INTERNSHIP MANUAL

College of Education and Human Development

Teacher Licensure Programs

GEORGE MASON UNIVERSITY

2026 - 2027

Office of Teacher Preparation

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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 to your capstone clinical experience—your final internship! The purpose of this handbook is to provide college-wide guidance, a framework, and common language across licensure programs within CEHD. Additional program specific guidance and details are linked at the end of this handbook. The College of Education and Human Development's clinical internship program aligns with our core values:

- Collaboration
- Ethical Leadership
- Innovation
- Research-Based Practice
- Social Justice

It is our goal to prepare teacher candidates to become reflective practitioners and effective professionals who use research-based practices and integrate technology into their teaching practices. The clinical internship is the culminating experience in our state-approved teacher licensure programs. It provides opportunities for extended teaching practice under the guidance of experienced professionals from the school and university. It is an integral part of a teacher candidate's coursework and provides the most significant opportunity to apply new knowledge, skills and dispositions in a classroom setting.

The internship includes:

- Co- and Independent Teaching experiences in one to two schools, depending on the program;
- Participation in all aspects of school life, including teaching responsibilities;
- Increasing levels of responsibility for instruction;
- Supervision by classroom teachers trained as Mentor Teachers;
- Frequent support from university faculty;
- Integration of study with practice;
- Emphasis on critical inquiry, reflective practice, and technology; and
- Participation in school division in-service education programs.

INTRODUCTION

During your internship you will be working with a Mentor Teacher (MT) and a University Supervisor (US) to complete the requirements for teacher licensure. If you are a traditional intern, your internship requires you to gradually assume the full-time teaching duties of your MT. You will be expected to create, plan, and teach lessons that meet the curriculum adopted by your assigned school/s and the standards set by the national association that govern your licensure area.

As an On-the-Job (OTJ) intern, you will continue to work as the lead teacher in your classroom with the support of your MT, US and Mason faculty.

Internship is a major time commitment for you, your MT, and your US. The internship should be viewed as a *process* during which you grow as a teacher and demonstrate your ability to meet the standards required for teacher licensure in your subject area. In addition to planning lessons, creating assessments, and grading assignments, you are expected to complete the common assessments and all assignments required by your program. 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 the information you need to meet the requirements of CEHD for internship and teacher licensure. 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 program by the end of your internship.

DEFINITION OF TERMS

Clinical Coach

See “University Supervisor”.

Co-Teaching

Co-teaching includes planning and instructional activities in which the Teacher Candidate and MT are collaboratively instructing students or facilitating their learning. Co-teaching can take many forms. These include:

- **One teach/one observe** – one teacher takes the primary instructional responsibility and the other observes specific behaviors of the teacher and/or the students.
- **One teach/one assist** – similar to one teach/one observe but as one teacher assumes primary responsibility for the instruction, the other circulates and assists students by monitoring behavior, assessing, adding to discussions.
- **Parallel teaching** – both teachers are responsible for instruction to a group of students. The same content and teaching process are being used with both groups.
- **Station teaching** – the two teachers split the instructional responsibilities as they instruct groups of learners who rotate through stations.
- **Alternative teaching** – both teachers assume instructional responsibilities but work with students at different levels of understanding.
- **Team teaching** – the two teachers alternate taking the lead role. The active involvement of both teachers is planned ahead of time.

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 one 4-week (20 days total) time period(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.

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).

University Facilitator

See “University Supervisor”.

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).

Yearlong Intern (YL)

Yearlong interns are Teacher Candidates completing an internship that follows the full academic year.

Commitment unlocks the doors of imagination, allows vision, and gives us the right stuff to run our dream into reality. – James Womack

ACCOMMODATIONS

If you believe you need ADA accommodations during your internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for 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/.

Important: If you believe you need an accommodation but have not yet begun the documentation process through DS, please start immediately to avoid any delays in your internship.

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 provides you with a carefully mentored experience to help you gain knowledge, skills, and dispositions helpful in becoming a great teacher.

The internship/student teaching 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. Whether you are completing a traditional internship or an OTJ internship, the tremendous generosity and time commitment of MTs, allows you to fulfill your goal to become a teacher.

For Teacher Candidates with 1 Placement	
Hours	300 hours minimum to meet licensure requirements (150 direct teaching and 150 hours of indirect teaching)
Total Weeks	14-16 weeks

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

For OTJ Teacher Candidates	
Hours	150 hours minimum (75 direct teaching and 75 hours of indirect teaching)
Total Weeks	10 weeks minimum

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.

Attendance

Teacher Candidates:

- TC's cannot begin internship until they have registered for their internship course.
- Follow the school calendar for the school system 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 MT'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.

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.

Liability Coverage for Interns:

Students participating in authorized internship experiences may have limited liability protection under the Commonwealth of Virginia Risk Management Plan. Coverage applies only when the internship is an authorized, unpaid, or required placement that fulfills pedagogical or degree requirements, and only for acts or omissions occurring within the authorized scope of the educational program.

Because this state coverage is limited in scope, students may want to consider obtaining additional professional liability insurance to provide protection beyond the limits of the Commonwealth's coverage. While additional coverage is not required, it may offer valuable protection given the nature of internship activities.

One option to consider is the Student Educator Professional Liability Plan offered by the Association for Supervision and Curriculum Development (ASCD). For an annual fee, this plan provides professional liability coverage for damages arising from professional liability lawsuits.

Social Media and Communications

Teacher Candidates:

- 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.

REQUIRED DOCUMENTS

Experiential Learning Agreement (ELA)

All Mason teacher candidates preparing to complete a practicum/internship placement are required to submit a mandatory completed and signed Experiential Learning Agreement 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 have been assigned more than one MT at the same placement site, each MT will need to complete their own ELA. An email will be sent to you by your program, with directions and links to the required ELA document.

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 though they aren't with you in the classroom. In order 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.

Revised: August 2026

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) Provide a letter for the MT to send home to **students if required by the school and MT. Please note that you need to fill in your information on the attached template before providing it to your MT, and that this template should not be used if your MT and school already have their own letter.** Click here for the Video Recording Letter Template.
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 (Canvas/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 to assist with recording if at all possible. If not, I should set the recording device up so that it captures primarily your teaching and minimally includes students.
3. Do a quick pre-recording check to determine that the audio will be clear and that you will be easily seen.
    a) ***Go React Users:*** It is recommended that you either 1) use your laptop and record in the GoReact platform online or 2) use your mobile device and record in the GoReact app. Both of these will ensure the easiest uploading process. This also ensures that the video will not be saved on your devices.
    b) ***If you are NOT using GoReact***: You can record on your mobile device or laptop directly. It is imperative that you delete the copy of the video from your device as soon as it is loaded into the system request by your instructor (Canvas or Kaltura).

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.

GO REACT SUPPORT:

https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom

1. Set up your account
2. Record directly from your laptop camera
3. Recording from the app on your phone (mobile)
4. Upload a video

5. Reviewing commenting on a video

https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom

INTERNSHIP OVERVIEW

Placements

Traditional:

- Are arranged by the Mason Program in conjunction with school division personnel.
- Are rarely changed and changes are considered only for serious reasons.

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

On-the Job:

- OTJ candidates teach in their own classroom for which they are contracted by their school/division. Placements are reviewed during the Mason internship application cycle based on the information submitted on the OTJ Review Form. **__Once the placement has been approved, any changes to the OTJ TC's position must be submitted to both internsh@gmu.edu and the student's program for re-approval in order to ensure VDOE guidelines are being met.__**

Classroom Expectations

__Lesson Planning__

All teaching assignments, including morning meetings, read-alouds, and content lessons, must be accompanied by detailed written lesson plans.

__Direct Teaching Time (Independent)__

George Mason University's traditional internship requirements meet or exceed the state minimum licensure requirements of 300 student teaching hours, to include 150 hours of direct teaching and 150 hours of indirect teaching. Your program will discuss what both types of hours entail.

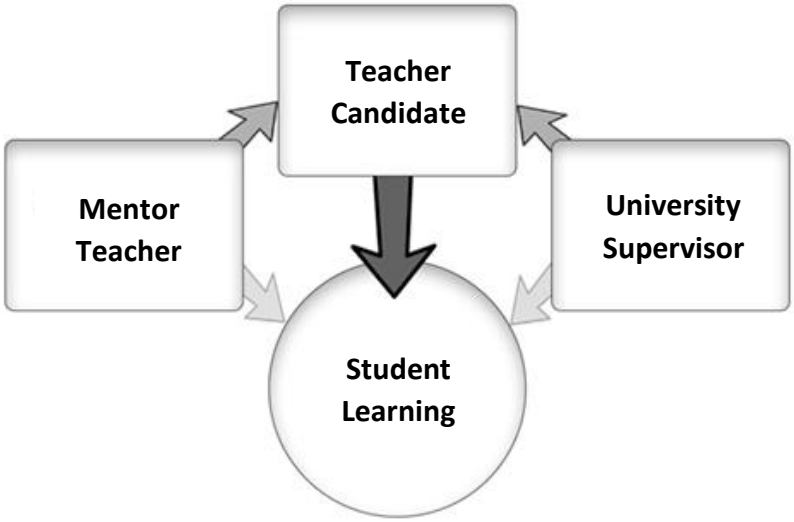
OTJ Teacher Candidates teach full-time, following their contract agreement with their school/division.

Assignments

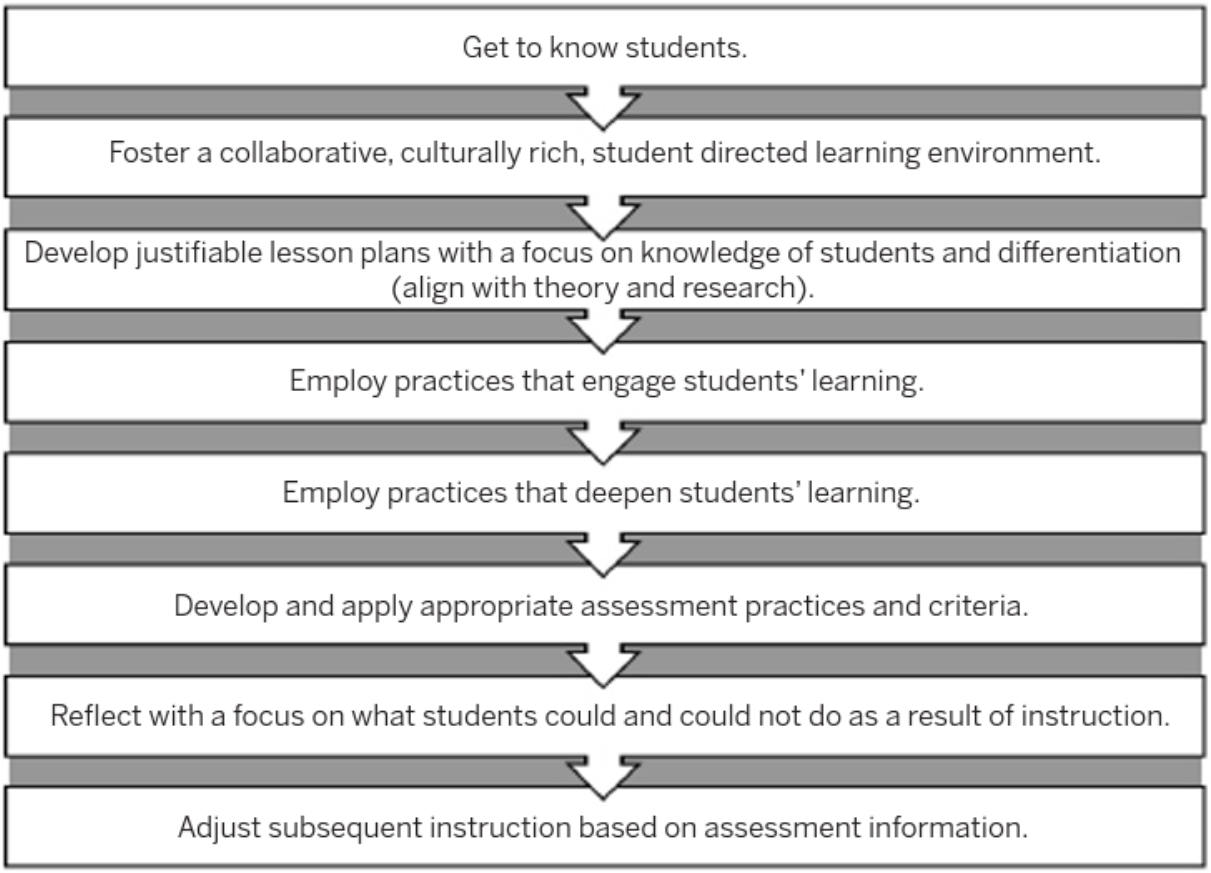
See your program's internship manual linked at the end of this handbook for additional information. Please also review your program's syllabus for specific assignment details.

Revised: August 2026

Collaborative Teaching Model for Student Learning

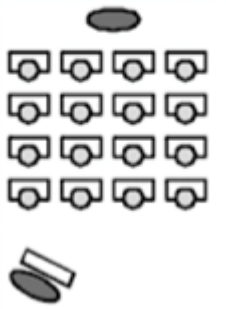
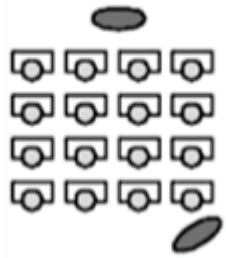
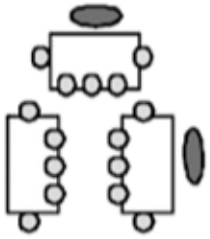
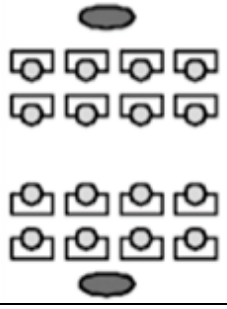


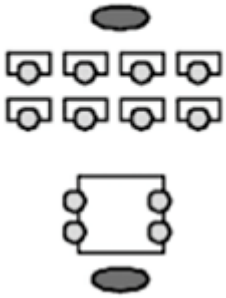
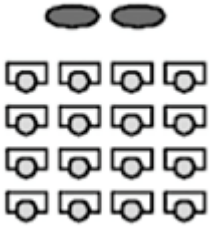
Collaboration is the foundation upon which a successful internship experience rests; the Mentor Teacher, Teacher Candidate and University Supervisor work together with a focus on student learning. The principles around the collaboration include:



Co-Teaching Strategies and Examples

Teacher Candidates and their Mentor Teacher often find co-teaching arrangements to be helfpul during internship instruction. Below are six common co-teaching arrangements that can be used by the Teacher Candidates and their Mentor Teachers, when applicable.

Methods	Definition/Example
One Teach, One Observe 	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. **Example:** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist 	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. **Example:** While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching 	The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. **Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching 	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. **Example:** Both teachers are leading a question-and-answer discussion on specific current events and the impact they have on our economy.

Alternative (Differentiated) Teaching 	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. **Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching 	Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. **Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices.

Cook, K. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. Focus on Exceptional Children, 28(3), 1-17.

Friend, M. & Bursuck, W.D. (2009). Including students with special needs: A practical guide for classroom teachers. (5th ed.). Columbus, OH: Merrill.

Heck, W.H., & Bacharach, N. (2016). A better model for student teaching. Educational Leadership, v. 7, n4.

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.

Teacher Candidate Responsibilities

- 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.
- 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.
- Serves as an intellectual resource to MTs, US, and other TCs.
- **Completes required observations with the MT 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, US, Coordinator of Student Teaching, Academic Program Coordinator.

Mentor Teacher Roles and Responsibilities

- 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 TC and offers ongoing support to meet these objectives throughout the internship.
- With the TC and US, develops a plan for the TC to accomplish internship assignments and assessments using appropriate guidelines and rubrics.
- Assists the TC in meeting the school division, university and classroom requirements.
- Provides feedback and support to the TC on an ongoing basis.
- ***Conducts observation cycles with the TC.***
- Provides informal feedback, including written feedback to the TC.
- Assists the TC 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 TC's progress.
- Includes the TC 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 and US.
- Attends orientations/trainings as available.

University Supervisor Roles and Responsibilities (these vary based on specific program guidance)

- 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 and the MT.
- Maintains contact with the TC 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 TCs, giving feedback on the assignments and grading the assessments as required.
- Conducts observations of the TC and provides the TC with feedback.
- Evaluates the TC's internship experience and submits a grade to the appropriate faculty member via program direction.
- Completes electronic evaluation/survey of internship process, TC, and MT.

Principal and Administrator 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.

GRADING POLICIES

The MT, US and program shall determine the final grade jointly after consultation. If they cannot agree, the Academic 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.

Revised: August 2026

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.

RECORDS RETENTION

TCs are strongly advised to keep copies of evaluations, logs, summaries, and other records, in a personal file 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 internship/student teaching hours completed, and the final grade. TCs can request a copy of their transcript through the Registrar's Office.

LICENSURE

Once you have successfully completed the internship, you will need to begin the application process to obtain your license from the Virginia Department of Education (VDOE). 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 of the materials you will need (test scores, application, fees, etc.) and submit these via VDOE's VALO portal. Our CEHD Licensure Coordinator can be reached at edlicen@gmu.edu with any questions you might have.

If you are an OTJ Teacher Candidate, please work with your school/district's licensure specialist on the licensure process. They will let you know what documents they need you to complete.

***** As a reminder, please note that due to University Policy, any and all materials that you provide to us become property of the University and we cannot give these back to you or provide you with copies. Please be sure you have multiple official and unofficial copies of all test scores and transcripts for your personal records.

LETTERS OF RECOMMENDATION

Most jurisdictions require a letter from an MT as well as your US. 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. Letters cannot be written until after the successful completion of Independent Teaching.

MENTOR TEACHER (MT)

As a mentor teacher (MT) for one of Mason'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 TC completing a traditional internship OR you may be serving as an MT for an On-the-Job teacher candidate who is working as a full-time teacher in his or her own classroom.

MTs work closely with the US and the TC's program through the internship experience. US serve as ambassadors to the university, working closely with you to ensure that your assigned TC 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 section of the manual will give a brief description of the general roles and responsibilities of the MT and the estimated trajectory of the TC 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 candidate's transition from being capable students to skilled novice teachers!

General 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 TC (when applicable), conferring frequently with the US and noting any concerns in a timely manner.
    - For OTJ teacher candidates, MTs provide support and daily/weekly check-ins, as needed, based on the needs of the TC.
- MTs give daily support and guidance to candidates, provide feedback, answer questions, and offer constructive advice. MTs complete observations and evaluations of their TC based on forms provided by the TC or US. These requirements vary depending on the program and can be found in each program's internship manual located at the end of this document.
- 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 to professional learning community, grade level/team, staff, and other school meetings, as well as other school events when 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

- TCs will receive an MT assignment at the school district's discretion; this information is relayed through the Mason Clinical Practice Coordinator (CPC). Some Mason programs work with their partner schools and may place their own TCs that are then approved by district personnel.
- The CPC forwards the placement information and MT name to the TC before the start date of internship.
- TCs are responsible for contacting their MTs and becoming familiar with the school prior to the start of their internship.
- On-the-Job candidates (those currently holding full-time teaching contracts in their endorsement area) must have their principal or department chair assign and/or approve an MT.

Mentor Teacher Role Prior to Internship

- Orient the TC to the community, school, and classroom.

- Provide the TC with a workspace.
- Schedule an initial group meeting with the TC and the US prior to the first week of the internship to (as appropriate):
    - Begin to build a positive relationship;
    - Provide an overview of the district and school policies, professional expectations, and curriculum;
    - Provide/discuss curriculum and instructional materials, classroom environment expectations, internship and school handbooks, professionalism and communication expectations;
    - Set expectations for planning, reflection, and feedback;
    - Develop a plan/pacing guide for the TC to accomplish assignments and assessments using appropriate guidelines and rubrics;
    - Plan for gradual release of responsibilities to the teacher candidate across the internship;
    - Collaborate with the TC to set goals prior to the field experience.
- The MT should exchange contact information with the US at this initial meeting.
- Consider the completion of the asynchronous mentor teacher training at www.mentoringvirginia.com.
- Introduce the TC to students, families, team members, and school colleagues.
- Integrate the TC into any back-to-school activities as applicable.

During Internship

- Provide a teaching/learning atmosphere that supports reflective dialogue, offers guidance and constructive feedback, and encourages communication in regular intervals.
- Support the TC in the teaching process and in navigating supplies and resources.
- Provide daily informal feedback on planning, instruction, and management in addition to required formal observation and feedback protocols. Use specific, action-oriented recommendations chunked in manageable/digestible amounts. Offer positive reinforcement alongside opportunities for improvement.
- Allow the TC to engage in planning and provide opportunities for the TC to experiment/explore, take instructional risks, and make mistakes. For OTJ candidates, assist with planning and provide opportunities for feedback.
- Maintain communication with the US to monitor TC progress to independence and alert the program when concerns arise (e.g. pacing guide is not being met, TC is not displaying professional behavior), in order for corrections and support can be implemented.
- Communicate with the TC and meet weekly to discuss progress, review short and long-term goals.
- Include the TC in all appropriate teaching duties, or for OTJ candidates, provide support and guidance (e.g. IEP conferences, parent/family conferences, related phone calls, child study meetings, faculty meetings, professional development).

- Gradually release planning, instruction, and management responsibilities to the TC.
- Consider using co-teaching as a model of instruction as appropriate to scaffold TCs to independence (https://www.mentoringvirginia.com/module3).
- Provide opportunities for TCs to experience 'independence' during the placement including:
    - Stepping back for experimentation but not abandoning;
    - Stepping out of the classroom but still in proximity for teacher candidate to reach out for support.
- Complete and/or provide feedback for midpoint and final TC evaluations in collaboration with the US and TC – this varies by program.
- Encourage professional growth of TC through opportunities to observe other colleagues, attend and engage in professional meetings, etc.

Mentor Teacher Role After Internship

- Complete all necessary paperwork provided by the university.
- Participate in the final evaluation conference with the TC and US – this will vary by program.
- Support the TC as they transition out of their teaching responsibilities and into the job market.

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 US can provide you with a survey link to request re-certification points at the conclusion of the internship placement. If you have any questions, please follow up with your US or you may also contact the Office of Teacher Preparation at internsh@gmu.edu.

Mentor Teacher Honorarium Procedures

The Office of Teacher Preparation (OTP) provides an honorarium to mentor teachers in recognition of their time and service. Payment amounts are based on the length of the practicum or internship placement.

Honorarium payments are not automatic. Mentor teachers must submit an honorarium request form. The submission link, along with payment rates and detailed procedures, is available on the OTP website linked.

Important Timeline Information:
Honorarium requests must be submitted **within the first two weeks of the practicum or internship**

placement. Requests received after this deadline cannot be processed due to semester budget timelines. Approved honorarium payments are typically issued 4–6 weeks after the end of the semester.

Supplemental Support Resources for New Teachers and Mentor Teachers from the 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)**:** https://www.doe.virginia.gov/home/showpublisheddocument/1252/637946460983870000

- **Teaching in Virginia:** Career Resources and Incentives https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/career-resources-incentives

UNIVERSITY SUPERVISORS (US)

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 you will share your experiences with our eager teacher candidate(s) (TCs) and prepared mentor teachers (MT). As a US, you have an important role in preparing candidates for a career in teaching. You will not only serve as a role model for your candidate(s), but also as an ambassador for Mason. For the duration of a candidate's internship, you and the MT will work together to ensure that the TC is fully prepared to take on the responsibilities of a full-time teacher when the internship experience is complete.

The US works in conjunction with their assigned academic program (for example the Early Childhood Education or the Secondary Education Program) and the Office of Teacher Preparation, to ensure all university procedures and policies are being followed during the internship. Contact information for the Office of Teacher Preparation may be found at the end of this manual. For additional requirements and procedures, please work with your specific program for these details.

University Supervisor Responsibilities

US have three main responsibilities. First, they **assist and evaluate** interns in collaboration with their program. As part of the evaluation process, they conduct an initial visit, conduct formal observations, and submit formal evaluations (or feedback) of each candidate's performance based on specific criteria and standards. Throughout the semester, they review planning documentation and read reflective assignments – this varies by program. They listen to interns' ideas and concerns, make suggestions, and provide feedback.

They also have the responsibility to **support the MT's work** with the intern. They communicate regularly, explain program procedures and expectations, and respond to questions and concerns.

Finally, the US **serves as a liaison** between the internship school and the university, interacting with university personnel, school administrators and all other parties that might be involved during the internship process.

University Supervisor Communication via Mason Technology

Email: US are required to use their Mason email accounts when communicating electronically with their assigned TC.

Canvas: Most academic programs utilize Canvas, Mason's web-based Learning Management System, in order to track student progress in their internship course. Canvas is also used to track internship requirements, evaluations, and assessments related to accreditation standards. US will use their Mason ID and password in order to access Canvas. Canvas can be accessed by clicking here and more information about using Canvas is available here. Questions about Canvas use and access should be directed to your academic program.

VIA: VIA is CEHD's online assessment system which is embedded into Mason's Canvas online platform. For accreditation purposes, students are required to upload specific assignments to be evaluated based on a faculty developed rubric aligned with the InTASC Standard(s). Please click here for general information regarding VIA.

Academic programs may utilize other technology as part of the internship process, including software like GoReact, in order to monitor student progress. Technology requirements will be discussed as part of your program's mandatory internship orientation.

University Supervisor Vacation and Time Off

Please try to avoid taking vacations longer than a week during the semester while supervising. A US must be available to his/her TC when concerns arise. If a vacation is planned, please inform both your program contact and the TC at the beginning of the internship experience. In case of an emergency, please make plans to have the TC contact your program's internship coordinator.

University Supervisor Mileage Reimbursement

Mandatory Mileage Reimbursement Training

If you do not currently have a MFG travel account you are required to complete MFG training (training module linked here) prior to being issued an account log in. Training links are provided on the MFG website. Mileage reimbursement rates are set by the Mason Travel Office and are subject to vary by semester. Users accessing the MFG from an off-campus location or via Mason's wireless network, are required to use Mason Virtual Private Network (VPN) when submitting mileage reimbursement.

Mileage Reimbursement Policy

Per CEHD policy, US (contracted through CEHD) are eligible to be reimbursed for mileage in the course of their internship visits OVER 25 miles per roundtrip. Travel under 25 miles roundtrip is considered a normal work commute. Your trips should originate and end at your home address. There is a map feature built into the travel system to calculate mileage. **Trips to the GMU campus do not qualify for reimbursement.** If Uber/Lyft or other mode of paid transportation is being used, a deduction of 25 round-trip miles should be applied, and reimbursement should be calculated using the current IRS rate mileage rate rather than the total amount on the receipt. During the internship semester, mileage reimbursement requests should be submitted on a **monthly basis** via the online Mason Finance Gateway (MFG). ***Important:** Please submit all mileage reimbursement requests prior to your contract end date. Once your contract ends, your travel account will close and you will not be able to submit mileage requests for reimbursement any longer.

Directions for Mileage Reimbursement

Linked are detailed directions, helpful hints and the org# needed on how to submit your mileage reimbursement (linked directions).

Please submit mileage submission questions to CEHD Finance, cehdfin@gmu.edu or, for specific account related issues, contact the Travel Office: travel@gmu.edu.

PROGRAM MANUALS

Art Internship Manual

Contact: Justin Sutters	Art Internship Manual

Early Childhood Education

Contact: Bweikia Steen	Early Childhood Ed (PK-3 licensure) Internship Manual
	Early Childhood Special Education (ECSE) Internship Manual

Elementary Education

Contact: Holly Glaser	Elem Ed PDS Internship Addendums– BSED
	Elem Ed PDS Internship Addendums– MED/BAM
	Elem Ed PDS Non-Licensure Clinical Experience Addendum – ELED 495
	Elem Ed PDS Non-Licensure Clinical Experience Addendum – ELED 791

English as a Second Language (ESL/ESOL)

Contact: Nora El-Bilawi	ESL/ESOL Internship Manual

Foreign Language

Contact: Marjorie Haley	Foreign Language Internship Manual

Health and Physical Education

Contact: Luanne Norden	Health and Physical Education Addendum to CEHD Manual will be provided in PHED 415.

Music

Contact: Tina Beveridge	Music Internship Manual (PDF)

Secondary Education (SEED)

Contact: Lynda Herrera	SEED Undergraduate Internship Handbook (PDF) (Word) SEED Graduate Internship Handbook (PDF) (Word) SEED Clinical Coach Handbook (PDF) (Word) SEED Mentor Teacher Handbook (PDF) (Word)

Special Education

Contact: Kristen O'Brien	Special Ed: General Curriculum - Undergraduate Internship Manual (PDF) (Word)
	Special Ed: General Curriculum – Graduate Internship Manual (PDF) (Word)
	Special Ed: Adapted Curriculum – Undergraduate Internship Manual (PDF) (Word)
	Special Ed: Adapted Curriculum – Graduate Internship Manual (PDF) (Word)

Theatre

Contact: Mimsi Janis	Theatre Ed – Undergraduate and Graduate Internship (PDF)

Revised: August 2026

OFFICE OF TEACHER PREPARATION

Contact Information

Dr. Audra Parker
Director of the Office of Teacher Preparation
Email: aparke19@gmu.edu

Ms. Amanda Davis
Clinical Practice Coordinator
Email: internsh@gmu.edu
Telephone: 703-993-9777
Fax: 703-993-5701
*Amanda is your primary contact for questions related to candidate assignments, US contracts, MT honorariums, and general internship questions.

Ms. Katie Knowles
Licensure Coordinator
Email: edlicen@gmu.edu
Telephone: 703-993-7202
*Katie is your primary contact for licensure related questions.

Ms. Melissa Raeder
Pre-Education and Pre-BAM Advisor
Email: preteach@gmu.edu
Telephone: 703-993-2116
*Melissa is your primary contact for Content Area Review (CAR) questions and updates.

CEHD Finance Office
Email: cehdfin@gmu.edu
*Please reach out to the finance office with any questions related to mileage.

Office Location:

Office of Teacher Preparation
Thompson Hall, Suite 2200
Campus Map: https://www.gmu.edu/resources/welcome/Directions-to-GMU.html
Hours: Monday-Friday, 8:30 AM – 5PM