<div align="center">

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

ECED 793.001 Internship Preschool Early Childhood Special Education
3 Credits, Spring 2022
01/24/2022 – 03/13/2022
On-Site Location

</div>

Faculty

Name:	Bweikia Steen, EdD
Office Hours:	By appointment
Office Location:	Thompson Hall 1101, Fairfax Campus
Office Phone:	(703) 993-5321
Email Address:	bsteen2@gmu.edu

Prerequisites/Corequisites

ECED 401 or 501, ECED 403 or 503, and Admission to the Early Childhood Special Education (Licensure) Graduate Certificate Program. All standardized test requirements (Praxis Core Academic Skills for Educators or qualifying substitution and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship.

University Catalog Course Description

Enables students to participate full time in an internship in preschool early childhood special education. 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 an early childhood special education 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 Childhood Special Education Competencies, the Interstate Teacher Assessment and Support Consortium (INTASC) Standards, and the Division of Early Childhood (DEC) Professional Preparation 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 791 and 793) 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 early childhood special

education. This summative supervised student teaching experience for candidates seeking Early Childhood Special Education (ECSE) licensure will take place in ECSE settings with an MT who is endorsed in ECSE. 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:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o 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 – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education (ECSE) Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (INTASC) Standards, and Division of Early Childhood (DEC) Professional Preparation Standards

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

Virginia Professional Studies Competencies
Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies
Standards of Professionalism
Supervised Experiences
Written Communication

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

DEC Professional Preparation Standards

DEC 1 Child Development and Early Learning
DEC 2 Partnering with Families
DEC 3 Collaboration and Teaming
DEC 4 Assessment Processes
DEC 5 Applications of Curriculum Frameworks in the Planning of Meaningful Learning Experience
DEC 6 Using Responsive and Reciprocal Interactions, Interventions, and Instruction
DEC 7 Professionalism and Ethical Practice

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, 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 engage with classmates to discuss effective instructional strategies.

VDOE Modules (five modules and cummulative quiz**) – Understanding the Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia**
Candidates will complete the five modules and cummulative quiz required by VDOE (see link below) and submit the completion certificate to Blackboard.
https://cieesodu.org/initiatives/restraint-and-seclusion/

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.

Lesson Planning Assessment (This is a performance-based assessment that provides evidence of candidates meeting the INTASC, NAEYC, and Virginia Department of Education standards and competencies.)
The Lesson Planning Assessment is attached below. Candidates will complete the required assessment and submit it to Bb and VIA.

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 Dispositions Assessment 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 Dispositions Assessment 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
- Lesson Planning Assessment
- Formal Observations of Performance Reports completed by the MT and US
- Internship Midpoint Evaluation
- Internship Midpoint Dispositions Assessment
- Internship Final Evaluation
- Internship Final Dispositions Assessment
- Signed Log of Hours
- Summary of Internship Placement

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

Candidates will upload the following to VIA:
- Lesson Planning Assessment
- Internship Final 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
Orientation **Thursday January 13 5:00-6:30pm**	Internship Orientation ▪ Internship Requirements and Expectations ▪ Schedule initial visit and observations with University Supervisor (US) and Mentor Teacher (MT)	
Week 1 Week of Jan 24 **Internship seminar #1**	▪ Observe and assist MT ▪ Develop goals with MT and US ▪ Collaborate with MT and US to schedule initial meeting and first formal observation January 27-Internship Seminar Topic: ▪ Internship requirements ▪ Cohort meetings	**Due to Bb by 1/30 –** • Weekly Video introducing yourself, your classroom, the class schedule, set goals • Weekly Progress Report and Reflection #1 • FERPA form Restraint and Seclusion Module 1: A General Overview
Week 2 Week of Jan 31	▪ Observe and assist MT ▪ Begin direct teaching ▪ Collaborate with MT and US ▪ Start scheduling first MT and US formal observations	**Due to Bb by 2/6–** • Weekly Video conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection #2 • Weekly Lesson Plan for week of Feb. 7
Week 3 Week of Feb 7	▪ Observe ▪ Assume greater responsibility for direct teaching ▪ Confirm observation with US and MT ▪ MT completes first observation	**Due to Bb by 2/13 –** • Weekly Video conducting a lesson (one-on-one, small group, or whole group) • Weekly Progress Report and Reflection #3 • Weekly Lesson Plan for week of Feb. 14

		Restraint and Seclusion Module 2: Policies and Procedures
Week 4 Week of Feb 14	▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities ▪ US completes first observation ▪ Midpoint evaluation with MT and US	**Due to Bb by 2/20–** • 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 Feb. 21 • **Midpoint Internship Evaluation** • **Midpoint Assessment of Dispositions**
Week 5 Week of Feb 21 **Internship seminar #2**	▪ Observe ▪ Direct teaching ▪ Start planning for full teaching responsibilities February 24th-Internship Seminar Topic: ▪ Lesson Plan Assessment Assignment	**Due to Bb by 2/27 –** • 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 Feb. 28 Restraint and Seclusion Module 3: Safe and Supportive School Environments
Week 6 Week of Feb 28	▪ Observe ▪ Direct teaching ▪ Full teaching responsibilities ▪ MT completes second formal observation	**Due to Bb by 3/6 –** • 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 Mar. 7 Restraint and Seclusion Module 4: Conflict Resolution and De-Escalation
Week 7 Week of Mar 7	▪ Full teaching responsibilities ▪ US completes second formal observation ▪ Conclude teaching responsibilities ▪ Observe mentor teacher	**Due to Bb by 3/13 –** • Weekly Video reflecting on the internship • Weekly Progress Report and Reflection #7

	▪ Conduct Final Internship Evaluation and Assessment of Dispositions with MT and US	• **Certificate of Completion of VDOE Restraint and Seclusion Modules** • **Lesson Planning Assessment Assignment** • **Formal Observation Reports** • **Final Internship Evaluation** • **Final Assessment of Dispositions** • **Log of Hours** • **Summary of Internship Placement and Final Grade** ==Due to VIA by 10/17 –== • Lesson Planning Assessment • Final Internship Evaluation • Final Assessment of Dispositions Restraint and Seclusion Module 5: Prevention the Use of Restraint and Seclusion AND Cumulative Quiz

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.

Lesson Planning Assessment

Assessment Information

In the Early Childhood Education program, the Lesson Planning Assessment is completed during the prekindergarten/preschool internship and is assessed by the university supervisor. The candidate must earn a score of 2 to be successful on this assignment. If a candidate does not earn a 2 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practices and gaps in developing and assessing a specific lesson plan and the impact on student learning.

Standards Addressed in This Assessment

Interstate Teacher Assessment and Support Consortium (InTASC) Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9
Virginia Department of Education (VDOE) Standards: 1, 2, 3, 4, 5, 7
Council for the Accreditation of Educator Preparation (CAEP) Standards: 1.1 (InTASC Standards), 1.2 (Use of Research), 1.3 (Content and Pedagogical Knowledge), 1.4 (College and Career Readiness), 1.5 (Technology)
CAEP Cross-Cutting Themes (CCT): Technology, Diversity

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels, cultural backgrounds, their prior knowledge, etc.)

2. *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college- and career-ready standards, etc.)

3. *How will I know what the learners understand?* (Consider informal and formal assessments, formative and summative assessments, higher order questioning techniques, feedback from learners, etc.)

4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?

- What knowledge or prerequisite skills do I need to access, activate, or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?

- Where have learners come from and what are they going on to next?

- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- List content and key concepts (research more if needed).

- Define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and College- and Career-Ready standards.

- Create assessments that are aligned to your specific learning objectives/goals/outcomes.

- Think about the structure of the lesson, pacing, transitions, and use of technology.

- Identify the strengths and needs of all learners.

- Identify adaptations/modifications/extensions needed to meet learner needs.

- Determine "best practices" and learning strategies aligned to the learning objectives/goals/outcomes.

- Identify learning resources and support materials, including technology.

Directions for Completing this Assessment Task

Develop and teach a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

Submission Directions

You will submit a detailed lesson plan (using the Lesson Plan Template) that addresses each of the sections described below.

Section 1: Classroom Context
   Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon when, in a unit of instruction, the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and the classroom—including academic and cultural backgrounds and prior knowledge, and any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. (½–1 page)

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and/or College- and Career-Ready standards you will use and why you have selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon learner needs, current research, prior knowledge, or pre-assessments of learning aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content— using both formative and summative assessments throughout the lesson. Virginia Standards of Learning (SOL), Aligned Standards of Learning (ASOL), and/or College- and Career-ready skills, and any content specific objectives should be included in lesson plans. (1–2 pages)

Section 3: Instruction and Assessment

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures that you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete. (2–3 pages)

Section 4: Reflection: Impact on Learning

John Dewey noted that without reflection, there is no learning. In this section, reflect upon the lesson and consider whether your learners were able to meet the learning objectives/goals/outcomes for the lesson (Dewey, 1933). How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response.) What was your impact on learning? (That is, how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? (1 page)

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; whether there was an appropriate match between the assessment of learning and learning objectives; coherence of writing, and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOL), Aligned Standards of Learning (ASOL), College- and Career-Ready skills, and other content specific objectives.

References

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised ed.). Boston: D. C. Heath and Company.

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group

Lesson Plan Template

Section 1. Classroom Context

Grade Level: **Number of Students:**
Content Area: **Name of Unit:**
Lesson planned for _____ minutes
Circle when this lesson occurs in the unit: _ beginning   middle   __end

Narrative including any additional contextual information that will impact planning:

Section 2. Planning for Instruction

Performance-Based Objective(s)

National Content Standards and VA Standards of Learning (SOL)/Career- and College- Ready Standar

Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)

Differentiation and Accommodations

Materials/Technology

Section 3. Instruction and Assessment

Instruction Context: describe purpose of the lesson

Lesson Procedures: detail the sequence of the lesson, including the Opening/Strategies/Assessments/Closure activities. (The reader should be able to teach the lesson from this plan.)

Assessments: include explanation of assessment choices (formal/informal and formative/summative assessments) and alignment of assessments to lesson objectives.

Section 4. Reflection: Impact on Student Learning

Narrative reflection on the lesson and the impact on student learning. Include any changes you would make to the lesson based upon your reflection.

George Mason University
College of Education and Human Development

Council for the Accreditation of Educator Preparation Common Assessment

Lesson Planning Rubric

The target score for all Candidates is "Proficient," Level 2. The Candidate must earn a score of 2 to be successful on this assignment. If a Candidate does not earn a 2 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and gaps in developing and assessing a specific lesson plan and its impact on student learning.

GENERAL SCORING GUIDELINES

3 = *Highly Proficient:* rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research**.**

2 = *Proficient:* well developed, good quality (may include very few errors in mechanics and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **This is the TARGET score.**

1 = *Not Proficient:* superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research**.**

Lesson Planning Rubric

Section 1: Classroom Context			
Criteria	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the cognitive, linguistic, social, emotional, and physical areas of development. *InTASC 1* *VDOE 1* *CAEP 1.1* **CAEP CCT:**	◯ The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the

Diversity		developmental levels.	classroom.

Section 2: Planning for Instruction			
Criteria	**Not Proficient 1**	**Proficient 2**	**Highly Proficient 3**
The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2* *CAEP CCT:* *Diversity*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2* **CAEP CCT:** **Diversity**	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate for curriculum goals.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives closely aligned with national/state/local standards address learner needs, build on prior knowledge and used instructional strategies, including College- and Career-Ready Skills, and connects to future learning.	◯ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of future learning.

The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 4* *VDOE 1* *CAEP 1.1* *CAEP 1.3*	◯ The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear.	◯ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	◯ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate organizes and creates face-to-face and/or virtual environments that support individual and collaborative learning. *InTASC 3* *VDOE 5* *CAEP 1.1* *CAEP 1.4* *CAEP 1.5* *CAEP CCT:* **Technology**	◯ The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way. that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	◯ The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that include monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	◯ The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts, and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.

	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses appropriate technology to engage learners and to assess and address learner needs. *InTASC 6* *VDOE 4* *CAEP 1.1* *CAEP 1.5* *CAEP CCT:* **Technology** *CAEP CCT:* **Diversity**	○ The evidence indicates that the Candidate is inconsistent, inappropriate, and/or ineffective in using appropriate technologies for meeting classroom and individual learner needs.	○ The evidence indicates that the Candidate uses appropriate technology in a way that is consistent, appropriate, and effective for meeting classroom and individual learner needs.	○ The evidence indicates that the Candidate uses appropriate technology effectively, maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners.
The Candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. *InTASC 5* *VDOE 2* *CAEP 1.1* *CAEP 1.4* *CAEP 1.5* *CAEP CCT:* **Technology**	○ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.	○ The evidence indicates that the Candidate used a variety of appropriate tools to explore content that includes learner-led learning activities, including cross-curricular learning opportunities with clear connections between content and other disciplines.	○ The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities, including real-world and cross-curricular learning opportunities with clear connections between content and other disciplines that encouraged independent, creative, and critical thinking.
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 2* *VDOE 2* *CAEP 1.1* *CAEP CCT:* **Diversity**	○ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable goals aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of	○ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable goals that used appropriate scaffolds and differentiation that aligned with overall subsets of learner's developmental levels making learning accessible and	○ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
	learners.	challenging for the classroom.	groups of learners in the classroom.
The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills. *InTASC 7* *VDOE 2* *CAEP 1.1*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with pre-assessment data and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that address learner needs to build on prior knowledge aligned with pre-assessment data and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with pre-assessment data and/or use of prior knowledge.

Section 3: Instruction and Assessment			
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 8* *VDOE 2* *CAEP 1.1*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning experiences and/or did not provide multiple ways to demonstrate learning.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.
The Candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 8*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not engage and challenge learners.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations allowing learners to have ownership of	◯ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies to engage and challenge learners in differentiated learning situations allowing all learners to have ownership of their learning.

VDOE 3 ***CAEP 1.1***		their learning.	
The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. ***InTASC 6*** ***VDOE 4*** ***CAEP 1.1***	◯ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities of feedback or analysis of learner data to inform future instruction.	◯ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	◯ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities.

Section 4: Reflection: Impact on Learning

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/ adaptations. ***InTASC 9*** ***VDOE 7*** ***CAEP 1.1***	◯ The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to personal needs identified through ethical and responsible self-reflection to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of this assessment.

Some content adapted from the STAR Evaluation developed by Emporia State.