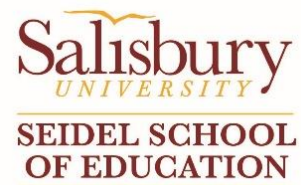


THANK YOU for collaborating with an Elementary Education BLOCK C intern at the ESHEC



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.

Education Courses Your Intern Has Taken Previously:

- *ELED 201: Introduction to Teaching*
- *ELED 202: Technology in Education*
(or completion of an AAT degree)
- *ELED 302: Integrated Reading and Lang. Arts Grades K-3*
- *ELED 305: Learning and Assessment for Diverse Classrooms (optional for AAT transfer teacher candidates)*
- *ELED 317: Integrated Aesthetic Experiences into Teaching and Learning*
- *ELED 397: Diversity and the Self*
- *ELED 320: Teaching Diverse Learners*
- *ELED 330: Integrated Reading and Lang. Arts Grades 3-6*
- *ELED 340: Building Classroom Community*
- *ELED 350: Literature for Children*
- *ELED 398: Diversity and the Family*

Education Courses Your Intern is Currently Taking:

- *ELED 403: Teaching Science in Elementary Classrooms*
- *ELED 405: Teaching Social Studies in Elementary Classrooms*
- *ELED 406: Teaching Mathematics in Elementary Classrooms*
- *ELED 410: Literacy Assessment and Intervention (this course may be taken previously or will be taken next semester)*
- *ELED 499: Diversity and the Community*

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 **1½ to 2 days per week**. 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.