

Principal / Intern Survey Items	Preparation Program Institute This is intensive pre-service instruction for candidates to develop skills and learn research-based strategies for their first year in the classroom. Taught by certified teachers, the Institute focuses on research-based components to meet the needs of beginning teachers. Textbooks are <i>Teacher's Guide to Success</i> (Kronowitz) and <i>First Days of School</i> (Wong)	IDS (Intern Development Sessions) These are monthly, small-sized cohort meetings facilitated by the Field Supervisor.
II. Classroom Environment Items 5 - 10	<p>Classroom & Behavior Management component sessions:</p> <ul style="list-style-type: none"> • creating a positive learning environment • establishing classroom procedures and managing behavior • development positive relationship with parents <p>Assignments: development of: parent letter, classroom discipline plan based on campus/district plan, graphic organizer of the tenets of classroom and behavior management; demonstrations and role-playing; field-based observations & written summaries of classroom arrangement, student engagement, and classroom management. References: Robert Marzano, Maslow, Ruby Payne, J. Kounin</p> <p>Foundations for Effective Teaching component sessions:</p> <ul style="list-style-type: none"> • creating positive relationships for learning • traits, work ethics of highly effective teachers • stages of human growth and development <p>Assignments: development of class social contract and philosophy of education, demonstrations and role-playing, field-based observations and written summaries References: Jean Piaget, James Stronge, Elaine McEwan, Ellen Moir</p>	<p>IDS #1: Diversity / Creating Relationships</p> <p>IDS #2: Behavior Mgmt.</p> <p>IDS #3: Parent Conferences</p> <p>IDS #5: Effective Teachers</p>
11. Additional	<p>Institute provides:</p> <ul style="list-style-type: none"> • Research-based component topics in the Preparation Program Institute are aligned with beginning teachers' needs. • Hands-on, interactive sessions taught by program-trained instructors who are certified teachers in local ISD who role-model while teaching. <p>Field Supervisors:</p> <ul style="list-style-type: none"> • are retired certified teachers – most with advanced degrees and experience as campus and/or district administrators. • conduct monthly meetings with interns on research-based, professional development topics to meet beginning teachers' needs. • have small cohorts of 10 or fewer interns for active participation with hands-on personal attention to professional development. 	
III. Students with Disabilities Items 12 – 18	<p>Equity for the Exceptional Learner component sessions:</p> <ul style="list-style-type: none"> • modifications and Accommodations, IDEA, Section 504, differentiation • gifted/talented identification and maximization of learning <p>Assignments: development of modifications and differentiated curriculum to meet learners' needs, demonstrations and role-playing, field-based observations and written summaries References: Piaget, Bloom's Taxonomy, Howard Gardner, Robert Marzano, Carol Ann Tomlinson</p> <p>Curriculum Planning and Instructional Strategies component sessions:</p> <ul style="list-style-type: none"> • Multiple intelligences, constructivism, and lesson planning through TEKS, TAKS, textbooks, and school districts' written curriculum and learning objectives • Big Understanding, engaging learners, using a variety of instructional strategies, homework • Instructional planning grids, instructional technology, & assessment – alignment with TAKS, cooperative learning, performance assessment, rubrics • Mini-teach presentations – application, discussion, feedback <p>Assignments: development of lesson plans, resources/manipulatives, technology, assessments; application, skill-building, presentations References: Grant Wiggins, Bloom's Taxonomy, Howard Gardner, Robert Marzano, Tomlinson</p>	<p>IDS #1: Diversity / Creating Relationships</p> <p>IDS #2: Resource Scavenger Hunt</p> <p>IDS #4: Lesson Planning & Connections to PDAS</p> <p>IDS #4: Differentiating Instruction</p> <p>IDS #5: Effective Teachers</p> <p>IDS #6: Assessment</p> <p>IDS #7: Best Practices</p>
19. Additional	<p>Institute provides:</p> <ul style="list-style-type: none"> • unique, specialized resources for candidates pursuing special education certification • extensive practice for skill-building in writing and modifying lesson plans, delivery, and assessment 	

	<ul style="list-style-type: none"> • focus on research-based instructional strategies for skill building • identification of the needs of learners and way to differentiate the instruction to meet learners' needs <p>Field-based experience includes written assignments and projects to reinforce understanding of learners' diverse needs. IDS cohort of 10 or fewer interns may include both special and general education candidates for a broad and comprehensive perspective of learners' needs. Field Supervisors conduct PDAS-aligned observations during both semesters of internship to assess classroom performance and to provide feedback for professional development and improvement.</p>	
IV. English Language Learners Items 20 – 25	<p>Equity for the English Language Learner component session: techniques, strategies, & resources to meet the needs of learners in culturally diverse classroom</p> <p>Assignments: development of powerpoint presentations, videos, graphic organizers, questioning strategies, demonstrations and role-playing, field-based observations and written summaries</p> <p>References: Piaget, Bloom's Taxonomy, Howard Gardner, Robert Marzano, Carol Ann Tomlinson</p> <p>Curriculum Planning and Instructional Strategies component - <i>see section III above</i></p>	IDS #1 - #7 (see Section III above for description)
26. Additional	<p>Institute provides</p> <ul style="list-style-type: none"> • extensive practice for skill-building in writing and modifying lesson plans, delivery, and assessment to meet ELLs' needs • instructors using research-based instructional strategies to score candidates on written and oral communication skills in English <p>Program provides regular test preps and additional training for the TExES #154 for ESL which is strongly encouraged for EC-4/EC-6/4-8 Generalists. Field Supervisors assess interns' use of academic English by their written communication in emails and on assignments, and by their oral communication skills in the classroom with students.</p>	
V. Integrate Technology Items 27 - 31	<p>Curriculum Planning and Instructional Strategies component sessions –<i>see section III above</i></p> <p>All aspects of curriculum planning and instructional strategies for lesson plan delivery focus on utilizing technology for online research, alignment with TEKS/TAKS/school district curriculum, development and implementation of engaging lessons and assessments to meet students' learning styles & needs.</p>	IDS #4 - #7 (see Section III above for description)
32. Additional	<p>Institute provides:</p> <ul style="list-style-type: none"> • face-to-face instruction in classrooms taught by certified teachers who role model use of technology for instruction. • homework assignments and classroom projects that require utilization of technology. • mini-teach presentations to promote sharing of variety of technology resources and utilization <p>IDS meetings provide sharing of technology tools & resources. Professional Development Logs emphasize technology to improve instruction.</p>	
VI. Use Technology with Data Items 33 – 37	<p>All components of the Preparation Program Institute focus on utilizing technology resources for collecting and analyzing student data in order to drive and improve instruction. Institute components are:</p> <p>Foundations for Effective Teaching, Curriculum Planning and Instructional Strategies, Reading and Instructional Strategies, Equity for the English Language Learner, Equity for the Exceptional Learner, Teachers as Leaders</p>	IDS #1 - #7 include discussion and sharing of technology resources to guide and analyze student data for increased student achievement, as well as technology tips & guidance..
38. Additional	<ul style="list-style-type: none"> • Small class sizes taught by certified teachers from public ISDs provide thorough introductions to software, online resources, and technology expectations for beginning teachers. • Institutes provide instruction in utilizing technology for gathering, compiling, managing, and analyzing data to improve student achievement. • In addition, candidates use computer software programs on an individual basis at the ACT office to prepare for the TExES Content & PPR tests and are responsible for compiling and disaggregating their data from these practice sessions. 	
VII. Item 39	<i>We hope that you will select a. Well Prepared</i> by the program for the first year of teaching.	
40 Additional	<p>act♦houston was founded by life-long educators whose passion and goals are to provide the highest quality, research-based program for new teachers. Curriculum for the face-to-face Institute is continuously improved, according to suggestions and survey feedback from instructors, campus administrators, & participants. Focus throughout the program is on 1) each intern's success and 2) personal relationships with each intern with communication to campus administrators through well-trained Field Supervisors (retired teachers/administrators) who observe interns and meet monthly with them to provide feedback and conduct professional development sessions.</p> <p><i>We hope that you will take the time to add your comments about the strengths of our program! Thank you!</i></p>	