

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

ECED 490.002 Internship in Early Childhood Education  
6-12 Credits, Fall 2024, In-person  
10/14/2024-12/6/2024  
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](mailto:bsteen2@gmu.edu)

**Prerequisites/Corequisites**

ECED 401, ECED 402, ECED 403, ECED 404, ECED 411

**University Catalog Course Description**

Enables students to participate full time in an internship in early childhood education (birth-grade 3). Links university course work to real world of working with diverse young children and their families.

**Course Overview**

This is a Mason Core course that meets the requirements for the Capstone course for the Bachelor of Science in Education (BSED) in Early Childhood Education for Diverse Learners (ECDL). 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 a classroom 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/Primary Education PreK-3 Competencies, the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, The Division of Early Childhood (DEC) Professional Preparation Standards, and the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies. In addition, ECED 490 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 two 6-credit internship placements for a total of 12 credits of

internship. Across the two internship placements, candidates will engage in 15 weeks of successful full-time student teaching under the supervision of a university supervisor (US) and mentor teacher (MT) with demonstrated effectiveness in the classroom. This summative supervised student teaching experiences for candidates seeking Early/Primary Education PreK-3 (EPK3) endorsement will be placed in prekindergarten through third-grade classroom settings with an MT who holds a Virginia license in EPK3 or Elementary Education. Candidates seeking licensure in Early Childhood Special Education (ECSE) will be placed in ECSE settings with an MT who holds a Virginia license 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) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, and Virginia Early/Primary Education PreK-3 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

### **Virginia Professional Studies Endorsement Competencies**

Curriculum and Instruction

Supervised Clinical Experiences

Students will have also met the DEC standards, the NAEYC standards, or both sets of standards.

### **DEC Initial Practice-Based Professional Preparation Standards 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

### **NAEYC Professional Standards and Competencies for Early Childhood Educators**

NAEYC 1 Child Development and Learning in Context

NAEYC 2 Family-Teacher Partnerships and Community Connections

NAEYC 3 Child Observation, Documentation, and Assessment

NAEYC 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices  
NAEYC 5 Knowledge, Application, and Integration of Academic Content in Early Childhood Curriculum  
NAEYC 6 Professionalism as an Early Childhood Educator

### **Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

### **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 Examinations**

#### **Daily and Weekly Plans:**

- **Daily Lesson Plans:** Candidates will develop daily lesson plans using the lesson plan template. 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 2-weeks of full-time teaching responsibilities. Candidates will maintain electronic documentation of the lesson plans.
- **Weekly Planning Overview:** Candidates will develop a weekly planning overview using the weekly planning overview template during the two-week takeover. 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.

### **Weekly Progress Reports and Reflections**

Candidates will complete weekly progress reports and reflections to reflect on their progress and consider their next steps. This is a three-part assignment. 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 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 each to their MT and US at the conclusion of the internship 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, NAEYC, 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 two formal observations of the intern's performance. The MT will use the formal observation of performance template. Each Formal 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 two 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 and involves using their knowledge of curriculum, children's development, and formative and summative assessment to develop, implement, and evaluate effective curriculum and instruction. Candidates will demonstrate respect for 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.

- **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](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)
- Virginia State and Local Civic Education Module (<https://www.civiceducationva.org/>)

### **Uploaded Documents**

Candidates will upload the following to Blackboard:

- Weekly Planning Overview
- Weekly Video Clips of Teaching
- Weekly Progress Report and Reflection
- 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

### **Course Performance Evaluation**

Candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

- **Grading Policies**

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 Clinical Practice Director 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.

### **Field Accommodations**

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

### **Use of Generative AI**

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

## 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
Orientation <b>Thursday            August 15th            5:00-7:00pm            Merten Hall            1202</b>	<u>Internship Orientation</u> <ul style="list-style-type: none"> <li>▪ Internship Requirements and Expectations</li> <li>▪ Discuss plan to contact school, visit Mentor Teacher (MT) and principal</li> <li>▪ Schedule initial visit and observations with University Supervisor (US)</li> <li>▪ Office for teacher preparation presentation</li> </ul>	
<b>Week 1</b> Week of Oct. 14	<ul style="list-style-type: none"> <li>▪ Develop goals with MT and US</li> <li>▪ Collaborate with MT and US to schedule initial meeting, first formal observations, and midpoint evaluations</li> </ul>	<b>Due to Bb by 10/20:</b> <ul style="list-style-type: none"> <li>• Weekly Video to introduce yourself, your classroom, identify goals, discuss your classroom schedule</li> <li>• Weekly Progress Report and Reflection #1</li> </ul> <p>Reminder: Begin working on VDOE modules: Restraint and Seclusion Module 1: A General Overview</p>
<b>Week 2</b> Week of Oct. 21	<ul style="list-style-type: none"> <li>▪ Collaborate with MT and US</li> <li>▪ Schedule first MT and US formal observations</li> <li>▪ Begin taking on additional responsibilities</li> <li>▪ Plan direct teaching</li> </ul>	<b>Due to Bb by 10/27:</b> <ul style="list-style-type: none"> <li>• Weekly Video conducting 1 lesson (one-on-one, small group, or whole group)</li> <li>• Weekly Progress Report and Reflection #2</li> <li>• Daily Lesson Plan for the week of 10/28</li> </ul>
<b>Week 3</b> Week of	<ul style="list-style-type: none"> <li>▪ Collaborate with MT and US</li> <li>▪ Prepare for two-week takeover</li> </ul>	<b>Due to Bb by 11/3:</b>



Date	Topics	Assignments
Oct. 28	<ul style="list-style-type: none"> <li>▪ US and MT complete first formal observation</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Video conducting 1 lesson (one-on-one, small group, or whole group)</li> <li>• Weekly Progress Report and Reflection #3</li> <li>• Daily Lesson Plan for the week of 11/4</li> </ul> <p>Reminder: VODE modules: Restraint and Seclusion Module 2: Policies and Procedures</p>
<b>Week 4</b> Week of Nov 4	<ul style="list-style-type: none"> <li>▪ MT and US schedule second formal observations</li> <li>▪ MT and US complete midpoint evaluation</li> <li>▪ Begin two-week takeover</li> </ul>	<b>Due to Bb by 11/10:</b> <ul style="list-style-type: none"> <li>• Weekly Video conducting 1 lesson (one-on-one, small group, or whole group)</li> <li>• Weekly Progress Report and Reflection #4</li> <li>• Daily Lesson plan for the week of 11/11</li> </ul>
<b>Week 5</b> Week of Nov 11	<ul style="list-style-type: none"> <li>▪ Collaborate with MT and US</li> <li>▪ Continue two-week takeover</li> <li>▪ Schedule final observation and final evaluations with MT and US</li> </ul>	<b>Due to Bb by 11/17:</b> <ul style="list-style-type: none"> <li>• Weekly Video conducting 1 lesson (one-on-one, small group, or whole group)</li> <li>• Weekly Progress Report and Reflection #5</li> <li>• Daily Lesson Plan for the week of 11/18</li> </ul> <p>Reminder: VDOE modules: Restraint and Seclusion Module 3: Safe and Supportive School Environments</p>
<b>Week 6</b> Week of Nov 18	<ul style="list-style-type: none"> <li>▪ Collaborate with MT and US</li> <li>▪ Conduct two-week takeover</li> <li>▪ MT and US complete second formal observation</li> </ul>	<b>Due to Bb by 11/24:</b> <ul style="list-style-type: none"> <li>• Weekly Video conducting 1 lesson (one-on-one, small group, or whole group)</li> <li>• Weekly Progress Report and Reflection #6</li> </ul>
<b>Week 7</b> Week of Nov 25	<ul style="list-style-type: none"> <li>▪ No assignments due</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No assignments due</b></li> </ul>
<b>Week 8</b> Week of Dec 2	<ul style="list-style-type: none"> <li>• Course wrap-up</li> </ul>	<b>Due to Bb by 12/8:</b> <ul style="list-style-type: none"> <li>• Weekly Progress Report and Reflection #7</li> </ul>

Date	Topics	Assignments
	<ul style="list-style-type: none"> <li>• MT and US complete final evaluation and disposition</li> </ul>	<ul style="list-style-type: none"> <li>• Video reflection</li> </ul> <p><b>Due to Bb by 12/8:</b></p> <ul style="list-style-type: none"> <li>• <b>Formal Observation Reports from MT and US</b></li> <li>• <b>Final Internship Evaluation</b></li> <li>• <b>Final Assessment of Dispositions</b></li> </ul> <p><b>Due to VIA by 12/8:</b></p> <p><b>Final Evaluation</b></p>

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 Mason’s Academic Standards (see <https://academicstandards.gmu.edu/>)
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.
- Common Policies affecting all courses at George Mason University (see <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>)

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.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, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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