

# CE INTERNSHIP MANUAL

School of Education



2023 - 2024

## Early Childhood Education Program Information

For information about the Early Childhood Education program, visit the program website at <https://education.gmu.edu/early-childhood/>, email [earlyed@gmu.edu](mailto:earlyed@gmu.edu), or call 703-993-3844. For specific information about the internship process please contact Dr. Bweikia Steen, ECE Internship Coordinator, at [bsteen2@gmu.edu](mailto:bsteen2@gmu.edu) or Kayla Turner, ECE academic advisor, at [kturme4@gmu.edu](mailto:kturme4@gmu.edu).



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### Note:

**The Internship Manual is intended to provide an overview of the requirements, policies, and protocols needed for a successful internship experience. The information is provided as a foundation, but the College of Education and Human Development (CEHD) and CEHD programs, maintain the authority to make adjustments as deemed necessary based on individual placement arrangements. Requirements set forth in this handbook may be changed without notice.**

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# WELCOME



*“The art of teaching is the art of assisting discovery.” – Mark Van Doren*

**WELCOME!** The Early Childhood Education (ECE) program is committed to preparing educators, leaders, and researchers to work with and on behalf of culturally, linguistically, socio-economically, and ability diverse young children (birth to third grade), their families, and their communities.

## Program Principles

The ECE program faculty expects candidates to develop as collaborative, ethical leaders in the early childhood education field by acting upon the following:

- Apply a **strengths-based approach** to their work with young children, families, communities, and other professionals;
- Engage in **reflective practice** and make informed decisions using research and knowledge of effective instructional strategies and tools;
- Recognize and understand **social justice**, especially the impact of race, ethnicity, linguistic heritage, poverty, disability, gender, and other diversities on young children, families, communities, and other professionals;
- Engage in **advocacy** for equity, access, and participation to support young children, families, communities, and other professionals; and
- Possess an awareness of **global connectedness** and its impact on young children, families, communities, and other professionals.

## NAEYC Code of Ethical Conduct:

- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct. Professional

## DEC Position Statement on Ethical Practice:

- Advancing equity and inclusion
- Using best available evidence to make decisions
- Collaborating with families and other professionals
- Following relevant policies
- Engaging in Ongoing Learning and Reflection

# INTRODUCTION

## Internship Experiences

All internship placements must be arranged through the Office of Teacher Preparation Specialist who works directly with the surrounding school districts to set up appropriate internships. Candidates may not contact schools directly to request an internship. Contacting a school directly may result in not being placed at that school and may possibly result in not being placed in that school district. Candidates are assigned to work at sites under the mentorship of a mentor teacher and supervision of a university supervisor.

### EPK3 Internships

EPK3 candidates will engage in 14-15 weeks of successful full-time student teaching in the endorsement area sought (prekindergarten through third grade) under the supervision of a mentor teacher with demonstrated effectiveness in the classroom and a university supervisor assigned by the university. Undergraduate candidates will enroll in 12 credits of internship coursework, and Graduate candidates will enroll in 6 credits of coursework. All candidates should consult with their academic advisor regarding internship course registration. The summative supervised student teaching experience will **include at least 150 clock hours spent in direct teaching at the level of endorsement (prekindergarten through third grade) in a public or accredited nonpublic school, and at least 300 total hours.** The exact schedule will vary depending upon the contract hours for the candidate's mentor teacher. However, candidates must be on site full time during each week of the internship and must be completely responsible for the classroom for at least two (2) full weeks during each 8-week placement and at least four (4) full weeks for a 15-week placement. **Due to the nature of EPK3 programs, internships must be completed during the academic school year, not during a summer session.**

### ECSE Internships

ECSE candidates will engage in 15 weeks of full-time student teaching in the endorsement area sought (early childhood special education, birth – age 5) under the supervision of a mentor teacher with demonstrated effectiveness in the classroom and a university supervisor assigned by the university. Undergraduate candidates will enroll in 12 credits of internship coursework, and Graduate candidates will enroll in 6 credits of coursework. All candidates should consult with their academic advisor regarding internship course registration. **The summative supervised student teaching experience will include at least 150 clock hours spent in direct teaching at the level of endorsement (early childhood special education, birth – age 5) in a public or accredited nonpublic school, and at least 300 hours total.** The exact schedule will vary depending upon the contract hours for the candidate's mentor teacher. However, candidates must be on site full time during each week of the internship and must be completely responsible for the teaching and work responsibilities for at least two (2) full weeks during each 8-week placement and at least four (4) full weeks for a 15-week placement. **Due to the nature of ECSE programs, internships must be completed during the academic school year, not during a summer session.**

### Dual Licensure Internships (EPK-3 and ECSE)

Candidates pursuing licensure in prekindergarten through third grade *and* early childhood special education (birth through age 5) work in a variety of contexts to meet the equivalent of three internship placements. Candidates will work with their university supervisor and mentor teachers to fulfill the hour requirements as outlined in the EPK3 internship and the ECSE internship placement experiences. Dual Licensure undergraduate candidates will complete 12 credits of internship, and graduate candidates will complete 9 credits of internship.

### **Non-Licensure Internship (Birth – Third Grade)**

Candidates pursuing ECDL (non-licensure) work in a variety of contexts, birth to third grade, under the supervision of a mentor with demonstrated effectiveness in early childhood settings and a university supervisor assigned by the university. The ECDL (non-licensure) internship is a capstone experience that provides ECDL students with opportunities to apply their knowledge and competencies in the field and further develop their expertise in working with and on behalf of diverse young children and their families.

#### **Non-Licensure Internship Placements**

The ECDL (non-licensure) internship can take place in a variety of early childhood education contexts, including agencies and organizations, early care and education settings, and independent/private schools. All internship placements must be arranged through the ECDL Internship Coordinator to set up appropriate internships. Interns may not contact an early childhood organization or educational setting directly to request an internship. Candidates are assigned to work at sites under the mentorship of a mentoring professional and supervision of a university supervisor.

#### **Non-Licensure Courses and Time Commitment**

ECDL interns will engage in a semester long (i.e., 14 to 16 weeks) of successful, full-time, internship in an early childhood education setting (birth to third grade) under the supervision of a mentoring professional and a university supervisor assigned by the university. Interns will register for 12 credits of Internship in Early Childhood Education (Non-Licensure) and 3 credits of Seminar in Early Childhood Education for Diverse Learners. **Note: Internships are available during the academic school year and are not offered during the summer session.**

The summative supervised internship experience will **include at least 300 total clock hours on site within an early childhood organization or educational setting.** The exact schedule will vary depending upon the contract hours for the candidate's mentoring professional. However, **interns must be on site full time during each week of the internship and must be completely immersed in the 14- to 16-week internship placement.** In addition, interns are expected to engage in planning and preparation and complete required internship assignments outside contract hours, as necessary. The internship requires hard work, flexibility, and an intense commitment. Interns should plan outside commitments during the internship semester accordingly.

Interns must document total number of hours spent on site in the following activities:

- **Preparation/Collaboration** – This is time spent on site developing curriculum, preparing materials, working with specialists and other colleagues, and attending staff meetings and/or preparing and conducting professional development.
- **Observation/Assistance** – This is time spent on site observing and assisting the MP and/or other staff members and specialists.
- **Family and Community Activities** – This is time spent on site and/or during home visits interacting with children, families, and the community.
- **Implementation of Direct Responsibilities** – This is time spent on implementation of responsibilities. In a teaching internship, these responsibilities include direct teaching and care for children. In an internship within an organization, these responsibilities will vary depending on the nature of the work.

## LEARNER OUTCOMES

This internship experience is designed to enable candidates to do the following:

1. Create a supportive, healthy, challenging, and respectful environment for learning for diverse young children that includes the application of effective classroom management techniques, guiding and supporting positive behavior, classroom community building, and individual instruction and interactions that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
2. Apply knowledge of human growth and development and the interaction of individual differences to guide learning experiences and relate meaningfully to students and families.
3. Use a variety of evidence-based, developmentally appropriate teaching and learning approaches to support young children's development and learning.
4. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child that builds classroom community and includes individual interventions that promote emotional well-being.
5. Plan, implement, and evaluate culturally responsive, developmentally appropriate, evidence-based instruction that promotes the development and achievement of culturally, linguistically, socioeconomically, and ability diverse young learners.
6. Assess diverse young learners, analyze data, use analysis to plan instruction, evaluate the effectiveness of instruction, and reflect on future instruction and interactions to promote positive outcomes for each child.
7. Use technology to support instruction, assessment, planning, and delivery for diverse young learners.
8. Collaborate with individuals, teams, and families to promote children's development and learning.
9. Engage in reflective practice.
10. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, the mentor teacher, the university supervisor, and professionals in the student teaching setting.
11. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

## TIME COMMITMENT

As one of the final clinical components of your teacher preparation program, the internship is a full-time, full-semester experience. The internship is a cooperative endeavor. Our host schools work closely with CEHD to provide beneficial experiences for you. Hosting a teacher candidate in a school classroom is a major professional commitment on the part of the host school and the MT/MP. Whether you are completing a traditional internship or an OTJ internship, the tremendous generosity and time commitment of Mentors, allows you to fulfill your goal to become a teacher.

**For Teacher Candidates with 1 Placement**

<b>Hours</b>	At least 300 hours minimum to meet licensure requirements (150 direct teaching and 150 hours of indirect teaching)
<b>Total Weeks</b>	14-16 weeks

<b>For Teacher Candidates with 2 Placements</b>	
<b>Hours</b>	At least 150 hours minimum (75 direct teaching and 75 hours of indirect teaching) – for each placement
<b>Total Weeks</b>	7-8 weeks for each placement – Total of 14-16 weeks

<b>For OTJ Teacher Candidates</b>	
<b>Hours</b>	At least 300 hours minimum
<b>Total Weeks</b>	14-16 weeks

# PLACEMENT EXPECTATIONS

***NOTE: Traditional internship: If a teacher candidate does not comply with the following placement expectations, school divisions and school principals have the right to request the candidate’s removal from the placement. If such a removal is requested, it is highly unlikely a second placement location for the semester will be approved for the candidate. Due process is followed by the College of Education and Human Development should this occur. OTJ Internship: Please note that school district’s policies supersede the guidelines of Mason/CEHD. A teacher candidate must comply with their school/district’s employment policies.***

## Responsibilities

Internships are regarded as a critical component of teacher education programs. The effectiveness of the internship experience depends upon the degree to which the whole team – Candidate, Mentor (MT)/(MP), University Supervisor (US), and Seminar Facilitator – fulfill their responsibilities and establish a good working relationship. Open communication is extremely important.

## Attendance

Intern/Teacher Candidates:

- Follow the school (program) calendar for the school system/program where they are assigned, not the Mason calendar, except for attending scheduled courses **\*\*Please note:** Mason may have days off that the school does not.
- Are required to follow the Mentor’s daily schedule.
- Must be punctual and remain on duty during the contractual school day.
- Are not employees of the school division; consequently, they are not entitled to sick leave or personal leave.



- TCs are allowed up to three administrative days/absences with prior approval from their program. If the TCs absences exceed the amount allowed, the TC may be asked to extend their internship to make up the time.

### **Non-Licensure interns Attendance:**

During the internship, interns are required to work/report to their internship for 7.5 hours, 5 days per week, each week, for the entire semester. Interns will maintain the same schedule as the MP, with the contract day as the minimum but not the norm. It is important to note that educators often use evenings and weekends to prepare for and complete their work. Interns should plan accordingly. Interns should consult with the ECDL Internship Coordinator to determine whether the Mason schedule or the organization or educational setting holiday schedule will be followed. This may vary from semester to semester, depending on when scheduled breaks and holidays fall.

## **Personal and Professional Responsibilities**

Teacher Candidates:

- Are expected to comply with the calendar, school hours and regulations established at the local school site during the internship.
- Are expected to review their placement school's faculty handbook to inform them of the expectations of employees in a school division.
- Are expected to check with school administrators 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
- Are responsible for exercising "reasonable care" for pupils' welfare and for complying with all federal, state and local policies and regulations. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

**\*\*Due to the general nature of the risks involved in internship activities, teacher candidates are strongly encouraged to seek additional professional liability coverage. One recommendation is for you to look into the Student Educator Professional Liability Plan offered by the Association of Supervision and Curriculum Development (ASCD) which, for an annual fee, will cover damages arising from professional liability lawsuits.**

# ROLES AND RESPONSIBILITIES

**Note: Below are general responsibilities listed for all parties collaborating during the internship process. Programs may have additional responsibilities and guidelines that will be shared with students during orientation.**

## Responsibilities

Internships are regarded as a critical component of teacher education programs. The effectiveness of the internship experience depends upon the degree to which the whole team – Candidate, Mentor Teacher (MT), University Supervisor (US), and Seminar Facilitator – fulfill their responsibilities and establish a good working relationship. Open communication is extremely important.

## *Candidates/Interns*

The internship is a time to focus on the art of teaching and working with diverse young children and their families with the guidance and support of practicing professionals. Candidates must remain flexible in adapting to differences in school cultures, teaching styles, MT and US philosophies, and individual child/family strengths and needs. In particular, candidates will do the following:

- Share internship course syllabus with MT/MP and plan for how assignments and requirements will be completed.
- Demonstrate initiative, responsibility, and resourcefulness.
- Become reflective practitioners, learning from other professionals, diverse young children and their families, and their own experiences, including mistakes.
- Ask for help, advice, and feedback – and act on it as appropriate.
- Demonstrate high standards of ethics and professionalism in interactions with colleagues, children, and families.
- Video-record their teaching each week over the course of the internship and upload to the identified platform.
- Complete weekly progress reports and reflection and submit to Blackboard weekly.
- Complete weekly lesson plans and submit to Blackboard at the beginning of each week.
- Write detailed daily lesson plans and submit to the MT/MP for review prior to teaching.
- Write detailed lesson plans prior to a scheduled observation and submit to the observer prior to the observation.
- Upload Formal Observation Reports completed by the MT /MP and US to Blackboard.
- Upload Midpoint Internship Evaluation and Assessment of Dispositions completed by the US with input from the candidate and MT /MP to Blackboard.
- Upload Final Internship Evaluation and Assessment of Dispositions completed by the US with input from the candidate and MT/MP to Blackboard.
- Complete the Lesson plan Assessment and upload to VIA and to Blackboard.
- Maintain an accurate log of hours and submit form signed by the candidate and the MT to Blackboard at the conclusion of each internship placement.
- Follow the schedule established with the MT/MP and US during the semester.
- 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 between school culture and the learning environment.
- Uphold ethical and professional dispositions
- Plan accordingly- t is important to note that educators often use evenings and weekends to prepare for and complete their work.
- 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, grade level meetings, and school reform initiatives at the school.
- **Completes required observations with the MT/MP and US.**
- Accepts responsibility for completion of all materials and assignments encompassed in the handbook in a timely manner.
- Completes university course work and attends class; class assignments are integrated and required during internship.
- Shows evidence of professional dispositions (see Professional Dispositions Page linked [here](#)) as defined by the College of Education and Human Development.
- Expresses concerns in a timely and professional manner following established protocol: MT/MP, US, Coordinator of Student Teaching, Academic Program Coordinator.

### ***Mentor Teacher (MT)/ Mentor Professional (MP)***

Mentors have an important responsibility to be a mentor and coach as candidates apply learning from coursework and continue to develop their teaching competencies. The Mentor, with the assistance of the US, must be willing to act as a mentor by providing support and guidance for the candidate.

The following is a list of suggestions and responsibilities for the Mentor:

- Encourage candidates to find their own teaching/work style by permitting them to try their own techniques and approaches in order to learn from their successes and/or mistakes.
- Treat the candidate as a colleague.
- Confer regularly, especially about the rationale for educational decisions.
- Build confidence by having the candidate gradually assume responsibility for implementing instruction, assessment, curriculum, and family partnership. Be sure the candidate is prepared to take full responsibility of the classroom and/or teaching/work responsibilities for at least 2 weeks for an 8-week placement and at least 2-4 weeks for a 15-week placement.
- Review course syllabus for assignments and requirements and assist the candidate in planning for site-related work.
- Oversee candidate's planning, monitor the candidate's learning about the children and their families, and offer relevant feedback.
- Help the candidate video-record and critically reflect on teaching events.
- Conduct at least two formal observations (for 8-week internship) and at least three formal observations (for 15-week internship) and provide written observation reports.
- Encourage reflection and self-analysis when giving feedback.
- Be open and honest about areas for growth; provide guidance and assistance as appropriate.
- Discuss strengths and concerns with the US on an on-going basis. Keep the U.S. informed and updated at all times.

- Introduce the candidate to the full range of duties, to the available resources at the site, and to all appropriate staff.
- Complete weekly progress reports with the candidate. The signed report should be given to the candidate for upload to Blackboard.
- Participate in three 3-way meetings with the candidate and the US: one initial meeting at the beginning of the internship, one midpoint evaluation to discuss progress and dispositions, and one at the end of the internship to evaluate performance and dispositions. Provide input to the evaluations.
- Provide the candidate with a recommendation for employment, if warranted.
- Follow the FERPA Policy guidelines as written in the FERPA Policy in Student Internship Placements for Mentor Teachers and University Supervisors.
- Complete and return paperwork necessary to receive the MT Honorarium/Stipend.
- Shares supervisory and evaluation responsibilities for the internship with the US.
- Specifies, during the introductory conference, overall goals and specific objectives of the school system and how they relate to the intern and offers ongoing support to meet these objectives throughout the internship.
- With the intern and US, develops a plan for intern to accomplish internship assignments and assessments using appropriate guidelines and rubrics.
- Assists the TC/intern in meeting the school division, university and classroom requirements.
- Provides feedback and support to the TC/intern on an ongoing basis.
- **Conducts observation cycles with the TC.**
- Provides informal feedback, including written feedback to the intern.
- Assists the TC/intern in creating and executing the internship assessments.
- Contacts the US as soon as any concerns arise in order for corrections to be implemented.
- Conducts electronic or in-person conferences with the US as needed to review the intern's progress.
- Includes the TC/intern in all appropriate teaching duties (e.g., IEP conferences, parent/family conferences, related phone calls, child study meetings, faculty meetings, professional development);
- Follows all documenting policies stated by the TC's program.
- Completes electronic evaluation/survey of internship placement process, TC/intern and US.

### ***University Supervisors (US)***

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to both the candidate and the MT. University supervisors (US) play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for candidate. The following is a list of responsibilities for the US:

- Meet with the candidate and MT/MP to establish internship expectations, determine schedule, and review site-linked assignments. Clarify any questions or concerns about assignments with the mentor as soon as they come up.
- Be accessible to the candidate and school or agency staff through regular visitations, email, and/or by phone.
- Encourage open communication and a collaborative approach to supporting and providing feedback to the candidate.
- Provide guidance on policies and procedures for the internship. Check to ensure that they are followed.
- Conduct at least two formal in-person observations during an 8-week period and three formal in-person observations during a 15-week period. Follow each observation report with a conference and follow up with a written report. Provide a copy of the observation report to the candidate to be uploaded to Blackboard.
- Review copies of weekly progress reports and reflections and provide feedback as appropriate.

- Guide development of teaching competencies by promoting reflective practice through interactive coaching and mentoring, reviewing weekly lesson plans, and encouraging self-analysis.
- Facilitate the candidate's video-recording and critical reflection of teaching events.
- Participate in internship seminars and share major concerns or changes with the ECE internship coordinator in a timely manner.
- Facilitate the record keeping and documentation necessary for program administration and licensure.
- Facilitate two evaluation meetings with the candidate and the MT/MP: one at midpoint to discuss progress and dispositions and one at the end of the internship to evaluate performance and dispositions. Complete the final evaluation with input from the candidate and Mentor
- Evaluate and grade candidate's performance.
- Provide the candidate with a recommendation for employment, if warranted.
- Follow the FERPA Policy guidelines as written in the FERPA Policy in Student Internship Placements for Mentor Teachers and University Supervisors.
- US will attend orientation and training/s typically provided prior to internship.
- Serves as a link between the school and the university, providing support and guidance to the TC/intern and the MT/MP.
- Maintains contact with the TC/intern throughout the clinical experience.
- Observes, records, reflects upon and analyzes practices and performance data to improve the quality of the internship.
- May review all weekly assignments and assessments produced by TC/inters, giving feedback on the assignments and grading the assessments as required.
- Conducts in-person (unless otherwise approved by the Internship coordinator) observations of the TC and provides the TC/intern with feedback.
- Evaluates the TC's internship experience and submits a grade to the appropriate faculty member via program direction: Blackboard and VIA
- Completes electronic evaluation/survey of internship process, TC, and MT.

## **Principal and Administrator/Organizational Leader Roles and Responsibilities (Recommended)**

- Foster professional norms of competence and quality learning environments for teachers and students.
- Oversee the process for identification of quality placements for TCs.
- Include TCs in scheduled meetings, orientation training, and staff development activities.
- Serve as an intellectual resource for teachers, USs, and TCs.
- Align organizational structures and resources to reinforce stated goals of the school (e.g., ensures the teachers have access to available technology training and application within the classroom).
- Support USs, MTs, and others to improve instructional outcomes.
- Involve TCs as part of the faculty.
- Ensure the mechanisms are in place to help families participate in and understand internship goals.
- Work for continuous school improvement and the professional growth of administration, faculty and TCs.

## Social Media and Communications

### Teacher Candidates/Interns:

- Are expected to check and respond to professional emails on both their Mason account and their internship email account in a timely manner.
- Are expected to take stock of their "internet presence"--both personal accounts and those created to support program completion, to ensure that use of social media aligns with the professional dispositions required of classroom teachers. **\*\*The College of Education and Human Development strongly recommends that TCs make all social media private.**
- May not communicate via text message or cellphone with a student under any circumstances.
- May only communicate via email with students/families under the supervision of the MT and only from a school/district email account.
- As part of an assignment, the TC may be asked to video-record a lesson or series of lessons. Before video-records can be initiated, the TC must adhere to the Video Recording Guidelines – please refer to the Video Recording Guidelines and Documentation section, for details.

## Confidentiality of Records

### Teacher Candidates:

- Must follow school division and Mason policies regarding confidentiality of student records;
- A TC's evaluation may be shared among the MT, US and responsible administrators, until the US/program submits the TC's grade and documentation. After that, access will be in accordance with the Privacy Act. No materials will be released by the Office of Teacher Preparation or the TC's program for employment purposes, other than grades and verification of meeting licensure standards.

## Experiential Learning Agreement (ELA)

All Mason traditional intern students preparing to complete a practicum/internship placement are required to submit a mandatory completed and signed Experiential Learning Agreement packet at the beginning of each experience. If you have more than one placement location or MT, a completed ELA must be submitted at the beginning of each placement and will need to be signed by you, your MT, and if you are under 18, by your parent/guardian as well.

If you are an OTJ intern, you do not need to complete an ELA form since you are already contracted with a school/district.

A separate email will be sent to you by your program with directions and links to the required ELA document.

# INTERNSHIP OVERVIEW

## Assignments

### Schedule of Meetings, Observations, and Evaluations

The observation and feedback process is a critical part of the internship. It is important that the whole team carefully plans the observations and opportunities for feedback. There will be no surprise formal observations. The purpose of the observation is not to pass judgment on the candidate; rather, its purpose is to promote reflection and to set goals that support continued growth.

## Internship Documentation

Candidates will maintain electronic files of all work and forms related to the internship.

Candidates will upload the following to Blackboard:

- Weekly Video Clips of Teaching
- Weekly Lesson Plans
- Weekly Progress Reports and Reflections completed by the candidate and mentor teacher
- Lesson Plan Assessment
- Formal Observation Reports completed by the MT and US
- Midpoint and Final Internship Evaluation completed by the US with input from the candidate and MT
- Midpoint and Final Assessment of Dispositions
- Signed Log of Hours
- Signed Summary of Internship Placement Sheet

Candidates will share the following with their MT:

- Detailed Weekly and Daily Lesson Plans
- Completed Part 1 and Part 2 of Weekly Progress Report form
- Internship Evaluation Form
- Assessment of Dispositions Form
- Summary of Hours
- Formal Observation Form
- Other information, as needed

## Evaluation

The US will work with the MT and the candidate to evaluate the candidate's progress throughout the internship. Evaluation tools will include, but are not limited to, the following:

- Weekly progress reports and reflections completed by the candidate and MT
- Formal observation reports by the MT and the US
- Weekly Video Clips
- Midpoint and Final Internship Evaluation and Assessment of Dispositions

## Log of Hours

The Virginia application for teacher licensure requires reporting the amount of time spent in certain activities during the candidate's internship. Candidates are responsible for maintaining this record. Candidates should record hours on the Log of Hours sheet each day. At the end of the internship, the log must be verified by the

MT/MP and reviewed by the US. It is the candidate's responsibility to ensure that the log is current and verified/reviewed.

Candidates must also record the age and grade level of the children at their site, as well as the number of children receiving services for English for Speakers of Other Languages (ESOL) and Special Education. Using the Log of Hours form will ensure accuracy in the certification and licensure process.

Hours must be totaled by the candidate, verified, and signed by the MT, and reviewed and signed by the US. During the last visit by the US the candidate must submit all totals, which may require estimating for the final days at the site. The candidate will transfer these totals onto the Summary of Internship Placement and Final Grade form and upload to Blackboard.

Candidates must document total number of hours spent on site in the following activities:

**Direct Teaching** – This includes both co-teaching and independent teaching. Co-teaching includes shared responsibility for planning, instruction, assessment, and student supervision. It may involve team teaching with an entire class or working with individuals or small groups. Independent teaching includes full responsibility for supervising and teaching an entire class according to plans developed by the candidate and approved by the MT. Candidates must take full responsibility of the classroom for at least 2 full weeks during 8-week internship and four full weeks during 15-week internships.

**Preparation/Collaboration** – This is time spent on site developing lessons, preparing materials, working with specialists and other colleagues, and attending school staff meetings or professional development.

**Observation/Assistance** – This is time spent on site observing the MT and/or other teachers and specialists working with children. The candidate may be called upon to assist with a lesson as a paraprofessional but would have little or no responsibility for planning or supervision of students.

**Family & Community Activities** – This is time spent on site and/or during home visits interacting with families and the community. Activities may include writing or calling families, parent conferences or informal meetings, Individual Education Program (IEP) meetings, and attending site-based gatherings such as curriculum nights or other events.

### **Lesson Plans/Weekly Plans**

Candidates will develop *daily* and *weekly* lesson plans using the ECE Lesson Plan Template. Candidates will submit detailed lesson plans to the MT/MP for feedback and for approval prior to teaching independently. In addition, they will upload the *required lesson plans* to Blackboard for the US to review. These plans will be filed electronically and will be made available to the US upon request. Candidates will provide detailed lesson plans to the MT and/or US prior to scheduled observations.

### **Video-Recording**

Candidates will video-record their teaching and interactions with children each week over the course of their internships. They will upload the video-recordings weekly to the identified platform.



## Video Recording Guidelines and Documentation

The purpose of video recorded assignments is to help facilitate your professional development. These videos help you grow, learn, and reflect on your teaching. In addition, they help your professors support your professional growth as they are able to provide feedback on your teaching even if they aren't with you in the classroom. To make sure we follow all of the guidelines of our school district partners for recording and using video, you must adhere to the following guidelines for video use.

### PRIOR TO RECORDING ANY VIDEO:

#### I understand that I must...

- 1) Ask my MT if I have their permission and school administrators' permission to record myself teaching for course assignments and internship assignments.
- 2) Ask if there are any students who are not to be recorded because they completed the school district's media opt-out form. Any students who opted out may not be on video under any circumstances.
- 3) Ask your MT if the school has a letter they use to inform parents of video recordings. If they do, work with your MT to have this letter sent home to students. If they do not already have a letter template, provide the link letter (below) for the MT to send home to students (if required by the school and MT). **Please note that you need to fill in your personal/program information in the letter template.** Click for the [Video Recording Letter Template](#). You will need to make a copy of the template before modifying for your use.
- 4) Make sure that any video or audio captured is:
  - a. **Kept confidential and not shared outside of the intended uses** as a course assignment
  - b. **Destroyed or deleted** once it is uploaded into a password protected system (Blackboard/Kaltura or GoReact).

### BEFORE/DURING VIDEO RECORDING:

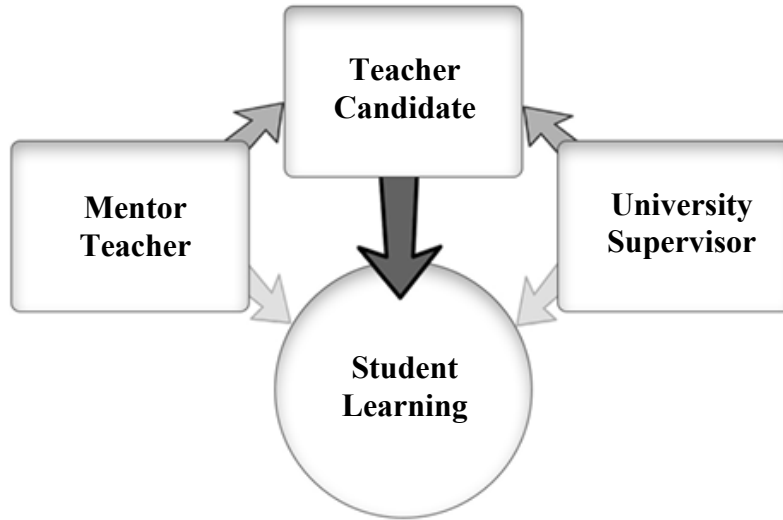
#### I understand that I must...

- 1) Make sure that no students are in area to be recorded who have completed the school district's media opt out form.
- 2) Ask my MT/MP to assist with recording if possible. If not, I should set the recording device up so that it captures primarily my teaching.

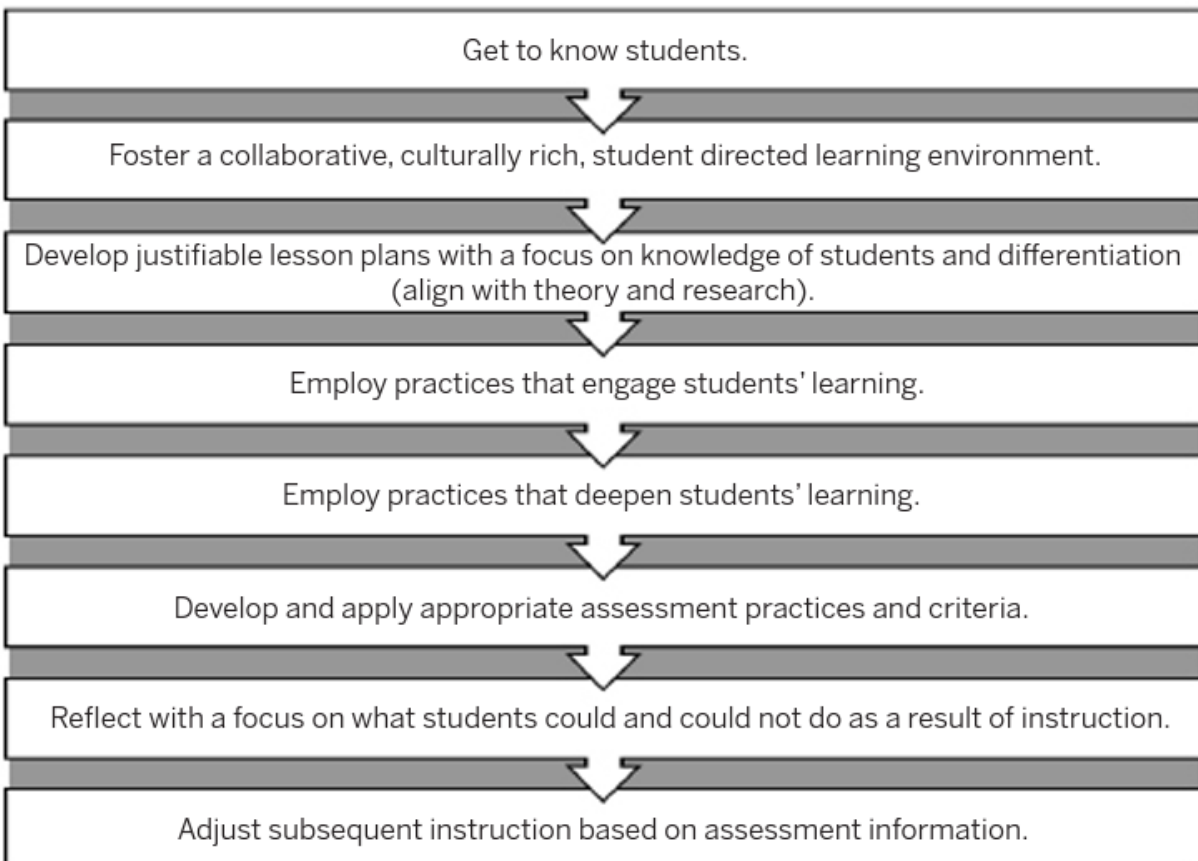
### AFTER RECORDING VIDEO

- **No video should be retained on your laptop or mobile device. Delete videos once they are loaded into the secure platform requested by your instructor.**

## Collaborative Teaching Model for Student Learning



Collaboration is the foundation upon which a successful internship experience rests; the Mentor Teacher, Teacher Candidate and University Supervisor work together with a focus on student learning. The principles around the collaboration include:



## GRADING POLICIES

The MT/MP, US and program shall determine the final grade jointly after consultation. If they cannot agree, the Internship Program Coordinator will determine the grade based on a review of the documentation and consultation with faculty and, if necessary, observation of the TC's performance. In some cases, a grade of No Credit may be accompanied by a recommendation that the TC not be allowed to repeat the clinical experience. In such cases, the TC will be counseled out of the licensure program, although not necessarily out of the degree program.

**\*Please note:** grading scales vary from program to program.

## GENERAL SUBSTITUTE TEACHING POLICY

*Note: The guidelines listed below are for traditional internship Teacher Candidates and should be consistently followed; however, individual programs and the Office of Teacher Preparation reserve the right to allow exceptions on a case-by-case basis.*

CEHD recognizes that there are oftentimes shortages of substitute teachers in the school division that provide practicum and internship experiences for George Mason University students. Some school divisions allow TCs to substitute and others may not. To assist local school divisions in their efforts to locate and hire qualified individuals as substitute teachers and to offer TCs opportunities to expand their professional experiences, CEHD has adopted the following policy for TCs during internship. A TC may occasionally substitute for his/her MT during the internship, provided that several guidelines are strictly followed. These guidelines are:

1. TCs must already be fully hired and trained as a substitute in their internship location's school division prior to any substitute teaching.
2. TCs may only substitute in the classroom of their MT with the building administrator's advance knowledge and permission.
3. TCs may only substitute in the classroom of their MT when the MT is absent due to illness or family emergency. Students should accompany their MTs to professional development activities when those are scheduled, and therefore should not substitute if/when the MT is out for such activities.
4. TCs may only substitute for their MT at or past the point where they are engaged in independent teaching.
5. TCs may not count hours spent substitute teaching towards their direct/indirect hours requirements for licensure.
6. 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.

### ***Professional Recommendations***

Most prospective employers expect applicants to submit recommendations in some form from their MP and US. If a negative recommendation is warranted, the intern should be told. A letter of reference written on behalf of an intern by an MP, US, or other person does **NOT** provide that person with the authorization to disclose educational records or to discuss the student's performance even if the letter welcomes telephone calls or other inquiries about the student. The *FERPA Consent to Release Educational Records and Information* must be completed by the intern prior to the disclosure of this information.

## Early Childhood Education Contact information

### When Issues Arise

Open, honest, and ongoing communication among the candidate, MT/MP, and US is essential to the growth of the intern and for addressing issues as they arise. The MT/MP and US should talk with the candidate and with each other immediately if there are any concerns about the candidate’s dispositions, performance, and/or professionalism, especially those that may affect satisfactory completion of the internship. Often candidates can make changes when they become aware of the issue/s. Likewise, candidates should talk with their MT/MP and US as soon as they have concerns about their internship. In most cases concerns and issues can be addressed within the MT/MP-US-candidate team. However, in some cases, the team may need to seek additional assistance, especially if there is a possibility that the candidate will not complete the internship with a grade of Satisfactory. In this case, the MT, US, and/or candidate should contact the ECE Internship Coordinator, Dr. Bweikia Steen, at [bsteen2@gmu.edu](mailto:bsteen2@gmu.edu)

Contact: <a href="#">Bweikia Steen</a>	Early Childhood Ed (PK-3 licensure) Internship Manual
	Early Childhood Special Education (ECSE) Internship Manual

## DEFINITIONS OF TERMS

### Direct Hours

Direct teaching hours are spent providing instruction, engaging with students, or facilitating students’ learning. This may include whole class instruction, working one-on-one with a student, facilitating small group work, or recording a video of a lesson or demonstration.

### Independent Teaching

Independent Teaching activities include two 2-week or 2- 4-week time(s) during which a Teacher Candidate has lead responsibility for planning and teaching in his/her placement classroom. This includes directly instructing students or facilitating their learning through individual, small group, or whole class instruction.

### Indirect Hours

Indirect teaching hours are spent planning, observing teachers, grading student work, attending meetings, engaging in professional development, discussing your teaching with your MT and US, and other activities related to instruction.

### Mentor Teacher (MT)

Mentor Teacher guides and supervises a Teacher Candidate participating in an internship.

### Mentor Professional (MP)

Mentor Professional guides and supervises an Intern in a setting outside of the school and classroom environment.

**On-the-Job (OTJ)**

OTJ internships are for those Teacher Candidates who have been hired as the lead teacher, in their endorsement area, with a full-time contract.

**School Based Activities**

School-based teaching activities include time spent engaged in activities outside of the 7.5 hours of the school day but related to school (e.g.-Back to School Night, Girls on the Run, Science Night).

**Site Facilitator (SF)**

Site Facilitators are individuals located at a particular school who are the liaison between the site and GMU – currently, the SEED program and Elementary Education program are the only two programs who use SF.

**Teacher Candidate (TC)**

Teacher Candidates are university students who are eligible to participate in the capstone clinical experience of student teaching (internship). Also known as “intern.”

**University Supervisor (US)**

University Supervisors are university-based personnel/adjuncts who support the Teacher Candidates and the MTs. The Elementary Education program refers to these individuals as “University Facilitators” and the Secondary Education (SEED) program refers to these individuals as “Clinical Coaches”.

**Semester-Long Intern (SL)**

Semester long interns are Teacher Candidates completing either one, 14-16-week internship in either the fall semester OR the spring semester or completing two placements in one semester (both placements would be approximately 8 weeks long each).