



College of Education and Human Development

Early Childhood Education Program
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**ECED 790 Internship in Early Childhood Education (3:3:0)
Spring 2013
At Internship Site**

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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).

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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/>].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

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
-  *NCATE 4 Internship* scoring guides (*K-3 internship*)
-  *NCATE 7 Internship* scoring guides (*Preschool internship*)

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

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
- ✚ Internship documentation of meeting NAEYC standards (see attached performance-based assessment for details about required documentation)

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 ECED 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

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment for the K-3 Internship - NCATE Assessment 4: Internship Early Childhood Education K-3 Internship Documentation; and for the PreK Internship - NCATE Assessment 7: Early Childhood Education Preschool Home Visit and Lesson Plan to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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 Documentation

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 5: Using Content Knowledge to Build Meaningful Curricula
- Standard 6: Becoming a Professional.

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

NCATE Assessment 7: Early Childhood Education Preschool Home Visit and Lesson Plan

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

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

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

Early Childhood Education PK-3 NCATE Assessment 4 Internship in the Early Childhood Education K-3 Internship Documentation and is in ECED 790 Internship in Early Childhood Education K-3. This assessment shows evidence of meeting NAEYC Standard Elements 4d, 5c, 6a, 6c, 6d, and 6e.

Assessment Overview

In this assessment, candidates 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. They will do the following:

- Prepare weekly reflections.
- Attend an approved professional development opportunity.
- Reflect on how to integrate their new knowledge with their current knowledge into their professional practice.
- Write a letter to parents to inform them how this new knowledge is being integrated into classroom environment and instructional practices and its connection to families.
- Develop four lesson plans, based on informal and formal assessments, that connect with standards and integrate developmentally effective practice.
- Implement the lesson plans and videotape all four lessons in their entirety.
- Evaluate and reflect on the instructional strategies, delivery, student engagement, and learning with cooperating professional and/or university supervisor.
- Plan instructional next steps based on ongoing analysis of the students' learning progress as well as practices based on current research and evidence-based strategies.

NAEYC Standard Elements Assessed

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

NAEYC 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging, curricula 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

Assessment Procedures

Candidates will include the following in their Early Childhood Education K-3 Internship Documentation.

Step One: Develop and implement instructional lesson plans (*NAEYC 5c, 6c, 6d*).

Candidates will develop and implement four instructional lesson plans throughout the internship that integrates knowledge of early education, uses informal and formal assessments of students, and promotes student learning. They will reflect on their instruction with the cooperating professional and/or the university supervisor. They will do the following:

- Develop four lesson plans during the internship, based on informal and formal assessments, that connect with standards and integrates developmentally appropriate practice using the lesson plan template provided:
 - Formative assessment information of students
 - Early learning and curriculum standards addressed
 - Description of the context for the lesson
 - Procedures, including detailed descriptions of teaching strategies and approaches
 - Materials and resources
 - Home and school connections
 - Differentiation of instruction
 - Strategies for collaboration with co-teachers and other professionals and paraprofessionals as applicable
 - Adaptations and accommodations
 - Evidence of student outcomes
- Implement and videotape the entire lesson for each of the four lesson plans.

Step Two: Evaluate and reflect on instruction (*NAEYC 4d, 5c, 6c, 6d*).

Candidates will evaluate and reflect on the videotaped instruction with the cooperating professional and/or the university supervisor. They will do the following after implementing the instructional lesson plans:

- Review the videotape with cooperating professional and/or university supervisor and document feedback received.
- Write a reflection of the experience including the following:
 - What worked well? What positive student learning outcomes were evident? What would you do again?
 - 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?

- How did you use formal and informal assessments to guide instructional strategies? What was the role of assessment in supporting changes to instructional plans and strategies?
- In what ways did you collaborate with other professionals, paraprofessionals, and/or related service personnel to provide instruction more effectively?
- What are the next steps to promote students' learning outcomes?
- What additional information is needed to improve your instructional planning? What resources can you access to provide that information?
- Modify instructional plans based on ongoing analysis of the individual's learning progress as well as practices based on current research and evidence-based strategies.
- Reflect on the instruction with the cooperating professional and/or university supervisor and discuss how they incorporated the above strategies into their instruction and in what ways the instruction had an effect on children's learning.

Step Three: Participate in a professional development opportunity with members of the early childhood education community and reflect on the experience. Share the knowledge gained from the experience with families as a way to advocate for and support families' access to information that enables them to be active supporters of their children's education (NAEYC 6a, 6c, 6e).

Candidates will participate in an approved professional development opportunity offered by their school, local school system, county, region, or state that enhances their knowledge, involves them with the greater early childhood education community, and includes information that will benefit children and their families. They will do the following:

- Describe the focus and learning outcomes of the professional development opportunity.
- Explain how they did and will integrate new and current knowledge into their teaching practices:
 - How did this new information extend your knowledge and understanding of curriculum, practices, assessments, etc.?
 - How did you and will you integrate this new and current knowledge into your lesson planning, classroom environment, and instructional practices?
- Discuss their interactions with others during the professional development opportunity in their role as a member of the early childhood education community:
 - What did you contribute to the learning community?
 - What did you learn from being part of an early childhood learning community?
 - How do you see your role and responsibilities as a professional member of the early childhood education community?
- Prepare a newsletter or letter for families that shares information learned in the professional development. Include ways the information will be enacted in the classroom as well as ways they can use the information to support their children's learning. Write a reflection that responds to the following questions:
 - How is this information relevant to a family in understanding what happens in the classroom to enrich learning?
 - How does sharing this new knowledge support the family as well as a home-school partnership?

Step Four: Write weekly reflections (*NAEYC 4d, 6a, 6d, 6e*).

Candidates will reflect critically throughout their internship on their own practices and their role as members of the early childhood education community and as advocates for children and their families. They will integrate knowledge of developmental practices, individual learning differences, and strategies to enhance student learning outcomes into their reflections. They 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 their own attitudes, behaviors, and communicative styles on children's learning and their work with other professionals and families;
 - ways they identify with the early childhood education field and engage with the early childhood education community; and
 - ways they advocate for children and their families.
- Select and submit three reflections at the end of the semester that provide evidence of professional growth throughout the internship. Provide a rationale for selecting the three reflections.

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 Documentation ECED 790 Internship in Early Childhood Education-K-3				
4d. Reflecting on their own practice to promote positive outcomes for each child	<p>Wrote weekly critical reflections a week AND Reflected critically on the impact of the following aspects of their own practices on children's learning: -interactions and collaboration with families and other professionals; -helping families and children develop, maintain, and generalize skills across environments and settings; -facilitating instruction in a collaborative context; -modifying instructional plans; -personal and professional growth; and -impact of their own attitudes, behaviors, and communicative styles AND Reflected critically on other aspects of their teaching that promote positive outcomes for children</p>	<p>Wrote weekly critical reflections AND Reflected critically on the impact of the following aspects of their own practices on children's learning: -interactions and collaboration with families and other professionals; -helping families and children develop, maintain, and generalize skills across environments and settings; -facilitating instruction in a collaborative context; -modifying instructional plans; -personal and professional growth; and -impact of their own attitudes, behaviors, and communicative styles</p>	<p>Wrote fewer than one critical reflection a week AND/OR Reflected critically on the impact of some of the following aspects of their own practices on children's learning: -interactions and collaboration with families and other professionals; -helping families and children develop, maintain, and generalize skills across environments and settings; -facilitating instruction in a collaborative context; -modifying instructional plans; -personal and professional growth; and/or -impact of their own attitudes, behaviors, and communicative styles</p>	<p>Did not reflect critically on own practices</p>

<p>5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging, curricula for each child</p>	<p>Developed, implemented, and evaluated more than four lesson plans using their own knowledge of students, curricular content, resources, and effective teaching strategies and approaches AND Used early learning and curriculum standards and data from student assessments to inform development, implementation, and evaluation of the lessons AND Integrated developmentally appropriate practices into instruction and assessment</p>	<p>Developed, implemented, and evaluated four lesson plans using their own knowledge of students, curricular content, resources, and effective teaching strategies and approaches AND Used early learning and curriculum standards and data from student assessments to inform development, implementation, and evaluation of the lessons AND Integrated developmentally appropriate practices into instruction and assessment</p>	<p>Developed, implemented, and evaluated fewer than four lesson plans using their own knowledge of students, curricular content, resources, and effective teaching strategies and approaches AND/OR Used early learning and curriculum standards and data from student assessments to inform development, implementation, and evaluation of the lessons AND/OR Integrated developmentally appropriate practices into instruction and assessment</p>	<p>Did not develop, implement, and evaluate lesson plans</p>
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<p>6a: Identifying and involving oneself with the early childhood field</p>	<p>Participated in multiple professional development opportunities AND Wrote reflections that included impact of professional development on own professional practices and how knowledge and skills will be integrated into lesson planning, classroom environment, and instructional practices AND Wrote reflections on their contributions, roles, and responsibilities as a member of the early childhood field</p>	<p>Participated in one professional development opportunity AND Wrote a reflection that included impact of professional development on own professional practices and how knowledge and skills will be integrated into lesson planning, classroom environment, and instructional practices AND Wrote reflections on their contributions, roles, and responsibilities as a member of the early childhood field</p>	<p>Participated in one professional development opportunity BUT Did not write a reflection that included impact of professional development on own professional practices and how knowledge and skills will be integrated into lesson planning, classroom environment, and instructional practices AND/OR Did not write reflections on their contributions, roles, and responsibilities as a member of the early childhood field</p>	<p>Did not participate in a professional development opportunity and did not reflect on contributions, roles, and responsibilities as a member of the early childhood field</p>
<p>6c: Engaging in continuous, collaborative learning to inform practice</p>	<p>Videotaped implementation of more than four lessons AND Identified the instructional effect on student learning AND Modified instructional plans as a result of feedback from cooperating professional and/or university supervisor</p>	<p>Videotaped implementation of four lessons AND Identified the instructional effect on student learning AND Modified instructional plans as a result of feedback from cooperating professional and/or university supervisor</p>	<p>Videotaped implementation of fewer than four lessons AND/OR Identified the instructional effect on student learning AND/OR Modified instructional plans as a result of feedback from cooperating professional and/or university supervisor</p>	<p>Did not videotape and review lessons</p>

<p>6d: Integrating knowledgeable, reflective and critical perspectives on early education</p>	<p>Analyzed critically more than four implemented lessons and included the following: -what worked well; -changes needed to instructional plans; -adaptations needed for individual children; -role of assessment in supporting changes to instructional plans and strategies; -role of collaboration with other professionals; -next steps needed to promote children's learning; and -resources and information needed to improve own practice</p>	<p>Analyzed critically four implemented lessons and included the following: -what worked well; -changes needed to instructional plans; -adaptations needed for individual children; -role of assessment in supporting changes to instructional plans and strategies; -role of collaboration with other professionals; -next steps needed to promote children's learning; and -resources and information needed to improve own practice</p>	<p>Analyzed critically fewer than four implemented lessons AND/OR Included some of the following: -what worked well; -changes needed to instructional plans; -adaptations needed for individual children; -role of assessment in supporting changes to instructional plans and strategies; -role of collaboration with other professionals; -next steps needed to promote children's learning; and/or -resources and information needed to improve own practice</p>	<p>Did not critically analyze implemented lessons</p>
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<p>6e: Engaging in informed advocacy for children and the profession</p>	<p>Included multiple examples of advocating for children and the profession in the weekly reflections AND Developed two newsletters or letters for families that did the following: Shared information from the professional development AND Explained how the information will be enacted in the classroom AND Shared how families can use the information to support their children's learning</p>	<p>Included an example of advocating for children and the profession in the weekly reflections AND Developed a newsletter or letter for families that did the following: Shared information from the professional development AND Explained how the information will be enacted in the classroom AND Shared how families can use the information to support their children's learning</p>	<p>May or may not have included an example of advocating for children and the profession in the weekly reflections AND/OR Developed a newsletter or letter for families that did some of the following: Shared information from the professional development AND/OR Explained how the information will be enacted in the classroom AND/OR Shared how families can use the information to support their children's learning</p>	<p>Did include examples of advocating for children and the profession in the weekly reflections AND Did not develop a newsletter or letter</p>
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Early Childhood Education PK-3 NCATE Assessment 7
Early Childhood Education Preschool Internship Home Visit and Lesson Plan

Early Childhood Education PK-3 NCATE Assessment 7 Early Childhood Education Preschool Internship Home Visit and Lesson Plan is implemented in ECED 790 Internship in Early Childhood Education – Preschool. ECED 504 Families, Communities, and Schools will be taken prior to or concurrently with the internship and will provide knowledge to support the successful completion of the assessment. This assessment shows evidence of meeting NAEYC Standard Elements 1c, 2a, 2b, 2c, and 3c.

Assessment Overview

In this assessment, candidates 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. They will do the following:

- Select a focal child and family whose social-cultural context is different from their own and whose perspective on early childhood education and parenting is likely to be different.
- Develop a Home Visit Questionnaire to assist in engaging with the family member(s) in his/her/their home or home-like setting of the family member's choice.
- Conduct a home visit in the family's environment to gain an understanding of the family's culture and to observe and experience the focal child's home environment.
- Develop an individual storybook or e-book for the child that reflects what was learned about the child and family during the home visit. This story will help the child and family as they either transition into pre-K (fall internship) or kindergarten (spring internship).
- Develop a lesson plan, with support from the 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 learning environments for young 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

Assessment Procedures

Candidates will prepare for and conduct a home visit in steps 1 and 2. In steps 3 and 4, they will use information gathered during the home visit to create a storybook and a lesson plan for the child.

Step One: Develop a Home Visit Questionnaire (NAEYC 2b).

Candidates will do the following:

- Select a child and family for the home visit.
- Develop a series of guiding questions to elicit important information regarding this child and their family. These questions should focus on the following:
 - Understanding the child's experiences, likes, and dislikes;
 - Gathering the family's goals for the child;
 - Learning about the family's experiences and background; and
 - Building partnership between the family and school.

Step Two: Conduct Home Visit (NAEYC 2a, 2b, 2c).

Candidates will do the following:

- Conduct a home visit in the family's cultural 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?
 - What did you learn about the family's developmental goals for the child?
 - What did you learn about the child's family and community that might impact the child's development and learning? What did you learn that surprised you or challenged your assumptions about the family's struggles and/or experiences?

Step Three: Create a Personalized Story or e-Book for the Child (NAEYC 2c).

Candidates will do the following:

- Create a story for the child that helps connect his/her home to school to facilitate his/her transition into the pre-K program (fall internship) or kindergarten (spring internship):
 - ⊖ Use information gathered during the home visit to bridge the child's home environment with the school's environment.
 - Focus on aspects of home and school that are similar to help the child successfully transition into pre-K (fall internship) or kindergarten (spring internship).

Step Four: Develop a Lesson Plan with Assessment (*NAEYC 1c, 2a, 2c, 3c*).

Candidates will do the following:

- Develop a lesson plan, with support from cooperating professional or university supervisor.
- Connect information learned through the home visit to the child's experiences in school.
- Observe, document, and assess children's engagement and learning progress in the lesson.
- Respond to the following:
 - Based on your observations and interactions with the child and his/her family, what are two areas of development for the child?
 - How will you address these developmental needs? Describe short-and long-term actions to help the child meet each of the two goals you have selected.
 - What observation, documentation, and assessment strategies and tools were used to better understand the child's development, interests and learning needs to create a lesson plan?
 - How did you utilize what was 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 assessment strategies?

ECE PROGRAM OUTCOME STANDARDS (Aligned with State and NAEYC standards)	Assessment Measures Description			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 7 Early Childhood Education Preschool Internship Home Visit and Lesson Plan ECED 790 Internship in Early Childhood Education- Preschool				
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Developed a lesson plan that reflects multiple children’s unique interests, developmental needs, and families’ multicultural backgrounds	Developed a lesson plan that reflects one child’s unique interests, developmental, needs, and families’ multicultural backgrounds	Developed a lesson plan that does not reflect the unique interests, developmental needs, and family’s multicultural background of any of the children	Provided no documented evidence
2a. Knowing about and understanding diverse family and community characteristics	Developed a home visit questionnaire with questions related to the description of the child, parents’ goals for their children, family’s experiences and background, and other relevant areas important to partnering with the family	Developed a home visit questionnaire with questions related to the description of the child, parents’ goals for their children, and family’s experiences and background	Developed a home visit questionnaire with questions related to one or two of the following: description of the child, parents’ goals for their children, and/or family’s experiences and background	Provided no documented evidence
2b. Supporting and engaging families and community through respectful, reciprocal relationships	Conducted a home visit and documented this visit in writing using multiple family theories and research studies to situate the knowledge gained about the family and their community	Conducted a home visit and documented this visit in writing using at least one family theory and one research study to situate the knowledge gained about the family and their community	Conducted home visit and did not link family theory or research to the knowledge gained about the family and their community	Provided no documented evidence

2c. Involving families and communities in their children's development and learning	Created a personalized story or e-book for the child using in-depth information gained from the home visit, connecting home and school for the child, and focusing on transition into pre-K or kindergarten	Created a personalized story or e-book for the child using some information gained from the home visit, connecting home and school, and focusing on transition into pre-K or kindergarten	Created a story or e-book for the child that may not be personalized or focused on the home-school connection or the transition into pre-K or kindergarten	Provided no documented evidence
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Provided assessment documentation from multiple informal assessments of the child's learning based on the instructional lesson plan AND Developed additional learning experiences	Provided assessment documentation from at least one informal assessment of the child's learning based on the instructional lesson plan AND Developed additional learning experiences	Made recommendations for additional learning experiences without conducting any informal assessments OR Conducted assessments but did not make recommendations for additional learning experiences	Provided no documented evidence