



## FAST TRAIN Programs

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### **FAST TRAIN Elementary Program Guidelines for Elementary Internship Experience**

#### **What are the requirements for clinical experience in the FAST TRAIN Elementary Program?**

In order to obtain a Virginia State Teaching License, FAST TRAIN Elementary candidates must complete full-time clinical experience. This experience can either be a 15-week student teaching placement or a year-long internship as a full-time Elementary teacher. Both experiences should be completed in an international setting.

#### **What is the difference between Student Teaching and the Internship?**

Student Teaching is different from the internship in many ways. Candidates completing student teaching work with the field coordinator to find an appropriate school in which to work under the supervision of a cooperating elementary classroom teacher for 15 weeks. Candidates during this time learn under the guidance of the cooperating teacher and slowly take over classroom responsibilities. Because student teaching is an accelerated experience under the direct supervision of an Elementary teacher, candidates completing this option for the clinical experience must have all coursework, licensure tests, and endorsement hours completed BEFORE beginning student teaching. Candidates are enrolled in six graduate credits during the semester in which they student teach and are closely supervised by the cooperating teacher, the school supervisor, the university supervisor, the FAST TRAIN Field Coordinator. Each of these individuals is responsible for providing the candidate feedback during student teaching. For more information about Student Teaching, candidates should consult the Student Teaching Manual.

The Elementary Internship experience requires candidates to obtain a teaching position as a full-time elementary teacher internationally. Candidates are entirely responsible for finding this paid teaching position, but candidates must consult with the Field Coordinator to ensure the school, the on-site supervisor, and position meet minimum requirements. Candidates are evaluated periodically through the academic year by a designated supervisor who holds the credential they seek. This evaluation is embedded into your job performance as a full-time teacher and candidates can use multiple lesson plans, logs, assessments and other approved curricular and evaluative materials from your place of employment for your internship evaluation. Additionally, examples of work should be appended to your evaluation form. Videos of your lessons should be posted to Blackboard for review by the Field Coordinator. Candidates completing the internship must turn in completed and signed evaluation forms demonstrating that they have completed the internship successfully.

Typically, FAST TRAIN Elementary candidates complete the internship rather than student teaching. However, both options will allow candidates to apply and obtain the Virginia teaching license. For further clarification, the following table highlights some of the key differences between Student Teaching and the Internship.

<b>Requirements for Clinical Experience</b>	<b>Student Teaching</b>	<b>Internship</b>
Must be in international setting and/or overseas	Yes	Yes
Must be in an accredited international school	Yes	Yes
Must have all coursework completed <b>prior to</b> beginning experience	Yes	No
Must have all endorsement hours completed <b>prior to</b> beginning experience	Yes	No
Must find the placement on my own	No	Yes
Must be hired as a full-time elementary teacher	No	Yes
Must enroll in six graduate credits	Yes	No
Must have all licensure tests completed and passed <b>prior to</b> experience	Yes	No
Must pay a \$500 stipend to cooperating school/teacher	Yes	No
Must provide evaluations by qualified teacher or supervisor	Yes	Yes

### **What are the requirements for the Internship?**

Candidates who complete a one-year Internship may do so any time after starting course work in the FAST TRAIN Program. The internship cannot be retroactive (i.e. may not be completed prior to enrolling in the FAST TRAIN Program). The teaching experience must be done at an accredited international school. The teaching position must be full-time and be in the area you wish to be licensed (i.e. P-6 elementary).

### **How can I choose an appropriate international Internship site?**

The school must be international and accredited by an international curriculum agency (e.g. IBO), or U.S. accrediting agency (e.g. WASC, Middle States). If you are unsure about a school's accreditation, please check with the FAST TRAIN office. For candidates interested in obtaining the IB Teacher Awards simultaneously with the VA teaching license, the internship must be completed in an IB World School. An IB school is not necessary to obtain only the VA teaching license.

### **What are some strategies for securing an Internship internationally?**

Many FAST TRAIN students have successfully obtained international Internships all over the world. A helpful strategy is the FAST TRAIN website itself. The "Alumni" link lists many international agencies such as The International Educator (TIE) or International School Services (ISS). These international agencies have helpful websites which lists job opportunities in multiple countries. Please note, some agencies require you are a member in order to view their job postings. Another helpful strategy is the school(s) where you completed your fieldwork assignments. Having a strong relationship with the school(s) where your fieldwork took place could also lead to employment opportunities. Last but not least, is the FAST TRAIN network itself; FAST TRAIN alumni can be found teaching all around the world. If

you are unable to find a suitable internship, you may decide to complete student teaching as long as you meet the requirements for that experience.

When applying for full-time work, you should also consider how your degree program could help you succeed as a teacher. Be sure to explain what value you can bring to the classroom. What specific methods or resources have you learned from your graduate classes? What additional experience do you have with children? Mention the dispositions! Identify how your class assignments can add value to the school. Think about what you can provide as a FAST TRAIN student and alumna and mention those attributes in cover letters, resumes, and interviews.

### **How can I register that I want to complete the internship?**

Candidates who wish to complete an internship must first find full-time employment as an elementary teacher in an accredited international setting. Once employment is secured, candidates are encouraged to verify that the school and supervisor will meet minimum requirements for the program. Candidates must submit the "Internship Placement Confirmation" form to the Field Coordinator prior to beginning their full-time employment but **no later than September 15 of each academic year**. (See page 3 of this document.) The FAST TRAIN Field Coordinator will register your internship with the program, coordinate with your on-site supervisor, and monitor your progress throughout the academic year.

### **How can I document that I have completed the Internship?**

Candidates are evaluated periodically through the academic year by a designated supervisor who holds the credential they seek, i.e. U.S. teaching license in Elementary Education and/or M.Ed. in Education, but are not enrolled in any graduate coursework related to clinical experience. The FAST TRAIN Field Coordinator works with the intern and on-site supervisor to document successful completion of the internship. At minimum, candidates must be evaluated at least twice during their internship, once at the midpoint of the school year (December) and once at the end of the school year (June). Candidates should also ask supervisors to administer the form at the beginning of the year to establish areas of improvement and growth.

Candidates must turn in the "Internship Evaluation Form" to the Fieldwork Coordinator directly no later than December 15 (midpoint) and June 15 (final.). Evaluation forms must be dated, completed, and signed by the on-site supervisor, then scanned and emailed to Jill Macioch at [gmacioch@gmu.edu](mailto:gmacioch@gmu.edu). For full evaluation, see page 5.



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**Internship Placement Confirmation**

Congratulations on finding an appropriate internship site as a full-time Elementary (PK-6) teacher! In order for this experience to count towards your VA license, you must fill out the information below and send it, via email, to Jill Macioch ([gmacioch@gmu.edu](mailto:gmacioch@gmu.edu)). Internship placement forms are **due Sept 30th** prior to your internship year.

- School Name:
- Address:
- Accrediting Agency:
- Principal or Head of School:
- Site Supervisor:
- Credential Supervisor/Teacher Holds:

In addition, please attach a signed letter or forward a confirmation email from your principal or supervisor that indicates their understanding of the internship experience requirements and their willingness to evaluate you throughout the academic year to complete your clinical experience. Sample letter is below.

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Permission to Complete GMU FAST TRAIN Internship

I understand and am willing to comply with the Elementary Internship as required by George Mason University. I am willing to allow my employee \_\_\_\_\_ (name of student/teacher) to complete the internship during the \_\_\_\_\_ academic year. I will periodically evaluate my employee’s progress as an elementary teacher using the “**Internship Evaluation Form for FAST TRAIN Elementary Candidates**” and will work with my employee to forward signed forms to the Field Coordinator as required.

Name:

School:

Credentials (i.e. teaching license, degrees, etc):

Position:

Contact information: Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Date:

\_\_\_\_\_  
Signature of Responsible School Personnel



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**Student Teaching/Internship Evaluation Form for Elementary Education Students  
 FAST TRAIN PROGRAM**

Intern Name \_\_\_\_\_ Semester \_\_\_\_\_  
 Intern Contact Email \_\_\_\_\_ Grade/Subject of Placement \_\_\_\_\_  
 Evaluator Name/Signature \_\_\_\_\_ Position \_\_\_\_\_  
 School \_\_\_\_\_ Evaluator Contact Email \_\_\_\_\_

<b>Rating Scale</b> <b>1 = Needs Improvement (does not meet Standard) – Candidate does not meet expectations and does not follow through on expectations. Fails to adequately implement instruction.</b> <b>2 = Meets Standard – Candidate meets expectations and competently implements instruction</b> <b>3 = Exceeds Standard – Candidate exceeds expectations and goes beyond standard to collaborate with colleagues, design new curriculum or assessments, and/or presents findings to stakeholders.</b> <b>NA = Not Applicable at Present Time</b>	Score	ACEI Standard
<b>Integrating Student Development in Instruction</b>		
Candidates draw on knowledge of development to plan curriculum that is achievable as well as challenging.		ACEI Standard 1.0
Candidates select learning experiences, technology, and materials to accommodate ability and interests.		
Candidates recognize individual differences including those that may require special support.		
Candidates respond positively to the diversity of the classroom through planning engaging culturally relevant activities		
<b>Reading, Writing, and Oral Language Education Curriculum</b>		
Candidates model the effective use of English in written and oral interactions with students.		ACEI Standard 2.1
Candidates design instructional activities that build student language skills.		
Candidates demonstrate ability to use a balanced literacy program to support student development in reading		
Candidates teach specific reading strategies for self-regulation.		
Candidates use a variety of strategies that include reading, writing, listening and speaking to develop student understanding.		
Candidates demonstrate the use of questioning strategies to encourage critical think about what students’ read.		

Candidates identify students reading skills and language capabilities and use this information to inform instruction		
<b>Science Education Curriculum</b>		
Candidates demonstrate knowledge of science content in planning and instruction.		ACEI Standard 2.2
Candidates actively engage students in planning and conducting scientific investigations		
Candidates plan activities to develop students' critical thinking and problem solving skills		
Candidates engage students in inquiry through strategic questioning.		
Candidates help students make scientific connections.		
Candidates use multiple forms of assessments to inform planning and instruction.		
<b>Mathematics Education Curriculum</b>		
Candidates demonstrate knowledge of mathematics content in planning and instruction.		ACEI Standard 2.3
Candidates actively engage students in the use of mathematical language in oral and written activities.		
Candidates use age appropriate mathematical concepts to engage students in problem solving and mathematical reasoning.		
Candidates can identify mathematical errors and misconceptions in student work and create successful learning experiences to resolve the issues.		
Candidates can use informal and formal mathematical assessments to document student understanding and learning.		
<b>Social Studies Education Curriculum</b>		
Candidates demonstrate knowledge of social studies content in planning and teaching.		ACEI Standard 2.4
Candidates integrate social studies instruction drawn from other academic fields, including culturally relevant information.		
Candidates create activities that actively involve students in democratic principles.		
Candidates actively engage students through the use of inquiry, questioning and research to develop new understandings.		
Candidates engage students in age appropriate research involving primary and secondary sources, maps and electronic information.		
Candidates use formative and summative assessments to inform teaching and learning in social studies.		
<b>Arts Education Curriculum</b>		
Candidates demonstrate knowledge of the arts in planning and instruction.		ACEI Standard 2.5
Candidates utilize resources and resource professionals in the arts to link arts to the academic content areas.		
Candidates actively use visual and performing arts to engage students		
Candidates use historical and cultural knowledge of the arts to enhance planning and teaching of academic content.		
<b>Health Education Curriculum</b>		
Candidates use knowledge of health education in planning and instruction.		ACEI Standard 2.6
Candidates are able to identify potential health issues that influence student learning and work with resource professionals to resolve the situation.		

Candidates help students understand the benefits of a healthy life style (age appropriate).		
<b>Plan and Implementing Instruction for Knowledge</b>		
Candidates describe instructional objectives in terms of learning outcomes.		ACEI Standard 3.1
Candidates plan a sequence of activities, which are focused on achievement of the instructional objective(s).		
Candidates can plan and implement instructional activities that meet instructional goals and that are motivational and engaging to learners		
Candidates plan instructional activities to connect across the disciplines.		
Candidates select and plan meaningful, age-appropriate activities for students.		
Candidates demonstrate the ability to differentiate instruction based on assessment of interests, skills and abilities.		
Candidates select and use a wide variety of resources for student engagement and learning.		
Candidates use appropriate technology to support student engagement and learning.		
Candidates collaborate with other specialists in support of student learning		
<b>Plan and Implement Instruction Adapted to Diverse Learners</b>		
Candidates relate activities to students' culture, interests, knowledge, and experiences.		ACEI Standard 3.2
Candidates use knowledge of approaches to learning in planning and implementing instruction.		
Candidates utilize information resource specialists, family and other stakeholders when planning for students' exceptional learning needs.		
Candidates integrate materials and activities into learning which promote equity and cross-cultural understanding.		
Candidates use knowledge of culture, development, strengths and needs when planning instruction.		
<b>Plan and Implement Instruction that Encourages Critical Thinking</b>		
Candidate encourages critical thinking and problem solving through prompts, questioning, and application.		ACEI Standard 3.3
Candidate engages students through a variety of age-appropriate teaching strategies (e.g. cooperative learning, inquiry, small/whole group....) that enhance learning.		
<b>Plan and Implement Instruction that Fosters Active Engagement</b>		
Candidates provide opportunities for learners to participate actively and successfully at different levels.		ACEI Standard 3.4
Candidates create and implement a classroom management plan that fosters student self-regulation, responsibility for self and others while engaging in opportunities for decision making.		
Candidates demonstrate the ability to use effective and appropriate interpersonal communications skills with students and foster those skills in students.		
Candidates demonstrate fair, consistent and non-judgmental interventions when needed.		
Candidates use a variety of strategies to promote positive classroom relationships, cooperation, conflict resolution and purposeful learning in the classroom.		
<b>Plan and Implement Instruction that Fosters Collaboration</b>		

Candidates use a variety of media and materials appropriately to achieve instructional objectives.		ACEI Standard 3.5
Candidates can use oral and written communication to foster learning between and among students.		
Candidates model effective communication strategies in conveying ideas and communication		
Candidates can identify differences in culture and gender communication styles to foster learning.		
<b>Implement Assessment for Instruction</b>		
Candidates use assessment to inform instruction.		ACEI Standard 4.0
Candidates assesses for understanding and mastery through evaluation of students' work.		
Candidates design assessment measures for classroom use.		
Candidates conduct a variety of formal and informal assessments for the purpose of informing instruction.		
Candidate gathers, organizes and analyzes student data for assessment purposes.		
Candidates demonstrate the ability to use student assessment data to provide evidence of student learning.		
Candidates use results of student assessments to evaluate the effectiveness of their planning and instruction.		
<b>Professional Growth and Personal Reflection for Instructional Improvement</b>		
Candidates can identify problems of practice and actively work toward solutions.		ACEI Standard 5.1
Candidates can identify problems with classroom management and discipline and actively work toward solutions.		
Candidates can draw upon research and resources on teaching and learning to solve problems in the classroom.		
Candidates can evaluate the usefulness and appropriateness of various resources and strategies in relation to curriculum goals for planning and teaching.		
Candidates welcome assistance for improvement and problem solving.		
Candidates collaborate with other teachers and specialists in planning and problem solving.		
Candidates reflect on his/her professional practice, including personal teaching and learning style.		
<b>Collaboration for Instructional Improvement</b>		
Candidates engage in productive relationships with professional colleagues and support staff.		ACEI Standard 5.2
Candidates demonstrate courtesy and caring in relationships with students and their families.		
Candidates actively involve families as partners in student learning.		
Candidates are responsible, dependable and observant of school policies, procedures and attendance.		
Candidates project a professional image in terms of demeanor and appearance.		
Candidates utilize community resources to enhance teaching and learning in the classroom.		



Additional Strengths:

Additional Weaknesses:

Cooperating Teacher's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_ Date \_\_\_\_\_

