COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practicing ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

SEMESTER-LONG MODEL FOR ELEMENTARY EDUCATION

The semester-long internship includes:
- Co- and independent teaching experiences at two grade levels in one school and participation in all facets of school life and a teacher's responsibilities;
- Increasing levels of responsibility for instruction;
- Supervision by classroom teachers trained as Mason clinical faculty or by cooperating teachers;
- Frequent support from university faculty;
- Integration of study with practice;
- Emphasis on critical inquiry, reflective practice and technology;
- Participation in school division in-service education programs; and,
- Participation in seminars (school and university) as defined by the university facilitator.

Requirements for staying in the program include:
- A GPA of 3.0 or better in professional coursework and satisfactory standing according to GSE criteria;
- Satisfactory evaluations in field experiences and all clinical aspects of the Elementary Education program;

If a student receives a grade of “C” in any licensure coursework, the GSE cannot recommend the student for state licensure. In order for GSE to do so, the student must repeat the course with a grade of “B” or higher.

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PLACEMENT AND ASSIGNMENT OF INTERNS

Placement of interns in PDS Network schools is arranged by the Elementary Program Coordinator in collaboration with school division personnel. Factors taken into consideration include the need for two placements in the 15-week internship and the availability of clinical faculty or cooperating teachers. A university facilitator is assigned to each school. Principals, site facilitators, and university facilitators match the interns with clinical faculty or cooperating teachers. Changes in assignments are made rarely and only for serious reasons. Such changes must be coordinated through the Elementary Program Coordinator.

INTERN EXPERIENCES DURING PLACEMENT

During the 15-week internship, each intern will have two assignments; interns are at one grade level for the first-half of the internship and at a different grade level within the licensure range (PK-3 or 4-6) for the second-half of the internship period. The intern's independent teaching will be done in each of the assigned classrooms.

First Weeks of the Internship

By the end of their first spring semester, interns are notified of their assignments for their fall field experience and internship. Interns report to the assigned school on the first day that public schools return in January.

Co-Teaching

Co-teaching spans the entire internship, as the intern and teacher plan and teach together. Co-teaching occurs as the intern gradually assumes responsibility for the clinical faculty/cooperating teacher’s class. The clinical faculty/cooperating teacher, intern, and university facilitator will discuss specific experiences that need to be included during co-teaching. In addition, the intern and clinical faculty/cooperating teacher need to complete a weekly plan for co-teaching (see Form Guidebook for a sample form) for each week the intern is co-teaching.

Independent Teaching

Independent teaching spans a two-week period during each of the two placements. Co-teaching is followed by a gradual assumption of full responsibility during independent teaching and gradual return of the class(es) to the clinical faculty/cooperating teacher. Independent teaching will be done in the assigned clinical faculty/cooperating teacher’s classroom. Seminars will be conducted with the University Facilitator. Interns who are placed in departmental units during Independent Teaching (e.g., sole subject, science, math, etc.) are required to demonstrate competence across core disciplines (e.g. science, math, social studies, technology, fine arts and literacy). University facilitators, clinical faculty/cooperating teacher and the site facilitators are responsible, along with the intern, to establish a timeline in which the intern can demonstrate competency and the completion of assignments in the core disciplines. Please note: All teaching assignments must be accompanied by complete lesson plans for all lessons taught during IT, including morning meeting, read-alouds, etc.

George Mason University’s internship requirements exceed the state minimum licensure requirements of 300 student teaching hours, including 150 hours of direct instruction. For approximately two weeks in each grade-level placement, the intern has full responsibility for planning, instruction, and assessment. At the end of independent teaching, the intern returns responsibility to the clinical faculty or cooperating teacher.

Any time the intern is not co-teaching or teaching independently, activities should be planned with the clinical faculty/cooperating teacher, (e.g., structured observations, small group instruction, student activities, parent conferences, or working with resource teachers). Forms developed by experienced teachers to structure reflection on observations and to encourage a variety of experiences during the internship are in the Form Guidebook.
Observations

During each of the two grade level placements, the clinical faculty/cooperating teacher will conduct at least two formal observations of the intern’s teaching and the university facilitator will conduct at least one formal observation. If the intern is placed with a cooperating teacher, the university facilitator will conduct two formal observations during the placement and the cooperating teacher will conduct one formal observation. Summary observation reports need to be completed for each formal observation (see Form Guidebook). Informal observations are conducted throughout the placement with oral or written feedback provided to the intern.

Substituting

To provide adequate co-teaching experiences with clinical faculty/cooperating teachers and to meet state requirements for supervised field experiences, interns are not allowed to substitute any time during the internship.
# SUMMARY OF 15-WEEK SCHEDULE
## FOR INTERNSHIP IN SEMESTER-LONG SCHOOLS

<table>
<thead>
<tr>
<th>First Week of Internship</th>
<th>Intern (IN)</th>
<th>Clinical Faculty (CF) or Cooperating Teacher (CT)</th>
<th>University Facilitator (UF)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study handbook</td>
<td>Review handbook</td>
<td>Review handbook and assignments</td>
</tr>
<tr>
<td></td>
<td>Attend school-based activities</td>
<td>Plan internship with IN</td>
<td>Meet with IN to communicate expectations</td>
</tr>
<tr>
<td></td>
<td>Meet site facilitator and UF</td>
<td>Coordinate with site facilitator</td>
<td>Contact site facilitator to plan first visit</td>
</tr>
<tr>
<td></td>
<td>Plan with CF/CT and site facilitator</td>
<td>Guide IN during first week orientation to the school</td>
<td></td>
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<tr>
<td></td>
<td><strong>Weeks 1-4</strong></td>
<td><strong>And</strong></td>
<td><strong>Weeks 8-11</strong></td>
</tr>
<tr>
<td></td>
<td>Observe and assist in classroom</td>
<td>Participate in student activities, parent conferences, meetings</td>
<td>Participate in student activities, parent conferences, meetings</td>
</tr>
<tr>
<td></td>
<td>Attend school-based seminars</td>
<td>Prepare lesson plans for independent teaching</td>
<td>Prepare lesson plans for independent teaching</td>
</tr>
<tr>
<td></td>
<td>Plan with CF/CT for co-teaching</td>
<td>Complete bi-weekly progress reports</td>
<td>Complete bi-weekly progress reports</td>
</tr>
<tr>
<td></td>
<td>Complete bi-weekly progress reports</td>
<td>Write Assessment Reflections</td>
<td>Review course syllabi with UF</td>
</tr>
<tr>
<td></td>
<td><strong>And</strong></td>
<td><strong>Review course syllabi with UF</strong></td>
<td>Conduct bi-weekly seminars</td>
</tr>
<tr>
<td></td>
<td>Confer daily with CF/CT and with site facilitator and UF as needed</td>
<td></td>
<td>Schedule ongoing school visits to meet with site facilitator, principal, and CF/CT</td>
</tr>
<tr>
<td></td>
<td>Attend required seminars</td>
<td>Co-teach before withdrawing from regular responsibilities</td>
<td>Clarify procedures</td>
</tr>
<tr>
<td></td>
<td>Complete independent teaching</td>
<td>If CF: conduct at least 2 formal observations with written report and conference</td>
<td>Review reports from CF/CT/IN and documentation in notebook</td>
</tr>
<tr>
<td></td>
<td>Complete bi-weekly report</td>
<td>IF CT: conduct one formal observation and conference)</td>
<td>Conduct observations (at least one joint with CF/CT)</td>
</tr>
<tr>
<td></td>
<td>Complete self-evaluation at mid-point and end of each placement.</td>
<td>Confer daily with IN and with site facilitator and UF as needed.</td>
<td>Provide assistance as needed</td>
</tr>
<tr>
<td></td>
<td><strong>Weeks 4-7</strong></td>
<td><strong>And</strong></td>
<td><strong>Weeks 11-14</strong></td>
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<tr>
<td></td>
<td>Confer daily with IN and with site facilitator and UF as needed.</td>
<td>Support independent teaching</td>
<td>Conduct bi-weekly seminars</td>
</tr>
<tr>
<td></td>
<td>Complete bi-weekly report</td>
<td>Complete mid-point evaluation</td>
<td>Complete mid-point and final evaluations for each placement</td>
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<td></td>
<td><strong>Weeks 7-8</strong></td>
<td><strong>And</strong></td>
<td><strong>Weeks 14-15</strong></td>
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<tr>
<td></td>
<td>Participate in final evaluation conference for each placement</td>
<td>Complete final evaluation and participate in conference</td>
<td>Facilitate final evaluation conference and Reflection presentations</td>
</tr>
<tr>
<td></td>
<td>Assist/observe in classes</td>
<td>Submit all documentation to UF</td>
<td>Submit all documentation to Mason</td>
</tr>
<tr>
<td></td>
<td>/resource programs</td>
<td>Verify Summary of Internship Hours</td>
<td>Complete evaluation of CF/CT</td>
</tr>
<tr>
<td></td>
<td>Prepare final presentation</td>
<td>Complete evaluation of UF</td>
<td></td>
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<tr>
<td></td>
<td>Complete attendance report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete evaluation of CF, UF and site facilitator</td>
<td></td>
<td></td>
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<td></td>
<td><strong>Revised August 2010</strong></td>
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<td></td>
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</tbody>
</table>
RESPONSIBILITIES OF THE SCHOOL TEAM

The teaching internship is widely regarded as the single most important component of teacher education. The effectiveness of a teaching internship depends upon the degree to which members of the PDS Network team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the university facilitator, clinical faculty/cooperating teacher and site-based facilitator work as a team to provide support and guidance to the intern. Modifications or changes to assignments, timelines, or other issues can be made by joint decision of clinical faculty, site facilitator and university facilitator, with approval of Coordinator.

Pre-Service Teacher/Intern Roles and Responsibilities

The internship should be a time of great personal and professional growth. For most students, it is hard work, exciting and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, facilitators’ philosophies, and students’ needs will reduce anxiety and increase growth. George Mason University students involved in student teaching are referred to as teacher interns. The teacher intern:

- Delivers, analyzes and reflects on effective instruction and participates in observations, conferences and lesson redesign to improve instructional outcomes;
- Pursues deeper understanding of the relationship between theory and informed practice and between school culture and the learning environment;
- Understands and is instrumental in developing and using coaching plans focused on growth;
- Uses student assessment data to inform effective instructional practices focused on learning outcomes;
- Participates as a team member in seminars and school reform initiatives at the school;
- Serves as an intellectual resource to teachers, university facilitators, and other interns;
- Accepts responsibility for completion of all materials encompassed in the handbook in a timely manner;
- Completes university coursework; assignments are integrated with the internship;
- Accepts assigned duties and other duties related to classroom practice;
- Shows evidence of dispositions as defined by the Graduate School of Education;
- Expresses concerns in a timely and professional manner following established protocol: clinical faculty/cooperating teacher, site facilitator, university facilitator, Elementary Coordinator, Associate Dean.

Clinical Faculty/Cooperating Teacher Roles and Responsibilities

The clinical faculty and cooperating teachers willingly serve as role models, instructors, and coaches for their interns. Clinical faculty are classroom teachers who have completed a graduate course in the mentoring of interns and conduct two formal observations during the intern’s placement in their classroom. Cooperating teachers have not completed the graduate course and will complete one formal observation. The clinical faculty and cooperating teachers serve as mentors and professional resources for the pre-service teacher intern. Both will:

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• Serve as the public school mentor teacher, being responsible for the completion of state and university forms impacting graduation and licensure;

• Participate in efforts to make relevant reforms in school practices, structures and cultures;

• Analyze practices and their consequences to improve instruction, utilizing inquiry wherever applicable;

• Participate in all Professional Development Network activities associated with the role;

• Support and encourage instructional techniques that interns are learning in their university class work;

• Monitor and provide meaningful activities for interns for the duration of the semester.

• Expresses concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator, Associate Dean.

University Facilitator Roles and Responsibilities

The university facilitator serves as a link between the school and the university, providing support and guidance to interns, clinical faculty/cooperating teachers and site-based facilitators. The university facilitator supports the coaching, supervisory and evaluative functions carried out by the clinical faculty/cooperating teachers. The university facilitator also plays an important role in facilitating communication and in providing additional feedback and assistance for the interns. The university facilitator will:

• Supervise and function as a collegial coach with teachers and administrators for site-based interns;

• Ensure clarity in the relationship between theory and practice so that each informs and shapes the other;

• Assist in the development of professional school-based cultures and the emergence of a compatible and legitimate university preparation environment;

• Offer suggestions and support for the intern, incorporating relevant theories and practical methods of teaching;

• Facilitate and participate in seminars focusing upon instructional practices and their consequences;

• Observe and evaluate the intern's performance during the semester;

• Serves as the Professor of Records in evaluating the intern's practicum experience;

• Observe, record, reflect upon, and analyze practices and performance data to improve the quality of field-based experiences;

• Serve as an intellectual resource for public school partners through sharing of expertise and provision of articles and research information.

• Expresses concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator, Associate Dean.
Site Facilitator Roles and Responsibilities

The site facilitator is selected to coordinate activities in a PDS Network school and will:

- Participate with the Graduate School of Education faculty in planning professional development activities and address other issues related to the philosophy, goals and objectives of the PDS Network program;
- Coordinate activities at the PDS Network school related to placement of teacher interns and act as liaison between the clinical faculty/cooperating teacher, teacher interns and university facilitator;
- Disseminate and collect information pertinent to clinical faculty/cooperating teacher and teacher interns as necessary and completes and returns paperwork as required by the program;
- Serve as an intellectual resource to interns, colleagues and university faculty;
- Collaborate in placement of interns each year;
- Participate in PDS Network, schedule meetings, training sessions, and staff development activities;
- Analyze practices and their consequences to improve instruction, utilizing inquiry wherever applicable;
- Participate in seminars between and among teacher interns, clinical faculty, university facilitator, and others involved in the PDS Network school efforts;
- Participate in all PDS Network activities associated with the role;
- Support and encourage instructional techniques that interns are learning in their university class work; and,
- Monitor and provide meaningful activities for interns for the duration of the internship.
- Express concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator, Associate Dean.

Site Principal Roles and Responsibilities

PDS Network administrators seek to foster professional norms of competence and quality learning environments for teachers and students. The site principal will:

- Oversee the process for identification of quality classroom placements for teacher interns;
- Coordinate with site facilitator and university facilitator to place student interns;
- Participate in PDS Network scheduled meetings, orientation training and staff development activities;
- Serve as an intellectual resource for teachers, university facilitators and interns;
- Align organizational structures and resources to reinforce the stated goals of the PDS Network (e.g., ensures that teachers have access to available technology training and application within the classroom);
- Support site facilitators, clinical faculty/cooperating teachers and others to improve instructional outcomes;

- Involve interns as part of school faculty;

- Ensure that mechanisms are in place to help parents participate in and understand the PDS Network goals.

- Express concerns in a timely and professional manner following established protocol: site facilitator, university facilitator, Elementary Coordinator, Associate Dean.

Successful internship requires collaborative planning to include long and short term goals. The internship team’s responsibilities are on in the *Summary of 15-Week Schedule for Internship in Semester-Long Schools* (p. 5).

**DOCUMENTATION**

The PDS Network Form Guidebook includes all of the forms that must be submitted to the Field Placement Specialist (FPS) for the intern to be licensed (these forms may be copied as needed). University Facilitators receive folders containing other forms and information for interns, university facilitators and clinical faculty/cooperating teachers. These folders should be used to keep records and to submit documentation to the FPS at the end of the semester. Other copies of these forms are available on the elementary education website in the Form Guidebook.

*Clinical faculty/cooperating teachers* work with the intern to prepare a Bi-Weekly Progress Report (Form Guidebook) throughout the internship. Clinical faculty complete two formal observation reports (Form Guidebook) during each grade-level placement, providing copies to the intern and university facilitator. Cooperating teachers complete one formal observation report (Form Guidebook) during each grade-level placement, providing copies to the intern and university facilitator.

At mid-point/interim and at the end of each placement, the clinical faculty/cooperating teacher and university facilitator collaboratively complete the mid-point/interim and final evaluation form (Form Guidebook) to provide feedback to the intern. The intern also completes the evaluation form for each placement (mid/point interim and final) as a means of self-evaluation and reflection to be used during the conference. The clinical faculty/cooperating teacher and university facilitator then determine the final grade at the end of the 15 week internship. (See grading policy on page 10).

Honoraria for clinical faculty and cooperating teachers cannot be paid until payroll or reimbursement forms have been completed and returned to the Field Placement Office. Mason requires the appropriate forms to be submitted prior to payment.

*Interns* initiate a Bi-Weekly Progress Report (Form Guidebook) and submit it to the university facilitator after completion by the clinical faculty/cooperating teacher. During independent teaching, interns must provide lesson plans for prior review by the clinical faculty/cooperating teacher and for the university facilitator as requested. The lesson plan format to be used is illustrated in the Form Handbook. This lesson plan format is also used in university course work. Lesson plans are designed to (1) help the students plan discipline-related content in their methods courses; (2) facilitate the interns’ thinking on all aspects of planning for meaningful learning experiences; (3) enable interns and clinical faculty to discuss particular aspects of teaching; and (4) provide a framework for discussion about teaching practice by the intern, university facilitator and clinical faculty. Lesson plans must be written, submitted, and approved prior to any independent or co-teaching episode. Interns must also keep a log of their hours (Form Guidebook).

Lesson plans, bi-weekly reports, observation reports, and other documentation must be kept in a notebook for review by clinical faculty/cooperating teachers and the university facilitator. Interns must also keep a log of hours.
in the notebook. Students must obtain signatures of the clinical faculty and university facilitator monthly for the Log of Responsibilities and Assignments (Form Guidebook) and submit this record of hours spent co-teaching, independent teaching, and participating in other school-based activities. The Log of Responsibilities and Assignments form must be submitted to the UF at the end of the internship.

**University facilitators** provide their interns with a written evaluation of each formal classroom observation and a copy for the clinical faculty/cooperating teacher. Interns should be observed by the university facilitator at least twice during the 15-week internship, four times if the intern’s placement is with a cooperating teacher.

The university facilitator collaborates with the clinical faculty/cooperating teacher to prepare the mid-point/interim and Final Evaluation Profile (Form Guidebook) to reach consensus on the grade. Signatures are necessary to verify review by members of the team and the principal (or designee). Teacher education accreditation standards require these evaluations and signatures. Observations by the principal are encouraged, but not required.

The university facilitator submits all documentation except evaluations (Form Guidebook) to the Field Placement Specialist. The Final Grade Form (Form Guidebook), which contains the information needed to process the student's request for license, is kept as a permanent record. The Elementary Coordinator’s office will conduct annual evaluations of interns’ experiences through an online survey.

Travel vouchers for university facilitators also should be submitted to the Field Placement Specialist for processing. Instructions and forms are provided at the beginning of the semester. Only the following forms (all found in the Form Guidebook) are submitted to the FPS via the university facilitator at the end of the student teaching period, unless there is additional documentation related to marginal or unsatisfactory performance.

- 1 - Log of Responsibilities and Assignments by month
- 1 - Summary of Hours and Final Grade
- 2 - Profiles for Evaluation of Intern Performance (Final from both placements.)
- 2-4 Summary Observation Reports

**Teacher Candidate Assessment Reflections**

During the internship each intern prepares Assessment Reflections to illustrate his or her professional development as a teacher. The university facilitator provides guidance on development and evaluation of the Reflections. The Reflections provide a summary of development from the perspective of the intern. Their purpose is to encourage the intern to become actively involved in monitoring and reflecting on his/her development as a teacher. The Reflections are a requirement for the successful completion of the Elementary Education Program. Guidelines for the Reflections’ development and evaluation are in the Form Guidelines.

**GRADING POLICY**

The Graduate School of Education has approved the following grading policy for EDCI 790.

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with GMU policy for internships and GSE policy for internships.

   a. Grades of **S (Satisfactory)** performance by an intern in Elementary Education will be documented on the Evaluation Profile, and/or in letters of recommendation prepared by the cooperating teacher(s)/clinical faculty member(s) and university facilitator.

   b. A graduate intern who receives a **NC (No Credit)** grade will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This
may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.

c. An intern 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 graduate students, upon completion of requirements (usually before the beginning of the next semester). There is no charge for the extension of the internship.

2. The cooperating teacher(s)/clinical faculty member(s) and the university facilitator shall determine the interim and final grades jointly after consultation. *If they cannot agree, the University Facilitator will determine the grade based on a review of the documentation.*

3. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student will be counseled out of the licensure program although not necessarily out of the degree program.

4. The final grade will not be processed until the Summary of Internship Hours is complete and in the licensure office.

5. Interns are responsible for documenting all requirements and materials for licensure.

6. Interns are responsible for taking all tests required by the state and submitting the results to the licensure office prior to application for licensure.

**SPECIAL ASSISTANCE FOR INTERNS**

Occasionally interns need special assistance and arrangements to complete their licensure programs successfully. In such cases, an individualized assistance plan is developed collaboratively by the university facilitator, clinical faculty/cooperating teacher and principal. The Elementary Program Coordinator should be contacted to determine what resources are needed. Concerns should be resolved at the lowest possible level. If an intern has a concern, s/he should express it in a timely and professional manner following established protocol: clinical faculty/cooperating teacher, site facilitator, university facilitator, Elementary Coordinator, Associate Dean for Academic and Student Affairs. It is the university facilitator’s responsibility to inform the principal of any concerns. If the intern’s concern is in regard to one of the above persons, then the intern should go to the next level. Please note the following information:

- All final decisions regarding intern placement, evaluation and special assistance are the responsibility of the university.
- The Associate Dean for Academic and Student Affairs arbitrates concerns that have not been resolved at lower levels.
- The Associate Dean for Academic and Student Affairs must approve any withdrawals from the internship.
- The university is bound by legal due process and confidentiality as described in official Mason documents.

Some of the ways to provide special support for an intern are:

- Arranging for observation of another teacher or intern who models skills the intern lacks, followed by a conference;
- Changing a placement within a school to provide a better match of intern and clinical faculty/cooperating teacher;
- Changing a placement to another school if a suitable alternative placement is not available in the same school;

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- Modifying the schedule for independent teaching to begin more gradually and/or to add days;
- Delaying an intern's independent teaching;
- Providing special experiences during the period after independent teaching in order to address areas needing improvement;
- Facilitating conferences with the intern's academic advisor and/or course instructors;
- Suggesting available services at Mason such as the Counseling Center for personal or therapeutic support, the Financial Planning and Assistance Office for advice on financial aid, or the Student Health Center or other source of medical assistance;
- Advising an intern that it is in his/her best interest to repeat all or part of an internship.
INTERNSHIP GUIDELINES

Attendance

Interns generally follow the calendar for the school system where they are assigned, not the Mason calendar (see the PDS Network calendar for specific schools and divisions). Although accommodations are made for emergencies, outside commitments to family or an employer are no excuse for failing to fulfill all teaching duties and responsibilities. Interns are expected to follow school division policy by requesting permission to be absent or notifying the school of unanticipated absences. Any time an intern is absent the university facilitator must be notified. Interns may be allowed one absence for illness; absences beyond one day must be documented with a doctor’s excuse and may require an extension of student teaching. If there are issues beyond this, the intern will need to consult with the site facilitator who will consult with the Coordinator of Elementary Education.

Personal and Professional Responsibilities

Interns are expected to comply with the calendar, school hours, and all regulations established at the local site during the internship. Further, interns are expected to demonstrate dispositions associated with a successful career educator (see Page 13) as well as other Mason policies and regulations outlined in the catalogue.

Each school prepares a Faculty Handbook for use during the year. If a copy of the school’s Faculty Handbook is not available, the intern should ask to share and review the Clinical Faculty/Cooperating Teacher’s copy of the handbook. Please note the sections on Human Resources and Employee Professional and Personal Responsibilities. It is important that the intern have knowledge of the expectations of employees in a school division.

Interns should check with the Principal, Assistant Principal or Site Facilitator on school procedures regarding:
- Absence from school/Tardiness
- Leaving school during the school day
- Dress
- Confidentiality
- Child abuse
- Substance abuse
- Emergency procedures
- Cell phone use

If the intern is unclear about a procedure or policy, it is his/her responsibility to ask the clinical faculty/cooperating teacher, site facilitator, or an administrator. Reviewing the Faculty Handbook and being proactive is important to the intern’s integration into the school and faculty.

School divisions have the right to request an intern be removed from their assigned location. There are no guarantees an intern will be approved for a different assignment or location. Due process is followed by the Graduate School of Education should this occur.

Interns are responsible for exercising "reasonable care" for pupils' welfare and complying with federal, state, and local policies and regulations. This is best accomplished through careful study of the school's or school division's teacher handbook and guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse. Interns are covered by liability policies of George Mason University, but may consider additional insurance through a membership in the Student Education Association (SEA).
Confidentiality of Records

School divisions’ and Mason policies regarding student records will be followed. Interns should familiarize themselves with the school division policies regarding student records. An intern's evaluation may be shared among the clinical faculty/cooperating teacher, university facilitator and responsible administrators until the university facilitator submits the intern's cumulative folder to the Field Placement Specialist (FPS). After that, access will be in accordance with the Privacy Act. No materials will be released by the FPS or licensure specialist for employment purposes other than grades and verification of meeting licensure standards. During the internship, students will receive directions on employment procedures in local school divisions and submitting an application for licensure in Virginia.

Records Retention

Contents of cumulative folders will be retained for one year after completion of student teaching. After that, the transcript and the summary form will be the only available record. Therefore, students are advised to keep copies of evaluations, logs, summaries, and other records. Students should keep a personal file of documents for reference and future use. The Mason transcript provides permanent documentation of meeting state-approved teacher education program requirements, including student teaching hours completed, and the final grade.
Dispositions for a Career Educator

The Virginia Department of Education promotes the use of standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet GSE grading standards and course requirements as well as demonstrate professional performance in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

**COMMITMENT TO THE PROFESSION**

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

**COMMITMENT TO HONORING PROFESSIONAL ETHICAL STANDARDS**

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

**COMMITMENT TO KEY ELEMENTS OF PROFESSIONAL PRACTICE**

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment

**COMMITMENT TO KEY ELEMENTS OF PROFESSIONAL PRACTICE**

- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

**COMMITMENT TO BEING A MEMBER OF A LEARNING COMMUNITY**

- Professional dialogue
- Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

COMMITMENT TO DEMOCRATIC VALUES AND SOCIAL JUSTICE

Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives (Adopted by GSE – May 2004)

Dispositions for Elementary Education

In addition, candidates for initial teaching licensure are assessed on the following standards:

- Possess the basic skills and knowledge needed to guide students’ learning
- Demonstrate effort to continue learning both content and pedagogy
- Reflect on his/her professional practice, including personal teaching and learning style
- Welcome assistance for improvement and problem solving
- Can develop and explain professional judgments using research-based theory and practice
- Engage in productive relationships with professional colleagues and support staff
- Demonstrate stamina, flexibility, and a positive attitude
- Is responsible, dependable, and observant of school policies and procedures
- Project a professional image in terms of demeanor and appearance
- Maintain confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law
- Meet all expectations for attendance
- Meet all expectations for professional behavior

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education (Adopted 2002, Approved by PDS/Partnership Advisory Board 12/6/02)