Principal Information Packet

FALL 2010
2nd EDITION

TEXAS A&M UNIVERSITY
Accelerate Online
4232 TAMU
College Station, Texas 77843-4232
INTERN RESPONSIBILITIES

DEDICATION
1. You are the sole person responsible for the classroom.
2. Report to school on time and remain until the designated end of the school day.
3. Attend all required meetings.
4. Attend as many other professional development opportunities as possible.

ORGANIZATION
1. Download all the necessary forms from the Accelerate Online Internship course.
2. Complete assignments as outlined in the handbook.

PREPARATION
1. Follow the principal's guidelines for turning in lesson plans each week.
2. Follow the University Supervisor's guidelines for submission of lesson plans to the Accelerate Online Internship course.
3. Prepare in advance all teaching materials/labs to alleviate misuse of time and misbehavior of students. Prior to teaching the lesson, complete all activities to ensure student success.
4. Read a variety of resource materials beyond the text materials in order to add enrichment to the lesson.
5. Plan for the most efficient methods related to carrying out classroom procedures and lesson transitions.
6. Allow for flexibility in teaching by planning for interruptions or time constraints.

INSTRUCTION
1. Know and understand the major principles and concepts of the material to ensure high levels of teaching competence.
2. Sequence instructional events to enhance student understanding.
3. Observe the behavior and learning styles of students in a world of diverse cultures in order to create a classroom atmosphere that enhances multicultural understanding.
4. Incorporate a variety of teaching strategies to provide for individual learning styles and to better develop inquiry and problem-solving skills.
5. Become competent in creating and using instructional materials and techniques that are consistent with the instructional level of the students.
6. Present directions in a clear, sequential manner.
7. Develop critical thinking through the use of thought-provoking questions.
8. Choose a variety of assessment tools and teach students to use self-evaluation.
9. Provide lesson activities that require cooperation, teamwork and active participation.
10. Encourage creativity by accepting students' ideas to enrich class experiences.
STUDENT RELATIONS
1. Create and maintain a positive learning environment by demonstrating respect for each student.
2. Develop a specific classroom management plan that complements both the school's plan and your strengths as a new teacher.
3. Maintain a firm, but friendly relationship with each student.
4. Be aware of the students' social and emotional needs.
5. Be a respectful listener.

PROFESSIONALISM
1. Wear appropriate attire.
2. Develop an individual plan for self-reflection and welcome constructive suggestions.
3. Be discreet with any confidential information. (e.g. posting grades, conversations about students and co-workers, information concerning special needs of students, email communications, medical information, etc.)
4. Gain permission before using students' work or pictures.
5. Become familiar with public school organizations and programs by attending any school and/or parent meetings when appropriate.
6. Participate in all required seminars and New Teacher Professional Development, including seminars provided by the University Supervisor and the Accelerate Online program staff.
7. Follow program guidelines and requirements as outlined by the Accelerate Online program staff, including the University Supervisor.
8. Collaborate with other faculty members in sharing instructional ideas, materials and technology.
9. Establish professional relationships by interacting with school personnel (administrators, faculty, support staff), students and parents.
10. Communicate in a professional manner with the appropriate person to convey concerns.
11. Be familiar with school policies and procedures.
MENTOR TEACHER RESPONSIBILITIES

PREPARATION
1. Obtain information concerning the Internship Program from the University Supervisor.
2. Provide contact information to facilitate communication with the University Supervisor and the Accelerate Online Program.
3. Communicate with the University Supervisor regarding progress of the Intern.

MENTOR TEACHER SUGGESTIONS

ORIENTATION
1. Orient the Intern to:
   - Building facilities, resources, and school personnel,
   - School policies and procedures,
   - Curriculum guides and available instructional materials,
   - Classroom management techniques,
   - School calendar and daily schedule,
   - Paperwork processes and record-keeping,
   - Instruction on how to set up a classroom for the beginning of the year,
   - Nature of the community,
   - Parent communication, and
   - Professional opportunities.

INSTRUCTION
1. Choose a specific time for planning together on a regular basis.
2. Review the Intern’s lesson plans and provide verbal and/or written feedback.
3. Provide support and guidance that helps the Intern develop the necessary skills to continue on his/her career path.
4. Be able to model effective teaching behaviors and classroom management procedures in areas such as:
   - Instructional planning,
   - Presentation of subject matter and skills,
   - Adjusting learning for individual differences,
   - Communication skills,
   - Managing student behavior, and
   - Diagnosing and assessing student achievement.
5. Model professional growth and support the Intern’s professional development.

COMMUNICATION AND PROFESSIONALISM
1. Create a climate that encourages questioning and self-reflection.
2. Maintain open communication with the Intern and assist with problems that occur.
3. Provide moral support for the Intern and a positive attitude toward teaching.
4. Make a commitment to provide personal time and attention to the Intern.
5. Communicate with the University Supervisor regarding progress of the Intern.
SCHOOL ADMINISTRATOR RESPONSIBILITIES

PREPARATION
1. Obtain information concerning the Internship Program from the University Supervisor.

EVALUATION
1. Maintain a constant awareness of the Intern's development by means of either three 15-minute walk-through observations or one class period observation each semester. Each observation should be followed as soon as possible by a post-observation conference and should include written communication concerning strengths and improvement areas.
3. Confer with the University Supervisor on a continuing basis. Performance concerns should be identified and discussed as early as possible with the University Supervisor.
4. Complete the online principal survey (http://accelerate.tamu.edu/forms/) following the Intern's summative evaluation with the University Supervisor.
SUPERVISOR RESPONSIBILITIES

LIAISON
1. Act as a liaison between the participating schools and Texas A&M University.
2. Communicate regularly with the Intern, Mentor Teacher, School Administrator and Program Coordinator.
3. Provide support to the School District Mentor Teacher if requested.
4. Obtain signatures on all required forms and return completed forms to the Accelerate Online program.
5. Notify the Accelerate Online program when evaluations (mid-point and summative) have been completed.
6. Assist all members of the support team in completing the online program evaluations at the end of the internship year (http://accelerate.tamu.edu/forms/).

INSTRUCTION
1. Conduct an orientation for the Intern within 3 weeks of the start of school.
2. Establish communication with the School District Mentor Teacher and provide information regarding the Internship Program.
3. Provide information to the School Administrator regarding his/her responsibilities for the Internship Program. This should include instruction in how to complete the principal survey following the Intern’s summative conference.
4. Facilitate the Intern in professional development, reflecting on strengths and weaknesses and enhancing problem-solving skills regarding issues in the classroom.
5. Engage the interns in a minimum of one seminar per semester. Each seminar should require the intern to post a reflection or response in the Accelerate Online Internship course.

EVALUATION
1. Observe, assess and evaluate the Intern on a regular basis regarding planning, teaching, management and professionalism. Conduct a minimum of two 45-minute observations the first semester and two 45-minute observations the second semester. The first observation should take place within the first 6 weeks of school. Each observation should be entered online and include comments and feedback. Written feedback should be provided to the Intern, Accelerate Online office and the School Administrator after each observation. Additional observations should be conducted if the Intern is not progressing satisfactorily.
2. Communicate bi-weekly with the Intern (by phone, email, or online seminar) and regularly with the School District Mentor Teacher to review the Intern’s developmental progress and level of effectiveness as a teacher.
4. Review the Intern’s postings in the Accelerate Online Internship course (weekly lesson plans, reflections and classroom artifacts) and provide ongoing formative feedback. Complete a review of the postings prior to the summative conference to ensure completion of required submissions.
5. Complete a formal mid-point and summative evaluation for each Intern. Submit the evaluations online. Provide written feedback to the Intern.

The midpoint and summative evaluations should incorporate feedback from the School District Mentor Teacher. (The School District Mentor Teacher does not submit a separate evaluation.) Indicate in the final evaluation your recommendation of the intern with regard to certification. (I recommend/do not recommend ___ for certification.)
6. Conduct evaluation conferences with the Intern at mid-year and at the end of the school year.
7. Document thoroughly any infractions of school policy or professionalism as well as unsatisfactory progress in classroom instruction and management, and submit this information to the Program Coordinator. Contact the Program Coordinator early if problems occur.
8. Remind the Intern and all support team members to complete the online program evaluations at the end of the internship year. The forms can be found at the following website (http://accelerate.tamu.edu/forms/).

PROFESSIONALISM
1. Continue professional development through attendance and participation in supervisor/training seminars held by TAMU.
2. Continue professional development by reading professional journals and attending conferences.
3. Participate, when appropriate, in staff development programs provided by the school district in which the Intern is employed.
4. Communicate regularly with the Program Coordinator regarding areas of concern or to make suggestions for programmatic changes.
### INTERNSHIP PACING SCHEDULE

<table>
<thead>
<tr>
<th>Six Weeks</th>
<th>Intern</th>
<th>Mentor Teacher</th>
<th>School Administrator</th>
<th>University Supervisor</th>
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</thead>
</table>
| 1st       | • Turn in Internship Handbook Acknowledgement Form  
            • Submit master teaching schedule to University Supervisor (notify of any changes)  
            • Electronically submit weekly observation schedule to University Supervisor  
            • Set schedule for and complete bi-weekly communication with University Supervisor  
            • Seek assistance from School District Mentor Teacher as needed  
            • Submit lesson plans and artifacts as directed by University Supervisor (minimum of 1 lesson plan per week for 1st 12 weeks)  
            • Observe School District Mentor or other Master Teacher (during your conference period), submit the observation form and discuss with University Supervisor (one observation during the 1st semester)  
            • Review feedback provided following University Supervisor observation of your teaching (one within the six week period)  
            • Participate in University Supervisor seminars  
            • Participate in Program Coordinator discussions | • Meet with the University Supervisor, sign appropriate documents and exchange contact information  
            • Review the Internship Handbook to become familiar with the Intern’s program requirements  
            • Communicate regularly with the University Supervisor regarding the progress of the Intern  
            • Provide assistance to Intern as needed | • Obtain information concerning the Internship Program from the University Supervisor  
            • Observe the Intern (either three 15 minute walk-through observations or 1 class period observation) during each semester  
            • Confer with the University Supervisor regularly | • Conduct an orientation for the Intern  
            • Meet with the School District Mentor Teacher and provide a copy of the Internship Handbook  
            • Provide information to the School Administrator  
            • Obtain signatures on the Internship Agreement and other required forms and return to Program Coordinator within two weeks of your first meeting  
            • Remind Interns to download forms from the Accelerate Online Internship course  
            • Set schedule for and complete bi-weekly communication with the Intern  
            • Review lesson plans and provide feedback  
            • Communicate regularly with the School District Mentor Teacher  
            • Observe the Intern 1 time within the six week period and provide written feedback  
            • Complete the online observation form for the first six week period  
            • Engage interns in online seminars (1 per semester) |
<table>
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<tr>
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| 2nd       | • Electronically submit weekly observation schedule to University Supervisor  
• Communicate bi-weekly with University Supervisor  
• Seek assistance from School District Mentor Teacher as needed  
• Submit lesson plans and artifacts as directed by the University Supervisor (minimum of 1 per week for 1st 12 weeks)  
• Observe School District Mentor or other Master Teacher (during your conference period), submit the observation form and discuss with University Supervisor (one observation during the first semester)  
• Review feedback provided following University Supervisor observation of your teaching (a minimum of one within the 2nd and 3rd six week periods and any additional observations deemed necessary by your University Supervisor)  
• Participate in University Supervisor seminars  
• Participate in Program Coordinator discussions | • Communicate regularly with the University Supervisor regarding the progress of the Intern  
• Provide assistance to Intern as needed | • Observe the Intern (either three 15 minute walk-through observations or 1 class period observation) during each semester  
• Confer with the University Supervisor regularly | • Communicate bi-weekly with the Intern and regularly with the Mentor Teacher  
• Review lesson plans and provide feedback  
• Observe the Intern a minimum of 1 time within the 2nd and 3rd week periods and provide written feedback  
• Complete the online observation form for the second observation  
• Conduct additional observations and submit online observation forms if the Intern is not progressing satisfactorily  
• Engage interns in online seminars (1 per semester) |
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</table>
| 3rd       | • Electronically submit weekly observation schedule to Mentor Teacher and University Supervisor  
• Communicate bi-weekly with University Supervisor  
• Seek assistance from Mentor Teacher as needed  
• Observe School District Mentor or other Master Teacher (during your conference period), submit the observation form and discuss with University Supervisor (one observation during the 1st semester)  
• Review feedback provided following University Supervisor observation of your teaching (a minimum of one within the 2nd and 3rd six week periods and any additional observations deemed necessary by your University Supervisor)  
• Participate in University Supervisor seminars  
• Participate in Program Coordinator discussions  
• Participate in a mid-point evaluation conference with the University Supervisor | • Provide assistance as needed to the Intern  
• Communicate regularly with the University Supervisor regarding the progress of the Intern  
• Provide feedback to University Supervisor to be incorporated into the Intern’s mid-point evaluation | • Observe the Intern (either three 15 minute walk-through observations or 1 class period observation) during each semester  
• Confer with the University Supervisor regularly | • Communicate bi-weekly with the Intern and regularly with the Mentor Teacher  
• Observe the Intern a minimum of 1 time within the 2nd and 3rd week periods and provide written feedback  
• Complete online observation forms for all observations conducted  
• Complete formative review of Intern's submissions to the Accelerate Online Internship course and provide feedback at mid-point conference  
• Complete the online mid-point evaluation form (incorporate input from School District Mentor Teacher)  
• Participate in a mid-point evaluation conference with the Intern  
• Engage interns in online seminars (1 per semester)  
• Remind Intern to watch for an email from the program regarding the PPR exam |
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| 4th & 5th | • Electronically submit weekly observation schedule to University Supervisor  
• Communicate bi-weekly with University Supervisor  
• Seek assistance from Mentor Teacher as needed  
• Review feedback provided following University Supervisor observation of your teaching (a minimum of two within the 4th and 5th six week periods)  
• Participate in University Supervisor seminars  
• Participate in Program Coordinator discussions | • Provide assistance as needed to the Intern  
• Communicate regularly with the University Supervisor regarding the progress of the Intern | • Observe the Intern (either three 15 minute walk-through observations or 1 class period observation) during each semester  
• Confer with the University Supervisor regularly | • Communicate bi-weekly with the Intern and regularly with the Mentor Teacher  
• Observe the Intern a minimum of 2 times within the 4th and 5th six week periods and provide written feedback  
• Complete online observation forms for all observations conducted  
• Engage interns in online seminars (1 per semester) |
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<tr>
<td>6th</td>
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<td>• Communicate bi-weekly with University Supervisor</td>
<td>• Communicate regularly with the University Supervisor regarding the progress of the Intern</td>
<td>• Confer with the University Supervisor regularly</td>
<td>• Engage interns in online seminars (1 per semester)</td>
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<td>• Seek assistance from Mentor Teacher as needed</td>
<td>• Provide feedback to University Supervisor to be incorporated into the Intern’s summative evaluation</td>
<td>• Complete online Principal survey</td>
<td>• Review Intern’s assignment submissions in the Accelerate Online Internship course, and discuss at final evaluation conference</td>
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<tr>
<td></td>
<td>• Participate in University Supervisor seminars</td>
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<td>• Complete the online summative evaluation (incorporate input from the School District Mentor Teacher)</td>
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<td></td>
<td>• Participate in Program Coordinator discussions</td>
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<td>• Participate in a final/summative evaluation conference with the Intern</td>
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<td>• Complete assignment submissions for final review by University Supervisor</td>
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<td>• Notify Program Coordinator when summative evaluation is complete</td>
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<td>• Participate in a final/summative evaluation conference with the University Supervisor</td>
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<td>• Remind Intern to complete the online evaluations of the University Supervisor and Intern Rating form (self report)</td>
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<tr>
<td></td>
<td>• Complete online evaluation of University Supervisor</td>
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<td>• Remind administrator to complete online principal survey</td>
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<td>• Complete online Intern Rating Form (self report)</td>
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<tr>
<td>Role</td>
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<td>Accelerate Online</td>
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<td><a href="http://accelerate.tamu.edu">http://accelerate.tamu.edu</a></td>
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<td>Technical Assistance</td>
<td></td>
<td></td>
<td><a href="mailto:accelerate@accelerate.tamu.edu">accelerate@accelerate.tamu.edu</a></td>
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<td>Program Assistance</td>
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<tr>
<td>Lynn Beason</td>
<td></td>
<td>979-458-3968</td>
<td><a href="mailto:lbeason@tamu.edu">lbeason@tamu.edu</a></td>
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<tr>
<td>Donna Williams</td>
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| University Supervisor       |                |           |                            |
| School Campus – Main Office |                |           |                            |
| Mentor Teacher (home)       |                |           |                            |
| Department Head             |                |           |                            |
| Human Resources (School District) |      |           |                            |