



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 790 Internship in Early Childhood Education (3:3:0)
Fall 2011
At Internship Site

University Supervisor:

Office phone:

Office location:

Office hours:

Email address:

Course Description

Enables students to participate full time in an internship in early childhood education. Links university course work to real world of working with diverse young learners and their families.

Nature of Course Delivery

Students enroll in an internship in a preschool and/or K-3 classrooms. Each internship will take place over an 8- to 10-week period. At least 150 hours 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/>.

Placements

Interns will be placed by the Field Placement Specialist in all teaching internships unless an on-the-job internship has been approved. All teaching placements must be arranged through the Field Placement 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).

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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 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).
- ✚ 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 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

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 three scheduled formal observations for a three-credit internship. The mid-point three-way evaluation should take place with the intern, CP, and US about midway through the internship. And the final three-way evaluation should take place at or near the end of 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, USs 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

This is a program performance-based assessment.

The Internship Notebook contains information related to the internship and documentation that the intern has met aspects of the National Association for the Education of Young Children (NAEYC) 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 thematic or project-based units
- ✚ 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 may require 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 K-3 internship.

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. **Interns will take the school system spring break, not the Mason spring break.**

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 Academic Program Coordinator 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.

Schedule

A schedule of meetings and observations will be developed in collaboration with the intern, US, and CP.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that **NO** final grades will be posted until all materials are on Task Stream.

ECE Assessment System

The ECE program is accredited by the 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.

NCATE Assessment 4: Internship Early Childhood Education K-3 Internship Notebook

During the K-3 Internship, interns will upload specific evidence of meeting the following NAEYC standards addressed in NCATE Assessment 4 (K-3 Internship):

- Standard 4: Using Developmentally Appropriate Approaches to Connect With Children and Families
- Standard 6: Becoming a Professional.

NCATE Assessment 4 and scoring guide can be found on TaskStream at www.taskstream.com.

NCATE Assessment 7: Early Childhood Education Preschool Internship Notebook

During the Preschool Internship, interns will upload specific evidence of meeting the following NAEYC Standards addressed in NCATE Assessment 7 (Preschool Internship):

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

NCATE 7 Assessment and scoring guide can be found on TaskStream at www.taskstream.com

The charts below provides information on the NCATE assessments associated with both the K-3 Internship and the Preschool Internship, the NAEYC standards addressed in the assessments, and the specific performance-based assessment designed to provide evidence that students have met the criteria for each standard.

NCATE Assessment 4: Internship Early Childhood Education K-3 Internship Notebook	
NAEYC Standards	Performance-Based Assessment
<p>Standard 4: Using Developmental Effective Approaches to Connect With Children and Families</p> <p>4d. Reflecting on their own practice to promote positive outcomes for each child</p> <p>Standard 6: Becoming a Professional</p> <p>6a: Identifying and involving oneself with the early childhood field</p> <p>6c: Engaging in continuous, collaborative learning to inform practice</p> <p>6e: Engaging in informed advocacy for children and the profession</p>	<p style="text-align: center;">Assessment 4: Internship Early Childhood Education K-3 Internship Notebook</p> <p>Students will upload artifacts from their K-3 internship notebooks that provide evidence of meeting criteria identified in NAEYC Standard Elements 4d and 6a, 6c, and 6e.</p> <p>Assessment Overview</p> <p>Students will engage in collaborative practice, critical analysis, advocacy, and reflection in order to demonstrate their role as a professional educator and use developmentally effective approaches to connect with children and families.</p> <p>Students will do the following:</p> <ul style="list-style-type: none"> • Prepare weekly reflections using the framework provided that includes the following components: a) observation and description; b) analysis and interpretation; c) insights and implications; d) projections and planning • Attend an approved professional development opportunity • Reflect on how to integrate their new knowledge into their lesson planning, classroom environment, and instructional practices • Write a letter to parents to inform them how this new knowledge is being integrated into classroom environment, instructional practices, and its connection to families • Develop a lesson plan, based on informal and formal assessments, that connects with standards and integrates developmentally effective practice • Implement the plan and videotape the entire lesson • Reflect on the instructional strategies, delivery, student engagement, and learning using the framework provided

<i>NCATE Assessment 7: Early Childhood Education Preschool Internship Notebook</i>	
NAEYC Standards	Performance-Based Assessment
<p>Standard 1: Promoting Child Development and Learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p>Standard 2: Building Family and Community Relationships</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>2b: Supporting and engaging families and community through respectful, reciprocal relationships</p> <p>2c: Involving families and communities in their children's development and learning</p> <p>Standard 3: Observing, Documenting and Assessing to Support Young Children and Families</p> <p>3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</p>	<p>Assessment 7: <i>Early Childhood Education Preschool Internship Notebook</i></p> <p>Students will upload artifacts from their preschool internship notebooks that provide evidence of meeting criteria identified in NAEYC Standard Elements 1c, 2a, 2b, 2c, 3c.</p> <p>Assessment overview Students will engage in collaborative practice to develop culturally appropriate family-professional partnerships to benefit children from diverse cultural and linguistic backgrounds and children with special needs in order to create a learning environment that is supportive and challenging.</p> <p>Students will do the following:</p> <ul style="list-style-type: none"> • Select a family whose social-cultural context is different from one's own and whose perspective on early childhood education and parenting is likely to be different • Conduct a home visit in the family's environment to gain an understanding of the family's culture and to observe and experience various parenting styles • Develop a Home Visit Questionnaire to assist in engaging respectfully with the family member(s) in his/her/their home or in a setting of the family member's choice to gain an understanding of the family goals for the child and how the family perceives that the early childhood program can help with those goals • Document and reflect on what was learned about the child and his/her family and community • Develop a story for the child using the information gathered through observation and interaction with the child's family to introduce the school and classroom learning environment in a way that respects the child's culture and individuality and facilitates the transition to the prekindergarten classroom • Develop a lesson plan, with support from their cooperating professional or university supervisor, in which information learned and observed through the home visits is connected to

	<p>the child's experiences in school</p> <ul style="list-style-type: none"> • Observe, document and assess children's engagement and learning in the lesson
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NAEYC Standards Addressed in the K-3 and Preschool Internship Performance-Based Assessments

Standard 1. Promoting Child Development and Learning

Students prepared in early childhood degree programs are grounded in a child development knowledge base.

They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for each child.

Key elements of Standard 1

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Standard 2: Building Family and Community Relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and community through respectful, reciprocal relationships

2c: Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting and Assessing to Support Young Children and Families

Students prepared in early childhood degree programs understand that child observation, documentation and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and use of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnerships with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Standard 4. Using Developmentally Effective Approaches to Connect With Children and Families

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4d: Reflecting on their own practice to promote positive outcomes for each child

Standard 6. Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6c: Engaging in continuous, collaborative learning to inform practice

6e: Engaging in informed advocacy for children and the profession

Early Childhood Education PK-3 NCATE Assessment 4 Internship
Early Childhood Education K-3 Internship Notebook

Early Childhood Education PK-3 NCATE Assessment 4 Internship is the Early Childhood Education K-3 Internship Notebook in ECED 790 Internship in Early Childhood Education – K-3. This assessment shows evidence of meeting NAEYC Standard Elements 4d, 6a, 6c, 6d, and 6e.

Assessment Overview

In this assessment, students will engage in collaborative practice, critical analysis, advocacy, and reflection in order to demonstrate their role as a professional educator and use developmentally effective approaches to connect with children and families. Students will do the following:

- Prepare weekly reflections using the framework provided that includes the following components: a) observation and description; b) analysis and interpretation; c) insights and implications; d) projections and planning
- Attend an approved professional development opportunity
- Reflect on how to integrate their new knowledge into their lesson planning, classroom environment, and instructional practices
- Write a letter to parents to inform them how this new knowledge is being integrated into classroom environment, instructional practices, and its connection to families
- Develop a lesson plan, based on informal and formal assessments, that connects with standards and integrates developmentally effective practice
- Implement the plan and videotape the entire lesson
- Reflect on the instructional strategies, delivery, student engagement, and learning using the framework provided

NAEYC Standard Elements Assessed

NAEYC 4d Reflecting on their own practice to promote positive outcomes for each child

NAEYC 6a Identifying and involving oneself with the early childhood field

NAEYC 6c Engaging in continuous, collaborative learning to inform practice

NAEYC 6d Integrating knowledgeable, reflective and critical perspectives on early education

NAEYC 6e Engaging in informed advocacy for children and the profession

Students will include the following in their Early Childhood Education K-3 Internship Notebook.

Step One: Students will critically reflect on their own practices and integrate knowledge of developmentally practices, individual learning differences, and strategies to enhance student learning outcomes (*NAEYC 6d, 4d*). Students will do the following:

- Write weekly reflections including but not limited to the following:
 - interactions and collaboration with families and other professionals
 - helping families and children develop, maintain, and generalize skills across environments and setting
 - facilitating instruction in a collaborative context
 - modifying instructional plans
 - personal and professional growth
 - impact of attitudes, behaviors, and communicative styles
 - serving as an instructional resource, etc.
- Use the framework provided that demonstrates critical reflection and includes the following:
 - *Observation and description of events*, including what happened, who was involved, setting and context
 - *Analysis and interpretation of daily events*, including a focus on one's own behavior, addressing such questions as the following: What do I need to better understand about my own behavior and the behavior of others? What attitudes and assumptions were present on my part and the part of others? As I look at the week, whose voices (children, staff, families) were heard? As I reflect on the week, whose voices might have been silenced and why? What theories and early childhood practices contribute to your analysis and interpretation?
 - *Insights and implications*, including discussion of what you have learned about yourself, your practice, and others: What are the implications of your actions on yourself, students, families and colleagues? How have insights changed you professionally?
 - *Projections and planning*, including discussion of future practice linked to analysis and implications: How will my analysis and interpretation of events impact my future behavior or thinking about early education? What was validated in my current practices? What will I change? How might these changes impact my instructional practices and student learning?
- Submit selected reflections to show evidence of professional growth at the end of the semester
- Include rationale for reflections selected

Step Two: Students will participate in an approved professional development opportunity offered by their school, local school system, county, region, or state that enhances their knowledge and abilities to advocate for children, families, and the profession (*NAEYC 6a, 6c, 6e*). Students will do the following:

- Describe the focus and learning outcomes of the professional development opportunity
- Reflect on how to integrate new and current knowledge into lesson planning; classroom environment; instructional practices; and advocacy for children, families, and the profession:
 - How did this new information extend your knowledge and understanding of curriculum, practices, assessments, etc.?
 - How will you integrate this new and current knowledge into your lesson planning, classroom environment, and instructional practices?
 - How does this new information support advocacy efforts on behalf of children, families, and the profession?
- Write a letter to the children's families to inform them how this new and current knowledge is being integrated into classroom environment, instructional practices, and how its meaningfulness to families.
 - How is this information relevant to a family in understanding what happens in the classroom to enrich learning?
 - How does this new and current knowledge support the family as well as a home-school partnership?

Step Three: Students will implement a lesson plan that integrates knowledge of early education, informal and formal assessments of students, and promotes student learning (*NAEYC 6c, 6d*). Students will do the following:

- Develop a lesson plan, based on informal and formal assessments, that connects with standards and integrates developmentally appropriate practice using the lesson plan template provided:
 - Formative assessment information of students
 - Curriculum standards addressed
 - Description of the context for the lesson
 - Procedures
 - Materials
 - Home school connection
 - Differentiation
 - Strategies for collaboration with co-teachers and other professionals
 - Adaptations and accommodations
 - Evidence of student outcomes
- Design, implement, and videotape the entire lesson
- Review the videotape with Cooperating Professional and/or University Supervisor and document feedback received

- Write a reflection of the experience using the framework provided to address the following:
 - What changes would you make, based on observations and discussions with Cooperating Professional and/or University Supervisor, to modify and strengthen the instructional plan or better meet individualized needs?
 - What changes would you make for individual students? What additional information is needed?
 - Discuss the use of formal and informal assessments to guide not only instructional strategies but also its role in supporting changes to instructional plans and strategies
 - Identify ways to more effectively collaborate with paraeducators and/or related service personnel
 - Identify the next steps to promote student learning outcomes
 - Discuss how your practices support legal, ethical, and professional requirements in the early childhood education field
 - Discuss additional information needed to improve your instructional planning and resources for accessing that information

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 4 Internship Early Childhood Education K-3 Internship Notebook ECED 790 Internship in Early Childhood Education – K-3				
NAEYC Standard 4: Using Developmental Effective Approaches to Connect With Children and Families NAEYC Standard 6: Becoming a Professional				
4d. Reflecting on their own practice to promote positive outcomes for each child	Provides critical written reflection that includes in-depth discussion of all components of reflective framework and linkages to strategies that will promote positive child outcomes	Provides critical written reflection that includes all components of reflective framework with clear link to changes to promote positive child outcomes	Provides critical written reflection includes minimal discussion of components of reflective framework. Individual components may be missing with minimal or no reference to child outcomes	Does not provide documented evidence
6a: Identifying and involving oneself with the early childhood field	Provides written reflection that includes in-depth discussion of professional development opportunity and its impact on professional practices and its connection to families' understanding and involvement	Provides written reflection that includes description of professional development opportunity and its impact on professional practices and its connection to families' understanding and involvement	Provides written reflection that includes minimal description of professional development opportunity and its impact on professional practices and its connection to families' understanding and involvement	Does not provide documented evidence

6c: Engaging in continuous, collaborative learning to inform practice	Provides written reflection that includes lesson plan and videotape analysis with in-depth discussion of new knowledge and self-awareness and its impact on professional practices and integrates feedback from cooperating professional and/or university supervisor	Provides written reflection that includes lesson plan and videotape analysis that describes new knowledge and self-awareness and its impact on professional practices and integrates some feedback from cooperating professional or university supervisor	Provides written reflection that includes lesson plan and minimal analysis of videotape with minimal or no discussion of new knowledge and/or self-awareness and impact on professional practices	Does not provide documented evidence
6d: Integrating knowledgeable, reflective and critical perspectives on early education	Provides reflection that includes critical, in-depth response to feedback received from cooperating professional and/or university supervisor as it informs instructional practices	Provides reflection that includes response to feedback received from cooperating professional and/or university supervisor as it informs instructional practices	Provides reflection that includes minimal response to feedback received from cooperating professional and/or university supervisor as it informs instructional practices	Does not provide documented evidence
6e: Engaging in informed advocacy for children and the profession	Provides reflection of professional development experience that includes multiple links to strategies teachers can implement that advocate for the needs of children, families, and the profession	Provides reflection of professional development experience that includes links to strategies teachers can implement that advocate for the needs of children, families, and the profession	Provides reflection of professional development experience that includes minimal or incomplete links to strategies teachers can implement that advocate for the needs of children, families, and the profession	Does not provide documented evidence

Early Childhood Education PK-3 NCATE Assessment 7 ***Early Childhood Education Preschool Internship Notebook***

Early Childhood Education PK-3 NCATE Assessment 7 Early Childhood Education Preschool Internship Notebook is implemented in ECED 790 Internship in Early Childhood Education – Preschool. This assessment shows evidence of meeting NAEYC Standard Elements 1c, 2a, 2b, 2c, and 3c.

Assessment Overview

In this assessment, students will engage in collaborative practice to develop culturally appropriate family-professional partnerships to benefit children from diverse cultural and linguistic backgrounds and children with special needs in order to create a learning environment that is supportive and challenging. Students will do the following:

- Select a family whose social-cultural context is different from one's own and whose perspective on early childhood education and parenting is likely to be different
- Conduct a home visit in the family's environment to gain an understanding of the family's culture and to observe and experience various parenting styles
- Develop a Home Visit Questionnaire to assist in engaging respectfully with the family member(s) in his/her/their home or in a setting of the family member's choice to gain an understanding of the family goals for the child and how the family perceives that the early childhood program can help with those goals
- Document and reflect on what was learned about the child and his/her family and community
- Develop a story for the child using the information gathered through observation and interaction with the child's family to introduce the school and classroom learning environment in a way that respects the child's culture and individuality and facilitates the transition to the prekindergarten classroom
- Develop a lesson plan, with support from their cooperating professional or university supervisor, in which information learned and observed through the home visits is connected to the child's experiences in school
- Observe, document and assess children's engagement and learning in the lesson

NAEYC Standard Elements Assessed

NAEYC 1c Using developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for all children

NAEYC 2a Knowing about and understanding diverse family and community characteristics

NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships

NAEYC 2c Involving families and communities in their children's development and learning

NAEYC 3c Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Step One: Students will select a child (*NAEYC 1c*). Students will do the following:

- Write a description about the child they are studying and their classroom setting
- Respond to the following:
 - Why did you choose to establish a relationship with this child's family? Provide a basic context for selecting this child and other important factors about your classroom setting.

Step Two: Students will involve the Child's Family (*NAEYC 2a, 2b, 2c*). Students will do the following:

- Conduct a home visit in the family's environment to gain an understanding of the family's culture and to observe and experience various parenting styles
- Write a reflection of the experience and include responses to the following:
 - How did you establish a relationship with the child's family? What approaches did you take to better understand the child's family, their community, life experiences, values, and culture? If your initial approaches were not successful, discuss how you modified your efforts to involve the family in meeting their child's needs.
 - What did you learn about the child's family and community? Discuss what you learned about the family and community factors that might impact the child's development and learning? What did you learn from the family? What did you learn that surprised you or challenged your assumptions about the family's struggles and/or experiences? What did you learn from other sources? What family theories and research informed your understanding of the child's family and community?
 - What insights into the child's developmental and learning needs did you gain from your relationship with the child's family; and, the immediate and long-term developmental goals the family has for the child? Were you able to provide information about community or school resources that might be helpful to the family or child?

Step Three: Students will make a plan for action (*NAEYC 1c, 2a, 2c, 3c*). Students will do the following:

- Develop a lesson plan, with support from their cooperating professional or university supervisor, in which information learned and observed through the home visit is connected to the child's experiences in school
- Respond to the following:
 - What observation, documentation, and assessment strategies and tools were used to better understand the child's development, interests and learning needs?
 - How did you utilize what you learned about the child and his/her family to create a lesson plan that is developmentally and socio-culturally appropriate for your child?
 - How did you assess the child's learning through the use of observation, documentation, and other strategies?

Step Four: Students will assess children's learning (*NAEYC 1c, 2c, and 3c*). They will observe, document, and assess child's engagement and learning progress in the lesson. Students will respond to the following:

- What developmental goals make sense for this child? Based on your observations and interactions with the child and his/her family identify two areas of development and address these developmental needs.
- What actions will you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas that you have identified?
- Describe short- and long-term actions you will take to help the child meet each of the two goals you have selected. In your response to this question, discuss research that supports the importance of creating assessment partnerships. Also, be sure to provide details regarding how these actions are informed by the partnership you developed with the child's family as well as what you understand about their community.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 7 Early Childhood Education Preschool Internship Notebook ECED 790 Internship in Early Childhood Education – Preschool				
NAEYC Standard 1: Promoting Child Development and Learning				
NAEYC Standard 2: Building Family and Community Relationships				
NAEYC Standard 3: Observing, Documenting and Assessing to Support Young Children and Families				
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Uses information obtained through home visits and other interactions with families to develop a supportive and challenging learning environment as evidenced by an in-depth lesson plan that reflects each child's unique interest, developmental needs, and family's multicultural background	Uses information obtained through home visits and other interactions with families to develop a supportive and challenging learning environment as evidenced by a lesson plan that reflects some of the children's unique interest, developmental needs, and family's multicultural background	Uses minimal information obtained through home visits and other interactions with families to develop a supportive and challenging learning environment that attempts to reflect some children's unique interests, developmental needs, and family's multicultural background	Provides no documented evidence
2a: Knowing about and understanding diverse family and community characteristics	Uses family research and theory to document and reflect on the home visit including an in-depth discussion of the knowledge the student gained about the family and their community	Attempts to use family research and theory to document and reflect on the home visit including an in-depth discussion of the knowledge the student gained about the family and their community	Documents and reflects on the home visit including minimal discussion of the knowledge the student gained about the family and their community	Provides no documented evidence
2b: Supporting and engaging families and community through respectful, reciprocal relationships	Develops a partnership with a family using a multicultural responsive questionnaire to document the family's goals for their child and their family and how this partnership with the school can support achieving these goals	Develops a multicultural questionnaire that engages families in a partnership in sharing their goals for their children and family	Develops a multicultural responsive questionnaire that minimally engages families in a partnership in sharing their goals for their children and family	Provides no documented evidence

2c: Involving families and communities in their children's development and learning	Develops a personalized story for the child that uses in-depth information learned during from the home visit to connect the child and the family to the school	Develops a story for the child that uses some of the information learned during from the home visit to connect the child and their family to the school	Develops a story for the child that uses minimal information learned during from the home visit to connect the child and their family to the school	Provides no documented evidence
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Provides documentation using multiple informal assessments to assess children's learning for planning additional learning experiences	Provides documentation of using at least one informal assessment to assess children's learning for planning additional learning experiences	Provides additional learning experiences without any evidence of using assessment of children's prior learning	Provides no documented evidence