

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

ECED 789.600 Internship in Early Childhood Special Education Birth - Five
3-6 Credits, Fall 2022
8/22/2022–12/14/2022
On-Site Location

Faculty

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Prerequisites/Corequisites

Admission to the Early Childhood Special Education Licensure Concentration, completion of required licensure coursework, and completion of standardized test requirements. ECED 781 must be taken concurrently.

University Catalog Course Description

Enables teacher candidates to participate full time in an internship in early childhood special education (birth-5). Provides opportunities to synthesize learning across coursework and field experiences and apply content and pedagogical knowledge in a classroom setting with culturally, linguistically, ability, and socioeconomically diverse young children 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 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 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 and Blackboard (Bb).

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 – Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, Virginia Professional Studies Competencies, and Virginia Early Childhood Special Education Endorsement Competencies

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

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 for Early Interventionists and Early Childhood Special Education (EI/ECSE)

DEC 1 Child Development and Early Learning

DEC 2 Partnering with Families

DEC 3 Collaboration and Teaming

DEC 4 Assessment Processes

DEC 5 Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences

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

DEC 7 Professionalism and Ethical Practice

Virginia Professional Studies Competencies

Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies

Standards of Professionalism

Supervised Experiences

Written Communication

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). 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, VIA, hard copy).

- **Assignments and/or Examinations**

Weekly Planning Overview

Candidates will develop a weekly planning overview using a weekly planning overview template approved by the US. This overview will identify the IEP goals and Virginia Early Learning and Development Standards candidates will address during the week. In addition, candidates will identify specific books/literature and materials used to meet these goals and standards.

Candidates will align three to four instructional objectives with the specific DEC RPs, VA Early Learning and Development Standards, and IEP goals to be covered each day during the week using the template provided by the US. The classroom areas covered by these instructional objectives should vary across the week so that most areas are covered at least once. For example, the candidate may identify aligned instructional objectives for circle time, snack time, and outside play for Monday; block center, dramatic play area, and library center for Tuesday; and, phonemic awareness, motor play, and outside play for Wednesday. Candidates may note materials and potential activities that will be available to students during the identified instructional times. Candidates will note the DEC Recommended Practices they will unpack during the week. This overview will be submitted to the MT and US (via Bb) prior to the beginning of the week.

Unpacking the DEC Recommended Practices

Candidates will be provided a detailed description of the two DEC RPs addressed every two weeks. Each unpacking template (one for each RP) will identify the topic area and specific RPs, identify the instructional objective aligned with VA Early Learning and Development Standards and IEP goals for the given time period, identify the actions expected (e.g., what the students are expected to learn and be able to do), identify how the actions will be observed (e.g., assessment and progress monitoring strategies), and specific instructional strategies that will be used to achieve these goals. The section for how instruction/assessment will change/new instructional materials and strategies will be completed as part of the debriefing session after an observation with the MT or US. The unpacking document will be submitted at the beginning of the two week period for which it covers.

Weekly Reflections

Candidates will complete a weekly one-page reflection that discusses how the weekly readings apply to the candidate's weekly planning overview. Candidates will tie their readings to specific examples in their classrooms, as appropriate.

Video-Recording

Candidates will video-record at least one lesson each week over the course of the internship in order to reflect on and to discuss effective instructional strategies.

VDOE Modules (five modules and cumulative quiz) – Understanding the Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia

Candidates will complete the five modules and cumulative quiz required by VDOE (see link below) and submit the completion certificate to Blackboard.

<https://cieesodu.org/initiatives/restraint-and-seclusion/>

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.

Lesson Planning Assessment (This is a performance-based assessment that provides evidence of candidates meeting the INTASC, DEC, and Virginia Department of Education standards and competencies.)

The Lesson Planning Assessment is attached below. Candidates will complete the required assessment and submit it to Bb and VIA.

Formal Observation of Performance Reports

The MT will complete at least 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 formal MT Observation of Performance Reports to Bb.

The US will complete at least three formal observations of the intern's performance. The US will use the formal observation of performance template. The intern will upload the 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 Assessment of Dispositions 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 Assessment of Dispositions 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. The candidate will also upload the Internship Final Evaluation to VIA.

- **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 Reflection
- Unpacking the DEC Recommended Practices
- VDOE Restraint and Seclusion Modules
- Lesson Planning Assessment
- Formal Observations of Performance Reports completed by the MT and US
- Midpoint Internship Evaluation
- Midpoint Assessment of Dispositions
- Final Internship Evaluation

- Final Assessment of Dispositions
- Signed Log of Hours
- Summary of Internship Placement

Candidates will complete the following Qualtrics survey in Bb:

- Final Self-Assessment of Dispositions

Candidates will upload the following to VIA:

- Lesson Planning Assessment
- Final Internship 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 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 TBD	<u>Internship Orientation</u> <ul style="list-style-type: none"> ▪ Internship Requirements and Expectations ▪ Schedule initial visit and observations with University Supervisor (US) and Mentor Teacher (MT) 	
Week 1 <u>DEC RPs</u> Leadership Teaming and Collaboration	<u>Coordination</u> <ul style="list-style-type: none"> ▪ Conduct Introduction meeting with MT, US, and candidate ▪ Schedule US observation for Week 2 <u>Professional Development</u> <ul style="list-style-type: none"> ▪ Unpacking the DEC RPs – Meet with MT and US to have US model how to complete Unpacking the DEC RPs document (Weeks 1-2 will cover Leadership, Teaming and Collaboration) <ul style="list-style-type: none"> ○ Identify 2-3 specific practices ▪ Discuss DEC Professional and Ethical Practice (Standard 7) 	Due to Bb by – <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Video to introduce yourself, your classroom, identify goals, discuss your classroom schedule • Weekly Reflection • Unpacking the DEC RPs document <u>Readings</u> ECTA Practice Improvement Tools: Leadership ECTA Practice Improvement Tools: Teaming and Collaboration <u>Restraint and Seclusion Modules</u> 1: A General Overview
Week 2 <u>DEC RPs</u> Leadership Teaming and Collaboration	<u>Coordination</u> <ul style="list-style-type: none"> ▪ US observation <u>Professional Development</u> <ul style="list-style-type: none"> ▪ Continue unpacking Leadership, Teaming and Collaboration ▪ Debrief from observation and complete Next Steps section 	Due to Bb by – <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document with completed Next Steps section <u>Readings</u> Movahedazarhouli, S., & Banerjee, R. (2020) Wahman, C. L. Light-Shriner, C. L., & Pizzella, D. M. (2020)

Date	Topics	Assignments
<p>Week 3</p> <p><u>DEC RPs</u> Family Interaction</p>	<p><u>Coordination</u></p> <ul style="list-style-type: none"> ▪ Schedule MT observation for Week 4 ▪ Meet with MT to discuss progress and reflections <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ▪ Begin unpacking Family, Instruction ▪ Review aligning IEP goals, VA Early Learning standards, and DEC RPs with US 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document <p><u>Readings</u> ECTA Practice Improvement Tools: Family</p> <p>ECTA Practice Improvement Tools: Interaction</p> <p><u>Restraint and Seclusion Module 2: Policies and Procedures</u></p>
<p>Week 4</p> <p><u>DEC RPs</u> Family Interaction</p>	<p><u>Coordination</u></p> <ul style="list-style-type: none"> ▪ MT observation <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ▪ Continue unpacking Family, Instruction ▪ Debrief from observation and complete Next Steps section 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document with completed Next Steps section <p><u>Readings</u> Wilson (2019)</p>
<p>Week 5</p> <p><u>DEC RPs</u> Environment</p>	<p><u>Coordination</u></p> <ul style="list-style-type: none"> ▪ Schedule US observation for Week 6 ▪ Meet with MT to discuss progress and reflections <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ▪ Begin unpacking Environment ▪ Identify at least one change to environment to align with unpacked DEC RP 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document <p><u>Readings</u> ECTA Practice Improvement Tools: Environment</p> <p><u>Restraint and Seclusion Module 3: Safe and Supportive School Environments</u></p>

Date	Topics	Assignments
<p>Week 6</p> <p><u>DEC RPs</u> Environment</p>	<ul style="list-style-type: none"> ▪ Collaborate with MT and US ▪ Schedule midpoint evaluation 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document with completed Next Steps section <p><u>Readings</u> Horn, E et al. (2016)</p>
<p>Week 7</p> <p><u>DEC RPs</u> Assessment</p>	<ul style="list-style-type: none"> ▪ MT and US complete second formal observation ▪ Schedule midpoint evaluations with MT and US 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document • Lesson Planning Assessment (due to VIA) <p><u>Readings</u> ECTA Practice Improvement Tools: Assessment</p> <p><u>Restraint and Seclusion Module 4: Conflict Resolution and De-Escalation</u></p>
<p>Week 8</p> <p><u>DEC RPs</u> Assessment</p>	<ul style="list-style-type: none"> ▪ MT and US complete second formal observation if not completed previous week ▪ Conduct midpoint evaluation with MT and US ▪ Revisit goals set during the beginning of the semester 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document with completed Next Steps section • Midpoint Internship Evaluation • Midpoint Assessment of Dispositions (due to VIA) <p><u>Readings</u> McConnell, S. R., & Rahn, N. L. (2016).</p>

Date	Topics	Assignments
<p>Week 9</p> <p><u>DEC RPs</u> Instruction</p>	<ul style="list-style-type: none"> ▪ Schedule third formal observation 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document <p><u>Readings</u> ECTA Practice Improvement Tools: Instruction</p> <p><u>Restraint and Seclusion Module 5: Prevention the Use of Restraint and Seclusion</u></p> <p>Cumulative Quiz/Certificate of Completion</p>
<p>Week 10</p> <p><u>DEC RPs</u> Instruction</p>	<ul style="list-style-type: none"> ▪ MT and US complete third formal observation 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document with completed Next Steps section <p><u>Readings</u> Horn, E et al. (2016)</p>
<p>Week 11</p> <p><u>DEC RPs</u> Assessment</p>	<ul style="list-style-type: none"> ▪ MT and US complete third formal observation if not completed previous week ▪ Collaborate with MT and US 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document <p><u>Readings</u> ECTA Practice Improvement Tools: Assessment</p>
<p>Week 12</p> <p><u>DEC RPs</u> Assessment</p>	<ul style="list-style-type: none"> ▪ Schedule final evaluations with MT and US 	<p>Due to Bb by –</p> <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document with completed Next Steps section

Date	Topics	Assignments
Week 13 <u>DEC RPs</u> Instruction	<ul style="list-style-type: none"> ▪ MT and US complete fourth formal observation (optional) 	Due to Bb by – <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document <u>Readings</u> ECTA Practice Improvement Tools: Instruction
Week 14 <u>DEC RPs</u> Instruction	<ul style="list-style-type: none"> ▪ Conduct final evaluation with MT and US, as needed ▪ Conclude teaching responsibilities ▪ Observe mentor teacher 	Due to Bb by – <ul style="list-style-type: none"> • Weekly Planning Overview • Weekly Instruction Video • Weekly Reflection • Unpacking the DEC RPs document with completed Next Steps section
Week 15	Final debrief with MT and US Discussion of Next Steps for continued professional growth	Due to Bb by– <ul style="list-style-type: none"> • Weekly Reflection • Weekly Video • Log of Hours • Summary of Internship Placement and Final Grade • Final Internship Evaluation (due to VIA) • Final Assessment of Dispositions (Due to VIA)

Note: Faculty reserves the right to alter the schedule as necessary, with notification.

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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>.