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

ECED 790.001 Internship with Diverse Preschool Children
3 Credits, Spring 2020
1/13 – 3/6, On-Site Location

Faculty

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Prerequisites/Corequisites
ECED 401 or 501 and ECED 403 or 503 and Admission to the Early Childhood Education Prekindergarten – Third Grade (Licensure) Graduate Certificate Program. All endorsement and standardized test requirements (Praxis Core Academics Skills for Educators or qualifying substitution, Praxis II, 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 preschool children. Links university course work to real world of working with diverse young learners and their families.

Course Overview
This course provides teacher candidates with the opportunity to synthesize their learning across coursework and field experiences and apply this content and pedagogical knowledge in 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 Prekindergarten – Third Grade Competencies, the Interstate Teacher Assessment and Support Consortium (INTASC) Standards, the Council of Exceptional Children (CEC) Standards, and the National Association for the Education of Young Children (NAEYC) Standards. In addition, the internship provides opportunities for candidates to be reflective practitioners. As candidates work with diverse young children, families, and other professionals, they apply content and pedagogical knowledge, assess the effectiveness of their teaching strategies and approaches, and reflect critically on ways to enhance their practice.

Candidates will engage in 6 credits (ECED 790 and ECED 795) of internship that include a total of 16 weeks of successful full-time student teaching under the supervision of a mentor teacher with demonstrated effectiveness in the classroom. This summative supervised student teaching experience for candidates seeking Early/Primary Education Prekindergarten – Third Grade

(EPK3) licensure will take place in EPK3 settings with a mentor teacher who is endorsed in EPK3. This summative supervised student teaching experience will include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.

Course Delivery Method
This course will be delivered using a student teaching format.

Learner Outcomes or Objectives
This course is designed to enable candidates to do the following:
1. Create a supportive, healthy, challenging, and respectful environment for learning for diverse young children that includes the application of effective classroom management techniques, guiding and supporting positive behavior, classroom community building, and individual instruction and interactions that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
2. Apply knowledge of human growth and development and the interaction of individual differences to guide learning experiences and relate meaningfully to students and families.
3. Use a variety of evidence-based, developmentally appropriate teaching and learning approaches to support young children's development and learning.
4. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child that builds classroom community and includes individual interventions that promote emotional well-being.
5. Plan, implement, and evaluate culturally responsive, developmentally appropriate, evidence-based instruction that promotes the development and achievement of culturally, linguistically, socioeconomically, and ability diverse young learners.
6. Assess diverse young learners, analyze data, use analysis to plan instruction, evaluate the effectiveness of instruction, and reflect on future instruction and interactions to promote positive outcomes for each child.
7. Use technology to support instruction, assessment, planning, and delivery for diverse young learners.
8. Collaborate with individuals, teams, and families to promote children's development and learning.
9. Engage in reflective practice.
10. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, the mentor teacher, the university supervisor, and professionals in the student teaching setting.
11. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early/Primary Education PreK-3 (EPK3) Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (INTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

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

Virginia Professional Studies Competencies
Supervised Clinical Experiences

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods

INTASC Standards
Construct 1: Learner and Learning
- INTASC 1 – Learner Development
  The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- INTASC 2 – Learner Differences
  The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- INTASC 3 – Learning Environment
  The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

Construct 2: Content
- INTASC 4 – Content Knowledge
  The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.
- INTASC 5 – Innovative Applications of Content Knowledge
  The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Construct 3: Instructional Practices
- INTASC 6 – Assessment
  The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.
- INTASC 7 – Planning for Instruction
  The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- INTASC 8 – Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Construct 4: Professional Responsibility
- INTASC 9 – Professional
  The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.
- INTASC 10 – Leadership and Collaboration
  The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

CEC Standard Elements
CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions.
CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in a crisis.
CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
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 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities.
CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of 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 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

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 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

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

CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

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

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

NAEYC 3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

NAEYC 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches.

NAEYC 4d Reflecting on own practice to promote positive outcomes for each child.

NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

NAEYC 5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

NAEYC 6b Knowing about and upholding ethical standards and other early childhood professional guidelines.

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

NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education

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

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

Edthena (Computer Software). San Francisco, CA.

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

- **Assignments and/or Examinations**

Video-Recording
Candidates will video-record at least one lesson each week over the course of the internship in order to reflect on and engage with classmates to discuss effective instructional strategies. They will upload the video clip to Edthena.

Lesson Plans
- Weekly plans – Candidates will develop weekly lesson plans using the lesson plan template or a format approved by the university supervisor and mentor teacher. They will submit the weekly plans to the MT and upload them to Blackboard prior to the beginning of the week.
- Daily plans – Candidates will develop daily plans using the lesson plan template or a format approved by the university supervisor and mentor teacher. Candidates will use guidance and feedback from the mentor teacher to develop and revise plans. They will submit these plans to the mentor teacher prior to teaching the lessons. Candidates will gradually take on more responsibility for lesson planning throughout the internship and will take full responsibility during the designated weeks of full-time teaching responsibilities. Candidates will maintain electronic documentation of the lesson plans and will make the plans available to the university supervisor upon request.

Weekly Progress Reports
Candidates will complete weekly progress reports to reflect on their progress and consider their next steps. After completing the first part of the form, they will submit it to their mentor teacher who will complete the second part of the form. Candidates will reflect on the mentor teacher's comments, complete the third part of the form, and submit to their university supervisor through Blackboard.

Log of Hours and Summary of Internship Placement
Candidates will complete the log of hours to document their number of hours and the Summary of Internship Placement sheet. They will submit them to their mentor teacher at the conclusion of the internship for a signature and then to the university supervisor for a signature. They will upload the signed log of hours and the summary sheet to Blackboard.

Effect on Student Learning CAEP Assessment: Instruction, Assessment, and Evaluation Planning and Implementation (This is a performance-based assessment that provides evidence of candidates meeting the INTASC, CEC, NAEYC, Virginia Department of Education standards and competencies.)

Throughout their internship, candidates will develop and implement instruction, assessment, and evaluation plans supported by theories and research that are the foundation of developmental and academic curricula and instructional strategies for young children. They will use the attached

lesson plan template to plan developmental and academic content instruction and assessment, and to report on the effects of the implementation of the lessons on children's learning.

For this assessment, candidates will identify concepts and standards to be developed over the course of a week. They will use the attached lesson plan template to document Part 1: Planning Instruction and Part 2: Planning Assessment. In Part 3: Lesson Implementation, they will implement the lesson plans. In Part 4: Evaluation – Effect on Student Learning, they will evaluate the effectiveness of their instruction.

Part 1: Planning Instruction
Candidates will use the attached template to plan developmentally and individually appropriate developmental and content area instruction adapted to meet the strengths, interests, and needs of young children with varying abilities and from diverse cultural, linguistic, and socioeconomic backgrounds. They will write and implement instruction and assessment plans. Lesson plans will include specific plans for collaborating with other professional colleagues (e.g., general education teachers, specialists, paraeducators, tutors, and/or volunteers).

Part 2: Planning Assessment
Candidates will use the attached lesson plan template to identify (a) the pre-assessments (e.g., interviews, observations, checklists, etc.) used to inform the lesson plan design, (b) the assessment tools they will use to assess children's development and learning during instruction (e.g., anecdotal notes, checklists, etc.), and (c) at least one assessment tool they will use to document children's development and learning at the conclusion of the lesson or series of lessons (e.g., final work product, running record, writing rubric, etc.).

Part 3: Lesson Implementation
Candidates will implement lesson plans in collaboration with other professional colleagues, as appropriate. They will create safe, inclusive, culturally responsive learning environments to engage individual children, including children with exceptionalities, in meaningful learning activities and social interactions.

Part 4: Evaluation – Effect on Student Learning
Candidates will evaluate assessment data gathered from the lessons implemented. Candidates will evaluate their instruction and its effect on children's development and learning. They will do the following:
- Report the results of the pre-assessment,
- Explain how instruction was designed and implemented based on pre-assessment results,
- Describe how children's development and learning were assessed during instruction,
- Explain how instruction was modified during implementation based on children's responses to the instruction and/or how children's responses to instruction influenced or will influence future instruction,
- Report results of post assessment, and

- Examine the effectiveness of the instruction by critically evaluating assessment results and describing the impact the instructional strategies had on the children's development and learning, including children with and without exceptional learning needs.

Internship Midpoint Progress and Dispositions Evaluations and Final Performance and Dispositions Evaluations

During the internship, 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. At midpoint, candidate will be assessed on their progress toward developing professional competencies and dispositions. At the conclusion of the internship, candidates will be evaluated on their professional competencies and dispositions. The midpoint and final evaluations will be completed by the university supervisor with input from the candidate and mentor teacher.

- **Other Requirements**

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> 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.

Uploaded Documents

Candidates will upload video clips of teaching to Edthena.

Candidates will upload the following to Blackboard:

- Weekly Lesson Plans
- Weekly Progress Reports completed by the candidate and mentor teacher
- Effect on Student Learning CAEP Assessment: Instruction, Assessment, and Evaluation Planning and Implementation
- Formal Observation Reports completed by the mentor teacher and university supervisor
- Internship Midpoint Progress Evaluation completed by the university supervisor with input from the candidate and mentor teacher
- Internship Midpoint Dispositions Evaluation
- Internship Final Evaluation completed by the university supervisor with input from the candidate and mentor teacher
- Internship Final Dispositions Evaluation
- Signed Log of Hours
- Summary of Internship Placement Sheet

- **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 **Jan. 9** **5:00-6:30pm**	Internship Orientation George Mason University Merten Hall: Rm 1203 • Internship Requirements and Expectations • Discuss plan to contact school, visit Mentor Teacher (MT) and principal • Schedule observations with University Supervisor (US)	Bring laptop, calendar, and Mentor Teacher contact information
Week 1 Jan. 13-17	Traditional Internship • Observe and assist MT On the Job Internship • Develop goals with MT and US	Upload video to Edthena by the end of the week – Introduce yourself and your classroom Due to Bb – Progress Report and Reflection
Week 2 Jan. 21-24	Traditional Internship • Observe and assist MT • Begin direct teaching On the Job Internship • Collaborate with MT and US • Start scheduling first MT and US observations	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 3 Jan. 27-31 **Seminar #1- Johnson Center, 334, Meeting room E** **5-630pm**	Seminar #1- Jan. 30, 2020 Internship Seminar George Mason University Bring Laptop Johnson Center, 334, Meeting room E Traditional Internship • Observe • Assume greater responsibility for direct teaching • Confirm observation with US and MT • MT completes first observation On the Job Internship • Collaborate with MT and US • US complete first observation	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson

Date	Topics	Assignments
Week 4 Feb. 3-7	Traditional Internship ▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities ▪ US completes first observation ▪ Midterm evaluation with MT and US On the Job Internship ▪ MT completes first observation ▪ Midterm evaluation with MT and US	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 5 Feb. 10-14	Traditional Internship ▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities On the Job Internship ▪ Collaborate with MT and US	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 6 Feb. 17-21 **Seminar #2 Merten Hall 1203 5-630pm**	Seminar #2- Feb. 20, 2020 Internship Seminar George Mason University Bring Laptop Merten Hall: Rm 1203 ▪ Effect on Student Learning CAEP Assessment: Instruction and Evaluation Planning and Implementation Traditional Internship ▪ Full teaching responsibilities ▪ MT completes second observation On the Job Internship ▪ MT completes second observation	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson
Week 7 Feb. 24-28	Traditional Internship ▪ Full teaching responsibilities ▪ US completes second observation On the Job Internship ▪ US completes second observation	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson

Date	Topics	Assignments
Week 8 Mar. 2-6	<u>Traditional Internship</u> ▪ Conclude teaching responsibilities ▪ Conduct final Internship Evaluation with MT and US <u>On the Job Internship</u> ▪ Conduct Final evaluation with MT and US	Due to Bb – Progress Report and Reflection Due to Bb – Weekly Lesson Plans Due to MT – Weekly/Daily Lesson Plans Upload Video to Edthena – Conducting a lesson **Due to Bb – All Formal Observation Reports** **Due to Bb – Internship Performance and Dispositions Final Evaluation**s **Due to Bb - Log of Hours** **Due to Bb- Summary of Internship placement and Final Grade** **Due to Bb – Effect on Student Learning CAEP Assessment: Instruction and Evaluation Planning and Implementation** **UPLOAD documents to TK20**

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

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Early Childhood Education Lesson Plan Template

Candidates will use this template for the Effect on Student Learning CAEP Assessment. They will also use this template to develop weekly and daily lesson plans unless an alternative lesson planning format has been approved by the mentor teacher and university supervisor.

Name:	**Dates:**
Lesson Title/Theme/Topic:	**Age/Grade Level:**

Planning Instruction
This part of the plan is used to provide information that informs and supports the weekly and daily lesson plans.

Weekly Performance-Based Objective(s): *Identify academic or development learning objectives selected to promote individual children's learning.*

Local/State/National Standards: *Identify salient standards that are linked to instruction and assessment.*

Weekly Assessments
Pre-Assessment: *Identify the assessments (e.g., interviews, observations, checklists, etc.) used to inform the lesson plan design.*

Formative and/or Informal Assessments: *Identify the assessment tools that will be used to assess children's development and learning during instruction (e.g., anecdotal notes, checklists, etc.).*

Summative Assessment: *Identify assessment tool to document each child's learning at the conclusion of the weekly learning experiences (e.g., final work product, running record, writing rubric, etc.).*

Materials: *List supplies or props needed to implement the learning experiences.*

Technologies: *List any meaningful integration of technology that will be utilized to meet the objectives and to support learning (e.g., augmentative/alternative communication systems and assistive technologies).*

Collaboration Plans: *Identify plans for collaborating with colleagues, paraeducators, tutors, and/or volunteers.*

Differentiation: *Considering each child's abilities, interests, learning environment, and cultural and linguistic background, describe specific opportunities and strategies to be used to support children's learning.*

Rationale: *Provide a three to five sentence rationale for the planned learning experiences, including at least one citation.*

Weekly Overview

This part of the plan involves developing a weekly schedule that identifies the daily learning experiences. (Add rows as needed.)

Schedule	Monday/ Day 1	Tuesday/ Day 2	Wednesday/ Day 3	Thursday/ Day 4	Friday/ Day 5

Daily Lesson Plans

This part of the plan includes step-by-step directions with elaborations that provide clear descriptions of the strategies to be implemented. (Add rows for additional lessons as needed.)

Lesson Title:

Activity and Context: *Identify the activity and provide a brief description of when and where the activity will occur.*

Procedures: *Provide step-by-step descriptions of the developmentally and individually appropriate strategies and tools to be used to facilitate learning, including strategies for developing children's language development and communication skills and opportunities for developing children's critical thinking and problem-solving skills.*

Transition: *Provide a description of how to transition from this activity to the next.*

Lesson Title:

Activity and Context: *Identify the activity and provide a brief description of when and where the activity will occur.*

Procedures: *Provide step-by-step descriptions of the developmentally and individually appropriate strategies and tools to be used to facilitate learning, including strategies for developing children's language development and communication skills and opportunities for developing children's critical thinking and problem-solving skills.*

Transition: *Provide a description of how to transition from this activity to the next.*

Evaluation Guide

Effect on Student Learning CAEP Assessment: Instruction, Assessment, and Evaluation Planning and Implementation				
	Exceeds	**Meets**	**Approaches**	Does Not Meet
Parts 1 and 2: Lesson Planning and Implementation				
CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions.	Candidate met expectations and showed extensive understanding of ways to create safe, inclusive, and culturally responsive environments that engage young children in meaningful learning activities and social interactions.	Candidate selected, developed, and evaluated developmentally and functionally appropriate materials, equipment, and environments. Candidate created a safe, inclusive, culturally responsive environment to engage children with diverse abilities in meaningful learning activities.	Candidate selected, developed, and evaluated materials, equipment, and/or environments that mostly developmentally and functionally appropriate. Candidate created a mostly safe, inclusive, culturally responsive environment to engage children with diverse abilities in meaningful learning activities.	Candidate did not select, develop, and evaluate or rarely selected, developed, and evaluated developmentally and functionally appropriate materials, equipment, and environments. Candidate did not create or rarely created a safe, inclusive, culturally responsive environment to engage children with diverse abilities in meaningful learning activities.
CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for	Candidate met expectations and showed extensive understanding of content-specific knowledge and ways to implement developmentally and individually appropriate instruction that supports individual children's	Candidate used content-specific knowledge to develop relevant learning objectives and plan and implement developmentally and individually appropriate instruction that supports individual children's	Candidate used basic content-specific knowledge to develop learning objectives and plan and implement instruction that supports individual children's learning within particular	Candidate did not use or rarely used basic content-specific knowledge to develop learning objectives and plan and implement developmentally and individually appropriate instruction that supports individual

individuals with exceptionalities	learning across a variety of curricular content areas.	learning across curricular content areas.	curricular content areas.	children's learning across curricular content areas.
NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines				
CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	Candidate met expectations and showed extensive understanding of ways to differentiate curricula to support individual children's learning.	Candidate planned and implemented instruction that included individually appropriate differentiations to support individual children's learning.	Candidate planned and implemented instruction that included some individually appropriate differentiations to support individual children's learning.	Candidate did not modify or rarely differentiated the curricula to support individual children's learning.
CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities	Candidate met expectations and showed extensive understanding of ways to use technology to support instructional assessment, planning, and delivery to promote positive outcomes for individual children.	Candidate selected and used a variety of appropriate technologies, including augmentative, alternative and assistive technologies, to support instructional assessment, planning, and delivery to promote positive outcomes for individual children.	Candidate selected and used a few appropriate technologies, including augmentative, alternative and assistive technologies, to support instructional assessment, planning, and delivery to promote positive outcomes for individual children.	Candidate did not use or rarely used technologies to support instructional assessment, planning, and delivery to promote positive outcomes for all children.
CEC 5.4 Beginning special education professionals use	Candidate met expectations and extensive understandings of	Candidate used a variety of effective instructional	Candidate used some instructional strategies,	Candidate did not use or rarely used instructional strategies,

strategies to enhance language development and communication skills of individuals with exceptionalities.	ways to promote children's language development and communication skills, including communication strategies that support children's self-advocacy.	strategies, communications systems, and processes to further develop students' language development and communication skills, including communication strategies that support children's self-advocacy.	communications systems, and/or processes to develop students' language development and communication.	communications systems, and processes for developing children's language and communication skills.
CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Candidate met expectations and showed extensive understanding of ways to develop students' critical thinking and problem-solving skills.	Candidate used a variety of instructional formats, strategies, and processes to further develop students' critical thinking and problem-solving skills.	Candidate used a variety of instructional formats, strategies, and processes to further develop students' critical thinking and problem-solving skills.	Candidate did not use or rarely used instructional formats, strategies, and processes to further develop students' critical thinking and problem-solving skills.
CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	Candidate met expectations and showed extensive understanding of ways to provide guidance and direction to paraeducators, tutors, or volunteers.	Candidate provided supportive and clear guidance and direction to paraeducators, tutors, or volunteers regarding their specific roles and responsibilities for supporting children's learning.	Candidate provided some guidance and direction to paraeducators, tutors, or volunteers regarding their specific roles and responsibilities for supporting children's learning.	Candidate did not provide or rarely provided guidance and direction to paraeducators, tutors, or volunteers regarding their specific roles and responsibilities for supporting children's learning.
Part 3: Assessment				
NAEYC 3c Understanding and practicing responsible	Candidate met expectations and showed extensive understanding of	Candidate used a variety of appropriate informal and	Candidate used informal and formal assessment tools,	Candidate did not use or rarely used informal and formal

assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	ways to appropriately use informal and formal assessment tools, including assistive technology, to support children's learning outcomes.	formal assessment tools, including assistive technology, to support children's learning outcomes.	including assistive technology, to support children's learning outcomes.	assessment tools, including assistive technology, to support children's learning outcomes.
Part 4: Effect on Student Learning				
CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. NAEYC 5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Candidate met expectations and showed extensive understanding of ways to identify and show the effect of learning experiences on children's learning and to use the data to plan additional learning experiences to facilitate child-initiated development and learning.	Candidate used own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally and meaningfully challenging curriculum and instruction that had an effect on young children's learning and development. Candidate used assessment results to show effect on children's learning and to plan additional learning experiences to facilitate children's development and learning.	Candidate used assessment results to show effect on children's learning and to plan additional learning experiences to facilitate children's development and learning.	Candidate did not use or rarely used assessment results to show effect on children's learning and to plan additional learning experiences to further promote development.