

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

ECED 791.002 Internship with Diverse Infants and Toddlers
3 Credits, Spring 2021
03/15/2021 – 05/7/2021, On-Site Location

Faculty

Name: Bweikia Steen, EdD
Office Hours: By appointment
Office Location: Thompson Hall 1101, Fairfax Campus
Office Phone: (703) 993-5321
Email Address: bsteen2@gmu.edu

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, and the Division of Early Childhood (DEC) Professional Preparation 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 15 weeks of successful full-time student teaching under the supervision of a university supervisor (US) and mentor teacher (MT) 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 an MT 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
- INTASC 2 – Learner Differences
- INTASC 3 – Learning Environment

Construct 2: Content

- INTASC 4 – Content Knowledge
- INTASC 5 – Innovative Applications of Content Knowledge

Construct 3: Instructional Practices

- INTASC 6 – Assessment
- INTASC 7 – Planning for Instruction
- INTASC 8 – Instructional Strategies

Construct 4: Professional Responsibility

- INTASC 9 – Professional
- INTASC 10 – Leadership and Collaboration

DEC Professional Preparation Standards

DEC 1 Child Development and Early Learning

DEC 2 Partnering with Families

DEC 3 Collaboration and Teaming

DEC 4 Assessment Processes

DEC 5 Applications of Curriculum Frameworks in the Planning of Meaningful Learning Experience

DEC 6 Using Responsive and Reciprocal Interactions, Interventions, and Instruction

DEC 7 Professionalism and Ethical Practice

Required Texts

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

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**

Weekly Planning Overview and Daily Plans

- **Weekly Planning Overview** – Candidates will develop a weekly planning overview using the weekly planning overview template or a format approved by the US and MT. They will submit the weekly planning overview to the MT and upload it to Blackboard (Bb) prior to the beginning of the week. The first week of internship, candidates will upload their classroom weekly schedule. Subsequent weeks will include the schedule, topics, and activities specific to the week.
- **Daily Lesson Plans** – Candidates will develop daily lesson plans using the lesson plan template or a format approved by the US and MT. Candidates will use guidance and feedback from the MT to develop and revise the plans. They will submit these plans to the MT 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 US upon request.

Weekly Progress Reports and Reflections

Candidates will complete weekly progress reports and reflections to reflect on their progress and consider their next steps. After completing the first part of the form, they will submit it to their MT who will complete the second part of the form. Candidates will reflect on the MT's comments, complete the third part of the form, and submit it to their US through Bb.

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.

Log of Hours and Summary of Internship Placement

Candidates will complete the Log of Hours and the Summary of Internship Placement. They will submit them to their MT at the conclusion of the internship for a signature and then to the US for a signature. They will upload the signed Log of Hours and Summary of Internship Placement to Bb.

Observation of Performance Reports

The MT will complete at least two formal observations of the intern's performance. The MT will use the formal observation of performance template. Each Observation of Performance Report will be shared with the US upon completion. The intern will upload the two formal MT Observation of Performance Reports to Bb.

The US will complete at least two formal observations of the intern's performance. The US will use the formal observation of performance template. The intern will upload the two formal US Observation of Performance Reports to Bb.

Internship and Dispositions Midpoint and Final Evaluations

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.

The internship evaluation assesses candidates' performance at two points during the internship, midpoint and final. The evaluation is intended to engage the triad in a reflective conversation about early childhood educators' competencies and responsibilities. The evaluation is designed to illuminate candidates' strengths and areas of professional growth.

For each evaluation, the candidate, MT, and US will complete the Internship Evaluation and the Dispositions Assessment independently prior to engaging in a reflective conversation. During the meeting, the US will facilitate a discussion of the candidate's progress, including strengths and areas of professional growth, and will complete the Internship Evaluation and the Dispositions Assessment with input from the MT and the candidate. The candidate will upload the completed evaluation form to Bb at the midpoint and at the conclusion of the internship.

Observation of Performance Reports

The MT will complete at two three formal observations of the intern's performance. The MT will use the formal observation of performance template. Each Observation of Performance Report will be shared with the US upon completion. The intern will upload the two formal MT Observation of Performance Reports to Bb.

The US will complete at least two formal observations of the intern's performance. The US will use the formal observation of performance template. The intern will upload the three formal US Observation of Performance Reports to Bb.

Internship and Dispositions Midpoint and Final Evaluations

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- **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.

VDOE Required Modules for Teacher Licensure

To apply for licensure candidates must submit their certificates of completion for the following VDOE modules with their licensure application:

- Dyslexia Module/Training: <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html> (completed in ECED 402 or ECED 502)
- Child Abuse and Neglect Recognition and Training Module: https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html (completed in ECED 404 or ECED 404)
- Regulations Governing Restraint and Seclusion Modules: <https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html> (to be completed during internship)

Uploaded Documents

Candidates will upload the following to Blackboard:

- Weekly Planning Overview
- Weekly Video Clips of Teaching
- Weekly Progress Report and Reflection
- Formal Observations of Performance Reports completed by the MT and US
- Internship Midpoint Evaluation
- Internship Midpoint Dispositions Assessment
- Internship Final Evaluation
- Internship Final Dispositions Assessment
- Signed Log of Hours
- Summary of Internship Placement

Candidates will complete the following Qualtrics survey in Bb:

- Final Dispositions Self-Evaluation

Candidates will upload the following to Tk20/VIA:

- Internship Final Evaluation

- **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 site daily. They will follow their internship site holidays as determined by the calendar articulated by the school. Candidates will follow the contract hours of their MT and will participate in school-sponsored events as needed. Note: Because observation opportunities are site and context specific, the focus for observations noted in the schedule below will be determined in collaboration with the candidate, US, and MT.

Date	Topics	Assignments
March 15	<ul style="list-style-type: none"> ▪ Start new internship ▪ Become acquainted with your new MT and students ▪ Observe mentor teacher (MT) ▪ Prepare letter to MT and to the families ▪ Schedule initial meeting with MT and US ▪ 	<p>Due to Bb by 3/21 –</p> <ul style="list-style-type: none"> • Video of you introducing your new placement • Weekly Progress Report and Reflection <p>*Start working on the VDOE modules</p>
<p>March 22</p> <p>Internship seminar # 3 from 5:00-6:30pm via Blackboard collaborate Thursday, March 25</p>	<ul style="list-style-type: none"> ▪ Observe MT ▪ Start planning with your MT ▪ Schedule first formal observation for both MT and US 	<p>Due to Bb by 3/28 –</p> <ul style="list-style-type: none"> • Video of you conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection • Weekly Lesson Plan <p>*Have you completed the VDOE modules?</p>
<p>Spring Break for School Systems</p>	<p><u>Spring Break- Follow your district's Spring Break dates</u></p>	<p>No assignments due this week</p>
April 5	<ul style="list-style-type: none"> ▪ Start to take on more Direct teaching responsibilities – 1 subject area ▪ Schedule first observation and midterm evaluation with MT and US 	<p>Due to Bb by 4/11 –</p> <ul style="list-style-type: none"> • Video of you conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection • Weekly Lesson Plan

Date	Topics	Assignments
April 12	<ul style="list-style-type: none"> ▪ Take on more Direct teaching- 2-3 subject areas ▪ Start planning for full teaching responsibilities ▪ Schedule first formal observation and midterm evaluations with MT and US 	<p>Due to Bb by 4/18 –</p> <ul style="list-style-type: none"> • Video of you conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection • Weekly Lesson Plan
<p>April 19</p> <p>Internship seminar #4 from 5:00-6:30pm via Blackboard collaborate- Thursday April 22</p>	<p><u>Internship Seminar-</u> <u>April 22 from 5:00-6:30pm via Blackboard Collaborate</u></p> <ul style="list-style-type: none"> ▪ Licensure requirements – Rebecca Flis ▪ Wrapping up the semester ▪ Conduct Full teaching responsibilities ▪ Collaborate with MT and US to complete the second formal observation 	<p>Due to Bb by 4/25 –</p> <ul style="list-style-type: none"> • Video of you conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection • Weekly Lesson Plan
April 26	<ul style="list-style-type: none"> ▪ Continue full teaching responsibilities ▪ Conduct final Internship Evaluation and second formal observation with MT and US ▪ Complete Self-disposition and Disposition forms 	<p>Due to Bb by 5/2 –</p> <ul style="list-style-type: none"> • Video of you conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection • Weekly Lesson Plan

Date	Topics	Assignments
May 3	<ul style="list-style-type: none"> ▪ Conclude teaching responsibilities ▪ Conduct final Internship Evaluation with MT and US ▪ Observe MT 	<p>Due to Bb by 5/9 –</p> <ul style="list-style-type: none"> • Final Progress Report and Reflection • Video of you reflecting on the Internship experience • All Formal Observation Reports • Internship Final Evaluation • Dispositions Final Evaluation • Log of Hours • Summary of Internship placement and Final Grade • VDOE modules <p>Due to TK20/VIA by 5/9 –</p> <ul style="list-style-type: none"> • Dispositions Final Evaluation • Internship Final Evaluation

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>.