

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

ECED 791.001 Internship With Diverse Infants and Toddlers
3 Credits, Fall 2019
8/21 – 10/11
School Location

Faculty

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Prerequisites/Corequisites

ECED 511 and Admission to the Early Childhood Special Education Licensure Graduate Certificate Program. All endorsement and standardized test requirements (Praxis core Academics Skills for Educators or qualifying substitution and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship.

University Catalog Course Description

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

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using an internship format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Create a supportive, healthy, challenging, and respectful environment for learning for diverse young children.
2. Use a variety of developmentally appropriate teaching and learning approaches to support young children's development.
3. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
4. Assess diverse young learners to promote positive outcomes.
5. Reflect on practices for adherence to ethical standards and professional guidelines.
6. Use technology to support instruction, assessment, planning and delivery for diverse young learners.
7. Engage in collaboration with individuals, team, and families.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

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

CEC Standard Elements

CEC 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

CEC 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

CEC 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

CEC 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

CEC 7.1 Beginning special education professionals use the theory and elements of effective collaboration.

CEC 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

NAEYC Standard Elements

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

NAEYC 6c Engaging in continuous collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

NAEYC 6e Engaging in informed advocacy for young children and the early childhood profession.

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Edthena (Computer Software). San Francisco, CA.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

The Graduate School of Education (GSE) 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.

- **Assignments and/or Examinations**

Internship Notebook

See the Early Childhood Education Internship Manual for internship notebook requirements.

Key Assessments

See the attached key assessments:

- Key Assessment 9 Collaborative and Ethical Practice Summative Evaluation

- **Other Requirements**

Video-Recording

Candidates will video-record their teaching each week over the course of the internship in order to engage in an in-depth analysis of their teaching practice using the computer software, *Edthena*.

Weekly Reflections

Candidates will complete weekly reflections that will be submitted to their university supervisor.

Weekly Progress Reports

Candidates will complete weekly progress reports and a log of hours to monitor their progress and document their number of hours.

Internship Seminars

Candidates will attend internship seminars on pre-determined dates.

Written Assignments

All formal written assignments will be evaluated for content and 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 website at <http://infoguides.gmu.edu/content.php?pid=39979>. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

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2. Degrees of Satisfactory performance by a candidate in Early Childhood Education will be documented on the Teacher Candidate Assessment by the MT and US.
3. 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.
4. 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.
5. 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.
6. 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

Students 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 |
|---|--|---|
| <p>Orientation</p> <p>August 15 5:00-6:30pm</p> | <p><u>Internship Orientation</u> George Mason University Merten Hall: Rm 1202</p> <ul style="list-style-type: none"> ▪ Internship Requirements and Expectations ▪ Discuss plan to contact school, visit Mentor Teacher (MT) and principal ▪ Schedule observations with University Supervisor (US) | <ul style="list-style-type: none"> ○ Bring your laptop |
| <p>Week 1 August 19-23</p> | <ul style="list-style-type: none"> ▪ Observe and assist MT ▪ Develop goals with MT and US | <ul style="list-style-type: none"> ▪ Complete Part 1 of Weekly Progress report and MT completes Part 2 ▪ Written Reflection ▪ Upload video to Edthena- Introduce yourself and your site |
| <p>Week 2 August 26-30</p> | <ul style="list-style-type: none"> ▪ Observe and assist MT ▪ Begin direct teaching/working with families | <ul style="list-style-type: none"> ▪ Complete Progress report ▪ Written Reflection ▪ Upload video to Edthena- Conducting a lesson ▪ Submit lesson plans or other planning document relevant for your site |
| <p>Week 3 Sept. 2-6</p> | <ul style="list-style-type: none"> ▪ Observe ▪ Assume greater responsibility of direct teaching ▪ MT conducts observation | <ul style="list-style-type: none"> ▪ Complete Progress report ▪ Written Reflection ▪ Upload video to Edthena- Conducting a lesson ▪ Submit lesson plans |
| <p>Week 4 Sept. 9-13</p> | <ul style="list-style-type: none"> ▪ Observe ▪ Direct teaching ▪ US completes observation ▪ Midterm evaluation with MT and US | <ul style="list-style-type: none"> ▪ Complete Weekly progress report ▪ Written Reflection ▪ Upload video to Edthena- Conducting a lesson ▪ Submit lesson plans ▪ Review and begin working on KA 9 |
| <p>Week 5 Sept. 16-20</p> <p>Seminar Meeting September 19 @ 5pm Research Hall Room 163</p> | <ul style="list-style-type: none"> ▪ Observe ▪ Direct teaching ▪ Plan for full teaching responsibilities ▪ MT conducts observation <p><u>Internship Seminar</u> George Mason University Research Hall, Room 163</p> <ul style="list-style-type: none"> ▪ Overview for Key Assessments | <ul style="list-style-type: none"> ▪ Complete Weekly progress report ▪ Written Reflection ▪ Upload video to Edthena- Conducting a lesson ▪ Submit lesson plans <ul style="list-style-type: none"> ○ Bring your laptop ○ Bring draft of KA 9 |

| Date | Topics | Assignments |
|---|---|--|
| Week 6 Sept. 23-27 | <ul style="list-style-type: none"> ▪ Full teaching responsibilities ▪ US completes observation | <ul style="list-style-type: none"> ▪ Complete Weekly progress report ▪ Written Reflection ▪ Upload video to Edthena-Conducting a lesson ▪ Submit lesson plans ▪ Continue working on KA 9 |
| Week 7 Sept. 30- Oct. 4 Seminar at Mason October 3 5:00-6:30pm Research Hall, Room 163 | <ul style="list-style-type: none"> ▪ Full teaching responsibilities ▪ Final MT and/or US observations, as necessary <p><u>Internship Seminar</u> George Mason University Research Hall: Rm 163</p> <ul style="list-style-type: none"> ▪ Overview for Key Assessments | <ul style="list-style-type: none"> ▪ Complete Weekly progress report ▪ Written Reflection ▪ Upload video to Edthena-Conducting a lesson ▪ Submit lesson plans <ul style="list-style-type: none"> ○ Have completed draft of KA 9; review and finalize |
| Week 8 Oct. 7-11 | <ul style="list-style-type: none"> ▪ Conclude teaching responsibilities – Phase out transition to MT ▪ Conduct final Internship Evaluation with MT and US | <ul style="list-style-type: none"> ▪ Complete Weekly progress report ▪ Written Reflection ▪ Upload video to Edthena-Conducting a lesson ▪ Submit lesson plans ▪ Submit KA 9 to Tk20 ▪ Log of Hours to US ▪ Summary of Internship Placement and Final Grade signed and submitted to US |

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://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://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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