



Early Childhood Education Program

Early Childhood Special Education Internship Manual

Early Childhood Education Program Information

- ✚ For information about the Early Childhood Education (ECE) program, visit the program website at <http://gse.gmu.edu/programs/earlychildhood/>.
- ✚ If you need additional information or need to contact ECE faculty or staff, e-mail earlyed@gmu.edu or call the ECE program office at 703-993-3844.

Goal

The Early Childhood Education (ECE) program is committed to preparing teachers to work with culturally, linguistically, and ability diverse young children and their families.

Outcomes

The ECE program prepares teachers who

- ✚ Possess a repertoire of research-based effective instructional strategies.
- ✚ Create welcoming culturally responsive classroom environments for diverse groups of young children and their families.
- ✚ Feel competent and comfortable in diverse community settings.
- ✚ Use reflection and teaching dilemmas to better understand their own practices in a socio-cultural context.
- ✚ Understand the impact of their own cultural perspectives on their teaching and interaction with children and families.
- ✚ Recognize the key impact of race, ethnicity, linguistic heritage, poverty, and disability on children and families' interactions with schools.

Key Features

- ✚ Readings and activities addressing early childhood education and focused on issues of race, culture, poverty, and social justice
- ✚ Supervision of teaching in diverse settings
- ✚ Interactions with diverse children and their families
- ✚ Discussion and dialogue
- ✚ Critical reflection
- ✚ Social justice and advocacy orientation

Internship Experiences

ECSE students enroll in two internships: one 2-credit internship and one 3-credit internship. One internship will be in an infant/toddler (ages 0-2) placement, and the other internship will be in a preschool (ages 3-5) setting.

2-credit internship	150 hours	4 – 5 weeks of full-time classroom experience
3-credit internship	225 hours	6 – 8 weeks of full-time classroom experience

At least 150 hours of the two internships combined must involve direct teaching. During the internships, interns are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns “must be in classrooms full time.” For detailed information about internship applications, procedures, and policies, go to <http://cehd.gmu.edu/teacher/intpract/>.

Applications

Four copies of the internship application packets are due to the Field Relations Support Specialist, Lauren Clark (lclarkg@gmu.edu), in Robinson A 308 by **September 15** for spring internships, **December 1** for spring on-the-job internships, **February 15** for summer and fall internships, and **May 1** for on-the-job summer and fall internships. The internship application is available at http://cehd.gmu.edu/teacher/intpract/applications_manuals_handbooks/.

The packet must include the following:

- ✚ The completed application signed by an academic advisor
- ✚ Current resume
- ✚ A two-page, double-spaced, typed goal statement related to the internship
- ✚ Unofficial transcript
- ✚ Certificate of successful completion of the online child abuse and neglect training
- ✚ Negative TB test results (must be current within a year of the internship)
- ✚ Copy of passing Praxis I and VCLA scores or documentation of test registration

If documentation of passing scores is not submitted at the time of the application, documentation must be provided prior to beginning the internship. Students will not be permitted to begin the internship unless they have obtained a passing score on Praxis I and the VCLA.

Placements

Interns will be placed by the Field Relations Support Specialist in all teaching internships unless an on-the-job internship has been approved. All teaching placements must be arranged through the Field Relations Support Specialist who works directly with the surrounding school districts to set up appropriate internships. The ECE program at Mason currently has relationships with a variety of internship sites.

Interns will be assigned to work at sites under the mentorship of a cooperating professional (CP) and a university supervisor (US).

Responsibilities

Student internships are regarded as a critical component of teacher education programs. The effectiveness of the internship experience depends upon the degree to which the whole team – **Student Intern, Cooperating Professional, University Supervisor, and Course Instructors** – fulfill their responsibilities and establish a good

working relationship. Open communication is extremely important. The program considers the intern to be “a work in progress.”

Student Interns (interns)

The student internship is a time to focus on the art of teaching and working with diverse young children and their families under the guidance and support of practicing professionals. Student interns must remain flexible in adapting to differences in school cultures, teaching styles, supervisor philosophies, and individual child/family needs. In particular, interns should do the following:

- ✚ Demonstrate initiative, responsibility, and resourcefulness.
- ✚ Become reflective practitioners, learning from other professionals, diverse young children and their families, and their own experiences, including mistakes.
- ✚ Ask for help, advice, feedback – and act on it as appropriate.
- ✚ Write detailed plans for daily activities and review them with the CP.
- ✚ Demonstrate high standards of ethics and professionalism in interactions with colleagues, children, and families.
- ✚ Plan to videotape their teaching and interactions with children several times over the course of the semester in order to engage in an in-depth analysis of their teaching practice.
- ✚ Be responsible for maintaining an Internship Notebook, which includes progress reports, an accurate log of hours, and other documentation requested by CP and US (see section on Internship Notebook for a detailed list of what should be included).
- ✚ Follow the schedule established by the CP and US during the semester.
- ✚ Share all syllabi with CP and plan for how assignments will be completed.
- ✚ Provide internship information to their CPs including the Internship Manual, CP Pay forms, and updated biographical information.

Cooperating Professional (CP)

Cooperating professionals (CPs) work in a variety of educational settings that serve culturally, linguistically, and ability diverse young children and their families. CPs have an important responsibility to be a mentor and instructor on issues specific to their workplace and the needs of the children and families that are served at that site. The intern benefits greatly from being able to learn from courses and apply the knowledge in the field. The program faculty believes that this integration of knowledge and classroom experience results in a better prepared and more confident educator, who is able to work in a multitude of settings and with diverse young children and their families. The CP, with the assistance of the university supervisor (US), must be willing to act as a mentor by providing support and guidance for the intern.

The following is a list of suggestions and responsibilities for the CP:

- ✚ Encourage student interns to find their own teaching style by permitting them to try their own techniques and approaches in order to learn from their successes and/or mistakes.
- ✚ Treat the intern as a colleague to increase the children and parents’ level of acceptance. Confer regularly, especially about the rationale for educational decisions.
- ✚ Build confidence by having the intern gradually assume responsibility for guiding behavior and instruction. Be sure the intern is prepared to take full responsibility of the classroom for at least two weeks.

- ✚ Oversee intern's planning, monitor the intern's learning about the children and their families, and offer feedback on both.
- ✚ Review course syllabi for assignments and assist the intern in planning for site-related work.
- ✚ Conduct two formal observations, and write up observation reports to be shared with intern and US.
- ✚ Encourage reflection and self-analysis when giving feedback.
- ✚ Be open and honest about areas needing improvement; provide assistance as appropriate.
- ✚ Discuss any concerns or problems with the US on an on-going basis.
- ✚ Introduce the intern to the full range of your duties, to the available resources at the site, and to all appropriate staff.
- ✚ Complete weekly progress reports with the intern. The original should be given to the intern for inclusion in the notebook.
- ✚ Participate in two 3-way meetings with the intern and the US: one mid-point to discuss progress and one at the end of the internship to evaluate performance. Complete an evaluation profile as a team (Student Intern, Cooperating Professional, and University Supervisor).
- ✚ Provide the intern with a recommendation for employment, if warranted.
- ✚ Complete and return paperwork necessary to be reimbursed.

University Supervisors (US)

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to both the student intern and the cooperating professional (CP). University supervisors (US) play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for student interns. The following is a list of responsibilities for the US:

- ✚ Meet with the intern and CP to establish internship expectations, determine schedule, and review site-linked assignments. Clarify any questions or concerns about assignments with university faculty as soon as they come up.
- ✚ Be accessible to the intern and school or agency staff through regular visitations, email, and/or by phone.
- ✚ Encourage open communication and a collaborative approach to supporting and providing feedback to the intern.
- ✚ Provide guidance on policies and procedures for the internship. Check to ensure that they are followed.
- ✚ Conduct at least two formal observations for a two-credit internship and at least three formal observations for a three-credit internship. Follow each observation report with a conference to discuss the written report. Provide a copy of each observation report to the intern to be kept in the Internship Notebook. Include the reports in the intern's folder.
- ✚ Review copies of weekly progress reports and add to intern's folder.
- ✚ Guide development of teaching skills by promoting reflective practice through interactive supervision, reviewing the Internship Notebook, and encouraging self-analysis.
- ✚ Participate in ECE program staff meetings, when possible, and share major concerns or changes in a timely manner.
- ✚ Facilitate the record keeping and documentation necessary for program administration and licensure.

- ✚ Participate in two assessment meetings with the intern and the CP: one at mid-point to discuss progress and one at the end of the internship to evaluate performance. Complete an evaluation profile as a team (Student Intern, Cooperating Professional, and University Supervisor).
- ✚ Coordinate evaluation and grading of the intern's performance.
- ✚ Provide the intern with a recommendation for employment, if warranted.

Evaluation

The US will work with the CP and the intern to evaluate the intern's progress throughout the internship. Evaluation tools will include, but are not limited to, the following:

- ✚ Weekly progress reports completed by the intern and CP
- ✚ Formal observation reports (by the CP and the US)
- ✚ Mid-point and final evaluation forms
- ✚ *NCATE 4 Internship* scoring guides

The Supervision Visit

The supervision visit is a critical part of the internship. It is important that the observation be carefully planned by the whole team. There will be no surprise formal observations. The purpose of the visit is not to pass judgment on the intern; rather, its purpose is to promote reflection and to set goals that support change where needed. There should be two scheduled formal observations for a two-credit internship and three scheduled formal observations for a three-credit internship. The mid-point three-way evaluation should take place with the intern, US, and CP about midway through the internship. And the final three-way evaluation should take place at or near the internship.

- ✚ Weekly Progress Reports are done by the intern and CP and should be turned in each time the US visits the site. Completing these forms and providing them to the CP on a **weekly** basis is the responsibility of the intern. The US must turn in completed and signed weekly progress reports when submitting the intern's final grade. These reports must be on record for a final grade to be posted.
- ✚ Copies of CP's observations should be emailed to the US after meeting with the intern but no later than the mid-point and final conferences. CPs may use the ECE observation form or any other observation format with which they are comfortable.
- ✚ Prior to a scheduled observation, the intern must contact the US, either by phone or email at least 24 hours in advance to confirm. Lesson plans should be emailed or faxed prior to the call or included as an attachment to the confirmation email. If emailing, the intern must allow enough time for the US to reply with questions and comments before the day of the visit.
- ✚ On the days the US visits, the intern should schedule a 30- to 45-minute lesson observation and time for a 30-minute post conference. After observing the lesson, the US will meet with the intern for about 30 minutes for a post conference. The CP does not need to be present during the lesson, but should take responsibility for teaching the class during the post conference. Interns will receive a copy of the Observation Report for each observation.
- ✚ Interns are expected to have their reflective journals and their internship notebooks available at each observation. The notebook should include the log of hours to date, daily schedule, detailed lesson plans, and weekly progress reports to date (see detailed list in Internship Notebook section).

- ✚ Prior to the mid-point and final conferences, CPs and interns independently fill out the Internship Evaluation. The evaluations will then be shared and discussed during the conferences.
- ✚ All paperwork must be turned in at the final conference. This includes log sheets with hours totaled and verified by the CP, all weekly progress reports, and CP observations. Failure to do so may result in an “incomplete” grade for the internship.

Internship Notebook

The Internship Notebook contains information related to the internship and documentation that the intern has met aspects of the Council for Exceptional Children (CE) standards. It is the program performance-based assessment for NCATE 4 Internship. It will contain the following types of information:

- ✚ Daily schedule and information about the school and classroom
- ✚ Log of hours
- ✚ Weekly progress reports signed by the intern and the CP, observation reports, and internship evaluations
- ✚ Notes taken by intern when observing
- ✚ Notes taken by intern when co-planning and co-teaching
- ✚ Plans, notes, and artifacts for conducting two-week thematic or project-based unit (preschool)
- ✚ Detailed lesson plans, notes, and artifacts
- ✚ Other relevant information

Lesson Plans

Interns will submit weekly lesson plans to their CP for approval prior to teaching independently. More detailed daily lesson plans using a lesson plan format approved by the US will be filed in the internship notebook and will be readily accessible to the CP and US. Daily lesson plans will be provided to the CP and/or US prior to scheduled observations.

Reflective Journal

Interns will maintain a reflective journal throughout the internship. The journal may be electronic, handwritten, or a combination of both. Interns should make the journal available to the US either electronically before the visit or in a hard copy during visits.

Log of Hours

The Virginia application for teacher licensure requires reporting the amount of time spent in certain activities during the student internship. The Mason state-approved licensure program requires more than the state’s minimum requirements. Interns are responsible for maintaining this record as part of the Internship Notebook. Interns should record hours on the Log of Hours sheet each day. At the end of the internship, the log must be verified by the CP and reviewed by the US. It is the intern’s responsibility to ensure that the log is current and verified/reviewed.

Interns must document total number of hours spent on site in the following activities:

Direct Teaching – This includes both co-teaching and independent teaching. Co-teaching includes shared responsibility for planning, instruction, assessment, and student supervision. It may involve team teaching an entire class or working with individuals or small groups. Independent teaching includes full responsibility for supervising and teaching an entire class according to plans developed by the intern and approved by the CP.

Interns must take full responsibility of the classroom for at least two full weeks during their Infant/Toddler, Preschool, and K-3 internships.

Preparation/Collaboration – This is time spent on site developing lessons, preparing materials, working with specialists and other colleagues, and attending school staff meetings or professional development.

Observation/Assistance – This is time spent on site observing the CP and/or other teachers and specialists working with children. The intern may be called upon to assist with a lesson as a paraprofessional but would have little or no responsibility for planning or supervision of students.

Family & Community Activities – This is time spent on site interacting with families and the community. Activities may include writing or calling families, parent conferences or informal meetings, Individual Education Plan (IEP) meetings, and attending site-based gatherings such as curriculum nights or other events.

Interns must also record the age and grade level of the children at their site, as well as the number of children receiving services for English for Speakers of Other Languages (ESOL) and Special Education. Using the Log of Hours form will ensure accuracy in the certification and licensure process.

Hours must be totaled by the Intern, verified and signed by the CP, and reviewed and signed by the US. During the last visit by the US, the intern must submit all totals, which may require estimating for the final days at the site. The US will transfer these totals onto the form and submit it with the intern's file.

Internship Policies

Attendance

During the internship, student interns are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns “must be in classrooms full time.” Interns should maintain the same schedule as the CP, with the contract day as the minimum but not the norm. Interns should consult with ECE faculty to determine whether the Mason schedule or the school system holiday schedule will be followed. This will vary from semester to semester, depending on when scheduled breaks and holidays fall.

Absences

Student interns follow the site policy regarding notification of absences for illness. All other absences must be approved in advance by the CP and principal/director. The US must be notified of all absences within 24 hours. The log of hours should also show any absences. Time missed may need to be made up.

Substituting

Interns **are not** permitted to substitute during their internships.

Professional and Legal Responsibilities

Student interns are legally responsible for exercising “reasonable care” for students’ welfare and for complying with federal, state, and local policy regulations. This is best accomplished through careful study of the teacher/employee handbook for the center, agency, or school where the intern is assigned. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records

School division and Mason policies regarding student records will be followed. An intern's evaluations may be shared with the CP, US, and responsible administrators until the US submits the intern's folder to the Office of Academic and Student Affairs (OASA). After that time, access will be in accordance with the Privacy Act. No materials will be released by OASA for employment purposes other than for verification of meeting licensure standards. In addition, all records of children and families that interns may have access to during internships, MUST be kept confidential.

Records Retention

Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the Summary Form will be the only available record. Therefore, interns should keep their own copies of evaluations, observations, logs, summaries, and other records.

Professional Recommendations

Most prospective employers expect applicants to submit recommendations in some form from their CP and US. If a negative recommendation is warranted, the intern should be told.

Grading

The Graduate School of Education (GSE) has approved the following grading policy for EDUT internships:

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with Mason policy for internships.
2. Degrees of Satisfactory performance by an intern in Early Childhood Education will be documented on the Evaluation Profile by the CP and US.
3. The US shall determine the grade after consultation with CP. The US may also consult with the Program Coordinator and the Director of Teacher Education, especially when the intern may receive a No Credit or In Progress grade.
4. Interns who receive a No Credit grade will not be recommended for teacher licensure unless they repeat all or part of the internship with satisfactory performance. This may require re-enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.
5. Interns whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for interns upon completion of requirements – usually before the beginning of the next semester.
6. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the intern will be counseled out of the licensure program, but not necessarily out of the program.

ECE Assessment System

The ECE program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is a state-approved program. As part of the accreditation requirements, ECE program faculty developed an assessment system that meets the NCATE requirements and provides evidence that teacher candidates have met the Council for Exceptional Children (CEC) standards.

One of the required NCATE assessments is NCATE 4 Internship (see below). To meet the requirements, interns must provide evidence in their Internship Notebooks that they have met the criteria for each of the identified standards. Interns will upload selected artifacts from the Internship Notebook at the completion of their internships. The selected artifacts should be representative of what is included in the Internship Notebook and should provide evidence of meeting the identified standards. For the full chart of NCATE Assessments, interns should refer to the Advising Information document, available at <http://gse.gmu.edu/programs/earlychildhood/resources/>.

Early Childhood UTEEM Program Assessment System – NCATE 4 Internship

During their Infant/Toddler and/or Preschool internships, interns will upload artifacts that provide evidence of meeting CEC Standards 4, 5, and 9. Scoring guides can be found on TaskStream at www.taskstream.com. For additional information about TaskStream, interns should refer to the Advising Information document.

The following chart provides information on which standards interns must provide evidence of meeting during their various internships. The US will work in consultation with the CP to evaluate whether the intern has met the standard at an acceptable level, is developing toward meeting the standard, or shows no evidence of meeting the standard. The US will review the evidence that interns upload and submit to TaskStream and will complete the online scoring guide.

NCATE Assessment	CEC Standards	Performance-Based Assessment
4 Internship	4 Instructional Strategies 5 Learning Environments & Social Interactions 9 Ethics & Professional Practice	Internship Notebook: For each standard, upload three artifacts from your internships that provide evidence that you met the standard.



Early Childhood Education Program Internship Forms Early Childhood Special Education

These are the forms that are essential for planning and evaluation during the student intern's experiences at various sites. These forms should be printed and copied as needed. Students are responsible for maintaining copies of each of the pertinent documents for their **Internship Notebook**.

The following forms are included:

- Internship Evaluation: Preschool (Ages 3 - 5)
- Internship Evaluation: Infants & Toddlers (Birth – 2 years)
- Weekly Progress Report
- Observation Report
- Log of Hours
- Summary of Internship Placement & Final Grade
- Student Intern Checklist
- Cooperating Professional Checklist
- Student Intern's Evaluation of University Supervisor
- Student Intern's Evaluation of Cooperating Professional
- Cooperating Professional's Evaluation of University Supervisor
- University Supervisor's Evaluation of Cooperating Professional

INTERNSHIP EVALUATION: PRESCHOOL (AGES 3-5)

Student Intern:	University Supervisor:	Cooperating Professional:
School/Site:		Age/Grade Level:

Use the rating scale to assess the student intern’s performance on the standards below. Assessment should be done as a team, with contributions from the student intern, cooperating professional, and university supervisor. The intern should demonstrate growth throughout the experience. For final evaluation at the end of the first three semesters, numbers should be assigned according to expectations for a **continuing** student intern. For final evaluation at the end of the fourth semester the intern should be evaluated as an **entry level** professional. The final grade and ECE NCATE assessment are based on this profile but are not numerically correlated.

The following numbers show the level at which the student intern meets the expectation for the standard:

5 Consistently	4 Frequently	3 Occasionally	2 Inconsistently	1 Rarely	NR Not rated at this time
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<u>PLANNING AND PREPARATION</u>	Midterm Rating	Final Rating
1. Develops lesson plans, using center/school guidelines to meet the development and academic needs of diverse learners		
2. Describes instructional objectives in terms of learning outcomes		
3. Plans a sequence of activities over time that is focused on achievement of the instructional objective(s)		
4. Selects learning experiences and materials to accommodate different styles and levels of learning		
5. Relates activities to children’s’ interests, knowledge, and experiences		
6. Integrates materials and activities that promote equity (including gender equity) and infuse multicultural elements in lessons		
7. Gathers, creates, and organizes materials and equipment in advance		
8. Plans for various ways of assessing children’s’ learning		
9. Collaborates with other teachers and specialists		
10. Plans for connection to family and community knowledge, experience, and interests		
*Comments should be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.		

<u>INSTRUCTION AND ASSESSMENT</u>	Midterm Rating	Final Rating
1. Uses a variety of developmentally appropriate techniques and strategies		
2. Presents content accurately and instructions clearly		
3. Provides opportunities for children to participate actively and successfully at different levels		
4. Provides opportunities for children to work and play independently and in cooperative groups		
5. Encourages critical thinking and problem solving through prompts, questioning, and modeling		
6. Uses materials appropriately to achieve instructional objectives		
7. Uses technology appropriately to achieve instructional objectives		
8. Adapts pacing, methods, and materials utilizing feedback from children		
9. Assesses for understanding and mastery through observation of children's performance and evaluation of their work		
10. Keeps records of children's progress		
11. Involves family and community members in learning activities		
*Comments should be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.		

<u>CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR</u>	Midterm Rating	Final Rating
1. Motivates children through interesting and challenging activities		
2. Communicates high expectations while respecting individual differences and cultural diversity		
3. Creates an orderly and supportive environment by maintaining established routines		
4. Demonstrates courtesy and supportive environment by establishing routines		
5. Manages time, space, and materials to provide a stimulating environment, keeping children productively involved in learning		
6. Demonstrates ability to manage two or more classroom activities occurring simultaneously, with evidence of attention to each		
7. Guides children's behavior and moral development through an emphasis on personal responsibility for common good		
8. Handles disruptive behavior or destructive behavior firmly and fairly		
9. Communicates regularly with parents and involves them in problem solving		
*Comments should be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.		

<u>PROFESSIONAL AND PERSONAL DEVELOPMENT</u>	Midterm Rating	Final Rating
1. Possesses the basic skills and knowledge needed to guide development of children and families		
2. Demonstrates effort to continue learning both content and theory		
3. Reflects on his/her professional practice, including personal teaching and learning styles		
4. Seeks and welcomes assistance for improvement and problem solving		
5. Can explain professional judgments on the basis of theory and experience		
6. Engages in productive relationships with professional colleagues and support staff		
7. Engages in productive relationships with families		
8. Demonstrates fitness in terms of stamina, flexibility, and attitude		
9. Is responsible, dependable, and observant of center/school policies and procedures		
10. Projects a professional image in terms of demeanor and appearance		
11. Demonstrates effective oral communication skills		
12. Demonstrates effective written communication skills		
13. Is respectful of families' individual goals for their children		
14. Demonstrates knowledge of cultural differences		
15. Displays sensitivity for the needs of culturally, linguistically, and ability diverse children with families		
*Comments should be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.		

Provide any additional comments or explanations on the reverse side of this form or as an attachment. Ratings of 1 or 2 suggest marginal or unsatisfactory performance and should be supported by comments either on this form, weekly progress reports, and/or observation reports.

Graduate Grading Scale: S = Satisfactory NC = No Credit IP = In Progress	
Recommended Mid-Semester Grade:	End-of-Semester Grade:

Midterm Signatures

Final Signatures

Cooperating Professional	Date	Cooperating Professional	Date
University Supervisor	Date	University Supervisor	Date
Student Intern	Date	Student Intern	Date

The signatures above indicate review of this evaluation profile rather than agreement. The information on this form becomes part of the student's confidential record and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendations requested by the student.

INTERNSHIP EVALUATION: INFANTS & TODDLERS (BIRTH – AGE 2)

Student Intern:	University Supervisor:	Cooperating Professional:
School/Site:		Age/Grade Level:

Use the rating scale to assess the student intern’s performance on the standards below. Assessment should be done as a team, with contributions from the student intern, cooperating professional, and university supervisor. The intern should demonstrate growth throughout the experience. For final evaluation at the end of the first three semesters, numbers should be assigned according to expectations for a **continuing** student intern. For final evaluation at the end of the fourth semester the intern should be evaluated as an **entry level** professional. The final grade and ECE NCATE assessment are based on this profile but are not numerically correlated.

The following numbers show the level at which the student intern meets the expectation for the standard:

5 Consistently	4 Frequently	3 Occasionally	2 Inconsistently	1 Rarely	NR Not rated at this time
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<u>PLANNING AND PREPARATION</u>	Midterm Rating	Final Rating
1. Develops IFSP with short- and long-term goals that meet family needs, concerns, and priorities and utilizes family resources		
2. Develops strategies to achieve goals on the IFSP		
3. Plans child- and family-directed activities that are developmentally appropriate		
4. Selects activities and toys to accommodate diversity among children and families		
5. Relates activities to infant/toddler and family interests, knowledge, and experiences		
6. Gathers, creates, and organizes materials and equipment in advance		
7. Plans for various ways of assessing infant/toddler’s developmental progress		
8. Collaborates with family, service coordinator, and other professionals		
9. Develops collaborative relationship with families		
*Comments should be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.		

<u>INSTRUCTION AND ASSESSMENT</u>	Midterm Rating	Final Rating
1. Uses a variety of methods to continually promote and assess infant/toddler developmental progress		
2. Presents instructions for suggested family activities accurately and clearly		
3. Provides opportunities for all family members to participate actively and successfully at different levels		
4. Encourages infant/toddler's social interaction, communication, and problem solving		
5. Uses materials appropriately to achieve instructional objectives		
6. Uses technology appropriately to achieve instructional objectives		
7. Adapts strategies for meeting goals, including involving families in playful interactions		
8. Uses alternative assessment methods to determine family needs, concerns, priorities, and resources		
9. Keeps records of the infant/toddler's developmental progress		
10. Consults regularly with all other professionals involved with the family		
*Comments should be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.		

<u>PROFESSIONAL AND PERSONAL DEVELOPMENT</u>	Midterm Rating	Final Rating
1. Possesses the basic skills and knowledge needed to guide development of children and families		
2. Demonstrates effort to continue learning both content and theory		
3. Reflects on his/her professional practice and teaching dilemmas, including personal teaching and learning styles		
4. Seeks and welcomes assistance for improvement and problem solving		
5. Can explain professional judgments on the basis of theory and experience		
6. Engages in productive relationships with professional colleagues and support staff		
7. Engages in productive relationships with families		
8. Demonstrates fitness in terms of stamina, flexibility, and attitude		
9. Is responsible, dependable, and observant of program policies and procedures		
10. Projects a professional image in terms of demeanor and appearance		
11. Demonstrates effective oral communication skills		
12. Demonstrates effective written communication skills		
13. Is respectful of families' individual concerns, priorities, and ways of knowing and teaching with their children		
14. Demonstrates knowledge of cultural context of children and families in the program		
15. Is respectful and responsive to family diversity		
*Comments should be provided for ratings of 1 or 2, which suggest marginal or unsatisfactory performance.		

Provide any additional comments or explanations on the reverse side of this form or as an attachment. Ratings of 1 or 2 suggest marginal or unsatisfactory performance and should be supported by comments either on this form, weekly progress reports, and/or observation reports.

Graduate Grading Scale: S = Satisfactory NC = No Credit IP = In Progress	
Recommended Mid-Semester Grade:	End-of-Semester Grade:

Midterm Signatures

Final Signatures

Cooperating Professional	Date	Cooperating Professional	Date
University Supervisor	Date	University Supervisor	Date
Student Intern	Date	Student Intern	Date

The signatures above indicate review of this evaluation profile rather than agreement. The information on this form becomes part of the student’s confidential record and is not provided to prospective employers by the Graduate School of Education except through the grade on a transcript or in employment recommendations requested by the student.

WEEKLY PROGRESS REPORT

Student Intern:	Reporting Period (dates):
Cooperating Professional:	School/Site:

One copy of this form is completed for each week the intern is on site. The completed form goes into the internship notebook. Signed copies are turned in to the university supervisor at each supervision visit.

PART 1 - Student Intern:

Briefly describe your on-site work with children, families, and staff for this period. Emphasize major successes and difficulties.

PART 2 - Cooperating Professional:

Briefly describe strengths of the intern's performance for this period and areas needing improvement.

What recommendations or instructions do you have for the next period?

 Cooperating Professional Signature

 Date

 Student Intern Signature

 Date

OBSERVATION REPORT

Student Intern:	University Supervisor:	Date:
School/Site:		Age/Grade Level:

Brief Description of Activity Observed

Preparation and Planning

Instructional Methods and Assessment

Classroom and Student Behavior Management

Personal and Professional Development

Recommendations

University Supervisor Signature

Date

Student Intern Signature

Date

Date	Direct Teaching	Preparation & Collaboration	Observation & Assistance	Family & Community Activities	Total Hours Per Day
Week 5					
Week 6					
Week 7					
Week 8					
Extra (if needed)					
Page 1 Totals					
GRAND TOTAL					

University Supervisor

Date

Cooperating Professional

Date

Student Intern Signature

Date

Summary of Internship Placement & Final Grade

Student Intern:	University Supervisor:	Cooperating Professional:
School/Site:	Age/Grade Level:	Semester:
Total number of children/families worked with during internship:	Number of children receiving ESOL services:	Number of children receiving Special Education services:

Summary of Log of Hours	
Direct Teaching	
Preparation & Collaboration	
Observation & Assistance	
Family & Community Activities	
Total Internship Hours	

Percentages of Time with Special Populations	
Children receiving ESOL services Number of children receiving ESOL ÷ Total number of children X 100 =	%
Children receiving Special Education services Number of children receiving Sp.Ed. ÷ Total number of children X 100 =	%

Graduate Grading Scale: S = Satisfactory NC = No Credit IP = In Progress
Student Intern Final Grade:

University Supervisor

Date

STUDENT INTERN CHECKLIST

This checklist is intended as a guideline to assist students in planning and keeping up with the responsibilities of the internship and coursework. Depending on the placement or semester, there may be slight changes in scheduling, but the checklist is still useful in planning. It does not need to be turned in, but it may be referred to by the Cooperating Professional (CP) and/or University Supervisor (US).

Prior to first week

- Contact school or site. Visit, if possible, to meet CP and principal.
- Attend orientation to meet US, review requirements, & receive material for CP
- Read Internship Manual
- Prepare Internship Notebook
- Draft a letter of introduction to families at the site

Week 1

- Get acquainted with school/site procedures
- Get to know children/families
- Meet with US and CP to review Internship Manual and clarify program
- Share syllabi with CP
- Observe and assist CP
- Ask to see teaching plans and curriculum materials
- Give draft of introduction to CP for review
- Send letter of introduction to families
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete of Part 2

Week 2

- Review Weekly Progress Report from previous week with CP
- Make a copy for US
- Continue to observe and assist CP
- Teach several lessons that are co-planned with CP
- Participate in other professional duties such as staff meetings, parent conferences, professional development, etc.
- Begin to make decisions for course projects such as the focus child portfolio, integrated units, or video-taped lessons
- Collaborate with CP to start to draft a weekly schedule for class specials and lessons
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete Part 2

Week 3

- Review Weekly Progress Report from previous week with CP
- Make a copy for US
- Gradually assume greater responsibility for teaching such as taking on one or two subject areas
- Make decisions for course projects such as the focus child portfolio, integrated units, or video-taped lessons
- Begin planning for full-time teaching
- Write detailed lesson plan for Observation #1 with US

Early Childhood Education Program

George Mason University

- Confirm Observation visit with US and send lesson plan in advance
- Provide copies of Weekly Progress Reports for weeks 1 & 2 to US
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete Part 2

Week 4

- Review Weekly Progress Report from previous week with CP
- Make a copy for US
- Assume greater responsibility for teaching by taking on additional subject areas and planning
- Continue work on course projects
- Review plan for full-time teaching with CP
- Meet with CP & US for Mid-Term Evaluation (may be done in Week 5)
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete Part 2

Week 5

- Review Weekly Progress Report from previous week with CP
- Make a copy for US
- Transition in to full responsibility for planning and teaching
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete Part 2

Week 6

- Review Weekly Progress Report from previous week with CP
- Make a copy for US
- Continue with full responsibility for planning and teaching
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete Part 2

Week 7

- Review Weekly Progress Report from previous week with CP
- Make a copy for US
- Continue with full responsibility for planning and teaching
- Write detailed lesson plan for Observation #3 with US (may be done in week 6)
- Confirm Observation visit with US and send lesson plan in advance
- Provide copies of Weekly Progress Reports for weeks 4 & 6 to US
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete Part 2

Week 8

- Review Weekly Progress Report from previous week with CP.
- Make a copy for US
- Transition out of responsibilities for planning and teaching
- Record time in Log of Hours daily
- Write in Reflective Journal
- Complete Part 1 of Weekly Progress Report & give to CP to complete Part 2
- Have CP verify and sign Log of Hours
- Meet with CP & US for Final Evaluation
- Provide all remaining Weekly Progress Reports and completed Log of Hours to US
- Submit Evaluations of CP and US to Field Relations Support Specialist

COOPERATING PROFESSIONAL CHECKLIST

This checklist is intended as a guideline for Cooperating Professionals in keeping up with the responsibilities of working with a Student Intern. Depending on the placement or semester, there may be slight changes in scheduling, but the checklist is still useful in planning. It does not need to be turned in, but it may be referred to by the University Supervisor (US).

Prior to first week

- Plan for orientation of student intern to your school/site including schedules, building, key staff, non-teaching responsibilities, etc.

Week 1

- Meet with US and intern to review Internship Manual and clarify program
- Review syllabi with intern
- Allow intern to observe and assist
- Share your teaching plans and curriculum materials
- Review draft of intern's introduction letter to families
- Fill out Cooperating Teacher Pay Form and send to GMU Field Relations Support Specialist
- Obtain Weekly Progress Report from intern and complete Part 2

Week 2

- Review Weekly Progress Report from previous week with intern
- Continue to allow intern to observe and assist with students
- Have intern teach several lessons that are co-planned
- Ask intern to participate in other professional duties, such as staff meetings, parent conferences, professional development, etc.
- Suggest other observations such as specialists and resource teachers and arrange for brief meetings or observations
- Collaborate with intern assist in beginning to draft a weekly schedule for class specials and lessons
- Obtain Weekly Progress Report from intern and complete Part 2

Week 3

- Review Weekly Progress Report from previous previous week with intern
- Allow intern to gradually assume greater responsibility for teaching such as taking on one or two subject areas
- Gradually withdraw from presence in the classroom for brief periods of time
- Continue to assist intern with thinking about full-time teaching plan
- Conduct a formal observation of a lesson taught by the intern. Use the Observation Report form or write a narrative. (This may be done in week 3 or 4)
- Obtain Weekly Progress Report from intern and complete Part 2

Week 4

- Review Weekly Progress Report from previous week with intern
- Allow intern to assume greater responsibility for teaching by taking on additional subject areas and planning
- Continue to withdraw from presence in the classroom for periods of time
- Review plan for fulltime teaching with intern
- Meet with intern & US for Mid-Term Evaluation (may be done in Week 5)
- Obtain Weekly Progress Report from intern and complete Part 2

Week 5

- Review Weekly Progress Report from previous week with intern
- Give intern full responsibility for planning and teaching
- Continue to withdraw from presence in the classroom for longer periods of time
- Obtain Weekly Progress Report from intern and complete Part 2

Week 6

- Review Weekly Progress Report from previous week with intern
- Give intern full responsibility for planning and teaching
- Have a minimal presence in the classroom
- Conduct a formal observation of a lesson taught by the intern. Use the Observation Report form or write a narrative.
- Obtain Weekly Progress Report from intern and complete Part 2

Week 7

- Review Weekly Progress Report from previous week with intern
- Give intern full responsibility for planning and teaching
- Continue to have a minimal presence in the classroom
- Obtain Weekly Progress Report from intern and complete Part 2

Week 8

- Review Weekly Progress Report from previous week with intern
- Gradually take back responsibility for planning and teaching
- Allow intern to perform a few observations with suggested specialists and resource teachers
- Obtain Weekly Progress Report from intern and complete Part 2
- Verify and sign intern's Log of Hours
- Meet with intern & US for Final Evaluation
- Turn in Evaluation of US to Field Relations Support Specialist

Student Intern’s Evaluation of University Supervisor

University supervisors will have access to the information after the end of the grade appeals period.
 You may fill out this form electronically and e-mail it to the Field Operations Specialist at lclarkg@gmu.edu.
 You may also print it out and mail it to the following address:

Graduate School of Education
 Lauren Clark MSN 4B4
 4400 University Drive
 Fairfax, VA 22030-4444

University Supervisor:	Student Intern (optional):	Semester:
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SA Strongly Agree	A Agree	D Disagree	SD Strongly Disagree	NA Not Applicable
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Please indicate your agreement with each of the following statements by putting an X in the appropriate box.

My university supervisor	SA	A	D	DS	NA
Maintained effective communication with me					
Was available to me when needed					
Kept appointments or rescheduled appropriately					
Demonstrated knowledge of the internship program					
Demonstrated knowledge of the realities of teaching situations such as mine					
Provided me with accurate feedback and useful recommendations during conferences					
Provided me with accurate feedback and useful recommendations in written reports					
Developed effective communications with the cooperating professional					
Demonstrated sound practices of interpersonal relations in interactions with me					

Please give an overall rating by putting an X in the appropriate box.

My University Supervisor’s work with me was	
Outstanding	
Satisfactory	
Unsatisfactory	

In the space below or as an attachment, please add comments to explain any of your ratings or to provide additional information about your internship experience. Thank you for your cooperation.

Student Intern’s Evaluation of Cooperating Professional

Cooperating professionals will not have access to the information as it appears on this form.
 You may fill out this form electronically and e-mail it to the Field Operations Specialist at lclarkg@gmu.edu.
 You may also print it out and mail it to the following address:

Graduate School of Education
 Lauren Clark MSN 4B4
 4400 University Drive
 Fairfax, VA 22030-4444

Cooperating Professional:	Student Intern (optional):	Semester:
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SA Strongly Agree	A Agree	D Disagree	SD Strongly Disagree	NA Not Applicable
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Please indicate your agreement with each of the following statements by putting an X in the appropriate box.

My Cooperating Professional	SA	A	D	DS	NA
Was an effective model of methods/theories learned in my coursework					
Provided me with support and assistance as needed					
Provided continuous feedback on any strengths and needs					
Provided progress reports and observations on schedule					
Demonstrated good interpersonal relations					
Was fair in evaluating my performance					

Please give an overall rating by putting an X in the appropriate box.

My Cooperating Professional’s work with me was	
Outstanding	
Satisfactory	
Unsatisfactory	

In the space below or as an attachment, please add comments to explain any of your ratings, or to provide additional information about your internship experience. Thank you for your cooperation.

Cooperating Professional’s Evaluation of University Supervisor

University supervisors will have access to the information after the end of the grade appeals period.
 You may fill out this form electronically and e-mail it to the Field Relations Support Specialist at lclarkg@gmu.edu.
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 Lauren Clark MSN 4B4
 4400 University Drive
 Fairfax, VA 22030-4444

University Supervisor:	Cooperating Professional:	Student Intern:
School/Site:		Semester:

SA Strongly Agree	A Agree	D Disagree	SD Strongly Disagree	NA Not Applicable
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Please indicate your agreement with each of the following statements by putting an X in the appropriate box.

The University Supervisor	SA	A	D	DS	NA
Maintained effective communications with me throughout the internship term					
Was available to me when needed					
Kept appointments or re-scheduled appropriately					
Demonstrated knowledge of the internship program					
Demonstrated sound practices of interpersonal relations in interactions with me					
To the best of my knowledge, dealt fairly with the student teacher/intern					

Please give an overall rating by putting an X in the appropriate box.

The University Supervisor’s work with me was	
Outstanding	
Satisfactory	
Unsatisfactory	

In the space below or as an attachment, please add comments to explain any of your ratings or to provide additional information about your internship experience. Thank you for your cooperation.

University Supervisor’s Evaluation of Cooperating Professional

Cooperating professionals will not have access to the information as it appears on this form.

You may fill out this form electronically and e-mail it to the Field Relations Support Specialist at lclarkg@gmu.edu.

You may also print it out and mail it to the following address:

Graduate School of Education
 Lauren Clark MSN 4B4
 4400 University Drive
 Fairfax, VA 22030-4444

Cooperating Professional:	University Supervisor:	Student Intern:
School/Site:		Semester:

SA Strongly Agree	A Agree	D Disagree	SD Strongly Disagree	NA Not Applicable
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Please indicate your agreement with each of the following statements by putting an X in the appropriate box.

The Cooperating Professional	SA	A	D	DS	NA
Was an effective model of methods/theories taught in coursework					
Provided the student intern with support and assistance as needed					
Provided continuous feedback on the student intern’s strengths and needs					
Completed progress reports and observations on schedule					
Demonstrated good interpersonal relations					
Was fair in evaluating the student intern’s performance					

Please give an overall rating by putting an X in the appropriate box.

The Cooperating Professional’s work with the intern was	
Outstanding	
Satisfactory	
Unsatisfactory	

In the space below or as an attachment, please add comments to explain any of your ratings or to provide additional information about your internship experience. Thank you for your cooperation.