# George Mason University
## College of Education and Human Development
## Early Childhood Education

ECED 795.001 Internship in Kindergarten – Third Grade
3 Credits, Spring 2017
January 17 – March 10, 2017
Internship Site

## Faculty

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## Prerequisites/Corequisites

ECED 501, ECED 502, ECED 503, ECED 504, ECED 511, ECED 514, ECED 790, and Admission to the Early Childhood Education Prekindergarten - Third Grade Licensure Graduate Certificate Program. All endorsement and standardized test requirements (Praxis Core Academics Skills for Educators or qualifying substitution, Praxis II, Virginia Communication and Literacy Assessment, and Reading for Virginia Educators) must be met the semester prior to the internship.

## University Catalog Course Description

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

## Course Overview

Not Applicable

## Course Delivery Method

This course will be delivered using an internship format.

## Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Create a supportive, healthy, challenging, and respectful environment for learning for diverse young children.
2. Use a variety of developmentally appropriate teaching and learning approaches to support young children's development.
3. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
4. Assess diverse young learners to promote positive outcomes.
5. Reflect on practices for adherence to ethical standards and professional guidelines.
6. Use technology to support instruction, assessment, planning and delivery for diverse young learners.

7.  Engage in collaboration with individuals, team, and families.

**Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:

**CEC Standard Elements**

CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions.

CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in a crisis.

CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities.

CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

CEC 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

CEC 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
*CEC 7.2* Beginning special education professionals serve as a collaborative resource to colleagues.
CEC 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**NAEYC Standard Elements**
NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
NAEYC 2c Involving families and communities in young children's development and learning
NAEYC 3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
NAEYC 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches
NAEYC 4d Reflecting on own practice to promote positive outcomes for each child
NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
NAEYC 5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child
NAEYC 6b Knowing about and upholding ethical standards and other early childhood professional guidelines
NAEYC 6c Engaging in continuous collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource
NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education
NAEYC 6e Engaging in inform

**Required Texts**
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
*Edthena* (Computer Software). San Francisco, CA.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

The Graduate School of Education (GSE) has approved the following grading policy for ECED internships:
- The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with Mason policy for internships.
- Degrees of Satisfactory performance by a candidate in Early Childhood Education will be documented on the Teacher Candidate Assessment by the MT and US.
- The US shall determine the grade after consultation with MT. The US may also consult with the Clinical Practice Director especially when the candidate may receive a No Credit or an In Progress grade.

- Candidates 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.
- Candidates 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 candidates upon completion of requirements – usually before the beginning of the next semester.
- In some cases, a grade of No Credit may be accompanied by a recommendation that the candidate not be allowed to repeat the internship. In such cases, the candidate will be counseled out of the licensure program, but not necessarily out of the program.

- **Assignments and/or Examinations**

  o Key Assessment 4 Internship: Teaching Analysis and Reflection is completed in two internships: preschool and kindergarten –third grade. This is a Performance Based Assessment that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard.

  o Key Assessment 5 Effect on Student Learning: Instruction and Assessment Plan and Evaluation is completed in two internships: preschool and kindergarten – third grade. Candidates will show knowledge of developmentally appropriate teaching/learning approaches as well as of individual differences when developing learning objectives and planning instructional strategies that engage all children in meaningful learning and social interactions. This is a Performance Based Assessment that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard.

  o Key Assessment 9 Collaborative Practice Portfolio assessment is completed in the kindergarten through third-grade internship. Candidates will develop an electronic portfolio of their collaborations with families, colleagues, and other professionals that support positive learning outcomes for infants and toddlers. This is a Performance Based Assessment that shows evidence of meting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard.

See attached Key Assessment 4 Internship: Teaching Analysis and Reflection and rubric key, Key Assessment 5 Effect on Student Learning: Instruction and Assessment Plan and Evaluation and rubric key, and Key Assessment 9 Collaborative Practice Portfolio and rubric key.

- **Other Requirements**

  - Candidates will videotape their teaching each week over the course of the internship in order to engage in an in-depth analysis of their teaching practice using the computer software, *Edthena*.
  - Candidates will attend 2 internship seminars during the Spring 2017 semester on pre-determined dates and times selected by the candidates at their initial orientation meeting.
  - Candidates will complete weekly progress reports and a log of hours to monitor their progress and document their number of hours.

**Written Assignments**

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Class Schedule**

Candidates will report to their internship schools daily beginning on January 17, 2017 and ending on March 10, 2017. They will follow their internship school holidays as determined by the school calendar. Candidates will follow the contract hours of their mentor teacher as determined by the school administrator.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**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: http://cehd.gmu.edu/values/.

**GMU Policies and Resources for Students**
*Policies*
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

*Campus Resources*
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

**For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.**