EDEC 570: INTERNSHIP IN ENVIRONMENTS FOR TEACHING AND LEARNING

I. Descriptive Information:

A. Course Number and Title: EDEC 570: Internship in Environments for Teaching and Learning

B. Bulletin Description: Internship for practice in classrooms appropriate to the level of certification sought (early childhood) related to establishing environments for teaching and learning.

C. Course Credit: 3 credit hours

D. Prerequisite: Admission to Professional Program in Early Childhood

E. Intended Audience: Students seeking initial certification in Early Childhood.

F. Instructor: Early childhood education faculty members with expertise in grade level of the internship.

II. Course Goals and Objectives:

Goal 1: Students will understand the factors related to establishing a positive, safe, and effective learning environment.

Goal 2: Students will understand the role of the teacher in working with other professional educators, parents and families to establish a positive environment for children at the beginning of the school year.

Objectives:

Students will:
1. Identify characteristics of the professional educator and educational leader in relation to establishing a positive environment for teaching and learning.

2. Identify responsibilities associated with each of the above roles.

3. Accompany and assist coaching/mentor teacher(s) during performance of professional roles related to the beginning of the school year including
   a. participating in professional development activities
   b. planning and arranging a welcoming and effective physical environment
   c. communicating with diverse families
   d. establishing a positive affective environment
   e. establishing classroom routines
   f. communicating expectations to children
   g. managing administrative tasks

4. Monitor personal effectiveness in professional roles.
5. Effectively communicate with the supervisory team of educators and contribute to the building of a learning community.
6. Implement suggestions for improvement of personal effectiveness.
7. Demonstrate self-monitoring by initiating opportunities for feedback regarding effectiveness.
8. Demonstrate reliable, ethical, and responsible behavior in a professional setting.
9. Demonstrate a positive attitude appropriate for the professional setting.
10. Demonstrate the ability to interact and communicate with teachers, administrators, school staff and other interns.
11. Demonstrate the ability to interact and communicate effectively with diverse families and community members.
12. Collaborate with diverse families to nurture children’s learning.
13. Demonstrate the ability to interact with other educators while consistently demonstrating initiative, flexibility, and good humor.
15. Demonstrate a commitment to lifelong learning and continued professional growth.

III. **Recommended Texts:**


ADEPT Handbook
USC Preservice Teacher Education Clinical Experience Manual

**These are available online** [www.ed.sc.edu/supce/archives_docs.asp](http://www.ed.sc.edu/supce/archives_docs.asp) **or you can purchase these at The Russell House copy center.**

IV. **Academic Requirements:**
A. Requirements as Described in Internship Notebook Deposit 1
B. USC Initial Certification Candidate Dispositions evaluation

V. **Administrative Requirements:**
A. Students are expected to meet University and state on-site attendance requirements for student teachers.
B. Students are expected to follow school attendance requirements for classroom teachers.
C. Written materials are to be prepared and presented in a professional and timely way. Points may be deducted for late assignments. Individual supervisors will determine their own policies for late assignments.

VI. **Evaluation and Grading:**

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<tr>
<th>Points</th>
<th>Internship Notebook Deposit 1</th>
<th>30</th>
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<td>USC Initial Certification Candidate Dispositions Evaluation</td>
<td>70</td>
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Grading Scale:
92-100 = A, 89-91 = B+, 88-85 = B, 81-84 = C+, 75-80 = C, 72-74 = D+, 70-71 = D

VII. Major Topics:
Developmentally Appropriate Learning Environments
Positive Social and Affective Learning Environments
Appropriate Assessment
Long-Range Planning
Establishing Professional Relationships
Communication with Diverse Families and Community
Ethical Behavior
Professional Roles and Dispositions
Reflection

VIII. Modes of Instruction
Field Experiences
Small Group Discussions
Individual Conferencing
Self-directed learning (via Blackboard, etc.)

IX. Bibliography


