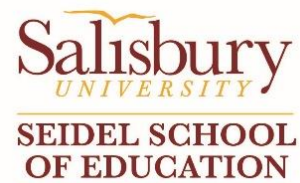


# THANK YOU for collaborating with a P-12/Secondary Education Internship I intern



## Intern Description:

Interns taking Internship I courses are typically seniors in the undergraduate program or graduate students in the Masters of Arts in Teaching Program. They have been accepted into the Professional Teacher Education Program. These teacher candidates are completing the first phase of their 100-day internship and can be referred to as interns during this experience. Mentor teachers need to be tenured to work with interns in Internship I courses.

## Education Courses Your Intern Has Taken Previously:

- *EDFN 210: Schools in a Diverse Society*
- *SCED 300: Learning and Assessment*
- *ELED 419: Teaching Music and Reading in the Elementary School or*
- *SCED 371: Teaching English in Grades 7-12, Part I or*
- *SCED 372: Teaching Social Studies in Gr. 7-12, Part I or*
- *SCED 373: Teaching Mathematics in Gr. 7-12, Part I or*
- *SCED 374: Teaching Science in Grades 7-12, Part I or*
- *SCED 376: Teaching World Lang. in Grades 7-12, Part I*

## Education Courses Your Intern is Currently Taking:

- *SCED 429: Teaching Music in Grades 7-12 or*
- *SCED 471: Teaching English in Gr. 7-12, Part II or*
- *SCED 472: Teaching Social Studies in Grades 7-12, Part II or*
- *SCED 473: Teaching Mathematics in Grades 7-12, Part II or*
- *SCED 474: Teaching Science in Gr. 7-12, Part II or*
- *SCED 476: Teaching World Languages in Grades 7-12, Part II*

## Course Requirements:

You should receive information regarding course requirements from their instructors via email or letter. Please collaborate with your intern to ensure that all course requirements are met by their due dates.

## Clinical Practice Requirements:

Interns enrolled in Internship I courses are required to be in their placements the equivalent of **one full day per week**. You will be asked to evaluate their performance through an online form.

## Suggested Clinical Practice Experiences:

In addition to course requirements of teaching one or more lessons in their content area, interns are encouraged to be as involved in the classroom as the mentor teacher will allow. Since significant learning occurs by doing, it is preferred that interns do more than simply observe in the classroom. They may distribute materials, assist with technology, work one-on-one or with small groups, present a warm-up or exit ticket activity, etc.

## 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.