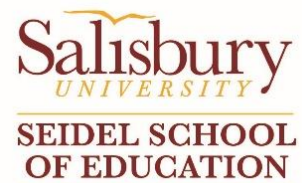


# THANK YOU for collaborating with a Physical Education Internship I intern



## Intern Description:

Interns taking Internship I courses are typically seniors, and have been accepted into the professional teacher education program. These teacher candidates are completing the first phase of their 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*
- *PHED 135: Foundations of Physical Education*
- *PHED 175: Introduction to Teaching Fitness and Wellness*
- *PHED 260: Team and Individual Sports and Activities*
- *PHED 333: Foundations of Movement Study in P.E.*
- *PHED 351: Psychosocial Aspects of Physical Education*
- *PHED 352: Motor Performance and Development in P.E.*
- *PHED 245: Movement Education in Physical Education*
- *PHED 275: Management & Instructional Strategies in P.E.*
- *PHED 350: Assessment and Technology in Physical Educ.*
- *PHED 400: Adapted Physical Education*

## Education Courses Your Intern is Currently Taking:

- *PHED 410: Elementary School Physical Education*
- *PHED 420: Secondary School Physical Education*
- *PHED 430: Methods in Teaching Health Education*
- *SCED 438: Teaching Literacy in the Content Areas*

## Course Requirements:

You should receive information regarding course requirements from 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 **elementary placements once a week** and their **secondary placements once a week** for a minimum of **225 hours**. You will be asked to evaluate their performance through an online form.

## Suggested Clinical Practice Experiences:

In addition to course requirements, interns are encouraged to be as involved in the gymnasium as the mentor teacher will allow. Since significant learning occurs by doing, it is preferred that interns do more than simply observe in the gymnasium. They may distribute materials, assist with technology, work on-one-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 Manager, Jessica Patton.