

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

ECED 789.600 Internship in Early Childhood Special Education Birth - Five
6 Credits, Spring 2019
1/14 – 5/6
School Location

Faculty

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Prerequisites/Corequisites

ECED 401 or 501, ECED 403 and 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 prior to applying to the internship.

University Catalog Course Description

Enables students to participate full time in an internship in early childhood special education (birth-5). Links university course work to real world of working with children with special needs and their families. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to ECED 799.

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 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 assessments:

- Key Assessment 4 Internship Teaching Summative Evaluation
- Key Assessment 5 Effect on Student Learning: Instruction and Evaluation Planning and Implementation
- Key Assessment 9 Collaborative and Ethical Practice Summative Evaluation
- Key Assessment 11 Critical Incident Analysis Assessment Task

- **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

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.

Date	Topics	Assignments
Orientation By January 10 Online through Screencast Video	<u>Internship Orientation</u> <ul style="list-style-type: none"> ▪ Internship Requirements and Expectations ▪ Discuss plan to establish goals with Mentor Teacher ▪ Schedule observations with University Supervisor (US) 	
Week 1 January 14	<ul style="list-style-type: none"> ▪ Develop goals with MT and US 	<ul style="list-style-type: none"> ▪ Reflection ▪ Upload video to Edthena
Week 2 January 21	<ul style="list-style-type: none"> ▪ Collaborate with MT and US 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
January 26 2:30-3:30 p.m. Internship Seminar	<ul style="list-style-type: none"> ▪ Review of internship forms and responsibilities ▪ Overview for Key Assessments 	<ul style="list-style-type: none"> ▪ Bring Internship notebook with Key Assessments
Week 3 January 28	<ul style="list-style-type: none"> ▪ US completes first observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 4 February 4	<ul style="list-style-type: none"> ▪ MT completes first observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena

Date	Topics	Assignments
February 9 2:30-3:30 p.m. Internship Seminar	<ul style="list-style-type: none"> ▪ Overview for Key Assessments 	<ul style="list-style-type: none"> ▪ Bring rough draft for Key Assessments 4, 5
Week 5 February 11	<ul style="list-style-type: none"> ▪ US completes first Edthena observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 6 February 18	<ul style="list-style-type: none"> ▪ US completes second observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 7 February 25	<ul style="list-style-type: none"> ▪ MT completes second observation ▪ Schedule midterm evaluation with MT and US 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 8 March 4	<ul style="list-style-type: none"> ▪ Conduct midterm evaluation with MT and US 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
March 9 2:30-3:30 p.m. Internship Seminar	<ul style="list-style-type: none"> ▪ Resume and Cover Letter ▪ The Interview Process ▪ Work on Key Assessments 	<ul style="list-style-type: none"> ▪ Bring rough draft for Key Assessments 5, 9
Week 9 March 11	<ul style="list-style-type: none"> ▪ Check-in with MT and US regarding the goals that were set, revise as necessary 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 10 March 18	<ul style="list-style-type: none"> ▪ Collaborate with MT and US 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 11 March 25	<ul style="list-style-type: none"> ▪ US completes third observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena

Date	Topics	Assignments
March 30 2:30-3:30 p.m. Internship Seminar	<ul style="list-style-type: none"> ▪ Licensure Requirements presentation ▪ Work on Key Assessments 	<ul style="list-style-type: none"> ▪ Bring rough draft for Key Assessment 9, 11
Week 12 April 1	<ul style="list-style-type: none"> ▪ MT completes third observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 13 April 8	<ul style="list-style-type: none"> ▪ US completes Edthena observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
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	<ul style="list-style-type: none"> ▪ US completes fourth observation 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena
Week 15 April 29	<ul style="list-style-type: none"> ▪ MT completes fourth observation ▪ Schedule midterm evaluation with MT and US 	<ul style="list-style-type: none"> ▪ Lesson plans ▪ Progress report ▪ Reflection ▪ Upload video to Edthena ▪ Key Assessments 4, 5 due to Blackboard ▪ Critical Incident Analysis due to Blackboard ▪ Upload final video to Edthena reflecting on the internship
Week 16 May 6	<ul style="list-style-type: none"> ▪ Conduct midterm evaluation with MT and US 	<ul style="list-style-type: none"> ▪ Key Assessments 9, 11 due to Blackboard ▪ Log of Hours to US

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 <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 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/>.