

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

ECED 793.001– Internship in Preschool Early Childhood Special Education
3 Credits, Fall 2017
8/21 – 10/13
School Location

Faculty

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Prerequisites/Corequisites

ECED 401 or 501, ECED 403 or 503, and Admission to the Early Childhood Special Education (Licensure) Graduate Certificate Program. All standardized test requirements (Praxis Core Academic Skills for Educators or qualifying substitution and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship.

University Catalog Course Description

Enables students to participate full time in an internship in preschool early childhood special education. Links university course work to real world of working with diverse young learners and their families. Offered by Graduate School of Education. May be repeated within the degree for a maximum 6 credits.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered in 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 for all children.
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 for Exceptional Children and National Association for the Education of Young Children)

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

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Edthema (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).

- **Assignments and/or Examinations**

Internship Notebook

See the Early Childhood Education Internship Manual for internship notebook requirements.

Key Assessment 4 Internship Teaching Summative Evaluation

Key Assessment 4 Internship Teaching Summative Evaluation is completed by the university supervisor in consultation with the mentor teacher and teacher candidate at the conclusion of the preschool internship. During their internship, candidates engage in direct teaching that involves using their knowledge of curriculum, their understanding of children's development, and ongoing formative assessment to develop, implement, and evaluate effective curriculum and instruction that respects the diversity of young children and their families. Candidates modify and adapt instruction, provide feedback, and monitor children's progress to promote quality learning for children with varied abilities and cultural and linguistic backgrounds.

Candidates will use the rubric to conduct a self-assessment prior to the evaluation meeting with the university supervisor and mentor teacher. They will score the rubric and include bulleted talking points to support their scoring. They will submit their annotated rubric to Tk20 through Blackboard. This is a performance-based assessment that shows evidence of meeting CEC and NAEYC Standards. See the assessment description and scoring rubric attached.

Key Assessment 5 Effect on Student Learning: Instruction and Evaluation Planning and Implementation

Key Assessment 5 Effect on Student Learning: Instruction and Evaluation Planning and Implementation is completed in the preschool internship. Candidates show knowledge of developmentally appropriate instructional and assessment approaches as well as an awareness of individual differences when developing learning objectives and planning, implementing, and evaluating instructional experiences that engage individual children in meaningful learning and social interactions. At the conclusion of the internship, the university supervisor in consultation with the mentor teacher and teacher candidate will evaluate the candidate's instructional planning and implementation and the effect the candidate had on children's learning.

Candidates will use the rubric to conduct a self-assessment prior to the evaluation meeting with the university supervisor and mentor teacher. They will score the rubric and include bulleted talking points to support their scoring. They will submit their annotated rubric and a completed lesson plan

using the template to Tk20 through Blackboard. This is a performance-based assessment that shows evidence of meeting CEC and NAEYC Standards. See the assessment description and scoring rubric attached.

Key Assessment 11 Critical Incident Analysis Assessment Task

This assessment is completed during an early childhood education internship. In the Early Childhood Education program, the Critical Incident Analysis Assessment Task is assessed by the university supervisor. The candidate must achieve a score of 3 to be successful on this assignment. If candidates do not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

Candidates will submit their completed Collaborative Learning Team Task to Tk20 through Blackboard. This is a performance-based assessment that shows evidence of meeting CEC and NAEYC Standards. See the assessment description and scoring rubric attached.

- **Other Requirements**

Video-Recording

Candidates will video-record 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*.

Weekly Reflections

Candidates will complete weekly reflections that will be submitted to their university supervisor.

Weekly Progress Reports

Candidates will complete weekly progress reports and a log of hours to monitor their progress and document their number of hours.

Internship Seminars

Candidates will attend three internship seminars on pre-determined dates and times selected by the candidates at their initial orientation meeting.

Written Assignments

All formal written assignments will be evaluated for content and 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 website 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **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 a candidate in Early Childhood Education will be documented on the Teacher Candidate Assessment by the MT and US.
3. 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.
4. 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.
5. 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.
6. 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.

Professional Dispositions

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

Class Schedule

Candidates will report to their internship schools daily. 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://coursesupport.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/>.