

# Internship Handbook I-II



**BREAK THROUGH.**

Alternative Teacher Certification Program

# **McLennan Community College**

## **Alternative Teacher Certification Program**

### ***Professional Network***

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Adequately supporting a new teacher is vitally important to the success, effectiveness, and retention of that new teacher. To ensure that our students feel a sense of support and have an established network of professionals to reference for guidance during the first year of teaching, the following support system has been created:

#### **School Mentor**

Each Intern will be assigned a School Mentor by the hiring ISD. The School Mentor will probably become the Intern's strongest support during the Internship year. The School Mentor will be an on-campus experienced certified teacher, preferably teaching the same subject area and grade level in which the Intern is to be certified. The School Mentor and Intern will meet on a regular basis for observations and conferences. Conferences and observations will focus on instructional improvements and will be guided by the documents found in this handbook.

#### **Building Principal**

The Building Principal will appoint a School Mentor for each Intern and ensure that School Mentoring activities are implemented and maintained throughout the year according to the ISD's procedures.

#### **Field Supervisor**

The Field Supervisor Coordinator will assign a Field Supervisor to each Intern. The Field Supervisor will observe and coach the Intern every two to three weeks. They will conduct five, 45-minute, observations over the year Internship to evaluate the Intern's teaching methods and styles; all observations and evaluations will focus on instructional improvements.

#### **Alternative Teacher Certification (ATC) Program**

The Alternative Teacher Certification staff is available to support all students in their professional development as a quality teacher. Interns are encouraged to contact any of the ATC staff regarding questions, concerns, suggestions, etc. The Teacher Certification staff consists of:

- Laura Conrad, Program Director, 254-299-8067
- Dr. Kimberly Saffold, Assistant Program Director, 254-299-8061
- Lisa Snelling, Testing Specialist, 254-299-8998
- Mary Trotter, Administrative Secretary, 254-299-8063
- Lorie Crowder, Field Supervisor, 254-299-8033
- Dr. Sharron Miles, Field Supervisor, 254-299-8033
- James Wright, Field Supervisor, 254-299-8033

#### **Goals of Professional Network**

- To promote personal and professional well-being of early career teachers
- To improve teaching performance
- To increase the retention of new teachers

# The Internship Year

## **Before beginning Internship year:**

- Complete personal file in the Alternative Teacher Certification (ATC) office.
- Complete 30 hours of Field-Based Observations if not completed before the internship year begins.

## **Upon signing teacher contract:**

- Contact the ATC office to communicate your district and position.
- Sign and return required forms to ATC office.
- Apply for one-year Texas probationary or intern certificate.
- Attend pre-service training with the local school district.
- Complete and submit schedule of classes to ATC office.
- Complete and submit School Mentor forms to ATC office.

## **During Internship year:**

- Submit any changes (address, phone, name, email address, etc.) pertaining to your personal files to the ATC office;
- Complete 30 hours of Field-Based Observations if not completed before the internship year begins (Late Hire ONLY);
- Establish working relationship with School Mentor. Your School Mentor is your advocate, not an evaluator;
- Complete monthly observations of your School Mentor and observation reports by your mentor;
- Turn in observation forms and other assignments during Internship class each month;
- Attend on-going training with your Intern class at MCC, and any other training deemed appropriate by your district/campus administration;
- Complete Internship class assignments as requested;
- Register for and take appropriate TExES exams

## **Upon completing Internship year:**

- Apply for Standard Certification through State Board for Educator Certification (SBEC).

# McLennan Community College

## Alternative Teacher Certification Program

### *The Intern*

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#### ***Intern Responsibility***

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It is the responsibility of the Intern to:

- Review this Intern Handbook in its entirety and review the materials with the School Mentor as soon as possible during the first week of the school year.
- Fulfill all documentation requirements for program completion, making sure that the School mentor and Field Supervisor visits are recorded properly. Credit will not be given for visits or observations that are not properly documented.
- Meet with the Field Supervisor after each observation to determine what you are doing well and what you need to improve.
- Have scheduled conferences with the School Mentor.
- Observe the School Mentor or another teacher in the building as designated by School Mentor during the academic school year. These observations need to be regular visits as prescribed by this handbook and turned in on the appropriate date.
- School Mentor will observe the Intern regularly and that form needs to be turned in on the appropriate date.

#### ***Missed Scheduled Observations***

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If you have an observation scheduled with your Field Supervisor and you cannot go to work on that day, please call your Field Supervisor to let him/her know that you will not be there.

If you do not call your Field Supervisor and he/she shows up, you will have to reimburse MCC for his/her expenses.

#### ***Legal Status of an Intern***

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An Intern is considered a “teacher-of-record” with all rights, privileges and responsibilities of any other first-year teacher in Texas [Texas Education Code 13.306(2) and Code 13.037(a)]. A person who has been admitted to an alternative certification program is viewed as having the same first year probationary status as a teacher who has successfully completed all the requirements of an approved teacher education program at an institution of higher education. Alternative certification teacher status is recognized by Texas law and code as being one that affords those individuals hired by a district all the benefits of any other probationary teacher within the district.

#### ***Characteristics of a Successful Intern***

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The following characteristics are often observed in successful Interns; the list is by no means complete, but includes suggestive behaviors that School Mentors and Principals, as well as Field Supervisors, may look for in Interns.

## ***Responsibilities***

The Intern is responsible for

- Providing quality instruction to students
- Maintaining a positive learning environment in the classroom
- Attending and participating in both campus and district staff development programs and requirements
- Observing Mentor Teacher at least four times during the year
- Regular conferences with School Mentor
- Completing all required paperwork for the ATC program
- Communicating with School Mentor, Field Supervisor, Building Principal, and or MCC Program Director when support is needed
- Successfully completing all required training, coursework, and activities as outlined in the Certification Plan

## ***Professionalism:***

- Relates well to students, peers, and supervisors
- When unsuccessful, or having a “bad day,” never targets students
- Does not talk negatively or gossip about others
- Rarely, if ever, tardy or absent
- Willingness to put in extra hours
- Can be counted on to “pitch in”
- Completes assigned tasks, duties, and assignments on time

## ***Attitude:***

- Is able to self-correct
- When unsuccessful, is not overly frustrated
- Willing to accept responsibility for self and not blame others
- Learns from mistakes
- Is able to accept and use constructive suggestions
- Does not avoid commitments

## ***Motivation:***

- Is self-reflective
- Has self-confidence
- Is able to be authoritative before students
- Shows willingness to learn more about the subject matter
- Has initiative
- Demonstrates a commitment to the profession

## ***Abilities:***

- Has good verbal and non-verbal communication skills
- Can adjust to the varying levels of students
- Speaks and writes correct English grammar
- Grades papers accurately
- Demonstrates solid command of subject matter

# McLennan Community College

## Alternative Teacher Certification Program

### *The School Mentor*

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The role and responsibility of the School Mentor teacher is crucial in promoting the personal and professional well-being of the beginning teacher. Therefore, it is important that School Mentor teachers be selected carefully and with great consideration.

### **The Role of the School Mentor**

The School Mentor will be responsible for providing day-to-day assistance and training to the Intern. Assistance will be provided through development of

- a supportive relationship with the Intern through School Mentoring, modeling, conferencing, and encouraging
- the Intern's knowledge and application of skills, attitudes, and values necessary to effectively carry out the role of a classroom teacher

### **Qualifications**

- Certification in the area and at the level of the Intern, preferred
- 3-5 years teaching experience, preferred
- Exemplary standing in the school district
- Conferencing skills
- Organized
- Ability to provide quality instruction to adults
- Flexible
- Good interpersonal skills
- Demonstrated diplomacy skills
- Demonstrated tolerance of others
- Consistent attendance at teacher in-service and implementation of new ideas in classroom practice
- Willing to serve, do training and learn more about School Mentoring
- Integration of technology into the curriculum
- Demonstrated learner-centered approach to teaching

### **Responsibilities**

- Review School Mentor online training located on the McLennan Community College Alternative Teacher Certification website and submit form to the ATC office.
- Orient Intern to the culture of the campus including building and district policies, timelines, procedures, and paperwork
- Observe the assigned Intern in September, November, February, and April.
- Conference with the Intern on a regular basis.
- Arrange visits and observations for two-way learning: Intern observes School Mentor and School Mentor observes Intern
- Demonstrate coaching, team teaching and other effective teaching practices with the Intern
- Assist with lesson planning, locating resources, and organizing curriculum materials
- Assist the Intern with daily trouble-shooting and problem-solving

- Assist the Intern with formative assessment strategies and implementing intervention strategies with students who are struggling.
- Complete the proper Intern observation form for each observation
- Participate in the Intern's final end-of-year recommendation for certification process

## Observations

- Observation times are an integral part of the Intern's program and should be scheduled in September, November, January and March during the year in two ways: School Mentor observing Intern and Intern observing School Mentor.
- Observations should not interfere with either individual's regular planning period, but should occur during a mutually acceptable time.
- Observations are typically 45 minutes in duration.

## Regular Conferences

- Conferences should be conducted regularly. The purpose of these conferences is to allow the opportunity for the School Mentor and Intern to chart new strategies and directions in management, organization, evaluation, curriculum development, and delivery.
- **Regular conferences should typically last about 15-20 minutes** and should occur as soon as is mutually convenient. It is preferable for School Mentors and Interns to conference following an observation.

## Policy and Procedure for Payment of Stipend

School Mentors are paid a stipend through the MCC Alternative Teacher Certification Program for their duties as a School Mentor. In order to qualify for this payment, each campus School Mentor must complete all paperwork associated with Mentor program requirements and complete all paperwork required by MCC Human Resources for payment.

- All conferences and evaluations for the fall semester must be completed by the end of the first week in December. All conferences and evaluations for the spring semester must be completed by the end of the first week in May. The Teacher Certification Office will verify this completion and notify payroll to process your payment. Payment of \$250 to school mentor will be issued at the end of the school year, assuming all paperwork is completed.

# McLennan Community College

## Alternative Teacher Certification Program

### *The Field Supervisor*

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The Field Supervisor plays a similar role to the School Mentor in that he/she is a supportive and evaluative member; however, because the Field Supervisor is hired by the MCC Alternative Teacher Certification Program and is not directly affiliated with the hiring school district, he/she may offer a different perspective to the evaluation and support process. The relationship between the Field Supervisor and the Intern will be established within the first three weeks of school.

### **The Role of the Field Supervisor**

Field Supervisors will be responsible for routine classroom observations and evaluations of the MCC Teacher Certification Interns.

### **Responsibilities**

- Attend the Field Supervisor Training session
- Hold a preliminary meeting with each assigned Intern to discuss the supervisory role and support network
- Observe and evaluate Interns
- Conduct five formal evaluations of the Intern during the Internship year(s).
- Conference with the Intern after each formal evaluation
- Complete the proper Intern appraisal instrument(s) for each observation
- Communicate with the MCC Program Director about the Intern's progress as necessary
- Complete the *Recommendation for Standard Certification* form to be signed by the Principal, School Mentor and the Field Supervisor.



# TEACHER CODE OF ETHICS

## Texas Administrative Code

### TITLE 19

### EDUCATION

### PART 7

### STATE BOARD FOR EDUCATOR CERTIFICATION

### CHAPTER 247

### EDUCATORS' CODE OF ETHICS

### RULE §247.2

### Code of Ethics and Standard Practices for Texas Educators

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**TAC Title 19, Part 7, Chapter 247: RULE §247.1 states:** The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

#### **Enforceable Standards.**

##### **(1) Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

##### **(2) Ethical Conduct Toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not knowingly or intentionally subject a colleague to sexual harassment.

**(3) Ethical Conduct Toward Students.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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**Source Note:** The provisions of this *Texas Administrative Code §247.2* were adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242.

**I have read the above *Code of Ethics and Standard Practices for Texas Educators* and I agree to comply and commit myself to these practices, accepting the public trust of being an ethical educator.**

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name



**BREAK THROUGH.**

## **Alternative Teacher Certification Program**

I, \_\_\_\_\_, have read the enclosed syllabus and the  
(Name)  
Intern Documentation Handbook. I agree to abide by the policies set forth in these  
documents.

Student Sign

Date