EDEL 441 Introductory Elementary Internship

I. Descriptive Information

A. Course Number and Title: EDEL 441 Introductory Elementary Internship
B. Catalog Description: Field Experience requiring students to gradually assume the responsibilities of teaching in an assigned classroom under the guidance of an experienced teacher.
C. Course Credit: Three credit hours
D. Prerequisites Admission to the Professional Program  Co-requisites EDRD 430, and EDEL 440
E. Intended Audience Students pursuing Elementary Teacher Certification
F. Instructor: Elementary Faculty or Supervisors

II. Statement of Course Goals and Objectives

A. Goal: To provide an opportunity for students to experience the responsibilities of designing and presenting instructional experiences to elementary students and to manage children’s behavior during various instructional activities and events.

B. Objectives

Students will:
1. plan and conduct a session to introduce themselves to the children in their assigned classroom.
2. manage children’s behavior in lunchroom, library, school halls, and the classroom.
3. develop instructional materials and displays that support children’s learning.
4. effectively manage transitions from one classroom activity to another without loss of time.
5. conduct language arts and mathematics or science or social studies lessons using curricula standards and strategies covered in co requisite courses.
6. submit a written analysis of the strategies, rituals, and routines the coaching teacher uses to establish and maintain a productive learning community in the classroom.
7. participate in an activity that is held for parents of the children in your assigned setting.
8. complete designated tasks in the field packet.
9. work with a peer to video tape teaching and complete analyses of the lesson using ADEPT criteria.

III. Required Texts and Readings:


IV. Academic Course Requirements and Assessments

Practicum Notebook (50 points): You will create a notebook consisting of three parts:

Part I: This part of your field notebook will archive dated instructional artifacts and report tasks described in the Elementary Practicum Packet and class syllabi (e.g., an explanation of classroom routines, management system, and rituals, a description of the strategy used to learn children’s names, photos of instructional displays and copies of materials you developed, report of the interview with the school librarian, copies of lesson plans and graded work of children.) You will attach a rationale to each piece of evidence to explain the significance of the artifact/evidence. These data will be brought to scheduled Curricular Conversations with your field supervisor and will be used to illustrate points made during curricular conversations as gain insights from your colleagues.

Part II: This section of your notebook will record insights from Curricular Conversations with your field supervisor.

Part III: This section of your notebook will contain 3 written analyses that combine and document your insights from artifacts gathered, big ideas from methods' courses and new ideas from professional literature read.

Teaching: (40 points) Students are expected to conduct increasingly complex classroom activities. The supervisor and coaching teacher will observe and evaluate a minimum of 4 lessons (2 lessons for Language Arts and 2 for Mathematics).

Professionalism: (10 points) The coaching teacher and university supervisor will determine this grade considering factors such as reliability, punctuality, ability to interact appropriately with children and adults in the school setting, willingness to take initiative.

* Rubrics and specific scoring guidelines are found in the field packet.

V. Administrative Course Requirements

Attendance is an important element of the professionalism grade in this practicum and the school and supervisor must be contacted when a student is going to miss or arrive late to a scheduled session at the school. If more than 2 days are missed or consistent tardiness is documented, a grade of “Incomplete” will be assigned until the student does make-up days.

VI. Evaluation and Grading:

Point-values of assignments are listed in Section III. Total points will determine grades using the Scale: A = 100-93; B+ = 92-88; B = 87-84; C+ = 84-80; D = 76-70
VII. Major Topics of the Course
The teacher candidate understands
- how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- how a variety of instructional strategies encourage students' development of critical thinking, problem solving, and performance skills.

The teacher candidate uses
- an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- knowledge of effective verbal, nonverbal, and technological communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As a member of a learning community, the teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals) and who actively seeks out opportunities to grow professionally.

VII. Modes of Instruction
One on one conversation online and on-site; small group discussion; video tape reflection, observation and debriefing

IX. Bibliography


Interstate New Teacher Assessment and Support Consortium (INTASC)


