ECED 790.001 Internship in Early Childhood Education (3:3:0)
Fall 2013
At Internship Site

University Supervisor:
Phone:
Office location:
Office hours: By appointment
Email address:

Course Description

Enables students to participate full time in an internship in early childhood education. Links university course work to real world of working with diverse young learners and their families.

Nature of Course Delivery

Students enroll in an internship in a preschool and/or K-3 classrooms. Each internship will take place over an 8- to 10-week period. At least 150 hours must involve direct teaching. During the internships, interns are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns "must be in classrooms full time." For detailed information about internship applications, procedures, and policies, go to http://cehd.gmu.edu/teacher/intpract/.

Placements

Interns will be placed by the Clinical Practice Specialist in all teaching internships unless an on-the-job internship has been approved. All teaching placements must be arranged through the Clinical Practice Specialist who works directly with the surrounding school districts to set up appropriate internships. The ECE program at Mason currently has relationships with a variety of internship sites.

Interns will be assigned to work at sites under the mentorship of a cooperating professional (CP) and a university supervisor (US).

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

    Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. *Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity*

is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Responsibilities

Student internships are regarded as a critical component of teacher education programs. The effectiveness of the internship experience depends upon the degree to which the whole team – **Student Intern**, **Cooperating Professional**, **University Supervisor**, and **Course Instructors** – fulfill their responsibilities and establish a good working relationship. Open communication is extremely important. The program considers the intern to be "a work in progress."

Student Interns (interns)

The student internship is a time to focus on the art of teaching and working with diverse young children and their families under the guidance and support of practicing professionals. Student interns must remain flexible in adapting to differences in school cultures, teaching styles, supervisor philosophies, and individual child/family needs.

Cooperating Professional (CP)

Cooperating professionals (CPs) work in a variety of educational settings that serve culturally, linguistically, and ability diverse young children and their families. CPs have an important responsibility to be a mentor and instructor on issues specific to their workplace and the needs of the children and families that are served at that site. The intern benefits greatly from being able to learn from courses and apply the knowledge in the field.

The program faculty believes that this integration of knowledge and classroom experience results in a better-prepared and more confident educator, who is able to work in a multitude of settings and with diverse young children and their families. The CP, with the assistance of the university supervisor (US), must be willing to act as a mentor by providing support and guidance for the intern.

University Supervisors (US)

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to both the student intern and the cooperating professional (CP). University supervisors (US) play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for student interns.

Evaluation

The US will work with the CP and the intern to evaluate the intern's progress throughout the internship. Evaluation tools will include, but are not limited to, the following:

- Weekly progress reports completed by the intern and CP
- Formal observation reports (by the CP and the US)
- Mid-point and final evaluation forms
- *NCATE 4 Internship* scoring guides *(K-3 internship)*
- *NCATE 7 Internship* scoring guides *(Preschool internship)*

Internship Notebook
This is a program performance-based assessment.

The Internship Notebook contains information related to the internship and documentation that the intern has met aspects of the National Association for the Education of Young Children (NAEYC) standards. It is the program performance-based assessment for NCATE 4 Early Childhood K-3 Internship Documentation and NCATE 7 Early Childhood Education Preschool Internship Home Visit and Lesson Plan.

Lesson Plans

Interns will submit weekly lesson plans to their CP for approval prior to teaching independently. More detailed daily lesson plans using a lesson plan format approved by the US will be filed in the internship notebook and will be readily accessible to the CP and US. Daily lesson plans will be provided to the CP and/or US prior to scheduled observations.

Reflective Journal

Interns will maintain a reflective journal throughout the internship. The journal may be electronic, handwritten, or a combination of both. Interns should make the journal available to the US either electronically before the visit or in a hard copy during visits.

Log of Hours

The Virginia application for teacher licensure requires reporting the amount of time spent in certain activities during the student internship. The Mason state-approved licensure program

may require more than the state's minimum requirements. Interns are responsible for maintaining this record as part of the Internship Notebook. Interns should record hours on the Log of Hours sheet each day. At the end of the internship, the log must be verified by the CP and reviewed by the US. It is the intern's responsibility to ensure that the log is current and verified/reviewed.

Internship Policies

Attendance

During the internship, student interns are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns "must be in classrooms full time." Interns should maintain the same schedule as the CP, with the contract day as the minimum but not the norm. Interns should consult with ECE faculty to determine whether the Mason schedule or the school system holiday schedule will be followed. This will vary from semester to semester, depending on when scheduled breaks and holidays fall. **Interns will take the school system spring break, not the Mason spring break.**

Absences

Student interns follow the site policy regarding notification of absences for illness. All other absences must be approved in advance by the CP and principal/director. The US must be notified of all absences within 24 hours. The log of hours should also show any absences. Time missed may need to be made up.

Substituting

Interns *are not* permitted to substitute during their internships.

Professional and Legal Responsibilities

Student interns are legally responsible for exercising "reasonable care" for students' welfare and for complying with federal, state, and local policy regulations. This is best accomplished through careful study of the teacher/employee handbook for the center, agency, or school where the intern is assigned. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records

School division and Mason policies regarding student records will be followed. An intern's evaluations may be shared with the CP, US, and responsible administrators until the US submits the intern's folder to the Office of Academic and Student Affairs (OASA). After that time, access will be in accordance with the Privacy Act. No materials will be released by OASA for employment purposes other than for verification of meeting licensure standards. In addition, all records of children and families that interns may have access to during internships MUST be kept confidential.

Records Retention

Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the Summary Form will be the only available record. Therefore,

interns should keep their own copies of evaluations, observations, logs, summaries, and other records.

Professional Recommendations

Most prospective employers expect applicants to submit recommendations in some form from their CP and US. If a negative recommendation is warranted, the intern should be told.

Grading

The Graduate School of Education (GSE) has approved the following grading policy for ECED internships:

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with Mason policy for internships.

2. Degrees of Satisfactory performance by an intern in Early Childhood Education will be documented on the Evaluation Profile by the CP and US.

3. The US shall determine the grade after consultation with CP. The US may also consult with the Academic Program Coordinator especially when the intern may receive a No Credit or In Progress grade.

4. Interns who receive a No Credit grade will not be recommended for teacher licensure unless they repeat all or part of the internship with satisfactory performance. This may require re-enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.

5. Interns 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 interns upon completion of requirements – usually before the beginning of the next semester.

6. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the intern will be counseled out of the licensure program, but not necessarily out of the program.

Schedule

A schedule of meetings and observations will be developed in collaboration with the intern, US, and CP.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment *NCATE Assessment 4: Internship Early Childhood Education K-3 Internship Documentation and/or NCATE Assessment 7: Early Childhood Education Preschool Home Visit and Lesson Plan* to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

ECE Assessment System

The ECE program is accredited by the NCATE and is a state-approved program. As part of the accreditation requirements, ECE program faculty developed an assessment system that meets the NCATE requirements.

NCATE Assessment 4: Internship Early Childhood Education K-3 Internship Documentation

During the K-3 Internship, interns will upload specific evidence of meeting the following NAEYC standards addressed in NCATE Assessment 4 (K-3 Internship):
- Standard 4: Using Developmentally Appropriate Approaches to Connect With Children and Families
- Standard 5: Using Content Knowledge to Build Meaningful Curricula
- Standard 6: Becoming a Professional.

The NCATE Assessment 4 and scoring guide is attached and can be found on TaskStream at www.taskstream.com.

NCATE Assessment 7: Early Childhood Education Preschool Home Visit and Lesson Plan

During the Preschool Internship, interns will upload specific evidence of meeting the following NAEYC Standards addressed in NCATE Assessment 7 (Preschool Internship):
- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

The NCATE 7 Assessment and scoring guide is attached and can be found on TaskStream at www.taskstream.com

Early Childhood Education PK-3 NCATE Assessment 4 Internship
Early Childhood Education K-3 Internship Documentation

Early Childhood Education PK-3 NCATE Assessment 4 Internship in the Early Childhood Education K-3 Internship Documentation and is in ECED 790 Internship in Early Childhood Education K-3. This assessment shows evidence of meeting NAEYC Standard Elements 4d, 5c, 6a, 6c, 6d, and 6e.

Assessment Overview

In this assessment, candidates will engage in collaborative practice, critical analysis, advocacy, and reflection in order to demonstrate their role as a professional educator and use developmentally effective approaches to connect with children and families. They will do the following:

- Prepare weekly reflections.
- Attend an approved professional development opportunity.
- Reflect on how to integrate their new knowledge with their current knowledge into their professional practice.
- Write a letter to parents to inform them how this new knowledge is being integrated into classroom environment and instructional practices and its connection to families.
- Develop four lesson plans, based on informal and formal assessments, that connect with standards and integrate developmentally effective practice.
- Implement the lesson plans and videotape all four lessons in their entirety.
- Evaluate and reflect on the instructional strategies, delivery, student engagement, and learning with cooperating professional and/or university supervisor.
- Plan instructional next steps based on ongoing analysis of the students' learning progress as well as practices based on current research and evidence-based strategies.

NAEYC Standard Elements Assessed

NAEYC 4d Reflecting on their own practice to promote positive outcomes for each child
NAEYC 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging, curricula for each child
NAEYC 6a Identifying and involving oneself with the early childhood field
NAEYC 6c Engaging in continuous, collaborative learning to inform practice
NAEYC 6d Integrating knowledgeable, reflective and critical perspectives on early education
NAEYC 6e Engaging in informed advocacy for children and the profession

Assessment Procedures

Candidates will include the following in their Early Childhood Education K-3 Internship Documentation.

Step One: Develop and implement instructional lesson plans *(NAEYC 5c, 6c, 6d).*

Candidates will develop and implement four instructional lesson plans throughout the internship that integrates knowledge of early education, uses informal and formal assessments of students, and promotes student learning. They will reflect on their instruction with the cooperating professional and/or the university supervisor. They will do the following:

- Develop four lesson plans during the internship, based on informal and formal assessments, that connect with standards and integrates developmentally appropriate practice using the lesson plan template provided:
    - o Formative assessment information of students
    - o Early learning and curriculum standards addressed
    - o Description of the context for the lesson
    - o Procedures, including detailed descriptions of teaching strategies and approaches
    - o Materials and resources
    - o Home and school connections
    - o Differentiation of instruction
    - o Strategies for collaboration with co-teachers and other professionals and paraprofessionals as applicable
    - o Adaptations and accommodations
    - o Evidence of student outcomes
- Implement and videotape the entire lesson for each of the four lesson plans.

Step Two: Evaluate and reflect on instruction *(NAEYC 4d, 5c, 6c, 6d).*

Candidates will evaluate and reflect on the videotaped instruction with the cooperating professional and/or the university supervisor. They will do the following after implementing the instructional lesson plans:

- Review the videotape with cooperating professional and/or university supervisor and document feedback received.
- Write a reflection of the experience including the following:
    - o What worked well? What positive student learning outcomes were evident? What would you do again?
    - o What changes would you make, based on observations and discussions with cooperating professional and/or university supervisor, to modify and strengthen the instructional plan or better meet individualized needs?
    - o What changes would you make for individual students? What additional information is needed?

- o How did you use formal and informal assessments to guide instructional strategies? What was the role of assessment in supporting changes to instructional plans and strategies?
- o In what ways did you collaborate with other professionals, paraprofessionals, and/or related service personnel to provide instruction more effectively?
- o What are the next steps to promote students' learning outcomes?
- o What additional information is needed to improve your instructional planning? What resources can you access to provide that information?
- Modify instructional plans based on ongoing analysis of the individual's learning progress as well as practices based on current research and evidence-based strategies.
- Reflect on the instruction with the cooperating professional and/or university supervisor and discuss how they incorporated the above strategies into their instruction and in what ways the instruction had an effect on children's learning.

Step Three: Participate in a professional development opportunity with members of the early childhood education community and reflect on the experience. Share the knowledge gained from the experience with families as a way to advocate for and support families' access to information that enables them to be active supporters of their children's education (*NAEYC 6a, 6c, 6e*).

Candidates will participate in an approved professional development opportunity offered by their school, local school system, county, region, or state that enhances their knowledge, involves them with the greater early childhood education community, and includes information that will benefit children and their families. They will do the following:

- Describe the focus and learning outcomes of the professional development opportunity.
- Explain how they did and will integrate new and current knowledge into their teaching practices:
  - o How did this new information extend your knowledge and understanding of curriculum, practices, assessments, etc.?
  - o How did you and will you integrate this new and current knowledge into your lesson planning, classroom environment, and instructional practices?
- Discuss their interactions with others during the professional development opportunity in their role as a member of the early childhood education community:
  - o What did you contribute to the learning community?
  - o What did you learn from being part of an early childhood learning community?
  - o How do you see your role and responsibilities as a professional member of the early childhood education community?
- Prepare a newsletter or letter for families that shares information learned in the professional development. Include ways the information will be enacted in the classroom as well as ways they can use the information to support their children's learning. Write a reflection that responds to the following questions:
  - o How is this information relevant to a family in understanding what happens in the classroom to enrich learning?
  - o How does sharing this new knowledge support the family as well as a home-school partnership?

Step Four: Write weekly reflections (*NAEYC 4d, 6a, 6d, 6e*).

Candidates will reflect critically throughout their internship on their own practices and their role as members of the early childhood education community and as advocates for children and their families. They will integrate knowledge of developmental practices, individual learning differences, and strategies to enhance student learning outcomes into their reflections. They will do the following:

- Write weekly reflections including, but not limited to, the following:
    - interactions and collaboration with families and other professionals;
    - helping families and children develop, maintain, and generalize skills across environments and setting;
    - facilitating instruction in a collaborative context;
    - modifying instructional plans;
    - personal and professional growth;
    - impact of their own attitudes, behaviors, and communicative styles on children's learning and their work with other professionals and families;
    - ways they identify with the early childhood education field and engage with the early childhood education community; and
    - ways they advocate for children and their families.
- Select and submit three reflections at the end of the semester that provide evidence of professional growth throughout the internship. Provide a rationale for selecting the three reflections.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	**Meets Criteria**	**Partially Meets Criteria**	**No Evidence**
Early Childhood Education PK-3 NCATE ASSESSMENT 4 Internship **Early Childhood Education K-3 Internship Documentation** **ECED 790 Internship in Early Childhood Education-K-3**				
4d. Reflecting on their own practice to promote positive outcomes for each child	Wrote weekly critical reflections a week AND Reflected critically on the impact of the following aspects of their own practices on children's learning: -interactions and collaboration with families and other professionals; -helping families and children develop, maintain, and generalize skills across environments and settings; -facilitating instruction in a collaborative context; -modifying instructional plans; -personal and professional growth; and -impact of their own attitudes, behaviors, and communicative styles AND Reflected critically on other aspects of their teaching that promote positive outcomes for children	Wrote weekly critical reflections AND Reflected critically on the impact of the following aspects of their own practices on children's learning: -interactions and collaboration with families and other professionals; -helping families and children develop, maintain, and generalize skills across environments and settings; -facilitating instruction in a collaborative context; -modifying instructional plans; -personal and professional growth; and -impact of their own attitudes, behaviors, and communicative styles	Wrote fewer than one critical reflection a week AND/OR Reflected critically on the impact of some of the following aspects of their own practices on children's learning: -interactions and collaboration with families and other professionals; -helping families and children develop, maintain, and generalize skills across environments and settings; -facilitating instruction in a collaborative context; -modifying instructional plans; -personal and professional growth; and/or -impact of their own attitudes, behaviors, and communicative styles	Did not reflect critically on own practices

5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging, curricula for each child	Developed, implemented, and evaluated more than four lesson plans using their own knowledge of students, curricular content, resources, and effective teaching strategies and approaches AND Used early learning and curriculum standards and data from student assessments to inform development, implementation, and evaluation of the lessons AND Integrated developmentally appropriate practices into instruction and assessment	Developed, implemented, and evaluated four lesson plans using their own knowledge of students, curricular content, resources, and effective teaching strategies and approaches AND Used early learning and curriculum standards and data from student assessments to inform development, implementation, and evaluation of the lessons AND Integrated developmentally appropriate practices into instruction and assessment	Developed, implemented, and evaluated fewer than four lesson plans using their own knowledge of students, curricular content, resources, and effective teaching strategies and approaches AND/OR Used early learning and curriculum standards and data from student assessments to inform development, implementation, and evaluation of the lessons AND/OR Integrated developmentally appropriate practices into instruction and assessment	Did not develop, implement, and evaluate lesson plans

6a: Identifying and involving oneself with the early childhood field	Participated in multiple professional development opportunities AND Wrote reflections that included impact of professional development on own professional practices and how knowledge and skills will be integrated into lesson planning, classroom environment, and instructional practices AND Wrote reflections on their contributions, roles, and responsibilities as a member of the early childhood field	Participated in one professional development opportunity AND Wrote a reflection that included impact of professional development on own professional practices and how knowledge and skills will be integrated into lesson planning, classroom environment, and instructional practices AND Wrote reflections on their contributions, roles, and responsibilities as a member of the early childhood field	Participated in one professional development opportunity BUT Did not write a reflection that included impact of professional development on own professional practices and how knowledge and skills will be integrated into lesson planning, classroom environment, and instructional practices AND/OR Did not write reflections on their contributions, roles, and responsibilities as a member of the early childhood field	Did not participate in a professional development opportunity and did not reflect on contributions, roles, and responsibilities as a member of the early childhood field
6c: Engaging in continuous, collaborative learning to inform practice	Videotaped implementation of more than four lessons AND Identified the instructional effect on student learning AND Modified instructional plans as a result of feedback from cooperating professional and/or university supervisor	Videotaped implementation of four lessons AND Identified the instructional effect on student learning AND Modified instructional plans as a result of feedback from cooperating professional and/or university supervisor	Videotaped implementation of fewer than four lessons AND/OR Identified the instructional effect on student learning AND/OR Modified instructional plans as a result of feedback from cooperating professional and/or university supervisor	Did not videotape and review lessons

6d: Integrating knowledgeable, reflective and critical perspectives on early education	Analyzed critically more than four implemented lessons and included the following: -what worked well; -changes needed to instructional plans; -adaptations needed for individual children; -role of assessment in supporting changes to instructional plans and strategies; -role of collaboration with other professionals; -next steps needed to promote children's learning; and -resources and information needed to improve own practice	Analyzed critically four implemented lessons and included the following: -what worked well; -changes needed to instructional plans; -adaptations needed for individual children; -role of assessment in supporting changes to instructional plans and strategies; -role of collaboration with other professionals; -next steps needed to promote children's learning; and -resources and information needed to improve own practice	Analyzed critically fewer than four implemented lessons AND/OR Included some of the following: -what worked well; -changes needed to instructional plans; -adaptations needed for individual children; -role of assessment in supporting changes to instructional plans and strategies; -role of collaboration with other professionals; -next steps needed to promote children's learning; and/or -resources and information needed to improve own practice	Did not critically analyze implemented lessons

6e: Engaging in informed advocacy for children and the profession	Included multiple examples of advocating for children and the profession in the weekly reflections AND Developed two newsletters or letters for families that did the following: Shared information from the professional development AND Explained how the information will be enacted in the classroom AND Shared how families can use the information to support their children's learning	Included an example of advocating for children and the profession in the weekly reflections AND Developed a newsletter or letter for families that did the following: Shared information from the professional development AND Explained how the information will be enacted in the classroom AND Shared how families can use the information to support their children's learning	May or may not have included an example of advocating for children and the profession in the weekly reflections AND/OR Developed a newsletter or letter for families that did some of the following: Shared information from the professional development AND/OR Explained how the information will be enacted in the classroom AND/OR Shared how families can use the information to support their children's learning	Did include examples of advocating for children and the profession in the weekly reflections AND Did not develop a newsletter or letter

Early Childhood Education PK-3 NCATE Assessment 7
Early Childhood Education Preschool Internship Home Visit and Lesson Plan

Early Childhood Education PK-3 NCATE Assessment 7 Early Childhood Education Preschool Internship Home Visit and Lesson Plan is implemented in ECED 790 Internship in Early Childhood Education – Preschool.   ECED 504 Families, Communities, and Schools will be taken prior to or concurrently with the internship and will provide knowledge to support the successful completion of the assessment.   This assessment shows evidence of meeting NAEYC Standard Elements 1c, 2a, 2b, 2c, and 3c.

Assessment Overview

In this assessment, candidates will engage in collaborative practice to develop culturally appropriate family-professional partnerships to benefit children from diverse cultural and linguistic backgrounds and children with special needs in order to create a learning environment that is supportive and challenging.   They will do the following:

- Select a focal child and family whose social-cultural context is different from their own and whose perspective on early childhood education and parenting is likely to be different.
- Develop a Home Visit Questionnaire to assist in engaging with the family member(s) in his/her/their home or home-like setting of the family member's choice.
- Conduct a home visit in the family's environment to gain an understanding of the family's culture and to observe and experience the focal child's home environment.
- Develop an individual storybook or e-book for the child that reflects what was learned about the child and family during the home visit.   This story will help the child and family as they either transition into pre-K (fall internship) or kindergarten (spring internship).
- Develop a lesson plan, with support from the cooperating professional or university supervisor in which information learned and observed through the home visits is connected to the child's experiences in school.
- Observe, document, and assess children's engagement and learning in the lesson.

NAEYC Standard Elements Assessed

NAEYC 1c Using developmental knowledge to create environments that are healthy, respectful, supportive, and challenging learning environments for young children

NAEYC 2a Knowing about and understanding diverse family and community characteristics

NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships

NAEYC 2c Involving families and communities in their children's development and learning

NAEYC 3c Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Assessment Procedures

Candidates will prepare for and conduct a home visit in steps 1 and 2.   In steps 3 and 4, they will use information gathered during the home visit to create a storybook and a lesson plan for the child.

Step One: Develop a Home Visit Questionnaire (*NAEYC 2b*).

Candidates will do the following:
- Select a child and family for the home visit.
- Develop a series of guiding questions to elicit important information regarding this child and their family.   These questions should focus on the following:
    - Understanding the child's experiences, likes, and dislikes;
    - Gathering the family's goals for the child;
    - Learning about the family's experiences and background; and
    - Building partnership between the family and school.

Step Two: Conduct Home Visit (*NAEYC 2a, 2b, 2c*).

Candidates will do the following:
- Conduct a home visit in the family's cultural environment to gain an understanding of the family's culture and to observe and experience various parenting styles.
- Write a reflection of the experience and include responses to the following:
    - How did you establish a relationship with the child's family?   What approaches did you take to better understand the child's family, their community, life experiences, values, and culture?
    - What did you learn about the family's developmental goals for the child?
    - What did you learn about the child's family and community that might impact the child's development and learning?   What did you learn that surprised you or challenged your assumptions about the family's struggles and/or experiences?

Step Three: Create a Personalized Story or e-Book for the Child (*NAEYC 2c*).

Candidates will do the following:
- Create a story for the child that helps connect his/her home to school to facilitate his/her transition into the pre-K program (fall internship) or kindergarten (spring internship):
    - Use information gathered during the home visit to bridge the child's home environment with the school's environment.
    - Focus on aspects of home and school that are similar to help the child successfully transition into pre-K (fall internship) or kindergarten (spring internship).

Step Four: Develop a Lesson Plan with Assessment (*NAEYC 1c, 2a, 2c, 3c*).

Candidates will do the following:

- Develop a lesson plan, with support from cooperating professional or university supervisor.
- Connect information learned through the home visit to the child's experiences in school.
- Observe, document, and assess children's engagement and learning progress in the lesson.
- Respond to the following:
    - o   Based on your observations and interactions with the child and his/her family, what are two areas of development for the child?
    - o   How will you address these developmental needs? Describe short-and long-term actions to help the child meet each of the two goals you have selected.
    - o   What observation, documentation, and assessment strategies and tools were used to better understand the child's development, interests and learning needs to create a lesson plan?
    - o   How did you utilize what was learned about the child and his/her family to create a lesson plan that is developmentally and socio-culturally appropriate for your child?
    - o   How did you assess the child's learning through the use of observation, documentation, and other assessment strategies?

ECE PROGRAM OUTCOME STANDARDS (Aligned with State and NAEYC standards)	Assessment Measures Description			
	Exceeds Criteria	**Meets Criteria**	**Partially Meets Criteria**	**No Evidence**
Early Childhood Education PK-3 NCATE ASSESSMENT 7 **Early Childhood Education Preschool Internship Home Visit and Lesson Plan** **ECED 790 Internship in Early Childhood Education- Preschool**				
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Developed a lesson plan that reflects multiple children's unique interests, developmental needs, and families' multicultural backgrounds	Developed a lesson plan that reflects one child's unique interests, developmental, needs, and families' multicultural backgrounds	Developed a lesson plan that does not reflect the unique interests, developmental needs, and family's multicultural background of any of the children	Provided no documented evidence
2a. Knowing about and understanding diverse family and community characteristics	Developed a home visit questionnaire with questions related to the description of the child, parents' goals for their children, family's experiences and background, and other relevant areas important to partnering with the family	Developed a home visit questionnaire with questions related to the description of the child, parents' goals for their children, and family's experiences and background	Developed a home visit questionnaire with questions related to one or two of the following: description of the child, parents' goals for their children, and/or family's experiences and background	Provided no documented evidence
2b. Supporting and engaging families and community through respectful, reciprocal relationships	Conducted a home visit and documented this visit in writing using multiple family theories and research studies to situate the knowledge gained about the family and their community	Conducted a home visit and documented this visit in writing using at least one family theory and one research study to situate the knowledge gained about the family and their community	Conducted home visit and did not link family theory or research to the knowledge gained about the family and their community	Provided no documented evidence

2c. Involving families and communities in their children's development and learning	Created a personalized story or e-book for the child using in-depth information gained from the home visit, connecting home and school for the child, and focusing on transition into pre-K or kindergarten	Created a personalized story or e-book for the child using some information gained from the home visit, connecting home and school, and focusing on transition into pre-K or kindergarten	Created a story or e-book for the child that may not be personalized or focused on the home-school connection or the transition into pre-K or kindergarten	Provided no documented evidence
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Provided assessment documentation from multiple informal assessments of the child's learning based on the instructional lesson plan AND Developed additional learning experiences	Provided assessment documentation from at least one informal assessment of the child's learning based on the instructional lesson plan AND Developed additional learning experiences	Made recommendations for additional learning experiences without conducting any informal assessments OR Conducted assessments but did not make recommendations for additional learning experiences	Provided no documented evidence