

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

ECED 795.002 Internship in Kindergarten-Third Grade  
3 Credits, Spring 2019  
3/10 – 5/6  
School Location

**Faculty**

Name: Bwekia Steen  
Office Hours: By Appointment  
Office Location: Thompson Hall 1200, Fairfax Campus  
Office Phone: 703-993-3844  
Email Address: [bsteen2@gmu.edu](mailto:bsteen2@gmu.edu)

**Prerequisites/Corequisites**

ECED 401 or 501 and ECED 403 or 503 and Admission to the Early Childhood Education Prekindergarten - Third Grade Licensure Graduate Certificate Program. Endorsement and standardized test requirements (Praxis Core Academics Skills for Educators or qualifying substitution, Praxis II, 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 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 candidates to do the following:

1. Create a supportive, healthy, challenging, and respectful environment for learning for diverse young children that includes the application of effective classroom management techniques, guiding and supporting positive behavior, classroom community building, and individual instruction and interactions that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
2. Use a variety of evidence-based, developmentally appropriate teaching and learning approaches to support young children's development and learning.
3. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child that builds classroom community and includes individual interventions that promote emotional well-being.
4. Assess diverse young learners, analyze data, use analysis to plan instruction, evaluate the

effectiveness of instruction, and reflect on future instruction and interactions to promote positive outcomes for each child.

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. Collaborate with individuals, teams, and families to promote children's development and learning.
8. Engage in reflective practice.

**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.

*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).

- **Assignments and/or Examinations**

**Internship Notebook**

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

**Key Assessments**

See the attached key assessment:

- Key Assessment 9 Collaborative and Ethical Practice Summative Evaluation

- **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 internship seminars on pre-determined dates.

**Written Assignments**

Revised 12/15/18

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.
5. 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.

Date	Topics	Assignments
Week 9 March 11	<u>Traditional Internship</u> ▪ Observe and assist MT	<ul style="list-style-type: none"> <li>▪ Reflection</li> <li>▪ Upload video to Edthena</li> </ul>
Week 10 March 18	<u>Traditional Internship</u> ▪ Observe ▪ Begin direct teaching	<ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ Progress report</li> <li>▪ Reflection</li> <li>▪ Upload video to Edthena</li> </ul>
Week 11 March 25	<u>Traditional Internship</u> ▪ Additional direct teaching responsibilities ▪ US completes first observation ▪ Schedule midterm evaluation with MT and US	<ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ Progress report</li> <li>▪ Reflection</li> <li>▪ Upload video to Edthena</li> </ul>
Week 12 April 1	<u>Traditional Internship</u> ▪ Additional direct teaching responsibilities ▪ MT completes first observation ▪ Conduct midterm evaluation with MT and US ▪ Plan with MT and US for full teaching responsibilities	<ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ Progress report</li> <li>▪ Reflection</li> <li>▪ Upload video to Edthena</li> </ul>
Week 13 April 8  <b>Seminar at Mason April 11 5:00-6:30pm</b>	<u>Traditional Internship</u> ▪ Full teaching responsibilities ▪ US completes second observation  <u>Internship Seminar</u> George Mason Merten Hall: 1204 ▪ Licensure Requirements presentation	<ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ Progress report</li> <li>▪ Reflection</li> <li>▪ Upload video to Edthena</li> <li>○ Bring laptop</li> <li>○ Bring rough draft for Key Assessment 9</li> </ul>
Week of April 15  Spring Break	Most schools have spring break the week of April 15. Interns will follow their internship school holidays as determined by the school calendar	
Week 14 April 22	<u>Traditional Internship</u> ▪ Full teaching responsibilities ▪ US completes second observation	<ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ Progress report</li> <li>▪ Reflection</li> <li>▪ Upload video to Edthena</li> </ul>
Week 15 April 29	<u>Traditional Internship</u> ▪ Phase out of full teaching responsibilities ▪ MT completes second observation	<ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ Progress report</li> <li>▪ Reflection</li> <li>▪ Upload video to Edthena</li> <li>▪ Key Assessment 9 due to Blackboard</li> <li>▪ Upload final video to Edthena reflecting on the internship</li> </ul>

Date	Topics	Assignments
Week 16 May 6	<u>Traditional Internship</u> <ul style="list-style-type: none"> <li>▪ Conclude teaching responsibilities</li> <li>▪ Transition to MT</li> <li>▪ Conduct final Internship Evaluation with MT and US</li> </ul>	<ul style="list-style-type: none"> <li>▪ Submit log of hours for second 8 weeks and summary of internship placement form</li> </ul>

### 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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