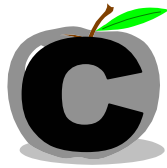


Houston Independent School District



Alternative



Certification



Program

Principal Handbook

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HATTIE MAE WHITE EDUCATION SUPPORT CENTER
4400 WEST 18th Street, HOUSTON, TEXAS 77092

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Houston Independent School District ALTERNATIVE CERTIFICATION PROGRAM

Mission Statement

The mission of the Alternative Certification Program of the Houston Independent School District is to recruit, train, and support qualified degreed professionals so that critical shortage teaching vacancies in the Houston schools are filled with high quality personnel.

Director
Karen Owen

Location: 300 West 17th Street
Houston, Texas 77008

Telephone: (713) 802-6850

Fax: (713) 867-5297 or (713) 802-4677

Web Site: <http://dept.houstonisd.org/acp>

A Message from the Director

Dear Principal,

Thank you for selecting an intern enrolled in the Houston Independent School District's Alternative Certification Program.

With the support and cooperation of Principals and the Advisory Council, the Alternative Certification Program has once again become a model for the state. Our interns are doing exceptionally well and have proven to be an asset to their individual schools and districts.

The purpose of this handbook is to provide a guide to ensure that this internship year is a positive and successful one for all involved: the intern teacher, the assigned mentor teacher and you, the building administrator. Please read this information carefully.

You may address any comments and/or questions about the program to the Alternative Certification staff who will visit your campus on a regular basis throughout the school year. You may also contact the Alternative Certification Program office at (713) 802-6850.

Again, thank you for your cooperation.

Sincerely,

Karen Owen, Director
HISD Alternative Certification Program

GENERAL INFORMATION

The Alternative Certification Program 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 the certification of individuals who meet certain requirements, including a year's internship in a public school. HISD began its Alternative Certification Program in 1985-1986.

Since then, the HISD Alternative Certification Program has certified more than 5,000 teachers, librarians, and educational diagnosticians. The program has been extremely successful in recruiting a diverse teacher population in the critical shortage areas, such as elementary bilingual, special education, math, science, etc. The HISD Alternative Certification Program interns have outperformed their counterparts from the universities and other alternative certification program.

CERTIFICATES OFFERED

- **EC - 4**
 - Generalist
 - Bilingual Generalist
 - ESL Generalist

- **4 - 8**
 - Generalist
 - Bilingual Generalist
 - ESL Generalist
 - English Language Arts and Reading
 - English Language Arts and Reading/Social Studies
 - Mathematics
 - Mathematics/Science
 - Science
 - Social Studies

- **8 -12**
 - Computer Science
 - English Language Arts and Reading
 - French
 - German
 - History
 - Latin
 - Life Science
 - Mathematics
 - Physical Science
 - Science
 - Social Studies
 - Spanish

EC-12 CERTIFICATES

- Special Education EC-12
- Art EC-12
- Music EC-12
- Dance 8-12
- Theatre EC-12

- Health EC-12
- Physical Education EC-12
- Technology Applications EC-12

OTHER CERTIFICATES

- Business Education 6-12
- Marketing Education 8-12
- English as a Second Language Supplemental
- Gifted and Talented Supplemental
- School Counselor
- School Librarian
- Master Reading Teacher
- Master Technology Teacher

INTERNSHIP

Duration of Internship - Interns serve their internship for one school year, beginning at their time of placement in a classroom as teacher of record. Interns must be a full-time teacher in the same certification area in which they were accepted into the program. Interns may be extended for a second year with approval of the ACP Director.

Probationary Certificate – HISD will approve interns for a probationary certificate once they have been hired by a school district. The certificate may be renewed for up to three years.

Legal Status - 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 into 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.

A person in an alternative certification program who has taken and passed the appropriate TExES content exam is considered a “Highly Qualified Teacher” under The No Child Left Behind Act.

Contract Status – HISD will issue one-year contracts to the ACP interns if the intern is hired in an HISD school.

Communication - Interns are expected to check their e-mail daily and the ACP web site weekly for any schedule changes, etc. Interns will also use the web site to download the TExES Study Guides. The web address is <http://dept.houstonisd.org/ACP>.

BENCHMARKS

Methodology to Assess Intern Growth	Assessment Tool
Prior to Classroom Assignment	
Completion of field experience activities	Activity checklist
Self-assessment of lessons presented	Lesson cycle evaluation form
Teacher observation of lessons presented	Lesson cycle observation form
Completion of Pre-assignment Training	Training card and sign- in sheets
Completion of pre-assignment coursework meeting grade requirements	Informal grade report from the university and TFA
Mid-Year Evaluation	
Completion of on-going training hours	Training card and sign – in sheets
Completion of semester 1 portfolio projects	Portfolio projects with video
Completion of 2 <i>Substitute Day Observation</i> requirements	Substitute day forms
Completion of semester 1 mentor/intern release time observations	Observation forms
Feedback from Supervisor	Supervisor observation forms
Feedback from Principal (or designee) – may be walkthroughs or formal observations, announced or unannounced	Observation forms
Prior to Certification	
Completion of ongoing coursework meeting grade requirements	Transcript
Feedback from Supervisor	Supervisor observation forms
Feedback from Principal (or designee)	Observation forms
Completion of remaining training hours	Training card
Completion of all portfolio projects	Portfolio projects
Completion of mentor/intern release time observations	Observation forms
Passing scores on all required TExES and TOPT exams	TExES and TOPT results
Satisfactory Teacher Appraisal, Librarian Appraisal or Child Study Evaluation rating	Evaluation forms
Recommendation for certification by Principal	Principal recommendation form
Recommendation for certification by Program Director	Certification recommendation letter

**HABITUAL FAILURE TO MEET ACP BENCHMARK DEADLINES
MAY LEAD TO TERMINATION OF THE INTERN.**

APPROXIMATE COSTS FOR INTERNSHIP

(after program acceptance)

Registration fee for university coursework (1-time fee)	\$ 35.00
Probationary Certificate (A second probationary certificate may be required for participants who enter the internship during the school year).	\$ 52.00
Fingerprinting	\$ 47.00
University coursework (3-5 courses depending on area of certification)	\$ 300.00 per course
Textbooks	\$ 400.00 approx.
Program fee	\$ 3, 750.00*
TEXES and TOPT Tests (number of required tests vary according to certification area)	\$ 82.00 per test
Application for certification	\$ 77.00

If an intern leaves during the school year they are still responsible for their program fees based the repayment schedule below:

Leave Date	Amount Owed
Orientation – September 15	\$1, 250.00
September 16 – November 15	\$2, 500.00
After November 15	\$3, 750.00

If an intern is extended for an additional year, it will cost the intern \$1,500.

GENERAL POLICIES AND GUIDELINES

Absence

Interns are expected to attend all training sessions as scheduled. If interns are ill or cannot attend for any reason, they must contact the ACP office prior to the training and notify the office why they are missing the training. ALL missed training must be made up by the deadline date or interns may be dismissed from the program. The make-up training should match the topic that was missed. The sign-in sheets are auditable by the State Board for Educator Certification and are part of the requirements for certification. Interns should not ask for exceptions.

Interns are expected to attend the entire training session. Interns leaving early, without prior approval from the Program Director or Manager, may be dismissed from the program.

During pre-assignment training, interns who miss one training session may be placed on probation in the program. Interns missing two or more sessions may be dismissed from the HISD Alternative Certification Program. If there are extenuating circumstances, an intern must meet with the Program Director or Manager.

During on-going training, interns missing more than two nights of training may be prohibited from taking the certification test(s) as scheduled.

Communication

Interns need to stay abreast of all ACP activities and due dates. There are several means of communication available to all interns to assist them, including the master calendar, email, the ACP web site, telephone, and the ACP office. If there is a concern, please do not hesitate to ask for assistance. The ACP staff is here for support.

Graduate Students

Interns are considered graduate students while attending the University of St. Thomas and must follow the University of St. Thomas (UST) guidelines and policies while attending. An intern may contact the UST at 713-525-3544 regarding UST matters or contacting a professor.

Paperwork

It is extremely **IMPORTANT** that all required forms are completed and turned in to the ACP office by the due dates. This is necessary for certification documentation. Incomplete

or late forms can prohibit an intern from getting certified. Reports are completed monthly. ACP files are auditable by the State Board for Educator Certification! It is very important that interns get organized and know when forms are due. If interns have any obstacles preventing the completion of required forms, contact the ACP office immediately. If release-time forms are not turned in by the fifteenth of the month, building principals will be notified.

Participation

Interns are expected to be active participants during training sessions and university courses. Do not attempt to grade papers or conduct other business during this time. Please turn off all cell phones and pagers, or place them on silent/vibrator mode.

Professionalism

Interns should conduct themselves as professionals at all times. Interns should treat others with the same respect and courtesy with which they want to be treated.

Sign-In

Each intern must sign in for himself/herself before each training session. Interns are NOT to sign in for anyone else. Interns must write the time of arrival if it is after the designated start time.

Tardies

Interns are expected to be on time for all training sessions, allowing extra time for traffic, parking, etc. Interns are required to make up all tardies by the deadline date or they may be dismissed from the program. The sign-in sheets are auditable by the State Board for Educator Certification and are part of the requirements for certification. Do not ask for exceptions. Each tardy is rounded to up 15 minute intervals. For example, if an intern was tardy 7 minutes at one session and 9 minutes for another session, that intern would have 30 minutes to make up – 15 minutes for each session. Excessive tardies will not be tolerated and may have a negative impact on certification.

Training Requirements

Interns must successfully complete **ALL** training requirements. The training has been carefully planned to address the state teacher proficiencies and the TExES competencies which will assist the intern in the classroom AND prepare them for the certification exams (TExES).

THE ACP SUPPORT SYSTEM

THE ACP SUPPORT SYSTEM

The Principal (and Assistant Principal)

The Principal's and Assistant Principal's role in the support system is that of evaluation and support, facilitated by the following:

- Assigns an appropriate mentor
- Schedules informal assessments such as walk-throughs, conferences, etc.
- Collaborates and communicates with the ACP supervisor, manager and/or director
- **Conducts formal state required appraisal by the end of the fourth six-weeks**
- Makes recommendation for certification, extension, non-renewal of contract or termination

As a vital component of the support system, the principal is also expected to facilitate the relationship between the mentor and intern by:

- Encouraging interaction
- Providing release-time for observations and conferencing
- Modeling appropriate concern, patience, and positive attitude toward the intern

The ACP Supervisor

As a linking component, the ACP Supervisor is assigned to support the intern and serve as a liaison between the program director, manager, principal, mentor and intern. The supervisor will assist the intern by doing the following:

- Observe and evaluate the intern at least once per month (one visit for the combined months of December/January and March/April). Observations may be announced or unannounced. There is no observation in May.
- Provide additional assistance as needed/requested
- Apprise the program manager and director of intern progress and programmatic considerations
- Collect documents on all activities and forms in the Intern's Documentation Book

The Mentor

The mentor plays a vital role in the ACP support system. **It is mandatory that an experienced, certified teacher in the same subject area, level, and/or special education instructional program is assigned to the intern.** After orientation and completion of mentor training, the mentor will assist the intern by doing the following:

- Provide peer coaching and direct support on a daily/weekly basis to the intern
- Utilize formative assessment strategies during monthly observations and conferences
- Promote self-reliance and motivation

Guidelines and Responsibilities for Principals

Criteria for Selection of Mentors

Mentor: An experienced, CERTIFIED teacher assigned to assist the intern throughout the year. The mentor must teach in the same subject area, or grade level, for which the intern seeks certification.

It will be the responsibility of the principal to select the mentor, except in the case of the librarians, who will be assigned by the Department of Library Services, and the educational diagnosticians, who will be assigned by the Child Study Department

According to the following guidelines, a mentor:

- Has at least three (3) years of teaching experience.
- Is a contract, certified teacher in the same subject area/grade level to which the first-year teacher seeks certification
- Has rating of proficient or better on PDAS instrument for the last three (3) years
- Desires to be a mentor
- Is able to fulfill the requirements as indicated on the first-year teacher mentor job description

Mentor teachers should demonstrate knowledge and skills in the following areas:

- Establishing a trusting relationship
- Coaching, problem solving and conferencing skills
- Understanding and using teacher development research
- Using strategies to facilitate adult learning
- Using strategies to create positive school culture

ACP Mentor Assignment

- **ACP interns** will be assigned to experienced, certified teachers in the subject areas and/or at the grade level or special education instructional program for which the ACP intern is to be certified.
- When the intern is assigned a **mentor from another campus**, a "**buddy**" will be assigned from the same campus as the intern.
- **School Librarian interns** will be assigned a certified librarian at the elementary or secondary level.

RELEASE-TIME OBSERVATIONS For Mentors and Interns

Release-Time: A designated period of time during which the mentor and/or intern teacher is free to complete required monthly mentor/intern observations. Release-time MAY NOT occur during either teacher's planning/conference period or duty free lunch period. This is an auditable requirement. Secondary schools on a 90-minute block may use 45 minutes of conference period to conduct observations.

The principal is responsible for providing release-time for the ACP intern and mentor to observe in the following manner:

- **Each month the intern will observe** the mentor or another master teacher for 35 minutes, with a 10-minute follow-up conference.
- **Each month the mentor will observe** the intern teacher for 35 minutes with a 10-minute follow-up conference.
- **All release-time observation forms are due in the ACP office by the date indicated on the forms.**
- Suggestions for using staff creatively to provide release time observations for both mentor and intern teachers are:
 - Roving substitutes
 - Grouping classes
 - Principal or Asst. Principal teach classes
 - Having coordinators, nurses, counselors or other personnel cover classes

REQUIRED SUBSTITUTE DAYS

Substitute Day: A day when a substitute teacher is provided for the intern's class in order for the intern teacher to observe an experienced teacher at the assigned building, or at an alternate school site. The mentor, ACP supervisor and/or principal may determine the alternate school site.

- **Each intern is required two- (2) substitute days and an optional one- (1) day** to observe, work and conference with experienced teachers.
- It is suggested that the **first Substitute Day, the mentor observes the intern** for a half day, **and the intern observes the mentor** for the other half of the day. In this case, the substitute teacher would divide his/her time between the mentor and intern's classes.
- **The principal, assistant principal or supervisor may assist an intern in making arrangements for observations days.** The interns must always obtain approval from the campus administrator to observe any teacher on or off campus.
- **Substitute Days MAY NOT be used for a regular monthly mentor/intern observation.**
- **All intern observations must be within the district's schools.**
- **The mentor and intern must document these visits** in writing on the provided Substitute Day Observation Forms.
- **Payment for substitute days is the responsibility of the school.**
- **The Timeline for Completing Substitute Days** is as follows:

The first two substitute days should be completed before the end of the first semester.

The third substitute day is optional and should be completed by the end of the sixth month of the school year.

PROFESSIONAL GROWTH OPPORTUNITIES FOR LIBRARIAN INTERNS

LEARNING RESOURCE INTERNS WILL BE PROVIDED OPPORTUNITIES FOR PROFESSIONAL GROWTH AS FOLLOWS:

- **Release-time once a month for the intern** to observe an experienced teacher on the campus. The purpose of this visit is to determine how the library can support classroom learning.
- **Release-time once a month for the intern and mentor**, to meet on a mutually agreed upon day and time.
- **Three substitute days for the intern** to observe experienced librarians. The intern is to observe an elementary, middle school and high school library.
- **Payment for substitute days is the responsibility of the school.**
- **The timeline for completing Substitute Days is as follows:**

The first two substitute days should be completed before the end of the first semester.

The third substitute day should be completed by the end of the sixth month of the school year.

PRINCIPAL/ASSISTANT PRINCIPAL OBSERVATIONS

Classroom Observations:

- Informal observations may include short observation times, walk-through observations, etc. followed by a principal-intern conference. These observations may be scheduled or unscheduled and are intended to be formative in nature. The principal or assistant principal must complete the informal assessment of the intern once every six weeks. These observations should be recorded on the Principal/Assistant Principal Classroom & Campus Observation form. If an assistant principal conducts the observation, he/she must sign the form as specified.
- **The principal's signature MUST ALSO be on the Observation Form** even though an assistant principal may actually do the observation.
- Classroom & Campus Observation Forms must be according to the schedule printed on the following page.

Formal Assessment:

- The principal or assistant principal completes the one (1) formal teacher appraisal (i.e. PDAS) or Librarian Appraisal Record). **It is now REQUIRED that the FORMAL APPRAISAL BE COMPLETED BY THE END OF THE FOURTH SIX WEEKS due to contractual status.**
- **If an intern receives "Below Expectations" or "Unsatisfactory" on any domain on the formal appraisal (PDAS), the intern may NOT be recommended for certification.**
- A final **copy** of the PDAS Summary form for teachers and a final **copy** of the Librarian Appraisal Summary form must be sent to the ACP office before an intern can apply for certification. The form must include dates and signatures.

**HISD ALTERNATIVE CERTIFICATION PROGRAM
PRINCIPAL OBSERVATIONS DUE DATES**

October 5, 2007

November 16, 2007

December 20, 2007

Official PDAS due February 15, 2008

March 28, 2008 (Optional)

PDAS Summary –May 9, 2008

MID-YEAR COLLABORATION WITH THE ACP SUPERVISOR

- If needed, the principal and the ACP supervisor will meet to complete and sign the Principal/Supervisor Collaboration Form. The assistant principal should be included in this conference if the assistant principal has completed the observations.
- Results of the collaborative conference will be shared with the intern and the **intern must also sign the form.**
- **An Intervention Plan must be developed at the time an intern exhibits deficiencies beyond those characteristics of an average first-year teacher.** If the majority of indicators on PDAS are “Below Expectations” or “Unsatisfactory” in any one domain, an Intervention Plan **MUST** be developed in collaboration with the principal, ACP supervisor and intern (see sample form in Appendix B).

PRINCIPAL’S RECOMMENDATION

- The ACP Supervisor and the principal will collaboratively discuss the intern’s performance to determine recommendation.
 - The principal will make a recommendation to the ACP Director based on the intern’s classroom performance. The recommendation will include one of the following:
 1. certification
 2. one-year extension
1. **Certification** – If the principal recommends initial certification, then the ACP Director will make the recommendation for certification to the HISD Certification Officer based on teaching experience, principal's recommendation, ACP Supervisor's recommendation, passing scores on all appropriate tests and meeting all program benchmarks.
 2. **One-Year Extension** – There are four reasons an intern may be granted a one-year extension in the ACP. Those reasons include (a) extended at principal’s request when a principal indicates that the intern needs an additional year of internship to fully develop his/her potential; (b) extended to complete TExES if all other ACP requirements have been met, (c) extended to complete ACP benchmark requirements, and (d) extended by director’s approval due to extreme extenuating circumstances.

One-Year Extension

1. Extended at principal's request:

- Based upon the request of the principal and upon approval of the Commissioner of Education, the Alternative Certification Program will accept interns from the previous internship year as extended interns.
- Such a request would be made when a principal indicates a one-year extension on the Principal recommendation form or the intern earns a “Below Expectations” on any domains of PDAS.
- The extended interns will be assigned a mentor and an ACP supervisor for the extended year.
- The principal, intern, and the ACP supervisor, will collaboratively develop an Intervention Plan to address deficiencies (a majority of indicators on PDAS are “Below Expectations” in any one domain). The principal or assistant principal will continue to do the classroom observations each six weeks.
- The intern must be recommended for certification by the principal and program director.

2. Extended to complete TExES:

- If an intern completes all requirements of the Alternative Certification Program except passing all TExES requirements, the intern may work an additional year as a teacher. However, the intern must pass all requirements by July of the second academic year; if not, the intern may not continue in the Alternative Certification Program.
- The intern will be assigned an ACP supervisor for the extended year.
- The intern must be recommended for certification by the principal and program director.

3. Extended to complete ACP benchmark requirements.

- The intern must be recommended for certification by the principal and program director.
- The extended intern's PDAS, completed by the Principal or Assistant Principal, must meet acceptable (proficient) ratings or higher for each domain.

Texas Examinations of Educator Standards (TEXES)

In order to receive certification in the state of Texas, interns must successfully pass the required certification tests for their certification area. Interns will register for all certification tests through the HISD ACP office. The ACP office staff will attach a bar code label to their registration form showing eligibility to take the exam.

Listed below are the required exams for each certification area:

- **Generalist EC - 4** – (2 tests)
Pedagogy and Professional Responsibilities EC - 12
Generalist EC – 4
- **Bilingual Generalist EC - 4** – (3 tests)
Pedagogy and Professional Responsibilities EC -12
Bilingual Generalist EC- 4
Texas Oral Proficiency Test (TOPT)
- **ESL/Generalist EC - 4** - (2 tests)
Pedagogy and Professional Responsibilities EC -12
ESL/ Generalist EC-4
- **Generalist 4 - 8 /Single Subject/Dual Subject**– (2 tests)
Pedagogy and Professional Responsibilities EC- 12
Generalist 4-8/Single Subject/Dual Subject
Texas Oral Proficiency Test (TOPT) for Spanish and French subject
- **Bilingual Generalist 4 - 8** – (3 tests)
Pedagogy and Professional Responsibilities EC - 12
Bilingual Generalist 4-8
Texas Oral Proficiency Test (TOPT)
- **ESL/Generalist 4 - 8** (2 tests)
Pedagogy and Professional Responsibilities EC- 12
ESL Generalist 4-8
- **8 -12** – (3 tests)
Pedagogy and Professional Responsibilities EC - 12
Content Area 8-12 (number of test depends on certification area)
Texas Oral Proficiency Test (TOPT) for Spanish or French subjects
- **English as a Second Language** - (3 tests)
Pedagogy and Professional Responsibilities EC - 12
Content Area
English as a Second Language Supplemental
- **EC-12 Special Education** – (3 tests)
Generalist EC-4 or Generalist 4-8
Pedagogy and Professional Responsibilities EC-12
Special Education EC-12
- **School Librarian** – (1 test)
School Librarian
- **Educational Diagnostician** – (1 test)
Educational Diagnostician
- **Master Technology Teacher** - (1 test)
Master Technology Teacher
- **Computer Science 8-12** – (2 tests)
Computer Science
Pedagogy and Professional Responsibilities EC - 12
- **Technology Applications EC-12 and 8-12** (2 tests)
Technology Applications EC-12 or 8-12

Appendix B – Sample Forms

- ◆ Principal/Asst. Principal Classroom Observation Form
- ◆ Collaboration Form
- ◆ PDAS Intervention Plan Form
- ◆ Principal's Recommendation Form
- ◆ Librarian Observation Form

Principal/Assistant Principal Observation Form

Intern _____ School _____ Course or Grade _____ Date _____

Lesson _____ # of Students _____ Beginning Time _____ Ending Time _____

Domain	Rating*	Comments / Strengths / Areas to Address
Domain I: Active, Successful Student Participation in the Learning Process		
Students are engaged in learning		
Most students (80%) are successful		
Learning is at the application level or higher when appropriate		
Students are self-directed		
Students connect learning to work and life applications		
Domain II: Learner-Centered Instruction		
Goals and objectives are appropriate		
Learning is related to students' interests and characteristics		
Instructional strategies promote critical thinking and problem solving		
Instructional strategies include successful motivational techniques		
Instructional strategies are aligned with objectives, prior learning and student characteristics		
Varies activities and maintains appropriate pacing and sequencing		
Emphasizes value or importance of activity/content		
Uses appropriate questioning to challenge students		
Makes appropriate and effective use of available technology		
Domain III: Evaluation and Feedback on Student Progress		
Academic progress is monitored and assessed		
Assessment and feedback are aligned with instructional goals and objectives		
Assessment strategies are appropriate		
Learning is reinforced		
Students receive specific, constructive feedback		
Opportunities for relearning are provided		
Management of Student Discipline, Instructional Strategies, Time and Materials		
Implements campus approved discipline management procedures		
Classroom environment promotes self-discipline		
Teacher-student interaction is equitable		
Specifies expectations for desired behavior		
Redirects off-task or disruptive behavior		
Reinforces desired behavior		
Materials are equitable and acknowledge varied characteristics of students		
Manages time and materials effectively		
Domain V: Professional Communication		
Uses appropriate and accurate written communication with students		
Uses appropriate and accurate verbal and non-verbal communication with students		
Encourages reluctant students and supports those having difficulty		
Uses appropriate and accurate communication with parents, staff, community members and other professionals		
Interactions with students, parents, and staff members are supportive and courteous		

Domain VI: Professional Development
 Domain VII: Compliance (with campus requirements)

- Lesson plans
- Grade book or students portfolio
- Classroom environment

Check the appropriate 6 weeks:

- () Due Oct. 5, 2007
- () Due Nov. 16, 2007
- () Due Dec. 20, 2007
- Official PDAS due Feb. 15, 2008
- () Due March 28, 2008 (Optional)
- PDAS Summary –May 9, 2008

* Legend: **E**= Exceeds
P= Proficient
B= Below Expectations
U= Unsatisfactory

Must be signed by principal

Signature of Principal

Signature of Assistant Principal

Signature of Intern

Distribution: White-ACP Office Yellow-Principal Pink - Intern

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE**

Name: _____

Appraiser: _____

Campus: _____

Assignment/Grade: _____

Period of Intervention: From: _____

To: _____

1. Domain(s) in which the teacher is in need of assistance.

2. Professional-improvement activities and dates for completion.

3. Evidence that will be used to determine that professional-improvement activities have been completed.

4. Directives for changes in teacher behavior and time lines.

5. Evidence that will be used to determine if teacher behavior has changed

Sample

_____ Signature of Principal	_____ Date
_____ Signature of Assistant Principal	_____ Date
_____ Signature of Supervisor	_____ Date
My principal, assistant principal, supervisor and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.	
_____ Signature of Teacher	_____ Date

**Houston Independent School District
Alternative Certification Program**

Principal's Recommendation Form

Please complete one of these forms for each ACP Cycle 26 intern on your campus. Please mail the original form to Karen Owen, Director of the Alternative Certification Program, **no later than February 15, 2008**. Refer to the "Principal's Handbook" for further explanation.

- I. Based on the intern's overall performance, I would like to recommend _____ for **certification** by the State Board for Educators Certification (SBEC).
- II. Based on the intern's overall performance, I do not want to recommend _____ for certification; however, I do want the intern to return to my campus for the next school year as an **extended** intern. Listed below are areas of concern that the intern needs to improve.

- 1.
- 2.
- 3.

Principal's Signature

Date

School

**Houston Independent School District
Alternative Certification Program
Principal Observation Form for Librarian Interns**

Forms are due:
 () 10/05/07
 () 11/16/07
 () 12/20/07
 () 02/15/08*
 () 03/28/08 (Optional)
 () 05/09/08 Summary
 * Formal Assessment

Intern _____ School _____
 Grade _____ Date _____ Time In _____ Time Out _____
 Observer _____

Key: (E) Exceeds Expectations (P) Proficient (B) Below Expectations (N/A) Not Observed

		Comments As Needed
I. Instructional Management		
A. Communicates objective and expectations clearly to students.		Sample
B. Plans and implements activities based on the HISD Library Scope and Sequence to meet needs of the state and district.		
C. Monitors, provides feedback, and adjusts as needed.		
D. Provides group and individual guidance in the use of reference tools and research techniques to develop competent, independent library users.		
II. Student Management		
A. Promotes positive student conduct.		
Maintains positive and effective working relationships with students.		
C. Uses time effectively.		
III. School/Organizational Climate		
A. Communicates with students in professional manner.		
B. Communicates with faculty, staff and community in professional manner.		
C. Maintains library which is easily accessible, physically attractive and orderly.		
D. Models and promotes fairness and respectful behavior.		
IV. Student Growth		
A. Facilitates achievement of HISD's goals and objectives within the school's library program.		
B. Promotes the library as an integral part of the school's curriculum.		
V. School/Organizational Improvement		
A. Maintains fiscal responsibility for the library.		
B. Evaluates and selects materials that reflect the goals/needs of the school, district and state.		
C. Maintains an up-to-date inventory of library materials as required by administrative regulation and district policy.		
D. Arranges and organizes the library for ready access.		
VI. Professional Growth and Development		
A. Participates in professional development activities that support the school, and the district.		
B. Maintains a professional development collection.		
C. Correlates professional development activities with library skills and/or school curriculum.		
D. Maintains a reasonable attendance record that contributes to an efficient library program.		

 Principal's or Assistant Principal's Signature

 Date

 Intern's Signature

 Date

Distribution: White - ACP Office Yellow - Principal Pink - Intern

