ECED 795.004 Internship in Kindergarten Through Third Grade
3 Credits, Spring 2020
10/19 – 12/13, On-Site Location

Faculty
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Prerequisites/Corequisites
ECED 401 or 501, 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 in early childhood education in
kindergarten through third grade. 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. This course will be delivered online using a synchronous format using Blackboard Learning Management system (LMS) housed in MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email (everything before @masonlive.gmu.edu) and email password.

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

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

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.

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 the following to Blackboard:
- Weekly Lesson Plans
- Weekly video clips of teaching
- Weekly Progress Reports completed by the candidate and mentor teacher
- 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.

Week 9 Oct. 19- 23	Traditional Internship • Observe MT • Prepare letter to MT and to the families • Schedule initial meeting with MT and US On-the-Job Internship • Revisit goals with MT and US • Schedule third formal observation	Due to Bb – *Upload video to Bb by the end of the week – Traditional- Introducing your new classroom On-the-Job- Conducting a lesson *Due to Bb – Weekly Progress Report and Reflection *Due to Bb – On-the-job- Weekly lesson plan

Week 10 Oct. 26-30	Traditional Internship ■ Start to take on more Direct teaching responsibilities – 1 subject area ■ Schedule first observation and midterm evaluation with MT and US On-the-Job Internship ■ Collaborate with MT and US	Due to Bb – *Upload video to Bb by the end of the week – Conducting a lesson (one-on-one, small group, or whole group) *Due to Bb – Weekly Progress Report and Reflection *Due to Bb – Weekly lesson plan
Week 11 Nov. 2- 6	Traditional Internship ■ Take on more Direct teaching- 2-3 subject areas ■ Start planning for full teaching responsibilities ■ Schedule first formal observation and midterm evaluations with MT and US On-the-Job Internship Schedule third formal observation with MT and US	Due to Bb – *Upload video to Bb by the end of the week – Conducting a lesson (one-on-one, small group, or whole group) *Due to Bb – Weekly Progress Report and Reflection *Due to Bb – Weekly lesson plan
Week 12 Nov. 9-13 Seminar #3 5-630pm	Internship Seminar Nov. 12th from 5:00-6:30pm via Blackboard Collaborate ■ Career Services: Writing a Resume, Cover Letter ■ The Interview process Traditional Internship ■ Continue taking on more direct teaching responsibilities- 2-3 subject areas ■ Collaborate with MT and US to conduct the first formal observation and midterm evaluations On-the-Job Internship ■ Collaborate with MT and US MT and US complete third observation	Due to Bb – *Progress Report and Reflection *Weekly Lesson Plans Due to MT and Bb – Weekly/Daily Lesson Plans Upload Video to Bb – Conducting a lesson

Week 13 Nov. 16-20	Traditional Internship ▪ Conduct Full teaching responsibilities ▪ Collaborate with MT and US to complete the second formal observation On-the-Job Internship ▪ Collaborate with MT and US MT and US schedule fourth observation (if you haven't already done so) and complete the final evaluations	Due to Bb – *Upload video to Bb by the end of the week – Conducting a lesson (one-on-one, small group, or whole group) *Due to Bb – Weekly Progress Report and Reflection *Due to Bb – Weekly lesson plan
Week 14 Nov. 23-27 **(Follow the Internship placement's calendar regarding Thanksgiving)**	Traditional Internship ▪ Continue full teaching responsibilities ▪ Conduct final Internship Evaluation and second formal observation with MT and US On-the-Job Internship ▪ Conduct Final evaluation and fourth formal observation with MT and US	
<mark>Week 15 Nov. 30- Dec. 4 Seminar #4 5-630pm</mark>	<mark>Internship Seminar- Dec. 3 from 5:00-6:30pm via Blackboard Collaborate</mark> ▪ <mark>Licensure requirements</mark> ▪ <mark>Wrapping up the semester</mark> Traditional Internship ▪ Conclude teaching responsibilities ▪ Conduct final Internship Evaluation with MT and US ▪ Observe MT On-the-Job Internship ▪ Conduct Final evaluation and fourth formal observation with MT and US	Due to Bb – *Final Progress Report and Reflection *Upload Final Video to Bb – Reflect on the Internship experience **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** **UPLOAD documents to Tk20/VIA**

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.