

Elementary Education
Professional Development School Addendum
Non-licensure Clinical Experience
ELED 495- BSEd

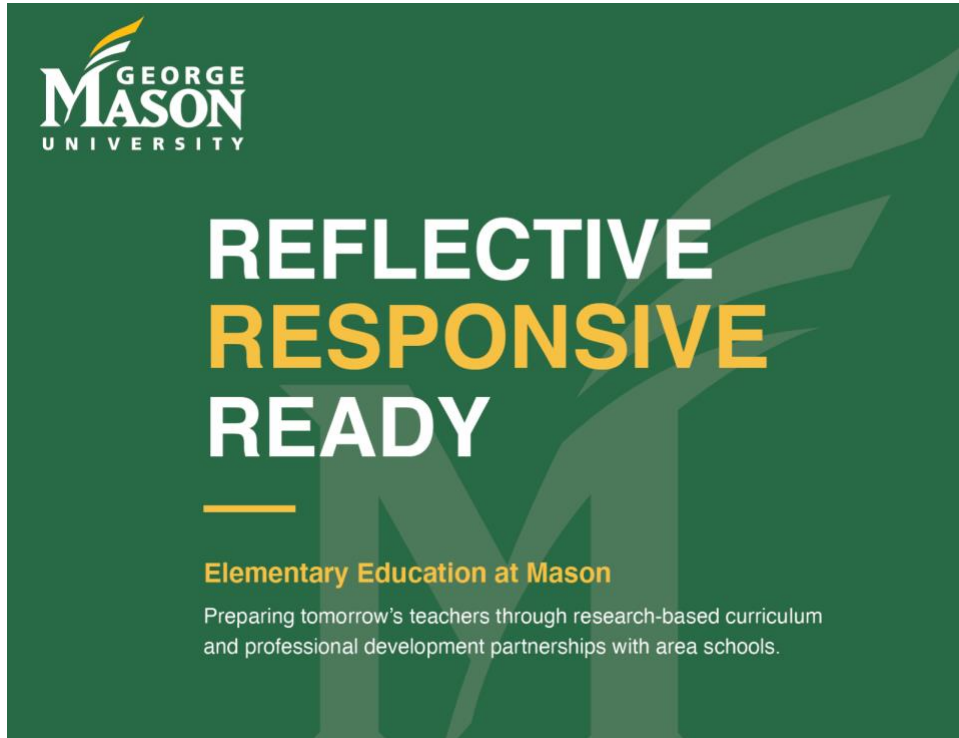


Table of Contents

Introduction	3
Roles	3-4
Definition of Terms.....	5
Non-licensure Clinical Experience Overview	5-6
<i>Placements</i>	
<i>General Calendar</i>	
<i>Expectations</i>	
Observations	6-7
Non-licensure Clinical Experience Midterm and Final	7
<i>Midterm Evaluation Procedures</i>	
<i>Final Evaluation Procedures</i>	
Video Reflection During Internship	7
Substitute Teaching	8
Records Retention	8
TC Frequently Asked Questions	8-9

Introduction

Welcome to your non-licensure clinical experience in education. The Elementary Education Program is committed to developing **Reflective** students who are **Responsive** to students' diverse needs and **Ready** to advance learning in the 21st century classroom. The Elementary Education Program uses the Professional Development School Model, emphasizing reciprocal learning among all stakeholders with enhanced PK-6 student learning being everyone's ultimate goal. The PDS non-licensure clinical experience includes:

- Co- and Independent Teaching experiences in one school
- Participation in all aspects of school life and a teacher's responsibilities
- Increasing levels of responsibility for instruction
- Supervision by classroom teachers trained as Advanced Mentor Teachers or Mentor Teachers
- Frequent support from university faculty
- Integration of study with practice
- Emphasis on critical inquiry, reflective practice, and technology
- Participation in school division in-service education programs

During your non-licensure clinical experience, you will be working with an Advanced Mentor Teacher/Mentor Teacher (AMT/MT) and a University Facilitator (UF) to complete the requirements for program completion. The clinical experience requires you to gradually assume the full-time teaching duties of your AMT/MT. You will be expected to create, plan, and teach lessons that meet the curriculum adopted by your assigned school and the standards set by the national association that governs the Elementary Education program.

Non-licensure clinical experience is a major time commitment for you, your AMT/MT, and your UF. The non-licensure clinical experience should be viewed as a process during which you grow as a teacher. In addition to planning lessons, creating assessments, and grading assignments, you are expected to complete the common assessments and all assignments required by your UF. You will also work to build community with your students and staff in your building. For most students, it is hard work, exciting and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, facilitators' philosophies, and students' needs will reduce anxiety and increase growth.

This handbook is designed to provide all information needed to meet the non-licensure clinical experience requirements. You are responsible for reading the handbook, completing the assignments and assessments in a timely manner, and submitting proof of completion of all requirements to your UF by the end of your non-licensure clinical experience.

PDS Roles

Teacher Candidate (TC)

Teacher Candidates are university students eligible to participate in the clinical experience of student teaching.

Semester Long Intern (SL)

Semester long interns are Teacher Candidates completing a 16-week internship in either the fall semester OR the spring semester.

Yearlong Intern (YL)

Yearlong interns are Teacher Candidates completing an internship that follows the full academic year of our PDS partners.

Mentor Teacher (MT)

Mentor Teachers supervise a Teacher Candidate participating in a clinical experience. It is strongly recommended that MTs complete the George Mason Mentoring Virginia Modules for Mentor Teachers.

Advanced Mentor Teacher (AMT)

Advanced Mentor Teachers supervise a Teacher Candidate participating in a clinical experience. AMT's have successfully completed the Mentoring Virginia modules for Mentor Teachers and the *Elementary Program Advanced Mentor Teacher Training*.

Site Facilitator (SF)

Site facilitators are school-based personnel who are the liaisons between the PDS site and the university. SFs provide onsite support for the Teacher Candidates and work closely with the UF. The Elementary Program Placement Coordinator and 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, practicums, non-licensure clinical experiences, and support TCs, the AMTs/MTs, and University Facilitators.

Academic Program Coordinator (APC)

University-based faculty who coordinates the elementary education program.

PDS Placement Coordinator

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

Academic Advisor

University-based academic program advisor.

Definition of Terms

Independent Teaching (Non-licensure)

Independent Teaching (IT) activities include the 2-week (10 day) period 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.

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). See *Monthly Hours* form.

Co-Teaching

Co-teaching includes planning and instructional activities in which the Teacher Candidate and MT/AMT are collaboratively instructing students or facilitating their learning. Co-teaching can take many forms. See Canvas course for resources.

Non-licensure Clinical Experience Overview

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

Placements:

- Arranged by the 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 rarely made and must be coordinated through the Elementary Academic Program Coordinator and Elementary Clinical Coordinators.

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) prior to placement. 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/>.

****A Non-licensure clinical experience placement can be terminated at any time at the request of the principal/school division.**

The Independent Teaching (IT) required for non-licensure clinical experience will be completed in one grade level for 10 days of direct instruction during the non-licensure clinical experience semester. The TC's IT will be done in the assigned AMT/MT's classroom.

General Calendar:

- TCs follow the calendar of the classroom teachers during non-licensure clinical experience (pre-planning through end of the semester activities).
- Failure to meet this expectation will impact the TC's program completion and standing in the district.
- TCs follow the calendar provided for the 16 weeks of non-licensure clinical experience.
- A *monthly calendar* is provided as an additional document in Bb.
- 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, working four days per week. One day per week is reserved for class attendance at Mason. Complete *Monthly Log of Hours* and *Summary of Hours Sheet-Fall* or *Summary of Hours Sheet-Spring* and submit to Bb.
- All classroom teaching duties and responsibilities take priority over outside commitments to family or employers.
- Any missed days during non-licensure clinical experience must be made up before the end of the semester.
- TCs are not employees of the school division, so are not entitled to sick or annual leave.
- TC's are expected to meet professional standards in personal appearance and behavior.
- TC's must be familiar with the Faculty Handbooks for their school/division and aware of school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

Co-Teaching

- Co-teaching, where TC and AMT/MT plan and teach together, occurs throughout non-licensure clinical experience - View *Models of Coteaching Video* and *Graphic Organizer*.
- AMT/MT and TC complete a *Weekly Plan for Co-teaching*.
- During the non-licensure clinical experience 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 using the Mason format.
- See *Elementary Lesson Planning Guidelines* for format.
- Lesson plans must be reviewed by AMT/MT and/or UF prior to implementation.

Independent Teaching (IT) /Non-licensure clinical experience

- IT spans 10 consecutive days of direct instruction, planned and taught by TC.
- After IT, the TC will gradually return instructional responsibility to the AMT/MT.

- TCs placed in departmental units during IT (e.g., sole subject, science, math, etc.) are required to demonstrate competence across core disciplines (e.g., science, math, social studies, technology, fine arts, and literacy). UFs, AMT/MTs and SFs will work with the TC to establish a timeline during the independent teaching semester in which the TC can demonstrate competency and the completion of assignments in the core disciplines.

Observations

- The MT/AMT and UF will conduct informal observations, observations related to guided instructional cycles, and formal observations of instruction during the non-licensure clinical experience.
- Evidence of feedback from the mentor and UF will be uploaded to Bb by the TC at the end of the semester.
- During the IT semester:
 - MT/AMT conducts at least two formal observations
 - UF conducts at least one formal observation.
 - MT/AMT conducts one observation during IT
 - UF conducts one observation during IT.
 - Feedback will be provided and discussed.
 - Informal observations will be conducted weekly.

Non-licensure clinical experience Evaluation Rubric-Continuum Form

- *Non-licensure clinical experience: Completed at midpoint and end of semester*

The Non-licensure clinical experience Evaluation Rubric – Continuum Form is used as the midterm and the final evaluation of the Non-licensure clinical experience semester. The AMT/MT, TC and UF use these tools to assess TC progress.

Non-licensure Clinical Experience Midterm and Final Evaluation Conferences

Midterm Conference

- Documents TC's progress and highlights strengths and areas for improvement.
- TC and the AMT/MT collaboratively complete the *Non-licensure clinical experience Evaluation Rubric Continuum Form* and email it to the UF at least two days before the midterm conference.
- TC uploads the 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 *Non-licensure clinical experience Evaluation Rubric Continuum Form* and email it to the UF at least 2 days before the scheduled final conference.

- The final version will be used during the final evaluation conference and signed by the TC, AMT/MT and UF and then, uploaded to Bb.

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. Review *Guidelines* in Bb.
- Determine the children who do not have signed media releases in your classroom. These children will not be able to be in any of your videos.

Substitute Teaching in Non-licensure clinical experience

The ELED Program encourages you to get on the substitute teaching list for the school district you are placed in for non-licensure clinical experience. TCs must already be fully hired and trained as a substitute in their non-licensure clinical experience location's school division prior to any substitute teaching. All conditions below must be met.

Non-licensure clinical experience:

- TCs may substitute up to five days in their placement classroom.
- TCs may only substitute in the classroom of their AMT/MT, and with the building administrator's advance knowledge and permission.
- TCs may not count hours spent substitute teaching toward their IT hours requirement. Subbing during IT extends IT the same number of days.
- TCs may only substitute in the classroom of their AMT/MT when the AMT/MT is absent due to illness or family emergency. TCs should accompany their AMT/MT to professional development activities when those are scheduled, and therefore should not substitute if/when the AMT/MT is out for such activities.
- TCs may not leave their non-licensure clinical experience prior to its end date in order to serve as a long-term substitute teacher; completing the non-licensure clinical experience with fidelity and in a timely manner must always take precedence over substitute teaching.

Records Retention

- TCs are strongly advised to keep copies of evaluations, logs, summaries, and other records. TCs should keep a personal file of documents for reference and future use.
- Due to University policy, we are unable to provide copies of records (including standardized test scores) back to students after they have been turned into the office.
- The Mason transcript provides permanent documentation of meeting 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.

TC Frequently Asked Questions

Is co-teaching acceptable during IT?

- As every elementary teacher's primary responsibility is to the PK-6 learners, co-teaching may occur in extraordinary circumstances. During IT, the TC takes the lead in all aspects of the instruction including planning and assessment.

What if I am sick for an extended period of time?

- Communicate early with your MT, SF, school office and UF. We will work with you to modify your Non-licensure clinical experience so that you can successfully complete the requirements.

What if I am having issues with my AMT/MT?

- The key to any successful relationship is communication. It is best to address issues quickly and directly with the person involved. If you want to discuss the issue before addressing it with your AMT/MT, you may do so with the site facilitator at the building or your UF.

How do I get letters of recommendation?

- Most school divisions require a letter from an AMT/MT as well as your UF. It is important that you ask a potential letter writer if she/he would be willing to write you a letter and if she/he could write a strong letter of support. During the IT semester, letters cannot be written until after the successful completion of IT.