INTERN ORIENTATION

**Introductions:** Create a letter or personal profile that welcomes the Intern. Be sure to include your address, phone number, and e-mail address. (Have Interns provide this same information for you.)

- Direct Interns to Contact Information page in handbook.
- Indicate when and where it is appropriate for the Intern to call to ask questions or share concerns.
- Begin the orientation with an introduction of your teaching experience and any personal information that will help them know and trust you quickly.

**Internship Agreement, Program Contact Information Sheet and Handbook Acknowledgement:**

- The University Supervisor will obtain signatures for the Internship Agreement at this time.
- The University Supervisor will collect the Internship Handbook Acknowledgement form at this time.
- The University Supervisor will make sure that everyone on the Intern support team completes the Contact Information Sheet.
- The University Supervisor submits all completed forms to the Accelerate Online Program Coordinator.

**Intern Responsibilities:**

- Begin discussion of the Internship Handbook by referring to the Intern Responsibilities section. Interns need to read and understand what is expected of them. Emphasize the area of professionalism as a major part of their success in teaching. Start and end this orientation with the importance of professional behavior.
- The Handbook has been updated to reflect the program’s move to the Moodle Learning Management System and new TEA requirements. The University Supervisor should ensure that the Intern is aware of these changes. *(The Interns have received communication from the Accelerate Online program regarding these changes and have received an electronic version of the updated handbook that reflects these changes.)*

**Organizational Schedules:**

- **Weekly Teaching Schedule** - This schedule is to be completed and emailed to the University Supervisor. *Communicate to the Intern when this form will be due to the University Supervisor each week.* Interns may highlight several lessons that are more appropriate for evaluation. Interns should write brief explanations of lesson content in each box. If the schedule changes during the week, the intern should notify the University Supervisor immediately. Try to see Interns at different times and subjects throughout the year. **Reminder:** This and other necessary forms can be found in the Internship course.
• **Bi-Weekly Communication** - It is imperative that regular communication occurs between the Intern and University Supervisor, the Intern and Mentor Teacher and the University Supervisor and Mentor Teacher. A schedule should be established for a bi-weekly communication between the Intern and the University Supervisor. This appointment should be included on the Weekly Teaching Schedule. This bi-weekly communication can also take the form of a post conference following an observation or a seminar.

• **Internship Pacing Schedule** - Discuss the Pacing Schedule in the handbook and point out the sequence of responsibilities for the Intern throughout the year.

**Observations/Evaluations:**

• **Observations** - The supervisor will conduct a minimum of four 45-minute observations of the intern. The first observation should take place within the first six weeks of school. Observations should take place in the second, fourth and fifth six week periods. Additional observations should be completed if the intern is not progressing satisfactorily. Provide written feedback after each visit to the intern, the Accelerate Online Office and the campus administrator. Observations will be entered online. **A link to the observation form can be found in the University Supervisor training course.**

• **Evaluations** - Discuss procedures for mid-point and final evaluations. Check with the Intern one week prior to the mid-point and final evaluation to schedule the best time for the conference/evaluation. Allow about 30 minutes for the conference. Check with the Mentor Teacher about one week prior to the mid-point and final evaluation to obtain their input regarding the Intern’s progress. Input from the Mentor Teacher should be incorporated into the University Supervisor’s evaluation. Evaluation forms are to be completed by the University Supervisor. Reminder: The University Supervisor will enter the official mid-point and summative evaluations online. **A link to the evaluation form can be found in the University Supervisor training course.**

• **Walk-throughs** - In addition to full-length observations, the University Supervisor may walk through an Intern’s classroom for a brief 10-15 minute visit periodically. This provides additional feedback and opportunity for reflection that may lead to changes and increased success. (Conducting walk-through visits is optional.)

• **Forms** - Direct the Intern to review the observation and evaluation forms found in the Internship Handbook. In each observation, include two or three improvement areas on which to focus until the next observation. Constructive feedback to discuss strengths and weaknesses is necessary for continuous growth toward effective instruction. Discuss the need for the Intern to be open to constructive criticism. Direct the Intern to the Correlation of Accelerate Online Lessons with Evaluation Criteria and the Mid-point/Final Evaluation form in the handbook.

• **Evaluation of University Supervisor by Intern** - Following the Final Evaluation conference, the Intern should complete the University Supervisor Evaluation Form. The form can be found at the following website - [http://accelerate.tamu.edu/forms/](http://accelerate.tamu.edu/forms/)
**Intern Assignments:**
- **Weekly Teaching Schedule**
- **Bi-Weekly Communication with University Supervisor**
- **University Supervisor Seminars** – The University Supervisor directs the Intern in one seminar per semester as outlined in the handbook. These seminar activities should involve posting of some artifact into the Accelerate Online Internship course.
- **Discussion Assignments directed by Program Coordinator** – The Intern will participate in a minimum of one discussion activity per semester. Instructions for this assignment will be emailed to the Intern.
- **Lesson Plans** - The Intern is required to submit lesson plans to the University Supervisor for review. This allows time for suggestions and alterations that will assure success and effective teaching. Lesson plans should include all parts of the lesson cycle as well as step-by-step procedures, examples, questioning strategies, transitions, etc. (see handbook-Lesson Plan Components). The Intern should submit a minimum of 1 lesson plan per week to the Accelerate Online Internship course for the first 12 weeks of the school year. The intern’s school district lesson plan form may be used.
- **Observation of Master Teachers** - Observations of the Mentor Teacher or other Master Teachers should take place at least once per semester. Direct the Intern to the Master Teacher Observation Form in the handbook. These forms can also be found in the Accelerate Online Internship course. Copies of this form should be made for use in the observations. These observations should be discussed with the University Supervisor as part of the biweekly communication and the final version of each observation should be posted in the Accelerate Online Internship course.
- **Additional assignments** - The Intern will submit additional assignments as outlined in the Internship Assignments section of the handbook. The University Supervisor will complete an informal review of these assignments at the end of the first semester and provide feedback for improvement. Prior to the summative evaluation, the University Supervisor will complete a formal review of these assignments. The University Supervisor will discuss this review as part of the summative conference. Confirmation of completion of program assignments should be a part of the summative evaluation. Submission of a formal review is not required.

**Probation or Termination of Internship:**
- It is very important to maintain a regular observation and evaluation schedule for each Intern in order to assess whether or not adequate progress is being made and effective instruction is occurring. If an Intern is not progressing as an effective teacher of record and does not respond to suggestions for improvement, a formal Growth Contract is in order. If expectations for improvement are not met in the specified time frame, a Probation Contract should follow. (see handbook-Termination of Internship for more information).
Other areas for Discussion:

- **Specific Management Strategies** - Discuss handout –
- **Correlation of Accelerate Online Lessons with Mid-point and Summative Evaluation Form** – This form and a correlation chart is found in the handbook. This correlation chart provides the Intern with a resource (within the Accelerate Online program materials) for addressing areas on the evaluation document.
- **Professionalism** – such as communication, dress, parent communication, etc. Please stress the importance of expecting the Interns to act professionally at all times.
- **Mentoring Handouts** – Discuss handouts. (Phases of Beginning Teacher’s Attitudes toward Teaching, Tips for successful Mentor/Beginning Teacher Relationships, Stages of Development & Appropriate Mentoring Behaviors, Time Crunchers, Observing and Conferencing with Interns, Specific Management Strategies). These forms should also be provided to the Mentor Teacher.