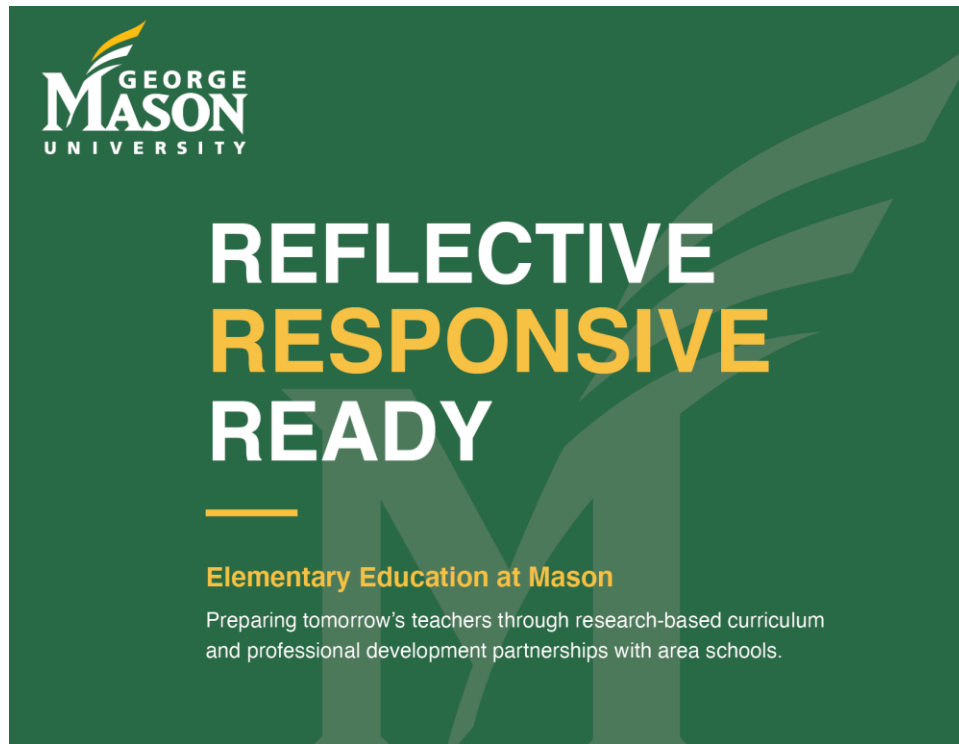


**Elementary Education**  
***Professional Development School Addendum***  
**to the CEHD Internship Manual**  
**ELED 790**  
**MEd and BAM Programs**



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## **Introduction**

This handbook provides Elementary program information that is supplemental to the [CEHD Internship Manual](#). You are responsible for reading the CEHD manual, this Addendum, and the ELED 790 Elementary Internship Syllabus, completing all assignments and assessments in a timely manner, and submitting proof of completion of all requirements to your UF by the end of your internship in order to successfully complete the program.

## **PDS Roles**

### **Teacher Candidate (TC)**

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

### **Semester Long Intern (SL)**

Semester long interns are Teacher Candidates completing a 15-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 an internship. It is strongly recommended that MT's complete the Mentoring VA modules.

### **Advanced Mentor Teacher (AMT)**

Advanced Mentor Teachers (formerly Clinical Faculty/CF) supervise a Teacher Candidate participating in an internship. AMT's have successfully completed the Mentoring VA 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 Clinical Coordinators communicate directly with the SF regarding PDS placements, policy, and procedures.

### **School Leadership (administrators)**

School-based administrators; Principals and Assistant Principals

### **University Facilitator (UF)**

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

### **Clinical Coordinators (CC)**

Clinical Coordinators are university-based faculty who facilitate communications regarding internships, and support TCs, the AMTs/MTs, and University Facilitators.

**Academic Program Coordinator (APC)**

University-based faculty who coordinates the elementary education program.

**Placement Coordinator**

University-based faculty who work with school divisions to facilitate placements.

**Academic Advisor**

University-based academic program advisor.

**Internship Overview**

**\*Please note: text in green indicates documents and forms available on Bb.**

**Placements:**

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

**\*\*An internship placement can be terminated at any time at the request of the principal/school division.**

In some schools, each Year-Long TC will have **two** assignments—one semester in a primary grade and the second semester in an intermediate grade. In other schools, TCs will spend a full year in a **single** grade level.

The Independent Teaching required for licensure will be completed in one grade level for 4 weeks of direct instruction during the spring semester (YL/SLs) or fall semester (SLs). The TCs Independent Teaching will be done in the assigned AMT/MT's classroom.

**Field Accommodations**

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

**General Calendar:**

August 2024

- YL TCs follow the calendar of the classroom teachers for the entire school year (pre-planning through end of the school year activities)
- YL TCs are expected to end the school year following the calendar of their assigned AMT/MT. Failure to meet this expectation will impact the TCs program completion and standing in the district and will likely result in financial ramifications.
- SL TCs follow the calendar provided for 15 weeks of internship.
- A *monthly calendar* is provided as an additional document.
- Seminar attendance is required.
- Seminars are planned and facilitated by the UF in conjunction with school-based educators.

## **Expectations:**

### Attendance and Professionalism

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

### Co-Teaching

- Co-teaching, where TC and AMT/MT plan and teach together, occurs throughout 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 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 (Fall YL only)--

- During the fall semester, TC will independently teach lesson(s) for ELED 790 and as required by the assignments for other fall courses.
- TC will take over some routine(s) and/or content and teaching responsibilities as deemed appropriate by the AMT/MT and UF.

### Independent Teaching (YL Spring, SL Fall or SL Spring)--

- 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 Independent Teaching (e.g., sole subject, science, math, etc.) are required to demonstrate competence across all core disciplines (e.g., science, math, social studies, technology, fine arts and literacy). UFs, AMT/MTs and SFs work with the TC, to establish a timeline during the independent teaching semester in which the intern can demonstrate competency and the completion of assignments in all 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 by the TC at the end of the semester.
- During YL TC's fall semester,
  - MT/AMT conducts at least two formal observations
  - UF conducts at least one formal observation.
  - Feedback will be provided/discussed
  - Informal observations will be conducted every other week
- During the Independent Teaching semester,
  - MT/AMT conducts at least four formal observations
  - UF will conducts at least 2 formal observations
  - Half of the required observations will be done during Independent Teaching
  - Feedback will be provided/discussed
  - Informal observations will be conducted weekly

## **Internship Midterm and Final Evaluation Conferences**

### **Midterm Conference**

- Documents the TC progress and highlights strengths and areas for improvement.
- TC and AMT/MT collaboratively complete the *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 *Internship Evaluation Rubric* is used to summarize and evaluate the TC's readiness to teach and determine successful completion of the course.

- TC and AMT/MT, collaboratively complete the *Internship Evaluation Rubric – Continuum Form* and email it to the UF at least two days prior to 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

### Yearlong Teacher Candidates' Substitute Teaching

TCs in a *yearlong* internship receive stipends from the school district to substitute teach in their assigned internship site in either LCPS, PWCS or FCPS for 35-45 days per school year.

- TCs must read and sign the Yearlong Internship Contract.
- During the fall and spring semesters TCs are available to substitute on a scaffolded basis. *See Internship Calendar* for progression.
- Except in emergencies, the "substitute teaching should be prearranged, so that the intern has an opportunity to plan with the classroom teacher. ”
- TCs are available to substitute in the fall semester on Mondays, Tuesdays, Thursdays and Fridays.
- During the spring semester, TCs will be available to substitute on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.
- During Independent Teaching, including phasing in and out, TC are not available to substitute outside their placement classroom.
- Substituting is a priority assignment over non-teaching assignment within the school (e.g., observing other classes).
- During ‘open subbing’ periods, if no substitute duties are assigned, TCs report to their AMT/MT and/or SF for duties or experiences that have been planned by the school faculty. TCs should not complete course readings or assignments during classroom instructional time.
- Due to established university and school system agreements, **no TC may be considered for a long-term substitute teaching assignment** during internship

- TCs must use the tracking system to enter all dates/times that subbing occurs. The link is [https://gmucehd.az1.qualtrics.com/surveys/SV\\_0Pwe5XzCsRfSXTE/edit](https://gmucehd.az1.qualtrics.com/surveys/SV_0Pwe5XzCsRfSXTE/edit)
- The stipends are received in biweekly installments distributed by George Mason University. If the TC has not been available for the required number days of subbing (45) then the final stipend will be reduced accordingly.

### **Semester Long Internship Teacher Candidates & Substitute Teaching**

TCs in the *semester long* internship program who are already hired and trained as a substitute in their school division, may sub for up to 5 days in their Mentor Teacher's classroom within the guidelines shared below.

All conditions must be met:

- TCs may only substitute in the classroom of their AMT/MT, and with the building administrator's advance knowledge and permission
- 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 count hours spent substitute teaching towards their direct/indirect hours requirements for licensure. Subbing during IT extends IT the same number of days.
- 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 a personal file of documents/copies of evaluations, logs, summaries, and other records 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 Independent Teaching?**

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

Communicate early with AMT/MT, school office, and UF. We will work with you to modify internship so that you can successfully complete the required 4 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 directly 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 VA 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 need (test scores, application, fees, etc.) and submit these.

- **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 semester of Independent Teaching letters cannot be written until after the successful completion of Independent Teaching.