

College of
EDUCATION & HUMAN DEVELOPMENT

University Supervisor Handbook



Welcome to the College of Education and Human Development Internship Program

Congratulations for being chosen to serve as a university supervisor (US) in George Mason University's College of Education and Human Development. We value your knowledge and expertise and know that you will share your experiences with our eager teacher candidate (candidate) and prepared mentor teachers (MT). As a university supervisor, you have an important role in preparing candidates for a career in teaching. You will not only serve as a role model for the candidate, but also as an ambassador for George Mason University. For the duration of a candidate's internship, you and the MT will work together to ensure that the candidate is fully prepared to take on the responsibilities of a full-time teacher when the internship experience is complete.

Criteria and Responsibilities of the University Supervisor

The US serves as a liaison between the school and George Mason University, providing support and guidance to both the candidate and MT. Their role is to facilitate communication and provide feedback, reassurance, and evaluations for their candidates and MTs.

Criteria for becoming a US:

- Must have a combination of the following: degree(s) in education or related field (at least at the Master's level), teacher licensure/endorsement and experience in the content area or a related field, and/or experience as a successful mentor for candidates (i.e. experience as a school administrator).
- Prospective university supervisors must submit a resume and official transcript(s) to the Clinical Practice Specialist (CPS) to be considered for employment.

Responsibilities of the US:

- Once hired, the US is classified as a George Mason University adjunct instructor and is afforded all the benefits of an adjunct instructor.
- The US is hired on a contractual basis. Contracts are generated by the CPS and renewed on a semester by semester basis.
- US are encouraged to access the CEHD Adjunct Faculty Information website for general information about employment at Mason: <http://cehd.gmu.edu/pt/>

Introduction to the Internship Course

The College of Education and Human Development's internship program aligns with our core values: Collaboration, Ethical Leadership, Innovation, Research-based practices, and Social Justice. It is our goal to prepare candidates to become reflective practitioners and effective professionals who use research-based practices and integrate technology into their teaching practices. Internship is the culminating experience in

our state-approved teacher licensure programs, and it provides opportunities for extended practice under the guidance of experienced professionals from the school and university. It is an integral part of a candidate's coursework and provides the most significant opportunity to apply his/her new knowledge, skills, and dispositions.

Eligibility for Internship

Prior to beginning an internship experience, all candidates **must**:

1. Be in good academic standing with the university
2. Complete all endorsement coursework (if applicable)
3. Pass Praxis Core (or qualifying substitute) and Praxis II (if applicable)
4. Pass all Virginia mandated tests (VRA/RVE and/or VCLA). Please check specific program guidelines for details.
5. Complete Emergency First Aid, CPR, and Use of AED Certification or Training

*Eligibility for internship varies by each program and is subject to change depending on regulations prescribed by the state. The endorsement specialist, licensure specialist, academic advisor and clinical practice specialist (CPS) will ensure that candidates have met all internship prerequisites.

Internship Placements and Procedures

Each candidate applying for an internship experience must submit a completed internship application to the CPS. Internship applications are due by the following deadlines:

- Fall and Summer: February 15 (school placement) or May 1 (On-the-Job)
- Spring: September 15 (school placement) or November 1 (On-the-Job)

All internship applications are processed and sent directly to the candidate's preferred school system. The CPS tries to accommodate first choices, if possible. All placements are coordinated through the school systems' human resources departments and are dependent on the school divisions' conditions for accepting candidates and the availability of MTs. The school system will notify the CPS of placement information within three to six months of receiving the applications. In order to avoid confusion on the part of the school systems, only one source of contact on behalf of CEHD is to be made regarding placement. This contact will be the CPS or Director of Clinical Practice.

US assignments are made during the month prior to the start of the internship experience. Changes in internship placements and US assignments are rarely made. If you need to request a change for any reason, please contact the CPS.

Assignment of Candidates to University Supervisors

Prior to the internship semester, the CPS will send each potential US an internship preference form via email. The US is asked to indicate his or her preferences (number of candidates, counties, content area). The CPS will review all US preference forms and assign candidates to supervisors based on this criteria. After

receiving the candidate assignments, US are required to send an introductory email to all of their candidates with their contact information and the internship course syllabus.

The candidate and supervisors are required to attend a **mandatory** orientation meeting before each semester. US and candidates have separate orientations, and the meetings will not overlap. After these orientations occur, the US must schedule an initial meeting with the candidate and MT to occur during the first week of internship.

Internship Syllabus

To ensure that the US expectations are clear for each candidate, a syllabus must be distributed at the beginning of a candidate's internship. US must include information about assignments that they expect from the candidate, what the US intends to cover with the candidate, and a weekly list of the candidate's responsibilities. The syllabus should also include the US contact information. For a sample syllabus, please contact the CPS.

Length of Internship

The length of an internship experience varies depending upon the requirements of the candidate's program. US are expected to become familiar with their candidate's program and its requirements. The number of internship credits determines length of the internship and the number of visits that are required by the US. All internship dates are set by the CPS. Please consult the appropriate internship program manual for further details, or contact the CPS.

Internship Manuals (by program)

Each teacher licensure program has prepared its own internship manual, which is updated on a regular basis. Please make sure that you have the most recent version and that your candidates are working from the most recent version. The US is responsible for ensuring that every MT receives the Mentor Teacher Handbook. For each program's most current internship manual visit:

<http://cehd.gmu.edu/teacher/internships-field-experience>

Online Resources of University Supervisors

Resources for US are available on the College of Education and Human Development website. Please visit <https://cehd.gmu.edu/epo/clinical-practice>, scroll down to the "University Supervisor" section.

Online Resources for Mentor Teachers

Resources for MTs are available on the College of Education and Human Development website. Please visit <https://cehd.gmu.edu/epo/clinical-practice>, scroll down to the “School Partners” section, and access links under **Mentor Teachers**.

Getting Started

The US should schedule the first group meeting with the candidate and MT at the placement site within the first week of the internship experience to review expectations and required paperwork. It is imperative that the US and MT stay in constant contact with each other throughout the internship experience, because they will be working collaboratively to evaluate the candidate.

Scheduling Observations

Observations and conferences should be scheduled jointly, with input from the US, candidate, and MT. US should provide candidate and MTs with options of available dates and times when observations and conferences might be scheduled. In general, US should not conduct unannounced observations.

What to Note in Observations

It is very important to write observations that are both honest and supportive. The following are guiding questions to help US conduct observations. These questions are offered to maintain consistency among University Supervisors.

Preparation and Planning

- Are there detailed lesson plans?
- Is there a clear learning objective?
- Do the activities engage students in learning?
- Is there a sequence of activities that are focused on the learning objective?
- Were materials and equipment gathered in advance of the lesson?

Instruction and Classroom Management

- Are there a variety of teaching methods, techniques and strategies demonstrated?
- Is content presented accurately?
- Are instructions given clearly?
- Do learners work independently and in groups?
- Is critical thinking encouraged?
- Are students motivated through challenging activities that interest them?
- Are high expectations communicated to students?

- Is there evidence of respect for the students' individual differences and cultural diversity?
- Is there evidence of orderly routines?
- Are two or more student activities managed simultaneously with attention to each?
- Is disruptive or destructive behavior handled firmly and fairly?
- Are oral and written communication skills demonstrated effectively?

Assessment

- Is feedback from students utilized to adapt pacing and instructional strategies?
- Is formal and informal assessment in evidence?
- Is student learning assessed during instruction?

Professional Dispositions

- Is assistance for improvement welcomed?
- Are suggestions for improvement implemented?
- Are school policies observed?
- Is a positive attitude demonstrated?
- Is flexibility demonstrated?
- Is appropriate professional dress and behavior demonstrated?

Documentation and Record Keeping

Documentation is one of the most important tasks of the US. In each evaluation of a candidate, US must be willing to elaborate verbally and in writing about the strengths and weaknesses of a candidate's performance. Supportive and constructive criticism is encouraged, as well as suggestions for improvement. Supervisors should thoroughly document *everything* observed during the internship. In rare cases, when a candidate is not doing well, **documentation is the only support a supervisor has to justify a failing or "No Credit" grade.** Moreover, if an candidate is struggling, the US must convey this feedback to a candidate, and have documentation that this feedback has occurred.

Remember, "If it's not written down, it didn't happen." **Please promptly inform the CPS of any situation in which a candidate is at risk of failing the internship.** The Director of Clinical Practice is available for consultation when it is needed.

Internship Extensions

In some cases, internships must be extended due to inclement weather make-ups, illnesses, family emergencies, or a candidate's need to accumulate more hours. It is absolutely within the supervisor's right to suggest this, but it must be approved by the CPS and the MT. Supervisors should report these types of internship extensions to the CPS. For performance-related extensions, there must be documented evidence that the extension is warranted. This should be communicated to the CPS as soon as the issue arises.

Grading Scale (for candidates at the graduate level)

Grade	Definition
S	Satisfactory —Candidate successfully meets internship requirements and can be recommended for teacher licensure.
NC	No Credit —Candidate 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).
IP	In Progress —Candidate’s performance cannot be evaluated at the end of the grading period due to extenuating circumstances (medical or family emergency, etc.). IP grade can be changed to S or NC upon completion of requirements.

Grades are due to the CPS within 48 hours of the semester’s end and should be submitted via email to the CPS. The internship file (including all documentation) must be submitted to the CPS shortly thereafter. Please make sure that grades are communicated to the candidate. **Note, deadlines can change please contact the CPS for deadline verifications.

Vacations/Time Off

Please try to avoid planning vacations longer than a week during an internship experience. A US must be available to his/her candidates when concerns arise. If a vacation is planned, please inform both the CPS and the candidate at the beginning of the internship experience. In case of an emergency, please make plans to have the candidate contact the CPS directly. You are also asked to arrange for another university supervisor to serve as a point of contact for candidates while you are away.

University Supervisor Evaluations

Candidates are required to evaluate their US. The evaluation links are sent to the university supervisors by the clinical practice office at the end of the internship.

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

Please note that US may be eligible to receive licensure re-certification points for their work as a University Supervisor. Please contact the clinical practice specialist for further information. It is important that the US maintain a list of their candidates each semester.

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

- Professional Development Toolkit for New & Beginning Teachers (video presentations): http://www.doe.virginia.gov/teaching/career_resources/
- 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 and Travel Reimbursement

University Supervisors are paid according to the number of internship credit hours (per candidate). CEHD internships are either three or six credit hours across all programs. The salary scale is set at \$412.00 per

three-credit candidate. Moreover, the rate is \$824.00 per six-credit candidate. The salary information is reflected in the table below:

Candidate Credit Hours	University Supervisor Salary (per candidate)
3-credit candidate	\$412.00
6-credit candidate	\$824.00

Moreover, University Supervisors who possess a doctoral degree are provided a salary of \$463.50 per three-credit candidate. This aligns the University Supervisor pay scale with the CEHD Adjunct Faculty Matrix, which assigns salary levels based on individual qualifications.

Contracts can be issued before or after add/drop period. The following guidelines are followed in the event that a candidate withdraws from an internship.

- Candidate drops out in weeks 1-8: 50% payment
- Candidate drops out in weeks 9-16: 100% payment

Supervisors are to review, sign, and send back the **entire** contract to the educator preparation office. Once the contract has been returned, the payment will be processed. Please remember that all salaries are pre-tax dollars and will be divided up over the duration of the semester. University Supervisors are paid on a bi-weekly basis, on the 1st and 16th of each month (after the contract has been signed and payment has been set-up). The university requires that all employees be paid via direct deposit.

Mileage reimbursement forms are to be turned in to the CPS **monthly** during the internship experience. Mileage rates are subject to change and will be reported by the CPS at the beginning of every semester. **University Supervisors are only reimbursed for round trips exceeding 25 miles. Reimbursement is offered for miles traveled beyond the 25-mile round-trip minimum.** For example, a round-trip of 30 miles will be eligible for 5 miles of reimbursement. This is a CEHD policy. **Trips to the GMU campus do not qualify for reimbursement.** ** The Travel Office requests that travelers note in the comment section of the mileage reimbursement form that the 25 mile daily commute mileage has been deducted from this mileage. Please contact the CPS for instructions on completing the mileage reimbursement process via the university Travel Request System. If there are questions or concerns regarding any payment issues, please contact the CPS.

Mentor Teacher Handbook and Honorariums

Candidates are asked to provide their MTs with a copy of the Mentor Teacher Handbook. Please ensure that the candidate provides the handbook to the MT. Copies are emailed to the candidates each semester.

The university offers honorariums to the MTs who support GMU candidates. Please ensure that your MTs submit the Mentor Teacher Pay Form, included in the back of this handbook and the MT handbook. MTs also must submit a W-9 for their paperwork to be processed.

PLEASE NOTE: The Mentor Teacher Pay Form has been updated. Please use the online form revised September 2017 found on:

<https://cehd.gmu.edu/epo/school-partners-clinical-practice/field-experiences>

Contact Information

If you have questions, please contact the Clinical Practice Specialist:

Clinical Practice Specialist
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George Mason University
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