ECED 795.001 Internship in Kindergarten Through Third Grade
3 Credits, Spring 2022
03/14/2022–05/08/2022
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, and the National
Association for the Education of Young Children (NAEYC) Professional Standards and
Competencies. 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 15 weeks of successful full-time student teaching under the supervision of a university
supervisor (US) and mentor teacher (MT) with demonstrated effectiveness in the classroom. This
summative supervised student teaching experience for candidates seeking Early/Primary

Education Prekindergarten – Third Grade (EPK3) licensure will take place in EPK3 settings with an MT 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 and via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 24th, 2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
- Adobe Acrobat Reader: https://get.adobe.com/reader/
- Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable candidates to do the following:
1. Create a supportive, healthy, challenging, and respectful environment for learning for diverse young children that includes the application of effective classroom management techniques, guiding and supporting positive behavior, classroom community building, and individual instruction and interactions that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
2. Apply knowledge of human growth and development and the interaction of individual

differences to guide learning experiences and relate meaningfully to students and families.
3. Use a variety of evidence-based, developmentally appropriate teaching and learning approaches to support young children's development and learning.
4. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child that builds classroom community and includes individual interventions that promote emotional well-being.
5. Plan, implement, and evaluate culturally responsive, developmentally appropriate, evidence-based instruction that promotes the development and achievement of culturally, linguistically, socioeconomically, and ability diverse young learners.
6. Assess diverse young learners, analyze data, use analysis to plan instruction, evaluate the effectiveness of instruction, and reflect on future instruction and interactions to promote positive outcomes for each child.
7. Use technology to support instruction, assessment, planning, and delivery for diverse young learners.
8. Collaborate with individuals, teams, and families to promote children's development and learning.
9. Engage in reflective practice.
10. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, the mentor teacher, the university supervisor, and professionals in the student teaching setting.
11. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Interstate Teacher Assessment and Support Consortium (InTASC) Standards, National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, Virginia Professional Studies Competencies, and Virginia Early/Primary Education PreK-3 Endorsement Competencies

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

INTASC Standards
Construct 1: Learner and Learning
- INTASC 1 – Learner Development
- INTASC 2 – Learner Differences
- INTASC 3 – Learning Environment
Construct 2: Content
- INTASC 4 – Content Knowledge
- INTASC 5 – Innovative Applications of Content Knowledge
Construct 3: Instructional Practices
- INTASC 6 – Assessment
- INTASC 7 – Planning for Instruction
- INTASC 8 – Instructional Strategies
Construct 4: Professional Responsibility
- INTASC 9 – Professional
- INTASC 10 – Leadership and Collaboration

NAEYC Professional Standards and Competencies
NAEYC 1 Child Development and Learning in Context
NAEYC 2 Family-Teacher Partnerships and Community Connections
NAEYC 3 Child Observation, Documentation, and Assessment
NAEYC 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
NAEYC 5 Knowledge, Application, and Integration of Content in Early Childhood
Curriculum
NAEYC 6 Professionalism as an Early Childhood Educator

Virginia Professional Studies Competencies
Supervised Clinical Experiences

Virginia Early/Primary Education PreK-3 Endorsement Competencies
Methods

Required Texts
American Psychological Association. (2020). *Publication manual of the American Psychological
Association* (7th ed.). 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, VIA, hard copy).

- **Assignments and/or Examinations**

Weekly Planning Overview and Daily Plans
- Weekly Planning Overview – Candidates will develop a weekly planning overview using
  the weekly planning overview template or a format approved by the US and MT. They
  will submit the weekly planning overview to the MT and upload it to Blackboard (Bb)
  prior to the beginning of the week. The first week of internship, candidates will upload
  their classroom weekly schedule. Subsequent weeks will include the schedule, topics, and
  activities specific to the week.
- Daily Lesson Plans – Candidates will develop daily lesson plans using the lesson plan
  template or a format approved by the US and MT. Candidates will use guidance and
  feedback from the MT to develop and revise the plans. They will submit these plans to
  the MT prior to teaching the lessons. Candidates will gradually take on more
  responsibility for lesson planning throughout the internship and will take full
  responsibility during the designated weeks of full-time teaching responsibilities.
  Candidates will maintain electronic documentation of the lesson plans and will make the
  plans available to the US upon request.

Weekly Progress Reports and Reflections
Candidates will complete weekly progress reports and reflections to reflect on their progress and
consider their next steps. After completing the first part of the form, they will submit it to their
MT who will complete the second part of the form. Candidates will reflect on the MT's
comments, complete the third part of the form, and submit it to their US through Bb.

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

Log of Hours and Summary of Internship Placement
Candidates will complete the Log of Hours and the Summary of Internship Placement. They will submit them to their MT at the conclusion of the internship for a signature and then to the US for a signature. They will upload the signed Log of Hours and Summary of Internship Placement to Bb.

Observation of Performance Reports
The MT will complete at least two formal observations of the intern's performance. The MT will use the formal observation of performance template. Each Observation of Performance Report will be shared with the US upon completion. The intern will upload the two formal MT Observation of Performance Reports to Bb.

The US will complete at least two formal observations of the intern's performance. The US will use the formal observation of performance template. The intern will upload the two formal US Observation of Performance Reports to Bb.

Internship and Dispositions Midpoint and Final Evaluations
Candidates will engage in direct teaching that includes responsibility for planning, instruction, assessment, and student supervision. 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.

The internship evaluation assesses candidates' performance at two points during the internship, midpoint and final. The evaluation is intended to engage the triad in a reflective conversation about early childhood educators' competencies and responsibilities. The evaluation is designed to illuminate candidates' strengths and areas of professional growth.

For each evaluation, the candidate, MT, and US will complete the Internship Evaluation and the Assessment of Dispositions independently prior to engaging in a reflective conversation. During the meeting, the US will facilitate a discussion of the candidate's progress, including strengths and areas of professional growth, and will complete the Internship Evaluation and the Assessment of Dispositions with input from the MT and the candidate. The candidate will upload the completed evaluation form to Bb at the midpoint and at the conclusion of the internship.

- **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.

VDOE Required Modules for Teacher Licensure
To apply for licensure candidates must submit their certificates of completion for the following VDOE modules with their licensure application:
- Dyslexia Module/Training: http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html (completed in ECED 402 or ECED 502)
- Child Abuse and Neglect Recognition and Training Module: https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html (completed in ECED 404 or ECED 404)
- Regulations Governing Restraint and Seclusion Modules: https://www.odu.edu/eps/programs/ciees/initiatives/restraint-and-seclusion.html (to be completed during internship)

Uploaded Documents
Candidates will upload the following to Blackboard:
- Weekly Planning Overview
- Weekly Video Clips of Teaching
- Weekly Progress Report and Reflection
- VDOE Restraint and Seclusion Modules (if not submitted in ECED 790)
- Formal Observations of Performance Reports completed by the MT and US
- Midpoint Internship Evaluation
- Midpoint Assessment of Dispositions
- Final Internship Evaluation
- Final Assessment of Dispositions
- Signed Log of Hours
- Summary of Internship Placement

Candidates will complete the following Qualtrics survey in Bb:
- Final Self-Assessment of Dispositions

Candidates will upload the following to VIA:
- Final Internship Evaluation

- **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 site daily. They will follow their internship site holidays as determined by the calendar articulated by the school. Candidates will follow the contract hours of their MT and will participate in school-sponsored events as needed. Note: Because observation opportunities are site and context specific, the focus for observations noted in the schedule below will be determined in collaboration with the candidate, US, and MT.

Date	Topics	Assignments
Week 1 Week of Mar 14	▪ Observe and assist MT	**Due to Bb by 3/20 –** • Video to introduce yourself, your classroom, set goals, and the class schedule • Weekly Progress Report and Reflection #1
Week 2 Week of Mar 21	▪ Observe and assist MT ▪ Begin direct teaching	**Due to Bb by 3/27 –** • Weekly Video conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection #2

		• Weekly Lesson Plan for the week of Mar. 28
Week 3 Week of Mar 28 **Internship seminar # 3** from 5:00-6:30pm via Blackboard collaborate	▪ Observe ▪ Assume greater responsibility for direct teaching ▪ Confirm observation with US and MT ▪ MT completes first observation **March 31- Internship Seminar Topic:** ▪ Career Services	**Due to Bb by 4/3 –** • Weekly Video conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection #3 • Weekly Lesson Plan for the week of Apr. 11
Week 4 Week of Apr 11 (week 4 and remaining weeks may shift based on school division spring break)	▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities ▪ US completes first observation ▪ Midterm evaluation with MT and US	**Due to Bb by 4/17 –** • Weekly Video conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection #4 • Weekly Lesson Plan for the week of Apr. 18
Week 5 Week of Apr 18	▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities	**Due to Bb by 4/24 –** • Weekly Video conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection #5 • Weekly Lesson Plan for the week of Apr. 25
Week 6 Week of Apr 25 **Internship seminar # 2** from 5:00-6:30pm via Blackboard collaborate	▪ Observe ▪ Direct teaching ▪ Full teaching responsibilities Internship Seminar Topic: ▪ Discussion – Licensure Requirements	**Due to Bb by 5/1 –** • Weekly Video conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection #6 • Weekly Lesson Plan for week of May 2

Week 7 Week of May 2	▪ Conclude teaching responsibilities ▪ Observe mentor teacher ▪ Conduct Final Internship Evaluation and Dispositions with MT and US	**Due to Bb by 5/8 –** • Weekly Video reflecting on the internship • Weekly Progress Report and Reflection #7 • **All Formal Observation Reports** • **Final Internship Evaluation** • **Final Assessment of Dispositions** • **Log of Hours** • **Summary of Internship Placement and Final Grade** • **Final Lesson Planning Assessment** ==**Due to VIA by 5/8 –**== • Final Lesson Planning Assessment • Final Internship Evaluation • Final Assessment of Dispositions

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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, 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.