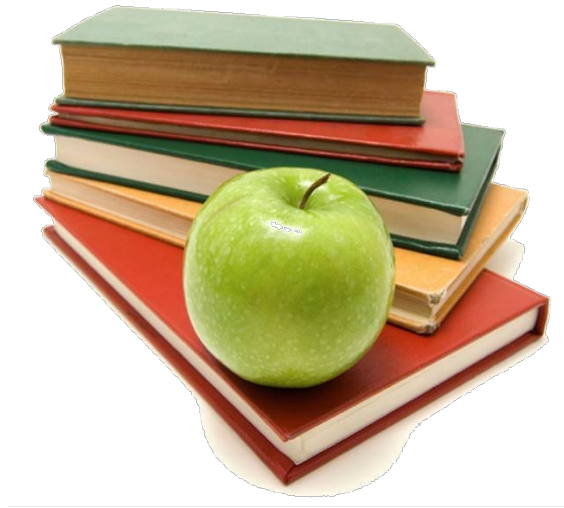


College of
EDUCATION & HUMAN DEVELOPMENT

Mentor Teacher Handbook





Welcome to the College of Education and Human Development Internship Program

As a mentor teacher (MT) for one of George Mason University's teacher licensure programs, your knowledge and expertise will benefit dedicated teacher candidates (TCs) and highly qualified university supervisors (USs). As an MT, you will serve as a role model and guide for candidates on the path to becoming licensed teachers. This semester, you may be working with a teacher candidate completing a traditional internship (student teaching in your classroom) OR you may be serving as a mentor teacher for an On-the-Job teacher candidate who is working as a full-time teacher in his or her own classroom.

Mentor teachers work closely with university supervisors (US), Mason faculty members that formally evaluate teacher candidates several times during the semester. US serve as ambassadors to the university, working closely with you to ensure that your assigned teacher candidate is meeting all expectations and responsibilities during their internship experience. Your assigned US will be in touch at the beginning of the internship placement in order to set up your first meeting.

This manual will give a brief description of the roles and responsibilities of the MT and the estimated trajectory of the candidate throughout the internship. On behalf of George Mason University's College of Education and Human Development, we would like to thank you for the time and effort spent ensuring our candidates transition from being capable students to skilled novice teachers!

Definition/Role of Mentor Teachers (MTs)

- MTs must have a minimum of three years teaching experience and be fully licensed in the candidate's endorsement area. Provisional licenses do not qualify. This is a VDOE requirement for internships.
- MTs offer their expertise and their classroom to the candidates, conferring frequently with the university supervisor and noting any concerns in a timely manner.
- MTs give daily support and guidance to candidates, provide feedback, and answer questions, and offer constructive advice. MTs complete observations and evaluations of their candidates based on the forms that are provided by the candidate or US. These requirements vary depending on the program and can be found in each program's internship manual at <https://cehd.gmu.edu/epo/student-internship> .
- The MT, whenever possible, is encouraged to inform candidates of school system job fairs and or/hiring information sessions.
- The MT should do his/her best to help the candidate experience all aspects of the teaching profession, including attendance at professional learning community, grade level/team, staff, and other school meetings; and school events whenever possible.
- The MT should advocate for the school principal or other administrator to visit the classroom and observe the candidate at least once during the internship experience.

Process of Assigning Mentor Teachers

- Traditional candidate (candidates placed by the school district) will receive a MT assignment at the school district's discretion; this information is relayed through the Mason Clinical Practice Specialist (CPS).
- The CPS forwards the placement information and MT name to traditional candidates before the start date of internship.
- Candidates are responsible for contacting their MTs and becoming familiar with the school prior to the start of internship.
- On-the-job candidates (those currently holding full-time teaching jobs in their endorsement area) must have their principal or department chair assign and/or approve a MT.

Internship Manuals and Forms

- Internship manuals are updated on a regular basis, and it is important to only use the forms/documents from the most current manuals.
- For each program's current manual and forms, please go to:
<https://education.gmu.edu/teacher-track-office/student-internship>
Manuals are linked in the section "Internship Manuals" and are organized by program.

Beginning of Internship

- MTs and USs should schedule an initial group meeting with the candidate at the placement site during the first week of internship. This will be an opportunity to clarify the expectations during the internship. The US should make all the internship guidelines clear at this meeting.
- The MT should exchange contact information with the US at this initial meeting.
- The MT should stay in contact with the US throughout the internship experience, as they will be working collaboratively to evaluate the candidate.

Substitute Teaching

A candidate may occasionally substitute for his/her MT during the internship, provided that several guidelines are strictly followed. These guidelines are:

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

Re-certification Points

- After working with a candidate, MTs are often eligible to receive licensure re-certification points. If you would like to receive re-certification points for this experience, your cooperating university supervisor can provide you with a verification letter at the conclusion of the internship placement. If you have any questions, please follow up with your US or you may also contact the TEACHERtrack Office at internsh@gmu.edu.

Supplemental Support Resources for New Teachers from Virginia Department of Education (VDOE) Website

- ***Stepping Stones to Success Manual*** (A manual for new teachers and mentors addressing a variety of issues and good practices that teachers need to be successful in the classroom): http://www.doe.virginia.gov/teaching/career_resources/stepping_stones.pdf
- **Teaching in Virginia: Career Resources and Incentives** http://www.doe.virginia.gov/teaching/career_resources/

Payment Procedures

- As a thank you for your service as a MT, a small honorarium is provided with completion of the payment forms (included in this packet or available at <https://cehd.gmu.edu/epo/mentor-teacher-site-facilitators>).
- Please submit the pay form and a completed Virginia W-9 form to the TEACHERtrack Office within 30 days after the conclusion of the internship.
- Payment will take a minimum of six weeks from the time the TEACHERtrack Office receives the forms and submits them to Accounts Payable. Checks are issued via postal mail service.
- Payment submitted at the end of the semester may take longer due to the volume of paperwork the university processes at that time.
- Please remember that every Mentor Teacher Pay Form must have a signed and dated W-9 attached. This will ensure that the honorarium is processed without delay.
- Honorariums are granted to MTs according to the length of the internship, as follows:

Length of Internship	Payment
4-6 weeks	\$100
7-8 weeks	\$125
15-16 weeks	\$250

Questions/Comments

- If you have questions at any time during the internship, please contact your candidate's University Supervisor. For additional assistance, you may also contact Ms. Amanda Davis, Clinical Practice Specialist, at internsh@gmu.edu or 703-993-9777.
- Thank you for working with a Mason candidate this semester!

GEORGE MASON UNIVERSITY
College of Education and Human Development
TEACHERtrack Office
Thompson Hall 2300
703-993-9777
703-993-5701 (fax)

MENTOR TEACHER INSTRUCTIONS FOR PAYMENT

To ensure efficient compensation for your services, these procedures must be followed for the processing of honorariums. Please note that payment takes a minimum of six weeks to be processed after your paperwork is submitted to the Educator Preparation Office. Forms **must** be turned in no later than 30 days after the last day of the internship. Honorarium checks are delivered via US Postal mail.

Required Payment Forms:

- Mentor Teacher Pay Form
- W9 (Virginia tax form) <https://cehd.gmu.edu/assets/docs/forms/cehd/fw9.pdf>
- When completing your W-9:
 - Please provide your SS number; EIN is not required.
 - Under *Entity Type*, select *Individual*
 - Under *Entity Classification*, select *Professional Services*
 - Everyone **must complete, sign, and date** the W9 form in addition to their mentor teacher pay form.

Please send all forms to the following address:

TEACHERtrack Office
College of Education and Human Development
George Mason University
4400 University Drive, MS 6C13
Fairfax, VA 22030

Or, please fax the completed forms to 703-993-5701.

If you have questions, please contact internsh@gmu.edu OR 703-993-4507

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**MENTOR TEACHER PAY
 FORM**

Please complete this form and return to the Clinical Practice Specialist, along with your completed W9 form during the first month of your work with our candidate. **Please note that payment takes a minimum of six weeks to process after the Clinical Practice Specialist receives this paperwork.** Note, mentor teachers who have a G number will be issued a check with the name that is in Mason’s system.

TEACHER'S NAME: _____

SOCIAL SECURITY NUMBER: _____

RACE/ETHNICITY INFORMATION* (Please check only one category):

American Indian or Alaska Native	<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>	Two or more races	<input type="checkbox"/>
Asian	<input type="checkbox"/>	Hispanic or Latino	<input type="checkbox"/>	Race/ethnicity Unknown	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	White	<input type="checkbox"/>	Do Not Choose to Respond	<input type="checkbox"/>

*THIS INFORMATION IS COLLECTED FOR Council for the Accreditation of Educator Preparation (CAEP) RECORDING PURPOSES ONLY.

EMAIL ADDRESS: _____

HOME ADDRESS: _____

HOME PHONE: _____

SCHOOL NAME: _____

GRADE LEVEL/SUBJECT TAUGHT: _____

NAME OF CANDIDATE SUPERVISED: _____

SEMESTER AND YEAR: _____

HONORARIUM FOR MENTOR TEACHERS: 5-6 wks \$100 _____

7-8 wks \$125 _____

15-16wks \$250 _____

I choose NOT to be compensated _____

I attest that the information I have provided on this form is accurate: _____ (please sign)

TEACHERtrack Office Contacts:

Ms. Amanda Davis
Clinical Practice Specialist
internsh@gmu.edu
Office: Thompson Hall 2300
Phone: (703) 993-9777
Fax: (703) 993- 5701

Dr. Roberto Pamas
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Associate Professor of Education Leadership
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Ms. Beth Rooney
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erooney1@gmu.edu
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