

*George Mason University
College of Education and Human Development
Early Childhood Education Program*

**EDCI 597
Supervised Practice (1-3:1-3:0)
Spring 2011
Ongoing at Teaching Site**

University Supervisor

Office phone

Office location

Office hours

Email address

Course Description

Enables students to participate full time in early childhood setting serving children with diverse learning needs. Links university course work to real world of teaching. Students engage in carefully planned learning sequence, beginning with targeted observations and culminating in responsibility for entire planning process for three- to four-week period.

Internship Experiences

TFA EPK3 students will enroll in internship during the first year of their program of study. The internship will be an on-the-job internship.

Responsibilities

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 – **Teacher Intern (Intern)**, **TFA Mentor (TM)**, **University Supervisor (US)**, 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.”

Teacher Interns

The 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 a US and TM. Interns must remain flexible in adapting to school culture, 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.
- Demonstrate high standards of ethics and professionalism in interactions with colleagues, children, and families.
- Videotape their teaching and interactions with children several times over the course of the internship 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 calendar of days present in the classroom, and other documentation requested by the US and TM (see section on Internship Notebook for a detailed list of what should be included).
- Complete the GMU self-assessment tool, which looks at their interactions with young children and their families and all areas of their teaching skills and responsibilities.

Teach For America Mentor (TM)

The Teach for America Mentor (TM) serves as a link within the context of the internship between the school and TFA and between Mason and TFA. The TM and US work together to provide support and guidance to the intern. The TM and US play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for interns. The TM fulfills this role by observing interns as they teach and providing oral and written feedback about their teaching.

University Supervisors (US)

The University Supervisor (US) serves as a link within the context of the internship between the school and Mason and between Mason and TFA. The US and TM work together to provide support and guidance to the intern. The US and TM play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for interns. The US fulfills this role by observing interns as they teach and providing oral and written feedback about their teaching.

The following is a list of responsibilities for the US:

- Meet with the intern to establish internship expectations, determine schedule, and review site-linked course 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 one formal observation each semester. Follow each observation report with a conference to discuss the written report. Provide a copy of the observation report to the intern to be kept in the Internship Notebook and an e-mail copy to include in the intern's Mason portfolio. Include the report in the intern's folder.

- Guide development of teaching skills by promoting reflective practice through interactive supervision, reviewing the Internship Notebook, and encouraging self-analysis.
- Share major concerns or changes in a timely manner with intern and when appropriate with TM.
- Facilitate the record keeping and documentation necessary for program administration and licensure.
- Complete a mid-point evaluation profile of the intern.
- Complete a final evaluation profile of the intern at the end of the spring semester.
- Complete grading of the intern's performance.
- Provide the intern with a recommendation for employment, if warranted.

The Supervision Visit

The supervision visit is a critical part of the internship. There will be one supervision visit in each of the first two semesters of the program. 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.

- Weekly lesson plans are done by the intern and should be available in the internship notebook for the US to review each time the US visits the site.
- Prior to a scheduled observation, the intern must contact the US, either by phone or email at least 24 hours in advance to confirm.
- 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, if possible. If not possible, another time, will be scheduled for the intern and the US to meet for a post observation conference. Interns will receive an e-copy of the Observation Report for each observation.
- Interns are expected to have their internship notebooks available at each observation. The notebook should include the calendar of days present in the classroom, daily schedule and weekly lesson plans.

Evaluation

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

- Formal observation reports by the US
- Mid-point and final evaluation forms

Prior to the final week of each semester, the intern independently fills out the Internship Self-Evaluation and e-mails it to the US. The US will email to the Intern the Internship Evaluation that s/he has completed at the end of each semester.

Internship Notebook

The Internship Notebook contains information related to the internship and documentation that the intern has met aspects of the DC Licensure and 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:

- Calendar of days present in the classroom with students signed by school principal
- Daily classroom schedule and contact information about the school (which should also be emailed to the US prior to the start of each semester)
- Detailed weekly lesson plans
- Observation reports done by US
- Internship Self-Evaluations
- Other relevant information

All paperwork must be turned in to the US the final week of regular classes each semester. This includes calendar of days present verified by the school principal, all lesson plans, and Internship Self-Evaluations. Failure to do so may result in an In Progress grade for the internship.

Lesson Plans

Interns will keep daily or weekly lesson plans in their Internship Notebook for review by the TM and US. Prior to the beginning of the first semester or at the latest by the first week of class, the Intern should email the lesson plan format to the US to make certain that the detail prescribed is sufficient to give the TM and the US the information critical to assessing the curriculum planning and implementation readiness necessary to meet the group and individual needs of the students. If the school provides no such lesson-planning format, the US will provide one for the Intern's use.

Calendar of Days Present in the Classroom

At the end of each internship semester, the calendar of the days the Intern was present in the classroom with students verified by the school principal is to be submitted to the US. It is the intern's responsibility to ensure that the calendar is verified and submitted by the last week of each internship semester.

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. The Calendar of Days Present in the Classroom form will be provided to the Intern before the start of the first semester's internship.

Internship Policies

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 TM, 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 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 US.
3. The US shall determine the internship grade. 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 National Association for the Education of Young Children (NAEYC) initial licensure 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 the internship. 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 Education Program Assessment System – NCATE 4 Internship

During the internship, interns will upload evidence of meeting NAEYC Standards 4 and 5 and their self-assessment. 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 internship. The CP 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 to TaskStream and will complete the online scoring guide.

NCATE Assessment	NAEYC Standards	Performance-Based Assessment
4 Internship	4 Teaching and Learning (Implementation)	<p>Internship Notebook: EDUT 790 Internship Notebook, including the EDUT 614 Transforming Curriculum Project</p> <p>Students will upload three artifacts from their teaching internship notebook, including the transforming curriculum project, which provide evidence of meeting NAEYC 4. Students will not upload their entire notebook.</p>
6 Professionalism	5 Becoming a Professional	<p>Internship Notebook: EDUT 790 Internship Notebook</p> <p>Students will upload three artifacts from their teaching internship notebook that provide evidence of meeting NAEYC 5. Students will not upload</p>

		their entire notebook.
--	--	------------------------

CEHD Syllabus Statements of Expectations

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.