



Outlined below are the Responsibilities of the:

- ◆ Intern
- ◆ Field Supervisor
- ◆ Campus Administrator
- ◆ Mentor Teacher



Responsibilities of the Intern

The **Intern** has signed a contract of employment to be the teacher of record for the employing school district. As such, the responsibilities of the Intern are no different than those of the certified teacher.

The Intern, during the two semesters of Internship, also has some unique responsibilities that are requirements of the act♦houston program and its coursework. These are outlined on the Formal Intern Agreement and include the following:

- ◆ To complete successfully all components of the act♦houston preparation program Institute
- ◆ To assume the financial responsibility of the act♦houston Internship Fee which includes an amount paid to the Mentor Teacher
Note: With most districts, the total Internship Fee is payroll-deducted from the Intern's salary during the first year of teaching.
- ◆ To meet all deadlines and complete all calendar requirements on a timely and committed basis
- ◆ To become knowledgeable about the school district's policies and procedures
- ◆ To plan and conduct lessons aligned to school district curriculum programs
- ◆ To attend the Mentor Teacher - Intern Training session at the beginning of the first semester of Internship and then meet weekly with the mentor throughout the internship
- ◆ To arrive punctually and attend all act♦houston Intern Development Sessions (IDS) and TExES test preparation sessions
- ◆ To participate in and complete all assignments outlined in the Intern Notebook
- ◆ To prepare for adapted PDAS observations scheduled by the Field Supervisor and make necessary plans for successful lesson implementation



Responsibilities of the Field Supervisor

The **Field Supervisor** is the primary link between the Intern, the school, and the act♦houston office. The Field Supervisor provides support and leadership to assure the success of the Intern during the two semesters of internship. Important responsibilities of the Field Supervisor include the following categories:

COLLABORATION / COMMUNICATION

- ◆ Establishes and maintains contact with campus administration and the Mentor Teacher
- ◆ Communicates with the Intern on a regular basis through emails and phone calls
- ◆ Communicates to the act♦houston office and staff regarding the Intern's performance in the classroom during the internship

OBSERVATION / COACHING / EVALUATION

- ◆ Conducts the Behavior Management & adapted-PDAS General Observations early in the first semester and provides specific feedback
- ◆ Completes three adapted-PDAS Formal Observations (one during the first semester & two during the second semester) and documents evidence of Proficiency
- ◆ Completes the Accountability Form, Work Ethic Rubrics, and all other paperwork required during internship
- ◆ Provides professional support to the Intern during the two semesters of internship

TRAINING / PROFESSIONAL DEVELOPMENT.

- ◆ Schedules and conducts Mentor / Intern Training at the beginning of the internship
- ◆ Schedules and conducts Intern Development Sessions (professional development meetings) as outlined by act♦houston
- ◆ Monitors the Intern's status and completion of state and program requirements



Responsibilities of the Campus Administrator

The **Campus Administrator** is the primary provider of leadership at the campus level and assures the success of the Intern during the two semesters of internship. Important responsibilities of the Campus Administrator include the following categories:

ORIENTATION

- ◆ Welcomes the Intern to the campus
- ◆ Introduces the Intern to campus staff and faculty
- ◆ Selects the best possible Mentor Teacher for the Intern

COLLABORATION

- ◆ Grants permission for the act♦houston Field Supervisor and Program Directors to visit and observe the Intern's classroom
- ◆ Communicates to the Field Supervisor any concerns about the act♦houston program and/or the performance of the Intern, including development of an Improvement Plan
- ◆ Notifies the Field Supervisor of any concerns regarding the need to change Mentor Teachers - this is done only as a last resort!

PLANNING AND OBSERVATION

- ◆ Monitors to assure that the Mentor Teacher and the Intern maintain weekly planning sessions throughout the year
- ◆ Encourages the Intern to seek opportunities to observe the Mentor and other master teachers while teaching

TRAINING AND PROFESSIONAL DEVELOPMENT

- ◆ Encourages the Mentor Teacher and Intern to attend together the training session scheduled by the act♦houston Field Supervisor during the first semester of Internship and the best practices session during the second semester.
- ◆ Understands the importance of the Intern's attendance at all monthly intern development sessions facilitated by the act♦houston Field Supervisor

COACHING / EVALUATION

- ◆ Evaluates the Intern prior to the 31st week of classes during internship using the PDAS as Summative Evaluation
- ◆ Conducts "Walk-Throughs" as deemed necessary
- ◆ Recommends the Intern for state certification prior to the end of the 2nd semester of Internship



Responsibilities of the Mentor Teacher

The **Mentor Teacher** is the primary source of day-to-day support and facilitation for the Intern during the first year in the classroom. As such, the Mentor Teacher is not responsible for evaluating the Intern's performance in the classroom.

Through the act♦houston internship fee, the Intern compensates the Mentor Teacher for this important role. Responsibilities of the Mentor Teacher include:

Orientation

- ◆ Welcomes the Intern to the campus and acquaints the Intern to the school facilities, policies, procedures, and faculty /school/community cultures
- ◆ Introduces the Intern to the school district curriculum
- ◆ Familiarizes the Intern with campus/district management plan

Collaboration

- ◆ Communicates the role of the Mentor Teacher to the Intern as being one of a facilitator, a coach, and a support system
- ◆ Fosters a supportive rather than supervisory relationship

Planning & Observation

- ◆ Plans on a weekly basis with the Intern who maintains documentation through written logs that are turned in at monthly IDS meetings
- ◆ Facilitates opportunities for the Intern to observe the mentor and other educators while teaching
- ◆ Assists the Intern in developing engaging lessons
- ◆ Provides informal feedback to the Intern when asked to observe or comment on the Intern's performance in the classroom

Role Modeling

- ◆ Serves as a role model in both personal and professional behavior
- ◆ Exemplifies the profession, both within the classroom and beyond the classroom walls
- ◆ Assists the Intern in developing a sense of professional identity and competence

Training and Professional Development

- ◆ Attends the Mentor Teacher - Intern training session with the Intern at the beginning of the first semester of internship
- ◆ Attends the Best Practices Intern Development Session with the Intern during the second semester
- ◆ Encourages professional development and growth through introductions to local and state professional organizations, staff development offerings, and opportunities to increase content and professional knowledge



Supporting Beginning Teachers: *Guidelines for Administrators*

"The relationship between new teachers and their principals is the key component in the success of the new teacher." Edward Chance, Edward Costa

Beginning teachers say that the most helpful professional development is:

- ◆ Principal input on an *informal* basis
- ◆ Planned and spontaneous observations by the principal – followed by *informal* conferences

Beginning teachers want to know:

- ◆ The expectations that their principals have for the beginning teacher
- ◆ The school goals



Through the Eyes of a Beginning Teacher

Imagine that you are a beginning teacher assigned to your school.

What would it be like for you?

Do a mental walk-through of your school from the beginning teacher's perspective.

What do you notice and what can YOU do to support the beginning teacher?

Assumptions about Principals and Beginning Teachers:

- ◆ Principals are instructional leaders who provide critical support for team members
- ◆ Principals alone cannot provide this support for the beginning teacher – it is a team effort!
- ◆ Beginning teachers do not automatically know how to manage their day-to-day responsibilities
- ◆ Situations that are familiar for principals and experienced teachers can be overwhelming for beginning teachers

Considerations when Assigning Beginning Teachers:

- ◆ Permanent classroom, rather than floating
- ◆ Classroom that is located near the mentor's classroom
- ◆ Minimal number of preparations
- ◆ Limited number of special needs students
- ◆ Limited extracurricular activities
- ◆ Do for them what will set them up for success



Provide a Support System for the Beginning Teacher:

- ◆ Assign a mentor who is eager to work with the beginning teacher
- ◆ Meet together with the new teacher and mentor
- ◆ Create a school-wide support climate for the beginning teacher
- ◆ Make the staff aware of and sensitive to the needs of the beginning teacher
- ◆ Respect the confidentiality between the beginning teacher and the mentor

Provide Professional Development Opportunities for the Beginning Teacher:

- ◆ Provide release time for observations and training
- ◆ Provide substitutes as needed, to allow for observations and training
- ◆ Schedule regular meetings with new teachers
- ◆ Recognize and acknowledge the accomplishments of beginning teachers
- ◆ Provide time and/or common planning periods for the beginning teacher and mentor to develop lesson plans
- ◆ Develop a means for sharing information & ideas with beginning teachers

Selecting the Beginning Teacher's Mentor – *Important Considerations*

Mentors are role models as:

- ◆ Teachers
- ◆ Coaches
- ◆ Communicators



Ideal Qualifications & Characteristics of Mentors:

- ◆ Hold valid teaching credentials
- ◆ Have 3+ years of teaching experience
- ◆ Are exemplary in their classroom performance as evidenced on appraisals/observations
- ◆ Are positive role models of the profession
- ◆ Share similar teaching assignments (grade levels & content areas)
- ◆ Are willing and eager to support a beginning teacher
- ◆ Will allocate quality time for planning, observation, and reflection

Considerations when Assigning the Mentor:

- ◆ Designate a mentor who teaches the same or similar grade level and subject area
- ◆ Select a mentor whose classroom is in close proximity to the beginning teacher's classroom
- ◆ Ensure that the mentor is trained
- ◆ Provide release time for mentor training and observations of the beginning teacher
- ◆ Respect the confidentiality of the mentor

Starting the year right!

Important Considerations

- ◆ Celebrate the new teacher's arrival
- ◆ Provide a tour of the campus
- ◆ Establish rapport and build trust
- ◆ Expand on the initial orientation
- ◆ Be clear about specific responsibilities
- ◆ Plan for informal interactions throughout the year and especially during the first weeks
- ◆ Encourage interaction between the beginning teacher and mentor



The beginning is the most important part of the work.

Plato