EDTE 570

INTERNSHIP IN ENVIRONMENTS FOR TEACHING AND LEARNING

I. Descriptive Information
A. Course Number and Title: EDTE 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 or elementary) related to establishing environments for teaching and learning.
C. Course Credit: 3 credit hours
D. Prerequisite: Admission to Professional Program in Early Childhood or Elementary Education
E. Intended audience: Students seeking initial certification in Early Childhood or Elementary Education
F. Instructor: Early Childhood or Elementary 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 and parents and families to establish a positive environment for children at the beginning of the school year.

Objectives:
Students will:
- Identify characteristics of the professional educator and educational leader in relation to establishing a positive environment for teaching and learning.
- Identify responsibilities associated with each of the above roles
- Accompany and assist coaching teacher(s) during performance of professional roles related to the beginning of the school year including:
  - participating in professional development activities
  - planning and arranging a welcoming and effective physical environment
  - communicating with parents.
  - establishing a positive affective environment
  - establishing classroom routines
  - communicating expectations to children
  - managing administrative tasks
- Monitor personal effectiveness in professional roles
- Effectively communicate with the supervisory team of educators and contribute to the building of a learning community.
- Implement suggestions for improvement of personal effectiveness.
- Demonstrate self-monitoring by initiating opportunities for feedback regarding effectiveness.
Demonstrate reliable, ethical, and responsible behavior in a professional setting.
Demonstrate positive attitude appropriate for the professional setting.
Demonstrate the ability to interact and communicate with teachers, administrators, school staff and other interns.
Collaborate with parents to nurture children’s learning.
Demonstrate the ability to interact with other educators while consistently demonstrating initiative, flexibility, and good humor.
Be dependable, prepared, and well organized.
Demonstrate a commitment to lifelong learning and continued professional growth.

III. Required Text and Readings


IV. Academic Requirements and Assessments
Active Participation in Internship
Participation in Internship listserv and online assignments
Journal/Documentation of Beginning-of-the-School-Year Experience

Packet Requirements:
Reflective Paper assessing internship experiences in relation to theory and research on classroom management (see field packet)

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

Participation Evaluation 50 total points 40% of total grade
Journal/Documentation & Listserv 20 total points 20% of total grade
Packet Requirements 15 total points 10% of total grade
Reflective Paper 15 total points 15% of total grade
Comparison Project 15 total points 15% of total grade

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.
VI. Evaluation and Grading:
Grading Scale: 92-100 = A, 89-91 = B+, 88-85 = B, 81-84 = C+, 77-80 = C, 74-76 = D+, 70-73 = D.

VII. Major Topics of the Course
Learning environment as a second teacher
Analysis of learning environments as well as the kind of thinking and behaviors encourage by a learning environment
Lesson planning
SC Standards in reading, writing, speaking, listening, mathematics, science, social studies
Facilitating children’s learning
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


