I. Descriptive Information
   A. Course Number and Title: EDEL 571 Internship in Planning and Motivation
   B. Catalog Description: Field Experience that emphasizes planning lessons that actively engage students in learning.
   C. Course Credit: Three credit hours
   D. Prerequisites: Admission to the Internship
   D. Co-requisites: EDEL 440 or 450 or 460 and EDRD 431
   E. Intended Audience: Students pursuing Elementary Teacher Certification
   F. Instructor: Elementary and Early Childhood Faculty

II. Statement of Course Goals and Objectives
   A. Goal: To provide interns with experiences in planning and conducting instructional activities that engage students in active learning
   B. Objectives
      Students will:
      1. plan and conduct a session to introduce themselves to the children in their assigned classroom.
      2. develop instructional materials and displays that support children’s learning in science and social studies.
      3. effectively manage transitions from one classroom activity to another without loss of time.
      4. plan and conduct a sequence of related lessons over at least a three day period.
      5. conduct science and social studies lessons using the 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. develop strategies to include families in activities to support student learning.
      8. complete designated tasks in the internship packet.
      9. work with a peer to video tape teaching and complete analyses of the lesson using ADEPT criteria.
      10. become familiar with SC State Standards in reading, writing, mathematics, science and social studies while creating lesson plans to address the needs of students.

III. Required Texts and Readings


IV. Academic Course Requirements

Classroom Analysis (5 points): A written report describing the rules, routines, and rituals used by the coaching teacher to establish and manage student behavior during small group and independent learning activities.

Practicum Notebook (45 points): A notebook that contains documentation and reports related to tasks described in the Elementary Practicum Packet. (e.g., 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.)

Teaching: (40 points) Students are expected to conduct classroom activities using inquiry methods, simulation, and other instructional models taught in co-requisite courses. The supervisor and coaching teacher will observe and evaluate a minimum of 4 of these.

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, and involvement in professional organizations.

* 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 a scheduled session at the school. If more than 2 days are missed, 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 corresponding field packet. Total points will determine grades using the Scale: A = 100-92; B+ = 91-81; B = 87-84; C+ = 84-80; D = 76-70

VII. Major Topics of the Course

Lesson planning
SC Standards in reading, writing, speaking, listening, mathematics, science, social studies
Motivating children to learn
Use of authentic materials and experiences for lesson planning and motivation
Matching instructional strategies to diverse needs of students (including cultural, ethnic, as well as family and community)
Using technology to learn: Smartboard; online resources and computer programs
Reflection as professional learning tool

VIII. Modes of Instruction

One on one conversation online and on site; small group discussion; video tape reflection, observation and debriefing
IX. Bibliography


