ECED 356: Play and Creativity in Early Childhood Educ.*
- *ELED 302: Integrated Reading and Lang. Arts - Gr. K-3*
- *ELED 320: Teaching Diverse Learners*
- *ELED 350: Literature for Children*

## Education Courses Your Intern is Currently Taking:

- *ECED 451: Teaching Mathematics in Early Childhood Classrooms*
- *ECED 452: Teaching Science in Early Childhood Classrooms*
- *ECED 453: Teaching Social Studies in Early Childhood Classrooms*
- *ELED 410: Literacy Assessment and Intervention (this course may be taken previously or will be taken next semester)*

## Course Requirements:

You should receive information regarding course requirements from SU instructors. Mentor teachers and interns are asked to co-plan and co-teach lessons.

## Clinical Practice Experience Time Requirements:

Interns enrolled in Block C courses are required to be in their placement at least **½ day per week**, as well as the **four consecutive weeks** mid-semester. Mentor teachers will be asked to evaluate their performance through an online form.

## Clinical Practice Experiences:

As the focus of this internship, interns are required to teach inquiry-based lessons in math, science, and social studies, which need to align with the scope and sequence being taught. Beyond participating in math, science, and social studies instruction, interns are encouraged to attend school meetings and events with their mentor teachers.

## Support for Mentor Teachers:

**Course Instructors:** The Seidel School of Education highly values partnerships between SU and public schools to prepare future teachers. Course instructors want to hear from, and collaborate with, mentor teachers.

**SU's Regional Professional Development Schools Network:** Each PDS has a site coordinator on its staff and a University liaison dedicated to the school. These individuals are willing and able to support mentor teachers and interns throughout this experience.

**Professional Dispositions Clinical Practice Report:** If mentor teachers have concerns regarding their interns' professional dispositions, they are encouraged to complete this form to share this information with the Clinical Practice Coordinator, Paul Gasior.