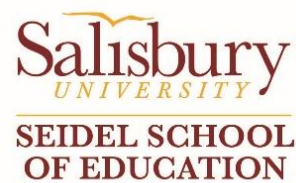


THANK YOU for collaborating with an Elementary Education BLOCK C intern at the ESHEC



Teacher Candidate 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 completing 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 Teacher Candidate May Have Taken Previously:

- *EDFN 210: School in a Diverse Society*
- *ELED 301: Diversity in Education*
- *ELED 318: Technology in Education*
- *ELED 350: Literature for Children (or completion of an AAT degree)*
- *ELED 302: Integrated Reading & Lang. Arts Grades K-3*
- *ELED 305: Learning & Assessment for Diverse Classrooms*
- *ELED 317: Int. Aesthetic Exp. into Teaching & Learning*
- *ELED 320: Teaching Diverse Learners*
- *ELED 330: Integrated Reading & Language Arts Grades 3-6*
- *ELED 340: Building Classroom Community*

Education Courses Your Teacher Candidate May Be Currently Taking:

- *ELED 403: Teaching Science in Elementary Classrooms - 37.5 hours*
- *ELED 405: Teaching Social Studies in Elementary Classrooms - 37.5 hours*
- *ELED 406: Teaching Mathematics in Elementary Classrooms - 37.5 hours*
- *ELED 410: Literacy Assessment and Intervention (this course may be taken in winter or summer)*

Course Requirements:

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

Clinical Practice Requirements:

Interns enrolled in all or some of Block C courses are required to complete the hours indicated in the table above. Interns should spend the majority of their time in math, science and social studies classrooms starting the week they receive their placement until the last week of classes. Please work with them to develop a consistent schedule that includes the days and times for attendance. You will be asked to evaluate their performance through an online form at the end of the semester as well as approve their weekly hours with your signature.

Suggested Clinical Practice Experiences:

Interns are required to teach inquiry-based lessons in math, science, and social studies, as well as complete other course-based assignments. 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: Course Instructors in the Seidel School of Education highly value partnerships between SU and partner schools. Faculty value collaboration with mentor teachers and co-teachers and want to hear from you.

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 teacher candidates throughout this experience.

Professional Dispositions Clinical Practice Report: If mentor teachers have concerns regarding their teacher candidates' professional dispositions, they are encouraged to complete this form to share this information with the Clinical Practice Manager, Jessica Patton.

Clinical Experience Handbook: This document outlines information provided to teacher candidates regarding their clinical experiences.