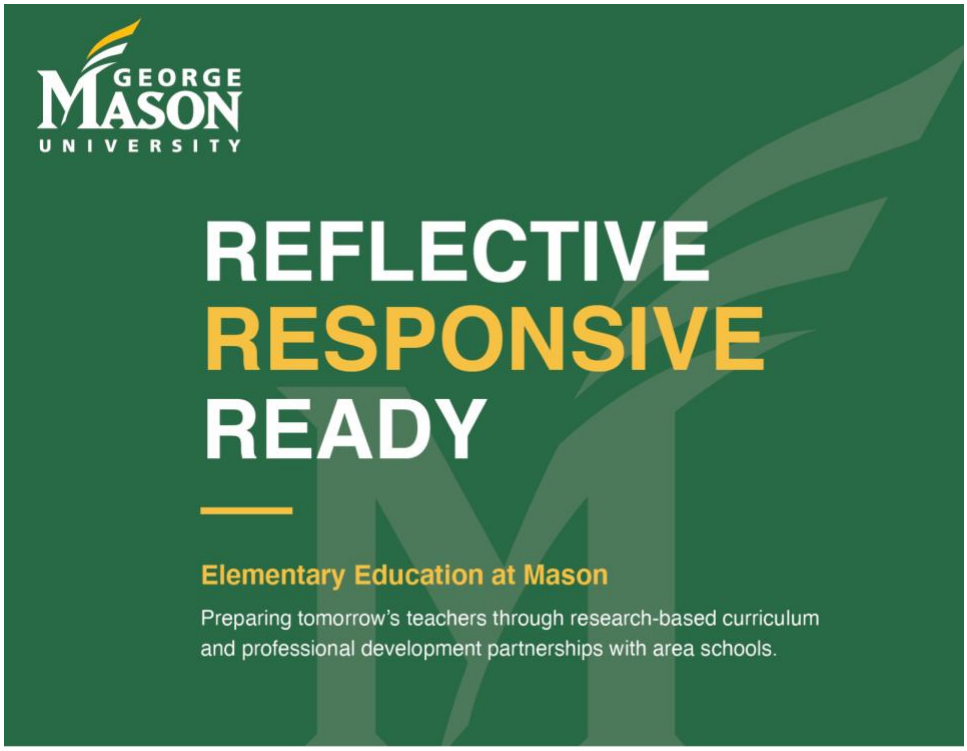
# Elementary Education
# *Professional Development School Addendum*
# to the CEHD Internship Manual
# *ELED 480 and ELED 490*
# (Practicum and Internship)
# BSEd in Elementary Education Program



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# Introduction

This handbook provides Elementary program information that is supplemental to the CEHD Internship Manual. You are responsible for reading the CEHD manual, this Addendum, the course syllabus for expectations on how to complete the assignments and assessments in a timely manner. You will submit proof of completion of all requirements to your UF by the end of your internship in order to successfully complete the program.

# PDS Roles

**Teacher Candidate (TC)**
Teacher Candidates (formerly interns) are university students who are eligible to participate in the capstone clinical experience of student teaching (internship).

**Semester Long Intern (SL)**
Semester long interns are Teacher Candidates completing a 16-week internship in either the fall semester OR the spring semester.

**Yearlong Intern (YL)**
Yearlong interns are Teacher Candidates completing an internship that follows the full academic year of our PDS partners.

**Mentor Teacher (MT)**
Mentor Teachers (formerly cooperating teacher/CT) supervise a Teacher Candidate participating in a practicum and/or internship. It is strongly recommended MTs complete the Mentoring Virginia modules for Mentor Teachers.

**Advanced Mentor Teacher (AMT)**
Advanced Mentor Teachers (formerly Clinical Faculty/CF) supervise a Teacher Candidate participating in a practicum and/or internship. AMT's have successfully completed the Mentoring Virginia modules for Mentor Teachers and the *Elementary Program Advanced Mentor Teacher Training.*

**Site Facilitator (SF)**
Site facilitators are school-based personnel who are the liaisons between the PDS site and the university. SF's provide onsite support for the Teacher Candidates and work closely with the UF. The Elementary Program Placement Coordinator and Clinical Coordinators communicate directly with the SF regarding PDS placements, policy, and procedures.

**School Leadership (administrators)**
School-based administrators; Principals and Assistant Principals

**University Facilitator (UF)**
University Facilitators are university-based University Supervisors (US per CEHD Manual) who facilitate the growth of the PDS site by supporting the Teacher Candidates, the AMTs/MTs, and the ongoing development of the PDS site.

**Clinical Coordinator (CC)**
Clinical Coordinators are university-based faculty who facilitate communications regarding practicum, internship, and support TCs, the AMTs/MTs, and University Facilitators.

**Academic Program Coordinator (APC)**
University-based faculty who coordinates the elementary education program.

**PDS Placement Coordinator**
University-based faculty who work with school divisions to facilitate placements.

**Academic Advisor**
University-based academic program advisor.

## Practicum & Internship Overview

*Please note text in green indicates documents and/or forms available on Canvas

**Placements:**

- Arranged by the Elementary Placement Coordinator, in collaboration with school division personnel in our Mason Elementary PDS Network.
- Take into consideration the need to have rich, high-quality experiences and the availability of AMT/MTs. Principals, SFs and UFs match the TCs and AMT/MTs.
- Changes in assignments are made rarely must be coordinated through the Clinical Coordinators and Elementary Placement Coordinator.

**Field Accommodations**
If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: https://ds.gmu.edu/field-placement/.

*****A practicum or an internship placement can be terminated at any time at the request of the principal/school division.***

The Independent Teaching (IT) required for licensure will be completed in one grade level for four weeks (20 days) of direct instruction during the internship semester. The TC's IT will be done in the assigned AMT/MT's classroom.

**General Calendar:**

- TCs follow the calendar of the classroom teachers during both practicum and internship.
- Failure to meet this expectation will impact the TC's program completion and standing in the district.

- A *monthly calendar* is provided as an additional document.
- Seminar attendance is required.
- Seminars are planned and facilitated by the UF in conjunction with school-based educators.

**Expectations:**

*Attendance and Professionalism*

- TC's must meet attendance requirements. Complete *Monthly Log of Hours* and *Summary of Hours Sheet-Fall* and/or *Summary of Hours Sheet-Spring* and submit to Canvas.
- All classroom teaching duties and responsibilities take priority over outside commitments to family or employers.
- Any missed days during practicum must be made up before the end of the semester.
- TCs during internship semester have two days per semester have been allocated for administrative leave (e.g. interviews, school visits).
- TCs are not employees of the school division, so are not entitled to sick or annual leave.
- TC's are expected to meet professional standards in personal appearance and behavior.
- TC's must be familiar with the Faculty Handbooks for their school/division and aware of school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

*Co-Teaching*

- Co-teaching where TC and AMT/MT plan and teach occurs throughout the practicum and internship. View *Models of Coteaching Video* and *Graphic Organizer* on Canvas.
- AMT/MT and TC complete a *Weekly Plan for Co-teaching*.
- During the internship semester, co-teaching occurs as the TC gradually assumes full responsibility for planning and instruction, leading to independent teaching.

*Lesson Planning*

- All instruction, including morning meetings, read-alouds, content lessons, must be accompanied by detailed lesson plans.
- See *Elementary Lesson Planning Guidelines* for format.
- Lesson plans must be reviewed by AMT/MT and/or UF prior to implementation.

*Supported Teaching (Practicum)*

- During practicum, TCs will independently teach lesson(s) for the ELED 480 course and as required for other fall course assignments.
- TCs will take over some routines and/or content and teaching responsibilities as deemed appropriate by the AMT/MT and UF.

*Independent Teaching during Internship*

- Independent Teaching spans 20 consecutive days of direct instruction.
- After Independent Teaching the TC will gradually return instructional responsibility to

the AMT/MT.

TCs placed in departmental units during IT (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). UFs, AMT/MTs and SFs will work with the TC to establish a timeline during the independent teacher semester in which the intern can demonstrate competency and the completion of assignments in the core disciplines.

## Observations

- MT/AMT and UF will conduct informal observations, observations related to guided instructional cycles, and formal observations of instruction.
- Evidence of feedback from the observer will be uploaded to Canvas by the TC at the end of the semester.
- During the practicum semester:
    - MT/AMT will conduct at least two formal observations.
    - UF will conduct one formal observation.
    - Feedback will be provided and discussed.
    - Informal observations will be conducted every other week.
- During the Independent Teaching semester:
    - MT/AMT will conduct at least four formal observations.
    - UF will conduct two formal observations.
    - AMT conducts two observations during IT.
    - UF conducts one observation during IT.
    - Feedback will be provided and discussed.
    - Informal observations will be conducted weekly.

## Practicum and Internship Midterm and Final Evaluation Conferences

**Midterm Conference**

- Documents TC's progress and highlights strengths and areas for improvement.
- TC and the AMT/MT collaboratively complete the *Practicum and Internship Evaluation Rubric-Continuum Form* and email it to the UF at least two days before the midterm conference.
- TC uploads the final version to Canvas.

**Final Conference**

- During the Independent Teaching semester, the *Internship Evaluation Rubric* is used to summarize and evaluate the TC's readiness to teach and determine successful completion of the course.
- TC and AMT/MT, collaboratively complete the *Practicum and Internship Evaluation Rubric Continuum Form* and email it to the UF at least 2 days before the scheduled final conference.

- The final version will be signed by the TC, AMT/MT and UF and uploaded to Canvas and VIA.

## Video Reflection

**Reflective Practice**

- Reflective practice is a cornerstone of the Mason Elementary Education Program.
- Reflection allows TCs to integrate experiential knowledge from work in schools with theoretical knowledge from university course work (Sutherland, Scanlon, Sperring, 2004; Wegner, 2005).
- Reflection encourages candidates to look at themselves and their situation with new eyes, and in the process, become conscious of the multiple ways they can interpret, critique, challenge, confront, and reconstruct teaching (Ajayi, 2011).
- Upload and reflect on videos as required by UF and AMT/MT.
- Determine the children who do not have signed media releases in your classroom. These children will not be able to be in any of your videos.

## Substitute Teaching in Practicum and Internship

***The ELED Program encourages you to get on the substitute teaching list for the school district you are placed in for practicum and internship.*** **TCs must already be fully hired and trained as a substitute in their school division prior to any substitute teaching.**

***Practicum:***

- may substitute teach up to two days in their Mentor Teacher's classroom on a regular Practicum day (Monday or Wednesday) up to the end of the fall semester placement. If subbing is on a Monday or Wednesday, the scheduled Practicum day must be made up.
- may substitute teach outside the two Practicum days throughout the fall in any classroom within the school building.
- may not miss any Mason classes to substitute.

As a reminder: TCs must already be fully hired and trained as a substitute in their school division prior to any substitute teaching. Please see the *BSEd Practicum Addendum to CEHD* for more details.

Please consider: Due to our Practicum students' potential class and work schedules including other open subbing, they may have limited opportunities for make-up days and have the right to refusal on accepting the subbing during Practicum days.

***Internship*** *(All conditions must be met)**:***

- TCs may only substitute up to five days in their placement classroom and with the building administrator's advance knowledge and permission.

- TCs may not count hours spent substitute teaching toward their IT hours requirement. Subbing during IT extends IT the same number of days.
- TCs may only substitute in the classroom of their AMT/MT when the AMT/MT is absent due to illness or family emergency. TCs should accompany their AMT/MT to professional development activities, and therefore should not substitute if/when the AMT/MT is out for such activities.
- TCs may not leave their internship prior to its end date in order to serve as a long-term substitute teacher; completing the internship with fidelity and in a timely manner must always take precedence over substitute teaching.

## Records Retention

- TCs are strongly advised to keep copies of evaluations, logs, summaries, and other records. TCs should keep a personal file of documents for reference and future use.
- Due to University policy, we are unable to provide copies of records (including standardized test scores) back to students after they have been turned into the office.
- The Mason transcript provides permanent documentation of meeting state-approved teacher education program requirements, including student teaching hours completed, and the final grade.
- TCs can request a copy of their transcript through the Registrar's Office.

## Teacher Candidate Frequently Asked Questions

**Is co-teaching acceptable during IT?**

- As every elementary teacher's primary responsibility is to the PK-6 learners, co-teaching may occur in extraordinary circumstances. During Independent Teaching the TC takes the lead in all aspects of the instruction including planning and assessment.

**What if I am sick for an extended period of time?**

- Communicate early with your AMT/MT, SF, school office and UF. We will work with you to modify the internship so that you can successfully complete the required four weeks of Independent Teaching.

**What if I am having issues with my AMT/MT?**

- The key to any successful relationship is communication. It is best to address issues quickly and directly with the person involved. If you want to discuss the issue before addressing it with your AMT/MT, you may do so with the site facilitator at the building or your UF.

**How do I get my teaching license?**

- Once you have successfully completed your internship you will need to begin the application process to obtain your license from the Virginia Dept. of Education. You will need to review the steps for licensure application at: http://cehd.gmu.edu/teacher/instructions/ . Please note that it is your responsibility to gather all the materials you will need (test scores, application, fees, etc.) and submit these to the Licensure Specialist. You may contact this office at 703-993-2094.

**How do I get letters of recommendation?**

- Most school divisions require a letter from an AMT/MT as well as your UF. It is important that you ask a potential letter writer if she/he would be willing to write you a letter and if she/he could write a strong letter of support. During the IT semester, letters cannot be written until after the successful completion of IT.