

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

ECED 492.003 Internship in Early Childhood Education (Non-Licensure)  
6-12 Credits, Spring 2022  
1/24/2022–5/18/2022  
On-Site Location

**Faculty**

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**Prerequisites/Corequisites**

ECED 401, ECED 402, ECED 403, ECED 404, ECED 411

**University Catalog Course Description**

Enables students to participate full time in an internship in early childhood education (birth-grade 3). Links university course work to real world of working with diverse young children and their families in contexts not prescribed by licensure regulations in the Commonwealth of Virginia.

**Course Overview**

This course provides students with the opportunity to synthesize their learning across coursework and field experiences and apply this content and pedagogical knowledge in early childhood education settings with culturally, linguistically, ability, and socioeconomically diverse young children, families, and/or early childhood education professionals in the field. In doing so, students develop comprehensive understandings of the complexities of teaching, evaluating, and/or designing curricular experiences for young children. ECED 492 offers students opportunities to collaborate with other professionals and to be reflective practitioners. As students work in the field with professionals in early childhood education contexts, they apply content and pedagogical knowledge, assess the effectiveness of their teaching strategies and/or curricular approaches, and reflect critically on ways educators use their knowledge as early childhood professionals to enhance the field.

Students will engage in one 12-credit internship placement or in two 6-credit internship placements. Across the internship placement(s), students will engage in 15 weeks of successful full-time professional experience in an early childhood education setting. This summative supervised experience will take place under the supervision of a university supervisor (US) and an early childhood education mentoring professional (MP). The MP will have demonstrated effectiveness in the field and a minimum of a bachelor's degree.

## **Course Delivery Method**

This course will be delivered using an internship 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](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](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/](http://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 interns to do the following:

1. Apply knowledge of human growth and development and the interaction of individual differences to guide learning experiences and relate meaningfully to students and families.
2. Leverage knowledge creating supportive, healthy, challenging, and respectful environments 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 for all learners.
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. Collaborate with individuals, teams, and families to promote children's development and learning.
8. Engage in reflective practice.
9. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, the mentoring professionals, the university supervisor, and professionals in the early childhood education context.
10. 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, Division of Early Childhood (DEC) Professional Preparation Standards, National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, and Virginia Professional Studies Competencies

Upon completion of this course, students will have met the following professional standards: DEC standards, NAEYC standards, or both.

**DEC Professional Preparation Standards for Early Interventionists and Early Childhood Special Education (EI/ECSE)**

DEC 1 Child Development and Early Learning

DEC 2 Partnering with Families

DEC 3 Collaboration and Teaming

DEC 4 Assessment Processes

DEC 5 Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences

DEC 6 Using Responsive and Reciprocal Interactions, Interventions, and Instruction

DEC 7 Professionalism and Ethical Practice

**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 Academic Content in Early Childhood Curriculum

NAEYC 6 Professionalism as an Early Childhood Educator

**Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

## **Course Performance Evaluation**

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

- **Assignments and Examinations**

## **Internship Goals**

The intern will develop two to three broad internship goals with the US and MP. They will upload these goals to Bb. The intern will refer to these internship goals when they submit reflections across the semester.

## **Weekly Goals and Daily Plans**

- Weekly goals – The intern will develop weekly goals approved by the MP to guide their work. They will use a planning format agreed upon by the US and MP. They will submit the weekly goals to the MP and upload them to Blackboard (Bb) prior to the beginning of the week.
- Daily plans – The intern will develop daily plans using a format approved by the US and MP. The intern will use guidance and feedback from the MP to develop and revise plans. They will submit these plans to the MP prior to daily implementation. The intern will gradually take on more responsibility for planning their daily work throughout the internship and will take full responsibility during the designated weeks of full-time internship responsibilities. The intern will maintain electronic documentation of the plans and will make the plans available to the US upon request.

## **Weekly Progress Report and Reflection**

The intern will complete the weekly progress report and reflection to reflect on their progress and consider their next steps. After completing the first part of the form, they will submit it to their MP who will complete the second part of the form. The intern will reflect on the MP's comments, complete the third part of the form, and submit to their university supervisor through Bb.

## **Artifact Documentation**

The intern will select at least two artifacts each week to upload to Bb. If working directly with children, the artifacts may include video-recordings of lessons implemented.

## **Observation of Performance Reports**

The MP will complete at least three formal observations of the intern's performance. The MP 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 three formal observation of performance reports from the MP to Bb.

The US will complete at least three formal observations of the intern's performance. The US will use the formal observation of performance template. The intern will upload three formal observation of performance reports from the US to Bb.

Note: If the intern completes more than one placement, the intern will include two formal observation of performance reports from the MP and the US for each placement.

### **Summative Reflective Statement**

Upon completion of the internship experience, the intern will complete a Summative Reflective Statement. To complete the Summative Reflective Statement, the intern will select at least one artifact from their internship to demonstrate their understanding and implementation of each of the six NAEYC Professional Standards and Competencies. For each reflective analysis, the intern will (a) describe specifically how the artifact demonstrates their understanding of the professional standard and (b) articulate how they will use this knowledge in the future to support young learners, their families, and other professionals in the field.

Note: If the intern engages in more than one professional internship experience a Summative Reflective Statement will be completed for each placement.

### **Internship Midpoint and Final Evaluations**

The internship evaluation assesses the intern's performance at two points during the internship, midpoint and final. The evaluation is tied to the NAEYC Professional Standards and Competencies and is intended to engage the triad in a reflective conversation about early childhood educators' competencies and responsibilities. The conversation also supports the intern's development of the Summative Reflective Statement. The evaluation is designed to illuminate the intern's strengths and areas of professional growth.

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

Note: If the intern engages in more than one professional internship experience the Internship Midpoint and Final Evaluations will be completed for each placement.

### **Log of Hours**

The intern will complete the Log of Hours to document the number of internship hours. They will submit the completed Log of Hours to their MP for a signature and then to the US for a signature. They will upload the signed log of hours to Bb.

Note: If the intern engages in more than one professional internship experience a Log of Hours will be completed for each placement.

- **Other Requirements**

### **Written Assignments**

All formal written assignments will be evaluated for content and 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.

Interns 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 Bb:

- Weekly Goals
  - Weekly Progress Report and Reflection
  - Weekly Artifacts
  - Formal Observation of Performance Reports completed by the MP and US
  - Midpoint Internship Evaluation
  - Final Internship Evaluation
  - Summative Reflective Statement
  - Signed Log of Hours
- 
- **Grading Policies**

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 an intern in Early Childhood Education will be documented on the Internship Evaluation completed by the intern, mentoring professional and the university supervisor (US).
- The US shall determine the grade after consultation with MP. The US may also consult with the Early Childhood Education Internship Coordinator, especially when the intern may receive a No Credit or an In Progress grade.
- Interns who receive a No Credit grade will need to 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.
- Interns 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 interns upon completion of requirements – usually before the beginning of the next semester.

### Professional Dispositions

Interns are expected to exhibit professional behaviors and dispositions at all times.

### Class Schedule

Interns will report to their internship site daily. They will follow their internship site holidays as determined by the calendar articulated by the work place. Interns will follow the contract hours of their MP as determined by the site administrator. Note: Because observation opportunities are site and context specific, the focus for weekly observations noted in the schedule below will be determined in collaboration with the intern, US, and MP.

| Date  | Topics   | Assignments  |
|---|--|--|
| Orientation<br><b>Thursday<br/>January 13<br/>5:00-6:30pm</b> | <u>Internship Orientation</u> <ul style="list-style-type: none"> <li>▪ Internship Requirements and Expectations</li> <li>▪ Discuss plan to contact internship site administrator, visit Mentoring Professional (MP)</li> </ul>   |  |
| <b>Week 1</b><br>Week of<br>January 24                        | <ul style="list-style-type: none"> <li>▪ Observe and assist MP</li> <li>▪ Develop broad goals with MP and US</li> <li>▪ Collaborate with MP and US to schedule initial meeting and first formal observation</li> </ul>   | <b>Due to Bb by 1/30 –</b> <ul style="list-style-type: none"> <li>• Video introduction- Provide a tour of classroom, school, schedule, set Internship Goals</li> <li>• Progress Report and Reflection</li> </ul> |
| <b>Week 2</b><br>Week of<br>January 31                        | <ul style="list-style-type: none"> <li>▪ Observe and assist MP</li> <li>▪ Begin supporting the internship site as appropriate to context (direct teaching, coordinating projects, designing curricular experiences)</li> <li>▪ Collaborate with MP and US</li> <li>▪ Schedule first MP and US formal observations</li> </ul> | <b>Due to Bb by 2/6 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>                     |
| <b>Week 3</b><br>Week of<br>February 7                        | <ul style="list-style-type: none"> <li>▪ Observe</li> <li>▪ Assume greater responsibility for experiences appropriate for the internship site</li> <li>▪ MP completes first observation</li> </ul>   | <b>Due to Bb by 2/13 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>                    |



| Date                                    | Topics   | Assignments   |
|---|--|---|
| <b>Week 4</b><br>Week of<br>February 14 | <ul style="list-style-type: none"> <li>▪ Observe</li> <li>▪ Continue assuming greater responsibility for experiences appropriate for the internship site (e.g., full teaching responsibilities, project templates, and plans for final project)</li> <li>▪ US completes first observation</li> </ul>                   | <b>Due to Bb by 2/20 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>   |
| <b>Week 5</b><br>Week of<br>February 21 | <ul style="list-style-type: none"> <li>▪ Observe</li> <li>▪ Continue assuming greater responsibility for experiences appropriate for the internship site (e.g., full teaching responsibilities, project templates, and plans for final project)</li> <li>▪ Schedule second formal observation for MP and US</li> </ul> | <b>Due to Bb by 2/27 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul> <p style="background-color: yellow;"><b>Due to Bb (2/27) – First MP and US Observation of Performance Reports</b></p> |
| <b>Week 6</b><br>Week of<br>February 28 | <ul style="list-style-type: none"> <li>▪ Observe</li> <li>▪ Continue assuming greater responsibility for experiences appropriate for the internship site (e.g., full teaching responsibilities, project templates, and plans for final project)</li> </ul>   | <b>Due to Bb by 3/6 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>  |
| <b>Week 7</b><br>Week of<br>March 7     | <ul style="list-style-type: none"> <li>▪ Assume more responsibilities as appropriate for the internship site</li> <li>▪ MP completes second observation</li> </ul>   | <b>Due to Bb by 3/13 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>   |
| Week of<br>March 13                     | <b>Spring Break</b><br>(Please follow placement spring break schedule rather than Mason’s Spring break, if appropriate. Discuss with University Supervisor. The following dates may shift based on individual placements.)   |   |

| Date                                  | Topics  | Assignments  |
|---------------------------------------|---|--|
| <b>Week 8</b><br>Week of<br>March 14  | <ul style="list-style-type: none"> <li>▪ Continue to assume responsibilities as appropriate for the internship site</li> <li>▪ US completes second formal observation</li> <li>▪ Complete formal observation and the midpoint evaluations with MP and US</li> </ul> | <b>Due to Bb by 3/20 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul><br><b>Due to Bb (3/20) – Midpoint Evaluation and Second MP and US Observation of Performance Reports</b> |
| <b>Week 9</b><br>Week of<br>March 21  | <ul style="list-style-type: none"> <li>▪ Continue to assume responsibilities as appropriate for the internship site</li> <li>▪ Revisit goals with MP and US</li> <li>▪ Schedule third formal observation for MP and US</li> </ul>                                   | <b>Due to Bb by 3/27 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>  |
| <b>Week 10</b><br>Week of<br>March 28 | <ul style="list-style-type: none"> <li>▪ Continue to assume responsibilities as appropriate for the internship site</li> <li>▪ Revisit goals with MP and US</li> </ul>  | <b>Due to Bb by 4/3 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>   |
| <b>Week 11</b><br>Week of<br>April 4  | <ul style="list-style-type: none"> <li>▪ Continue to assume responsibilities as appropriate for the internship site</li> <li>▪ MP completes third formal evaluation</li> </ul>  | <b>Due to Bb by 4/10 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>  |
| <b>Week 12</b><br>Week of<br>April 11 | <ul style="list-style-type: none"> <li>▪ Continue to assume responsibilities as appropriate for the internship site</li> <li>▪ Collaborate with MP and US</li> <li>▪ US completes third formal observation</li> </ul>   | <b>Due to Bb by 4/17 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson Plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>  |

| Date                                  | Topics  | Assignments   |
|---------------------------------------|---|---|
| <b>Week 13</b><br>Week of<br>April 18 | <ul style="list-style-type: none"> <li>▪ Collaborate with MP and US</li> <li>▪ Collaborate with MP and US to schedule the final evaluations</li> </ul>  | <b>Due to Bb by 4/24 – Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul><br><b>Due to Bb (4/24) – Third MP and US Observation of Performance Reports</b> |
| <b>Week 15</b><br>Week of<br>April 25 | <ul style="list-style-type: none"> <li>▪ Begin to transition responsibilities back to MP and finalize projects for the ECE site</li> <li>▪ Conduct final evaluation with MP and US</li> </ul> | <b>Due to Bb by 5/1– Weekly Documentation</b> <ul style="list-style-type: none"> <li>• Daily Lesson plan</li> <li>• Progress Report and Reflection</li> <li>• Selected Artifacts</li> </ul>   |
| <b>Week 16</b><br>Week of<br>May 2    | Last week: <ul style="list-style-type: none"> <li>▪ Observe MP</li> <li>▪ Complete Summative Reflective Statement</li> <li>▪ Complete final Evaluation</li> </ul>                             | <b>Due to Bb by May8 – Final Documents</b> <ul style="list-style-type: none"> <li>• Summative Reflective Statement</li> <li>• Final Internship Evaluation</li> <li>• Log of Hours</li> <li>• Video reflection</li> </ul>  |

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](mailto: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](mailto:titleix@gmu.edu).

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

## Midpoint and Final Internship Evaluation

This instrument assesses the intern’s performance at two points during the internship, midpoint and final. It is completed by intern, mentoring professional (MP), and university supervisor (US). The evaluation is tied to the DEC Professional Preparation Standards for Early Interventionists and Early Childhood Special Education (EI/ECSE) and/or the NAEYC Professional Standards and Competencies. It is intended to engage the triad in a reflective conversation about early childhood educators’ competencies and responsibilities. The conversation also supports the intern’s development of the Summative Reflective Statement. The evaluation scale is designed to illuminate the intern’s strengths and areas of professional growth.

The intern, MP, and the US will use the DEC Professional Preparation Standards for Early Interventionists and Early Childhood Special Education (EI/ECSE) and/or the NAEYC Professional Standards and Competencies to engage in a conversation about each of the professional standards defined by the professional organization.

A final evaluative grade of S for Satisfactory or NC for No Credit will be determined based on the intern’s performance as evidenced in the internship evaluation rubric. Internship Evaluation performance levels of “Progressing” and “Accomplished” provide evidence of satisfactory performance (S). The Internship Final Evaluation will be considered along with the Weekly Documentation, Observation of Performance Reports, and the Summative Reflective Statement to determine the intern’s final grade for the internship.

| Standards  | Experience/Evidence | Conversation Notes | Scale Levels<br>Emerging<br>Progressing<br>Accomplished |
|--|---------------------|--------------------|---|
| DEC 1 Child Development and Early Learning   |                     |                    |   |
| DEC 2 Partnering with Families   |                     |                    |   |
| DEC 3 Collaboration and Teaming  |                     |                    |   |
| DEC 4 Assessment Processes   |                     |                    |   |
| DEC 5 Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences |                     |                    |   |
| DEC 6 Using Responsive and Reciprocal Interactions, Interventions, and Instruction                             |                     |                    |   |
| DEC 7 Professionalism and Ethical Practice   |                     |                    |   |

|  |  |  |  |
|--|--|--|--|
| 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                                   |  |  |  |
| <p>Reflective Comments Intern</p> <p>Name:<br/>Signature:<br/>Date:</p>                  |  |  |  |
| <p>Reflective Comments Mentoring Professional</p> <p>Name:<br/>Signature:<br/>Date:</p>  |  |  |  |
| <p>Reflective Comments University Supervisor</p> <p>Name:<br/>Signature:<br/>Date:</p>   |  |  |  |
| <b>Final Internship Evaluation Grade S / NC</b>  |  |  |  |