

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

ECED 791.001 Internship with Diverse Infants and Toddlers
3 Credits, Spring 2020
1/13 – 3/6, On-Site 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 with diverse infants/toddlers. Links university course work to real world of working with diverse young learners and their families.

Course Overview

This course provides teacher candidates with the opportunity to synthesize their learning across coursework and field experiences and apply this content and pedagogical knowledge in an early childhood special education setting with culturally, linguistically, ability, and socioeconomically diverse young children and their families. In doing so, candidates develop comprehensive understandings of the complexities of teaching young children, working with families, and collaborating with other professionals. As candidates integrate the knowledge, strategies, and skills developed across their coursework, they demonstrate they have met the Virginia Professional Studies Competencies, the Virginia Early Childhood Special Education Competencies, the Interstate Teacher Assessment and Support Consortium (INTASC) Standards, the Council of Exceptional Children (CEC) Standards, and the National Association for the Education of Young Children (NAEYC) Standards. In addition, the internship provides opportunities for candidates to be reflective practitioners. As candidates work with diverse young children, families, and other professionals, they apply content and pedagogical knowledge, assess the effectiveness of their teaching strategies and approaches, and reflect critically on ways to enhance their practice.

Candidates will engage in 6 credits (ECED 791 and 793) of internship that include a total of 16 weeks of successful full-time student teaching under the supervision of a mentor teacher with demonstrated effectiveness in early childhood special education. This summative supervised

student teaching experience for candidates seeking Early Childhood Special Education (ECSE) licensure will take place in ECSE settings with a mentor teacher who is endorsed in ECSE. This summative supervised student teaching experience will include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.

Course Delivery Method

This course will be delivered using a student teaching 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. Apply knowledge of human growth and development and the interaction of individual differences to guide learning experiences and relate meaningfully to students and families.
3. Use a variety of evidence-based, developmentally appropriate teaching and learning approaches to support young children's development and learning.
4. 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.
5. Plan, implement, and evaluate culturally responsive, developmentally appropriate, evidence-based instruction that promotes the development and achievement of culturally, linguistically, socioeconomically, and ability diverse young learners.
6. 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.
7. Use technology to support instruction, assessment, planning, and delivery for diverse young learners.
8. Collaborate with individuals, teams, and families to promote children's development and learning.
9. Engage in reflective practice.
10. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, the mentor teacher, the university supervisor, and professionals in the student teaching setting.
11. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education (ECSE) Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (INTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

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

Virginia Professional Studies Competencies

Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies

Standards of Professionalism

Supervised Experiences

Written Communication

INTASC Standards

Construct 1: Learner and Learning

- **INTASC 1 – Learner Development**
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **INTASC 2 – Learner Differences**
The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **INTASC 3 – Learning Environment**
The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

Construct 2: Content

- **INTASC 4 – Content Knowledge**
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.
- **INTASC 5 – Innovative Applications of Content Knowledge**
The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Construct 3: Instructional Practices

- **INTASC 6 – Assessment**
The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.
- **INTASC 7 – Planning for Instruction**
The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum,

cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- INTASC 8 – Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Construct 4: Professional Responsibility

- INTASC 9 – Professional
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.
- INTASC 10 – Leadership and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

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 informed advocacy for young children and the early childhood profession.

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

Edthena (Computer Software). San Francisco, CA.

Course Performance Evaluation

Candidates 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**

Video-Recording

Candidates will video-record at least one lesson each week over the course of the internship in order to reflect on and engage with classmates to discuss effective instructional strategies. They will upload the video clip to Edthena.

Lesson Plans

- Weekly plans – Candidates will develop weekly lesson plans using the lesson plan template or a format approved by the university supervisor and mentor teacher. They will submit the weekly plans to the MT and upload them to Blackboard prior to the beginning of the week.
- Daily plans – Candidates will develop daily plans using the lesson plan template or a format approved by the university supervisor and mentor teacher. Candidates will use guidance and feedback from the mentor teacher to develop and revise plans. They will submit these plans to the mentor teacher prior to teaching the lessons. Candidates will gradually take on more responsibility for lesson planning throughout the internship and will take full responsibility during the designated weeks of full-time teaching responsibilities. Candidates will maintain electronic documentation of the lesson plans and will make the plans available to the university supervisor upon request.

Weekly Progress Reports

Candidates will complete weekly progress reports to reflect on their progress and consider their next steps. After completing the first part of the form, they will submit it to their mentor teacher who will complete the second part of the form. Candidates will reflect on the mentor teacher's comments, complete the third part of the form, and submit to their university supervisor through Blackboard.

Log of Hours and Summary of Internship Placement

Candidates will complete the log of hours to document their number of hours and the Summary of Internship Placement sheet. They will submit them to their mentor teacher at the conclusion of the internship for a signature and then to the university supervisor for a signature. They will upload the signed log of hours and the summary sheet to Blackboard.

Internship Midpoint Progress and Dispositions Evaluations and Final Performance and Dispositions Evaluations

During the internship, candidates will engage in direct teaching that includes responsibility for planning, instruction, assessment, and student supervision. Candidates will engage in direct teaching that involves using their knowledge of curriculum, children's development, and formative and summative assessment to develop, implement, and evaluate effective curriculum and instruction that respects the diversity of young children and their families. They will

differentiate instruction, provide feedback, monitor children's progress, and guide children's behavior to promote quality learning for children with varied abilities and cultural, linguistic, and socioeconomic backgrounds. Candidates will display professional dispositions in their work with children, families, and other professionals. At midpoint, candidate will be assessed on their progress toward developing professional competencies and dispositions. At the conclusion of the internship, candidates will be evaluated on their professional competencies and dispositions. The midpoint and final evaluations will be completed by the university supervisor with input from the candidate and mentor teacher.

- **Other Requirements**

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. Students may consult the Writing Center for additional writing support.

Candidates 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.

Uploaded Documents

Candidates will upload video clips of teaching to Edthena.

Candidates will upload the following to Blackboard:

- Weekly Lesson Plans
- Weekly Progress Reports completed by the candidate and mentor teacher
- Formal Observation Reports completed by the mentor teacher and university supervisor
- Internship Midpoint Progress Evaluation completed by the university supervisor with input from the candidate and mentor teacher
- Internship Midpoint Dispositions Evaluation
- Internship Final Evaluation completed by the university supervisor with input from the candidate and mentor teacher
- Internship Final Dispositions Evaluation
- Signed Log of Hours
- Summary of Internship Placement Sheet

- **Grading**

The School of Education (SOED) 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 Early Childhood Education Internship Coordinator, 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.

Professional Dispositions

Candidates 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 Jan. 9 5:00-6:30pm	<u>Internship Orientation</u> George Mason University Merten Hall: Rm 1203 <ul style="list-style-type: none"> ▪ Internship Requirements and Expectations ▪ Discuss plan to contact school, visit Mentor Teacher (MT) and principal ▪ Schedule observations with University Supervisor (US) 	Bring laptop, calendar, and Mentor Teacher contact information

Date	Topics	Assignments
Week 1 Jan. 13-17	<u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Observe and assist MT <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ Develop goals with MT and US 	Upload video to Edthena by the end of the week – Introduce yourself and your classroom Due to Bb – Progress Report and Reflection
Week 2 Jan. 21-24	<u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Observe and assist MT ▪ Begin direct teaching <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ Collaborate with MT and US ▪ Start scheduling first MT and US observations 	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 3 Jan. 27-31 Seminar #1- Johnson Center, 334, Meeting room E 5-630pm	Seminar #1- Jan. 30, 2020 Internship Seminar George Mason University Bring Laptop Johnson Center, 334, Meeting room E <u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Observe ▪ Assume greater responsibility for direct teaching ▪ Confirm observation with US and MT ▪ MT completes first observation <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ Collaborate with MT and US ▪ US complete first observation 	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 4 Feb. 3-7	<u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities ▪ US completes first observation ▪ Midterm evaluation with MT and US <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ MT completes first observation ▪ Midterm evaluation with MT and US 	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson

Date	Topics	Assignments
Week 5 Feb. 10-14	<u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ Collaborate with MT and US 	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 6 Feb. 17-21 Seminar #2 Merten Hall 1203 5-630pm	Seminar #2- Feb. 20, 2020 <u>Internship Seminar</u> George Mason University Bring Laptop Merten Hall: Rm 1203 <ul style="list-style-type: none"> ▪ Effect on Student Learning CAEP Assessment: Instruction and Evaluation Planning and Implementation <u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Full teaching responsibilities ▪ MT completes second observation <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ MT completes second observation 	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 7 Feb. 24-28	<u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Full teaching responsibilities ▪ US completes second observation <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ US completes second observation 	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson

Date	Topics	Assignments
Week 8 Mar. 2-6	<u>Traditional Internship</u> <ul style="list-style-type: none"> ▪ Conclude teaching responsibilities ▪ Conduct final Internship Evaluation with MT and US <u>On the Job Internship</u> <ul style="list-style-type: none"> ▪ Conduct Final evaluation with MT and US 	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson Due to Bb – All Formal Observation Reports Due to Bb – Internship Performance and Dispositions Final Evaluations Due to Bb - Log of Hours Due to Bb- Summary of Internship placement and Final Grade UPLOAD documents to TK20

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 <https://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://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Early Childhood Education Lesson Plan Template

Candidates will use this template to develop weekly and daily lesson plans unless an alternative lesson planning format has been approved by the mentor teacher and university supervisor.

Name:	Dates:
Lesson Title/Theme/Topic:	Age/Grade Level:
Planning Instruction	
This part of the plan is used to provide information that informs and supports the weekly and daily lesson plans.	
Weekly Performance-Based Objective(s): <i>Identify academic or development learning objectives selected to promote individual children’s learning.</i>	
Local/State/National Standards: <i>Identify salient standards that are linked to instruction and assessment.</i>	
Weekly Assessments	
Pre-Assessment: <i>Identify the assessments (e.g., interviews, observations, checklists, etc.) used to inform the lesson plan design.</i>	
Formative and/or Informal Assessments: <i>Identify the assessment tools that will be used to assess children’s development and learning during instruction (e.g., anecdotal notes, checklists, etc.).</i>	
Summative Assessment: <i>Identify assessment tool to document each child’s learning at the conclusion of the weekly learning experiences (e.g., final work product, running record, writing rubric, etc.).</i>	
Materials: <i>List supplies or props needed to implement the learning experiences.</i>	
Technologies: <i>List any meaningful integration of technology that will be utilized to meet the objectives and to support learning (e.g., augmentative/alternative communication systems and assistive technologies).</i>	
Collaboration Plans: <i>Identify plans for collaborating with colleagues, paraeducators, tutors, and/or volunteers.</i>	
Differentiation: <i>Considering each child’s abilities, interests, learning environment, and cultural and linguistic background, describe specific opportunities and strategies to be used to support children’s learning.</i>	
Rationale: <i>Provide a three to five sentence rationale for the planned learning experiences, including at least one citation.</i>	

Weekly Overview

This part of the plan involves developing a weekly schedule that identifies the daily learning experiences. (Add rows as needed.)

Schedule	Monday/ Day 1	Tuesday/ Day 2	Wednesday/ Day 3	Thursday/ Day 4	Friday/ Day 5

Daily Lesson Plans

This part of the plan includes step-by-step directions with elaborations that provide clear descriptions of the strategies to be implemented. (Add rows for additional lessons as needed.)

Lesson Title:

Activity and Context: *Identify the activity and provide a brief description of when and where the activity will occur.*

Procedures: *Provide step-by-step descriptions of the developmentally and individually appropriate strategies and tools to be used to facilitate learning, including strategies for developing children’s language development and communication skills and opportunities for developing children’s critical thinking and problem-solving skills.*

Transition: *Provide a description of how to transition from this activity to the next.*

Lesson Title:

Activity and Context: *Identify the activity and provide a brief description of when and where the activity will occur.*

Procedures: *Provide step-by-step descriptions of the developmentally and individually appropriate strategies and tools to be used to facilitate learning, including strategies for developing children’s language development and communication skills and opportunities for developing children’s critical thinking and problem-solving skills.*

Transition: *Provide a description of how to transition from this activity to the next.*