


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



REFLECTIVE
RESPONSIVE
READY

Elementary Education at Mason

Preparing tomorrow's teachers through research-based curriculum and professional development partnerships with area schools.

Table of Contents

Introduction.....	3
Professional Development School Roles.....	3
Practicum and Internship Overview.....	4-5
<i>Placements.....</i>	
<i>General Calendar.....</i>	
<i>Expectations.....</i>	
Observations.....	6
.....	
Practicum and Internship Midterm and Final	6
<i>Midterm Evaluation Procedures</i>	
<i>Final Evaluation Procedures.....</i>	
Video Reflection	6
Substitute Teaching	7
Records Retention.....	7
TC Frequently Asked Questions	8

Introduction

This handbook provides Elementary program information that is supplemental to the CEHD Internship Handbook. You are responsible for reading the CEHD handbook, 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.

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. From Fall 2017 forward MT's have completed the George Mason 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 Mentor 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 Coordinator communicates 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 Handbook) 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 personnel 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 Liaison

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 Blackboard*

Placements:

- Arranged by the Elementary Academic Program Coordinator and Elementary PDS Liaison, 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 PDS Liaison.

****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.
- Seminars are planned and facilitated by the UF in conjunction with school based educators.
- Seminar attendance is required.

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 Bb.
- 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 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 Blackboard.
- 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 Blackboard (Bb) 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 final version to Bb.

Final Conference

- During the Independent Teaching semester, the *Practicum and Internship Evaluation Rubric* is used to summarize the TC's readiness to teach.
- 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 Bb 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:

- You may substitute teach outside your two practicum days throughout the fall semester in any classroom.
- You may not miss any Mason classes to substitute.

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 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.