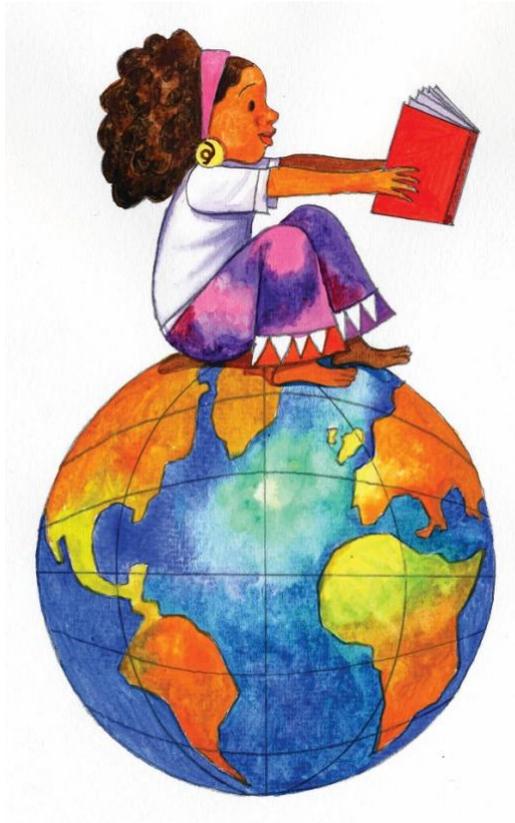


Prairie View A&M University
Whitlowe R. Green College of Education
Alternative Teacher Certification Program
Handbook



Alternative Teacher Certification Program Director

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Dean

Dr. Michael McFrazier



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PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

ALTERNATIVE TEACHER CERTIFICATION PROGRAM

Dear Applicant:

Thank you for choosing Prairie View A&M University's Alternative Teacher Certification Program. Teaching is an important and fulfilling career. I am a teacher and I began my career through the Alternative Teacher Certification Program in El Paso, Texas. I feel blessed to have gone down this career path and to lead others down the path years later.

Teaching is an art that opens student's minds to the possibilities in the world. Teaching is an excellent opportunity to see growth in our youth, to give back to society and to participate in a rewarding professional field. It also assists you in lifelong learning and development of skills. We look forward to serving you as you pursue your passion.

Sincerely yours,

Dr. Carmelita Thompson

Alternative Teacher Certification Program

Dr. Carmelita Thompson

Director

cathompson@pvamu.edu

Prairie View A&M University

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Alternative Teacher Certification Program

Certificates Offered

Single Subject Certificates

Art EC-12
Computer Science 7-12
Eng/Lang Arts/Reading 7-12
Eng/Lang Arts/Reading 4-8
Health EC-12
Health Science Technology 8-12
History 7-12
Life Science 7-12
Mathematics 4-8
Mathematics 7-12
Music EC-12
Physical Education EC-12
Physical Science 6-12
Physical Science/Math/Engineering 6-12
Science 4-8
Science 7-12
Social Studies 4-8
Social Studies 7-12
Special Education EC-12
Speech 7-12
Technology Applications 8-12
Technology Applications EC-12
Technology Education 6-12

Alternative Teacher Certification Program

Prairie View A&M University
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PROGRAM INFORMATION

Alternative Teacher Certification was established in 1984 by the 68th Legislature in House Bill 72. In this Bill, the State Board of Education was directed to provide for certification of individuals who met specific requirements, and who completed an internship in a public school.

The Prairie View A&M Alternative Teacher Certification Program was implemented in 1990 to prepare degreed, but non-certified individuals to fill teaching positions in critical shortage areas such as Mathematics, Science, and Special Education.

The *No Child Left Behind Act* (NCLB) of 2001 signed by President George Bush on January 8, 2003, reauthorized the Elementary and Secondary Education Act (ESEA) – the principal federal law affecting education from kindergarten through high school. The new law includes provisions stating that all teachers in core academic areas must be highly qualified by the end of the 2005-2006 school year. It also requires that newly hired teachers in Title I programs or schools be highly qualified immediately.

As part of the accountability provisions outlined in the law, *No Child Left Behind* has set the goal of having every child making the grade on state-defined education standards. States must include in their plans annual, measurable objectives that each local school district must meet in moving toward the goal.

No Child Left Behind gives states and districts the flexibility to find innovative ways to improve teacher quality including alternative certification, merit pay for master teachers and bonuses for people who teach in high-need schools and subject areas like Special Education, Math, and Science.

In general, under *No Child Left Behind*, a highly qualified teacher must have:

- A Bachelor's Degree.
- Full state certification and licensure as defined by the state.
- Demonstrated competency, as defined by the state, in each core academic subject he or she teaches.

Therefore, teachers in alternative route programs are not considered highly qualified before they demonstrate competency in each core academic subject they will be teaching. They must comply with the NCLB criterion.

Choosing the ATCP route to certification enables professionals from diverse fields to merge new and varied life experiences with research-based practices to enhance instruction in Texas classrooms.

Applicants must complete pre-service field experience observations and nine (9) semester hours of coursework. Before becoming eligible to apply for intern certification, applicants must also pass the TExES exam in their content area.

Applicants enter the internship year as “teacher of record” once a position is secured in an accredited public school.

On-going training and support are provided through university coursework, state certification test reviews, university supervisor visits, collaboration with a mentor teacher, and school administrative support.

- **Please note: You have six years to complete your coursework and obtain an internship. Your courses expire after six years per the graduate school. If you have not completed an internship and your certification within six years, your file will be completely removed from our system.**



Application Process and Requirements

Application Materials and Deadlines

The process begins with an application that can be downloaded from the PVAMU website under the Whitlowe R. Green College of Education Resources. The application form and official reference forms require original signatures or electronic signature through verified e-sign in process.

Overall GPA and Transcripts

Admission to PVAMU-ATCP requires a baccalaureate degree from an accredited institution of higher education. The applicant must submit two official transcripts from every college and/or university attended. The applicant's transcripts must demonstrate a **2.50** GPA overall. The PVAMU- ATCP does a transcript evaluation and computes the GPA based on all transcripts.

All international degrees must be evaluated by a TEA approved agency. The detailed evaluation must include a translation/description for all courses.

Required Pre-Service Field Experience (Required Observations)

Prior to admission to internship, all ATCP candidates must complete 30 hours of field observation hours in one of the following formats:

- (a) 30 hours in an accredited public school setting; or
- (b) 15 hours in an accredited public school setting and 15 hours of documented viewing of Texas Performance-based Academic Coaching Team videos (see <https://tap.tarleton.edu/pact/sitemap.cfm>); or
- (c) 15 hours in an accredited public school setting and 15 hours of documented viewing of Annenberg Foundation videos.

Required Previous Coursework

Single Subject Certificates – Through our program, individuals may acquire certification in the secondary content areas and all-level areas provided they have on their transcript 24 semester hours, with 12 of the hours being upper division coursework and/or a passing score on the TExES or PACT content exam.

Special Education EC-12 – Through our program, individuals may acquire certification in this area provided they have completed 24 hours in a combination of subjects taught in Elementary/Secondary school, which must include English, Mathematics, a Natural Science and Social Studies and/or a passing score on the TExES or PACT content exam. **College Readiness Tests - Proficiency in Reading, Writing, and Math**

CERTIFICATION REQUIREMENTS

1	Prior to acceptance, applicant must take TExES (PACT) content exam.
2	Submit a complete application for admission to the Graduate School.
3	Submit application from PVAMU-ATCP . Submit with official transcripts and \$75.00.
4	Applicant passes 1st screening pending transcript evaluation.
5	Applicant completes Interview Matrix or sits for Haberman Interview
6	Applicant passes 2nd screening.
7	Applicant receives ("Acceptance" or "Non-Acceptance" letter from PVAMU-ATCP).
8	Applicant attends Intern Orientation and signs Candidate Agreement Form.
9	Applicant is now referred to as a candidate.
10	Candidate registers for classes and pays required Tuition by the University.
11	Candidate begins attending classes.
12	Candidate begins 30 hours of field experience in a public school and submits written reflections.
13	Candidate enters demographic on TEA website with username and password to apply for certification.
14	Candidate sets up a TEA ID with username and password (to register for exams).
15	Candidate begins to apply for internship teaching positions. (after completing at least 150 hours and 30 observation hours)
16	Candidate completes Phase 1.
17	Accredited school district offers employment to the intern with placement on an accredited campus with a diverse student population.
18	PVAMU-ATCP Director approves position.
19	Candidate processes Statement of Eligibility Internship Form, ATCP Financial Contract, Criminal Record Check Form, and completion of Probationary Certificate.
20	Candidate pays Phase 2 Tuition.
21	PVAMU-ATCP Director recommends candidate for Probationary Certificate.
22	TEA approves Intern Certificate.
23	Candidate is now referred to as an intern.
24	Intern begins Phase 2 which includes full-time teaching position and attending classes.
25	PVAMU-ATCP Field Supervisor and Campus Mentor observe intern at least two times per semester and provides support and written feedback using the ATCP Intern Observation Form (see form in the appendix) .
26	Intern observes Campus Mentor at least 3 times and submits written observations.
27	Intern or Intern's employer deducts and mails to ATCP office the first half of program fees (\$1,350.00).
28	Intern takes and passes EC-12 PPR TExES exam.
29	Intern completes internship with satisfactory recommendations from Field Supervisor, Campus Mentor, Campus Administrator, and PVAMU-ATCP Director.
30	Intern or Intern's employer submits final payment of program fees (\$1,350.00) and the mentor receives fee (\$500.00).
31	Intern applies for Standard Certificate.
32	PVAMU-ATCP Director recommends intern for Standard Certificate.
33	TEA approves Standard Certificate.



In addition to the coursework requirement, an applicant must demonstrate evidence of competence in reading, writing, and math using an approved college readiness placement test.

NOTE: The Test of Proficiency in the English Language internet-based (TOPEL-iBT) is required of all applicants who present transcripts from a foreign country.

References

Each applicant must submit three professional references of the forms downloadable from the PVAMU-ATCP web page. **The official reference forms must be used and should be mailed in a sealed envelope by the reference directly to the ATCP office.**

Criminal Background Check

Each applicant is required to submit a criminal background report from the Texas Department of Public Safety (<http://www.txdps.state.tx.us/>). **Applicants whose background checks are unacceptable, will not be admitted to the PVAMU-ATCP Program.**

Haberman Interview

Applicants will participate in a structured face-to-face interview by individuals who have had the Haberman training. The purpose of the interview is to determine the applicant's probability to succeed as a teacher in schools with less than ideal working conditions and who serve diverse children in poverty.



Internship Admissions

Selection Process

Candidates are selected for the program based on their qualifications as set out in the application process. The selection criteria include overall GPA, coursework requirements per certification area (based on transcript evaluation) evidence of competency in reading, writing, math, and interview score, quality of references and writing sample. PVAMU-ATCP also uses other criteria such as language fluency for foreign language and bilingual applicants with foreign transcripts.

Internship Campus Site Selection

All ATCP interns must complete the internships in accredited local education agencies in the state of Texas with diverse student populations. For information about the demographic profile and performance data of public schools, candidates and stakeholders may view this information in the Academic Excellence Indicator System (AEIS) reports found at the Texas Education Agency website- <http://ritter.tea.state.tx.us/perfreport/aeis/>. Select the designated report year and search by campus, school district, or region.

Letter of Acceptance

During internship phase of the application process, candidates will receive a letter of acceptance to the program. They will be invited to attend a new intern orientation session where all aspects of the program will be explained to them. This includes:

- Complete 30 hours of classroom field experience in a public school setting
- Register for required classes.
- Review Educator Ethics form and sign.
- Review Intern Commitment Form and sign.
- Set up a personal account on the TEA website (www.tea.state.tx.us) and obtain a TEA ID number. Detailed directions for obtaining the TEA ID can be found at <http://www.pvamu.edu/education/wp-content/uploads/sites/29/2013/06/Instructions-for-Candidates-to-Establish-a-TEAL-Account-for-ECOS-Access-JL.pdf>.
- Please note that you have six years to complete your coursework. Your courses expire after six years per the graduate school and TEA. Your file will be removed from our system.



THE ATCP SUPPORT SYSTEM

PRINCIPAL RESPONSIBILITIES

- Complete and return the “Principal Agreement Form”
- Complete and return “Principal Mid-Year Evaluation Form”
- Complete and return “Principal End-of-Year Evaluation Form”
- Select a mentor to facilitate and guide the intern
- Help the mentor provide assistance to the intern
- Provide the mentor and the intern with the opportunity to meet on a weekly basis
- The intern is observing the mentor and other teachers as they demonstrate effective teaching strategies and classroom management techniques
- View ATCP University Supervisor
- Serve as a professional role model for the mentor and intern

MENTOR RESPONSIBILITIES

- Complete Online Campus Mentor Training as required by the Prairie View ATCP Program and return “Mentor Agreement Form”
- Fulfill the role of mentor with the attitude that you are the coaching partner and maintain a protective relationship with the intern
- Provide continuous assistance during the year on instructional design, instructional delivery, completing lesson plans and classroom management
- Help arrange times to observe the intern and times for the intern to observe you, the mentor
- Advise the intern of district and building timelines and procedures
- Help the intern deal with problems as they arrive so that they can be resolved quickly
- Assist the intern in completing necessary paperwork (referrals, schedules, etc.)
- Complete and submit “Annual Mentor Observation Form”

INTERN RESPONSIBILITIES

- Provide quality instruction for the students
- Maintain a positive learning environment in the classroom
- Ask questions if there is something you do not understand
- Provide a provide & professional role model for students
- Record and work on suggestions made by the principal or your mentor
- Work collaboratively with mentor to improve instructional strategies and classroom management skills

- Conduct at least six extended observations of the mentor or other teachers

UNIVERSITY SUPERVISOR RESPONSIBILITIES

- Complete four observation visits to the school site of the assigned intern (2 per semester of 45 minutes each), complete observation forms and provide constructive feedback when appropriate
 - Conference with the Mentor to be sure that (1) weekly conferences are being held with the Intern, (2) regular classroom observations of the Intern will occur, (3) any problems that may have arisen are solved immediately
- Review the Documentation Handbook of the intern at each visit and see that all of their paperwork is kept up-to-date
- Conference with the principal in the event a problem occurs in order that it may be solved in an appropriate manner



The Plan: The Expectations

The mentor will:

- Complete mentor training requirements. (PACT online)
- Maintain a protective, coaching relationship with their first-year teacher.
- Provide continuous assistance during the year of instructional design, instructional Delivery and classroom management.

The Support System Framework: Beliefs

- The first year teacher needs to be welcomed as a friend and colleague.
- The first year teacher needs an empathetic mentor who will listen to concerns.
- The first year teacher needs praise and respect from the mentor.
- Confidentiality and courtesy are critical attributes to the relationship.
- Personalize your relationship by showing an interest in the first year teacher, inviting him/her to activities and sharing experiences, strategies, and materials.



Mentor Training

New Mentors:

Required six (6) hours of documented training:

- Complete the training provided by PVAMU or your district (provide the certificate or documentation).
- Attend a three (3) hour professional growth/mentor-related workshop in assigned school, district or Region IV.
- Complete the Mentor Log Form: return the log to the University ATCP Office on the specified date.

Experiences Mentors:

Required three (3) hours of documented training:

- Select one option from the three (3) hour Individual Plan:
 - ❖ Credit for a current university course being taken; or
 - ❖ Present a workshop in your school or district; or
 - ❖ Attend a three (3) hour professional growth-related workshop within your district.
 - ❖ Complete the Mentor Log and return the log to the University ATCP Office on the specified date.



Mentor Role & Responsibilities (Cont.)

The Building Blocks: The Action Steps

- Observe the first year teacher teaching regularly and serve as an instructional coach and provide constructive feedback.
- Familiarize the beginning teacher with school procedures (first day, daily, six weeks, end of semester) and review school rules and regulations (school district policy, school handbook, permanent record folders, textbooks, attendance, scheduling procedures, etc.)
- Assist the first year teacher in obtaining necessary materials, resources and equipment (curriculum guides, textbooks, lesson plan books, grade books, required forms, etc.)
- Help the first year teacher write lesson plans for the first day/week including the development of appropriate instructional objectives
- Assist in setting up the classroom: bulletin boards, furniture arrangement, centers, traffic patterns.
- Help the first year teacher develop a classroom management system to be implemented in the classroom (clear/specific rules, consequences, rewards, routines to facilitate student movement).
- Help the first year teacher understand the importance of firmness and consistency in implementing a classroom management plan.
- Plan times for the first year teacher to observe you demonstrating the lesson cycle, varied instructional strategies for dealing with different learning styles, and classroom management techniques
- Teach the first year teacher how to evaluate the following during an observation: purpose of lesson, strategies leading to student success, levels of difficulty, pacing, and relation of the lesson to the curriculum.
- Assist the first year teacher with organization and prioritization of paperwork.
- Encourage the first year teacher to contact parents early and often
- Help the first year teacher prioritize concerns and keep things in perspective
- Encourage the first year teacher to use effective instructional strategies.
- Suggest varied evaluation techniques of assessing student learning.
- Explain and model how to facilitate student learning using the teacher assessment instrument.
- Familiarize the first year teacher with the community (services, activities, culture and population, resources, convenient restaurants, markets, etc.)

Glossary of Terms

Alternative Certification Program (ACP) – An approved educator preparation program specifically designed as an alternative to a traditional undergraduate certification program for individuals already holding at least a baccalaureate degree.

Internship – A one year concentrated program of intense supervision, which consists of coursework, training, assignments, field experiences, teaching, assessment, evaluation, TExES testing and other educational experiences. Upon completion of all program requirements and favorable evaluations from immediate supervisors, the intern will be recommended for certification.

THEA – Texas Higher Education Assessment – Basic Academic Skills Examination. It is designed to provide information about the reading, mathematics, and writing skills of students entering public colleges.

TExES Exam – Texas Examination of Educator Standards – Content area examination required for interns seeking a Probationary Certificate in Art EC-12, Computer Science 7-12, English Language Arts & Reading 7-12, English/Language Arts/Reading 4-8, Health EC-12, Health Science Tech. 8-12, History 7-12, Life Science 7-12, Math 4-8, Math 7-12, Music EC-12, Physical Educ. EC-12, Physical Science 6-12, Science 4-8, Science 7-12, Social Studies 4-8, Social Studies 7-12, Technology Applications EC-12; Technology Applications 8-12, Technology Education 6-12.

- **PPR EC-12** – Pedagogy and Professional Responsibilities Test.
- **Special Education EC-12 & Generalist EC-6** – Required examination for interns seeking certification in Special Education.

Field Experience – Documented completion of 30 clock hours of observations in a public classroom setting prior to internship. Up to 15 clock-hours may be provided by use of electronic transmission, video, or other technology-based method (see p. 9 of this handbook for detailed information on the options for completion of hours).



Teacher Assessment Tools

Principal Packet



AGREEMENT BETWEEN THE PRAIRIE VIEW A&M UNIVERSITY
ALTERNATIVE TEACHER CERTIFICATION PROGRAM
AND

Participating Principal

Address

Telephone Number

Name of Intern

The principal agrees to adhere to the guidelines as proposed in the Principal's Handbook to the best of his/her ability.

- Selecting and assigning a qualified mentor teacher
- Providing "release time" for mentor/intern observation
- Conducting a minimum of four (4) Walk-through observations by you or an administrative designee. These observations should be recorded on the form located in the Intern's Documentation Handbook.
- Complete the Mid-Internship Progress Report
- Complete the End-of-Internship Progress Report
- Have frequent conferences with the mentor teacher to ensure that they are fulfilling their responsibility as a mentor teacher
- Maintain contact with the University Supervisor concerning the intern's progress and support needs

Principal's Signature _____ Date _____

ATCP University Supervisor's Signature _____ Date _____

Mentor Packet



To: Mentor Teacher
From: Prairie View A&M University
Alternative Certification Program

SUBJECT: Prairie View A&M University Mentor Teacher Training Packet

You have accepted one of the most rewarding responsibilities in the teaching profession, being a Mentor Teacher. We commend your willingness to use your knowledge, energy and time to assist a beginning teacher to be successful while supporting the learning process of many students.

The initial days determine much of the success for the remainder of the year. With your knowledge, experience, and support, the first few weeks will be a success.

In a few weeks, you will meet a Prairie View A&M University Field Supervisor and we encourage you to share praise and concern about our intern so we can work together to enhance their journey as a teacher and obtaining certification.

The Mentor Packet contains information about your roles and responsibilities. Please complete the Mentor Application within the first week of assignment. The state requires that all Interns be assigned a trained Mentor Teacher. This packet outlines activities to support, mentor and coach the first year teacher.

Again, we greatly appreciate your investment in our Intern. Feel free to contact us anytime.

Sincerely,

Dr. Thompson
Director
Alternative Teacher Certification Program



Prairie View A&M University (PVAMU)
Alternative Certification Program
Mentor Application

In accordance with TAC 228.2(23) A Mentor Teacher must...

1. hold a Provisional or Professional Teaching Certificate with 3 years of experience
2. must be certified in the same certification area as the intern
3. be recognized as an accomplished educator, demonstrated by student learning
4. acknowledge receipt of the PVAMU Mentor Training Packet **within the first 3 weeks of assignment**
5. support and assist in the development of the PVAMU Intern through regular contact
6. agree to communicate and collaborate with the PVAMU Field Supervisor as needed

I have read the above Mentor Teacher criteria and by signing below, I agree to assist in the development of the PVAMU Intern to the best of my abilities.

Mentor Teacher's Signature: _____ Date: _____

TO BE COMPLETED BY THE MENTOR TEACHER – PLEASE PRINT

Mentor Teacher's Name _____ TEA ID# _____

Campus Telephone # _____ Cell Phone # _____

E-mail Address _____ Years of Teaching Experience _____

Certificates Currently Held _____

School District _____ Campus _____

PVAMU Intern _____

TO BE COMPLETED BY CAMPUS ADMINISTRATOR- PLEASE PRINT

_____ According to TAC 228.2(23) Administration verifies that the assigned Mentor Teacher meets all requirements stated above.

If a qualified Mentor is not available for assignment, please give rationale:

Campus Administrator Signature _____

E-mail Address _____ Telephone # _____



Mentor Training

Suggestions for support, guidance and coaching

Observations

PVAMU interns will have a minimum of five scheduled observations from our T-TESS trained Field Supervisor, including a pre and post conference.

Interaction with the PVAMU Field Supervisor

PVAMU Field Supervisor will be in regular contact with our Intern. You will also receive contact information for the Field Supervisor and are encouraged to reach out with any questions or concerns.

Mentor Observation Report

A PVAMU Intern's Teacher Mentor, will complete four (4) **Mentor Teacher Observations** (Two first semester and two second semester). Mentor Observation Forms should be submitted to the Field Supervisor.

Mid-year Internship Report

The PVAMU intern will have a mid-year conference with you and the campus administrator to assess how the intern is doing. Mid-year Internship Report should be submitted to the Field Supervisor



**Prairie View A&M University
Alternative Certification Program
Mentor Teacher Responsibilities**

The Mentor Teacher is the primary source of day-to-day support for the Intern. Please encourage the first year teacher to collaborate with as many professionals as possible on campus. We also ask that you communicate with the PVAMU Field Supervisor regularly.

- Complete the Mentor Application
- Fulfill the role of mentor with the attitude that you are the coaching partner and maintain a productive relationship with the intern.
- Observe the first year teacher regularly and serve as an instructional coach and provide constructive feedback.
- Familiarize the intern with all school procedures, rules and regulations.
- Assist the intern in obtaining necessary materials, resources and equipment.
- Assist the intern (or guide them to collaborate with an appropriate colleague) in developing their lesson plans
- Assist in setting up classroom (bulletin boards, furniture arrangement, centers, traffic patterns, etc.)
- Aid the first year teacher with development of a classroom management system to be implemented in the classroom (clear specific rules, consequences, rewards, routines to facilitate student movement)
- Aid when the first year teacher deal with problems as they arrive so that they can be resolved quickly.
- Assist the first year teacher understand the importance of firmness and consistency in implementing a classroom management plan.
- Plan times for the first year teacher to observe you demonstrating the lesson cycle, varied instructional strategies for dealing with different learning styles, and classroom management techniques.
- Teach the first year teacher how to evaluate the following during an observation: purpose of lesson, strategies leading to student success, levels of difficulty, pacing, and relation of the lesson to the curriculum.
- Work with the first year teacher with organization and prioritization of paperwork.
- Encourage the first year teacher to contact parents early and often.
- Help the first year teacher prioritize concerns and keep things in perspective.
- Encourage the first year teacher to use effective instructional strategies.
- Suggest varied evaluation techniques of assessing student learning.
- Explain and model how to facilitate student learning using the teacher assessment instrument.
- Familiarize the first year teacher with the community (services, activities, culture and population, resources, convenient restaurants, markets, etc.)
- Complete and submit, Mentor Application, Mentor Classroom Observation of Intern and Mid-Year Internship Report.



Prairie View A&M University
Mentor Observation of Intern

N = Needs Attention
S = Satisfactory
G = Good
N/A = Not Applicable

PVAMU Intern: _____

Mentor: _____ Date: _____

Lesson Topic: _____

PREPARATION FOR LESSON	N	S	G	N/A
Lesson plan available has appropriate structure and sequence				
Outcomes are realistic/achievable				
Content is appropriate				
Organizes materials and equipment in advance				
THE LESSON				
Introduces the lesson				
Reviews previous lesson				
Outlines the lesson objective				
Encourages student participation				
Checks students work at regular intervals				
Allows sufficient wait time				
Paces the lesson to meet student needs				
Conclusion of the lesson				
Has achieved the lesson objectives/outcomes				
CLASSROOM MANAGEMENT				
Classroom organization (e.g. grouping, furniture arrangement, resources)				
Demonstrates flexibility and responsiveness				
Waits for class attention before speaking				
Motivates and engages students actively in developing knowledge				
Moves systematically around the room				
Made effective use of non-verbal communication				
Recognizes and provided for individual student differences				
Uses appropriate discipline when necessary				
Is consistent and positive				
Encourages appropriate behavior and student participation				
Dismiss class in an orderly fashion				
COMMUNICATION SKILLS				
Clear two-way written and verbal communication				
Provides clear and appropriate instructions				
Anticipates misunderstanding and responds				
Ask varied questions to provoke discussion				

Intern's Signature _____ Date _____

Mentor's Signature _____ Date _____



Prairie View A&M University
Alternative Teacher Certification Program

Mid-Year Internship Report

Dear Campus Administrator and Mentor Teacher,

One part of the process to be certified through Prairie View A&M University Alternative Teacher Certification Program requires that the intern be recommended by both the program director and the employing school district at the completion of the internship year. This form is being provided for you to give a mid-year update as to how well the intern assigned to your campus is doing. Please assist us by completing and returning this form to the Field Supervisor.

Scoring Guide: 4 = Well Prepared 3 = Sufficiently Prepared 2 = Not Sufficiently Prepared 1 = Not Prepared at all

	Campus Admin.	Mentor Teacher
Classroom Environment	4 3 2 1	4 3 2 1
Classroom Instruction	4 3 2 1	4 3 2 1
Technology Integration	4 3 2 1	4 3 2 1
Student Data	4 3 2 1	4 3 2 1
Students with Disabilities	4 3 2 1	4 3 2 1
Professional Responsibilities and Work Ethics	4 3 2 1	4 3 2 1
Overall Score	4 3 2 1	4 3 2 1

Comments:

Intern Name _____ District/Campus _____

Mentor Teacher: _____ Date: _____

Campus Administrator: _____ Date: _____

Intern Packet



Intern Responsibilities

During the Internship year, the Intern is responsible for...

- Providing quality instruction for the students
- Maintaining a positive learning environment in the classroom.
- Asking questions if there is something you do not understand.
- Providing a positive and professional role model for students.
- Recording and working on suggestions made by the principal your mentor and the PVAMU Field Supervisor.
- Working collaboratively with mentor to improve instructional strategies and classroom management skills.
- Participating in Pre and Post Conference sessions with the PVAMU Field Supervisor.

Intern Reflection of Classroom Observation

What Went Well	Area/s to work on for improvement
Observation #1	
Observation #2	
Observation #3	



What went well	Area/s to work on for improvement
Observation #4	
Observation #5	



Field Supervisor Packet



Process for Observation

Field Supervisor process for completing paperwork for OBSERVATION SCHEDULE

- Initial Contact- within the first 3 weeks of first day with students
- Observation: #1 – within the first 5 weeks of school
- Observation #2 – within the first 10 weeks of school
- Observation #3 – in the first semester
- Observation #4 and #5 – Second Semester

PRE CONFERENCE

- Schedule the observation
- Intern will e-mail lesson plan to Field Supervisor
- Field Supervisor will document the pre-conference discussion before the observation

OBSERVATION

- Minimum 45 minutes. Document actual time and observed evidence on Classroom Observation Form
- Document Post-Conference discussion after the observation
- Acquire signature from administration
- Use Tiny Scanner to take a photo of observation form
- Leave signed copy with administration
- Scan and email copies to Intern and Mentor

POST CONFERENCE

- Document Post Conference. Copy to Intern and Mentor
- Submit Pre/ Post-Conference and Classroom Observation Form to PVAMU ATCP File



Observation Cycle

Pre-Conference

Can be done via e-mail, telephone or face-to-face. The Field Supervisor will schedule and confirm observation date. Intern will provide the Field Supervisor with a copy of your lesson plan prior to your observation.

The Observation (A minimum of 45 minutes)

The Field Supervisor will note positive interaction and identify areas of growth. The Field Supervisor may walk around to observe students working and teacher interactions.

The Post-Conference

Can be done via e-mail, telephone or fact-to-face. The Field Supervisor will review elements of the observation and dialogue with intern about the lesson. Strengths and weaknesses will be noted as well as suggestions for improvement. Feedback will be shared with campus administrator and mentor.



Pre & Post Conference

Intern _____ Date _____

Pre Conference Notes:

Post Conference notes:

**Prairie View A&M University
ATCP Classroom Observation**

Intern _____ Subject/Grade _____ Campus _____

Start Time: _____ Stop Time: _____ Total Time: _____ Field Supervisor _____

Distinguished = 5 Accomplished = 4 Proficient = 3 Developing = 2 Improvement Needed = 1

DOMAIN/DIMENSIONS	COMMENTS
<p>PLANNING</p> <p>____ 1.1 Standards and Alignment Goals and objectives aligned to state standards, lesson structure and pacing, Technology integration</p> <p>____ 1.2 Data and Assessment Formal and informal assessment, progress monitoring, communication and feedback, data to inform and improve instruction</p> <p>____ 1.3 Knowledge of Students Student's prior knowledge, and experiences, adjustments made</p> <p>____ 1.4 Activities HOTS activities, grouping students, roles and responsibilities, activities, Resources, materials, technology, problem solving, goal setting</p>	
<p>INSTRUCTION</p> <p>____ 2.1 Achieving Expectations Addresses student mistakes, self-monitoring, self-correction Provides opportunities for students to take initiative of their own learning</p> <p>____ 2.2 Content Knowledge and Expertise Content knowledge in multiple context (cross curricular). Anticipates misunderstanding and implements techniques</p> <p>____ 2.3 Communication Clear two-way written and verbal communication, anticipates misunderstanding and responds, ask varied questions, provokes discussion, appropriate wait time</p> <p>____ 2.4 Differentiation Monitors participation and performance, recognize and responds when students are disengaged and confused</p> <p>____ 2.5 Monitor and Adjust Monitors and adjust instruction and activities, adjust to maintain engagement, monitors student behavior, responses, engagement and understanding</p>	
<p>LEARNING ENVIRONMENT</p> <p>____ 3.1 Classroom Environment, Routines and Procedures Procedures, routine, and transition are clear and efficient Management of groups, supplies and equipment with limited teacher direction Safe and organized classroom</p> <p>____ 3.2 Managing Student Behavior Implements behavior system, students meet expected classroom behavior standards</p> <p>____ 3.3 Classroom Culture Engages all students in relevant, meaningful learning, Students works respectfully individually and in groups</p>	
<p>60-55 = Distinguished 54-44 = Accomplished Level of Performance _____ 43-33 = Proficient 32-22 = Developing 21-12 = Improvement Needed</p>	<p>Circle: #1 #2 #3 #4 #5 _____ <input type="checkbox"/> Pre Conference <input type="checkbox"/> Post Conference</p>

Intern's Signature _____ Date _____

Field Supervisor's Signature _____ Date _____

Copy provided to Mentor and Campus Administrator _____ Date _____