

“Empowering Teachers for Student Success in our Diverse Communities”



“Share Your Love of Learning”

Alamo Colleges EPP Handbook

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Alamo Colleges

Vision: Alamo Colleges will be the best in the nation in Student Success and Performance Excellence

The **Mission** of the Alamo Colleges is to empower our diverse communities for success.

The **Mission** of the Alamo Colleges Educator Preparation Program is to empower teachers for student success in our diverse communities.

Values: The members of Alamo Colleges are committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.



INTEGRITY: We act ethically, building a culture of trust and respect.

COMMUNICATION: We engage in open and transparent communication, information sharing, and collaboration.

COMMUNITY: We collaborate through a culture of learning and service, where unity in diversity occurs with mutual respect, cooperation, and accessibility.

ACADEMIC FREEDOM: We value creativity, through vigorous inquiry and a free exchange of ideas.

ACCOUNTABILITY: We accept responsibility for our actions and strive for continuous learning and improvement through a safe and secure environment in order to achieve our vision.

Admission Requirements TAC §227.10

The 2024-2025 program requirements are based on adopted rule revisions of the Texas Administrative Code:

Subchapter A. Admission for Educator Preparation Programs

Bachelor's Degree from an accredited university

- Minimum 3.0 GPA (last 60 hours or overall)
- Official transcripts from **all** colleges or universities previously attended

Additionally, the Alamo Colleges Educator Preparation Program requires:

- attend an Information Session (Dates posted on [ACEPP Webpage](#))

***Information Session Topics** per Texas Education Code Section 21.044:

- The skills that educators are required to possess
- The responsibilities that educators are required to accept
- The high expectations for students in this State
- The effect of supply & demand forces on the educator workforce in this State
- The performance over time of the educator preparation program
- The skills for building strong classroom management skills
- The framework in this State for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H.

Application Requirements

- Completed Application & 1 Reference
- Official transcripts from an accredited university & Conferred degree with a minimum 3.0 GPA
- FERPA (Student Information Release Form)**
- Completed EPP Requirements Checklist
- Out of Country Applicants must have transcripts evaluated by a TEA approved evaluator and minimum scaled scores of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing on the TOEFL. Contact the EPP for TOEFL code.
- Passing score on TX PACT Content examination (*if required*- TX PACT exams are not the same as the TExES content-pedagogy certification exams used for standard certification.)
- Criminal Background check*
- Transfer Form from previously attended EPP will be reviewed to ensure all admission requirements are met
- Interview

* **Criminal Background Check:** Specific school districts may have their own procedure for allowing student Observations at their campuses. Therefore, it is possible for a student to go through multiple background checks if he/she wants to visit different school districts. When a student is ready to begin their field-based experience, the student must contact the ACEPP Manager.

** **Family Educational Rights and Privacy Act (FERPA):** It is the responsibility of the Alamo Colleges to protect all student records and not disclose them to people outside of the college. The Alamo Colleges is not even at liberty to discuss whether the person is a student of the college or not. The Alamo Colleges Educator Preparation Program (ACEPP) abides by FERPA.

The ACEPP may be approached by schools (ISD's, charter schools or private schools) inquiring about viable candidates to interview and consider for employment. However, the ACEPP will only release contact information (name, phone number, and qualifications) to prospective employers if the student has signed the "Student Information Release Form."

Contingency Admissions

Candidates may be accepted into the program on a conditional basis if scheduled to receive a bachelor's degree before being placed in a classroom. Candidates are allowed to take a content test for purposes of admission into Alamo Colleges EPP. Candidates cannot be placed in a classroom as a classroom teacher under this section until receiving a bachelor's degree. See the U.S. Department of Education [database of accredited postsecondary institutions and programs](#). Candidates accepted on a contingency basis will only be valid for the semester in which the admission was granted and will not be extended for an additional semester. Graduation date must be within 6 months of conditional acceptance. Candidates accepted on a contingency basis will not be approved to take certification exams or recommended for a Probationary Certificate until awarded a bachelor's degree.

Program Acceptance

After an evaluation of transcripts, review of application documents and interview:

- Candidate will receive an email with a formal letter of acceptance
- Candidate must respond to the email within 5 business days clearly Accepting or Rejecting admission into the program acceptance
- **Once a candidate has accepted admission into the Alamo Colleges EPP, the candidate will not be permitted to take any additional certification exams until approval is granted.**
- **If the candidate decides to change cert area, it must be in writing and will require additional coursework for that area. Approval may only be granted one time.**
- Upon acceptance the candidate will receive a schedule of upcoming classes and tuition requirements
- Candidates who do not qualify for acceptance will receive an email stating deficiencies

Returning Students

Returning students are those candidates who have not completed the EPP program within 2 years of being accepted into the program. They will be required to:

- 1) Submit a letter requesting reinstatement
- 2) Submit documentation of all educational related work experiences in the interim.

An individualized completion plan will be developed based on the above documentation and current SBEC/TEA requirements. Fees will be at the current rates charged to first time enrollees. In order to stay current with educational trends and pedagogy, students who have been inactive for over 1 year must meet current state and program admission requirements.

Expectations

Attendance: Students of the Alamo Colleges Educator Preparation Program (ACEPP) must attend classes and complete online coursework. The ACEPP expects students to be on time to **Z o o m** classes and stay for the duration of the course. It is a student's responsibility to inform his/her instructor in case of a tardiness and/or absence. If a student is repeatedly absent he/she runs the risk of failing the course.

Cell Phones: Cell phones must be turned off before entering the **Zoom** classroom to avoid disruption of instruction and to allow students to focus on instruction.

Children on Campus: Children are not permitted in class. Minors **must not** be left unattended on campus.

Academic Standards: It is the student's responsibility to know when assignments, projects, presentations, and exams are due. Late assignments can result in lower grades or failure. The student must contact the instructor if deadlines cannot be met. Failure to communicate with the program manager or instructor will result in termination from the program. Communication is vital and defined as an email or phone call which must be made within 3 days of occurrence.

Repeating Coursework: Students who fail a course must repeat and pay for that course. If a student fails any course, he/she will be placed on academic probation.

Academic Integrity Violations

Academic integrity violations cover conduct involving scholastic dishonesty. It is a violation of the Student Code of Conduct to engage in the following conduct:

Sale of Academic Product: Preparing, selling, offering or advertising for sale, or delivering to another person an Academic Product, in exchange for anything of value, except where the conduct consists solely of offering or providing tutoring or editing assistance to another person in connection with the other person's preparation of an Academic Product to satisfy the other person's academic requirement, and the particular Student does not offer or provide substantial preparation, writing, or research in the production of the Academic Product. Academic Product includes but is not limited to a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.

Academic Enticement or Influence: Influencing or attempting to influence an employee, faculty member or administrator in a specific exercise of official duties (such as course grades, extensions of deadlines or waivers of academic requirements) by offering any benefit to the employee, faculty member or administrator.

Academic Misconduct: The intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument.

Cheating: The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration.

Fabrication: Intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

Collusion: Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.

Plagiarism: The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Academic Probation Policy

1. Students in good standing who fail any required ACEPP course are placed on academic probation.
2. Students placed on Academic Probation have to repeat the course that was failed before enrolling in another course.
3. Students cannot be placed as an intern or clinical teacher while on academic probation.
4. Students will be removed from academic probation when the failed course has been passed with a grade of "C" or higher.
5. Students who fail to be reinstated to good standing within 1 year of being placed on Academic Probation will be dismissed from the ACEPP.

Students' Responsibilities

If a student is unable to complete certification requirements within the 2-year timeline, he/she must provide a letter of commitment to remain part of the program and be actively seeking employment as a teacher within a reasonable commuting distance. Students working in an educational environment and/or with medical conditions or military deployment status can be granted extensions for program completion. Requests for time extensions must be submitted in writing for approval by the Program Manager. Extension requests are not exempt from tuition increases.

Assignments and Tests: It is a student's responsibility to complete all assignments and tests in a timely matter as they are assigned by instructors. If a student has difficulty completing an assignment or test on time, he/she must make **prior** arrangements with the instructor. It is possible for a student to fail the course as a result of not successfully completing assignments or tests.

Professional Conduct TAC §228.50; §228.30; and TAC §247: Students' must present themselves in a professional manner at all times. Professionalism is required in the classroom, as a student, an intern teacher or clinical teacher. Communication must always be respectful towards instructors, all students, classmates, administrators and staff.

As a participant in this program you represent the Alamo Colleges EPP as well as the teaching profession as a whole. This demands professional dress, demeanor, hygiene and behavior at all times – in classes and in field settings.

If there is a breach in conduct or professionalism, the Program Manager will take proper measures which could result in removal from the program.

Contact Information: If a student's phone number, mailing address, and/or e-mail address change, it is their responsibility to notify the ACEPP Staff. (See page 27-28 for contact list)

Required Skills of Educators

Patience - This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why **every good teacher needs patience** in order to find a way to work with his students and earn their respect.

Adaptability - Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to **adapt their lesson plan** to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.

Imagination - Whether you teach high school chemistry or kindergarten, nothing is a more effective tool than using your imagination to **create new and interesting ways for your students to learn**. You may be inspired by the work of another teacher, mentor or a TV commercial - it doesn't matter. All that matters is that you **take the initiative** to find new ways for your kids to learn the material.

Teamwork - Teachers could have a hard time without a wide variety of support staff around them. If you feel alone, your school principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students' ability to learn and have fun.

Risk Taking - Sometimes to get the big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these **new learning methods** can be risky. Stick to it and you'll soon find that others are following your teaching example.

Constant Learning - You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you **don't become stagnant by** taking courses to keep the content fresh in your mind.

Communication - No teacher will succeed if they don't have good communication skills. Clear, concise, and to the point - **the better your communication skills are, the easier your lessons will be**. There are many different types of classes available to help some teachers who may need help improving their skills. **Mentoring** - Teachers need to always remember that, aside from parents, they are **one of the most consistent mentors in a child's life**. That means **setting a good example**, at all times. Teachers may also have students that they spend extra time with being a mentor, which means that **being a good role model** is even more important.

Leadership - One of the other most important skills each teacher must have (besides patience) is **leadership**. Your students need someone to guide them, to be in charge, and set the tone of the class. Leadership is a difficult skill, meaning you may want to get outside help if you feel that you could use more work on this particular skill, or any other for that matter.

Responsibilities of Teachers

- Preparing lesson plans
- Teaching classes
- Evaluating student progress/grading
- Encouraging students
- Acting as teacher-advisor for students
- Maintaining discipline in the classroom
- Running extracurricular sports, clubs and activities (voluntary)
- Communicating with parents about students' progress
- Continuing intellectual and professional development
- Working as part of a cooperative and diverse team of educators and administrators to carry out the vision and mission of the campus and school district

Rigorous Student Expectations

The State of Texas has high student expectations. It is imperative that all Texas educators understand how the STAAR program measures the Texas Essential Knowledge and Skills (TEKS) curriculum standards.

The State of Texas Assessments of Academic Readiness (STAAR) program, which was implemented in spring 2012, includes annual assessments for:

- reading and mathematics, grades 3–8
- science at grades 5 and 8
- social studies at grade 8
- end-of-course (EOC) assessments for English I, English II, Algebra I, Biology and U.S History

Classroom Management Tips

At one time or another, every teacher will encounter an unruly class. How that class is handled is essential to maintain the dynamic of teacher vs. student. Master these **7 classroom management techniques**:

1. Get Focused
2. Be Direct
3. Circulate
4. Role Model
5. Environment
6. Clear Rules and Consequences
7. Put the "I" in "Instruct" Adapted from Teacher Certification.org

Supply and Demand for Educators in Texas

Over the next decade, there will be an increasing demand for new teachers, due in part to a dramatic increase in enrollments and high attrition rates as an aging teacher workforce becomes eligible for retirement.

As demographics change in Texas, there will be an increasing need to attract minority teachers. One of the goals of the SBOE is to have a teacher workforce that reflects the racial-ethnic composition of the state.

In the State of Texas, there continues to be a shortage of secondary math and science teachers. The Texas Education Agency has released the statewide teacher shortages areas: Bilingual Education/English as a Second Language; Foreign Languages; Mathematics (STEM); Science; Special Education. The Texas Workforce Commission anticipates elementary school teaching positions will add the second-highest number of jobs among all occupations in the state through the end of the decade assuming the economy returns to long-term growth patterns. That's nearly 68,000 new jobs. Middle schools are expected to add an additional 65,000 teaching jobs during the same time period.

Typically, teachers are in demand for urban and rural areas. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts. The urban schools typically open schools with substitutes in the classroom because of the lack of available certified teachers. Some school district will pay a signing bonus or extra stipend as an incentive if the teacher agrees to teach in an inner city school or in a shortage area. The rural areas typically have difficulty attracting teachers because of their remoteness and lack of amenities.

Since some shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. Master's degrees can equate to higher salaries and more leadership opportunities.

Curriculum TAC §228.57

The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for Alamo Colleges EPP and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.

The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

- (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students;
- (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
- (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
- (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;
- (5) the importance of building strong classroom management skills;
- (6) the framework in this state for teacher and principal evaluation;
- (7) appropriate relationships, boundaries, and communications between educators and students;
- (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must
 - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
 - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;
 - (C) cover best practices in:
 - (i) assessing students receiving virtual instruction, based on academic progress; and
 - (ii) developing a virtual learning curriculum; and
 - (D) include resources to address any deficiencies identified by the digital literacy evaluation;
- (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and
- (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

- (1) the relevant TEKS, including the English Language Proficiency Standards;
- (2) reading instruction, including instruction that improves students' content-area literacy;
- (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

- (1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
- (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
- (3) Science of Teaching Reading Standards.

Statutory Authority: The provisions of this §228.57 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007. Source: The provisions of this §228.57 adopted to be effective September 1, 2024, 49 TexReg 3531.

<https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch228d.pdf>

Alamo Colleges EPP Military Service Policy

2.5 hours of coursework may be given for every year of military experience. (This may be used for hiring purposes and up to 20 hours for FBE or Professional Development.) **§228.35 (a)(5)(A)** Each EPP must develop and implement specific criteria and procedures that allow military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought.

2.5 hours of coursework may be given for every year of experience for “candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.” **§228.35 (a)(5)(B)**

The Texas Education Agency is proud to provide opportunities for the military community and first responders to become Texas educators. [Military Community & First Responders | Texas Education Agency](#)

Curriculum Indicators - Assessments: Formative and summative assessments will be administered throughout coursework to assess the candidates’ knowledge and skills development needed to promote student achievement. Commonly used assessments may include, but are not limited to: quizzes, tests, cooperative learning activities, hands-on-activities and experiments, oral discussion and question and answer sessions. Assessments are rigorous and provide the teacher candidates an opportunity to experience a variety of assessment techniques.

Chapter 149. Commissioner's Rules Concerning Educator Standards

§149.1001. Teacher Standards.

- (a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
- (b) Standards.
 - (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
 - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
 - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
 - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
 - (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
 - (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
 - (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
 - (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
 - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
 - (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social- emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

- (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
- (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
- (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
 - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

- (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade- level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
- (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real- world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
- (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
 - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- (A) Teachers implement both formal and informal methods of measuring student progress.

- (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
- (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.
- (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
- (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
- (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
- (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
- (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
- (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
- (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
- (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg4955.

Texas Administrative Code [Chapter 247. Educators' Code of Ethics](#)

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas

As a participant in the program, you are considered a developing educator and are expected to abide by RULE §247.2 the Code of Ethics and Standard Practice for Texas Educators: [Educators' Code of Ethics](#)

Statement of Purpose: 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. 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 intentionally, knowingly, or recklessly 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 that are used 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, knowingly, or recklessly 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, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or 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 intentionally or knowingly 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.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

Source: The provisions of this §247.2 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; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839.

Note: Any student failing to comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, & members of the community will be dismissed from the Alamo Colleges EPP.

Alamo Colleges EPP – Program Description and Delivery

The Alamo Colleges Educator Preparation Program (ACEPP) is designed to offer individuals who currently hold a bachelor's degree an alternative route to obtaining teacher certification. ACEPP is approved by the [State Board for Educator Certification \(SBEC\)](#). The program consists of more than 300 clock hours. Clock hours are the actual number of hours of coursework and training provided. Coursework and training include 322 hours in content, Pedagogy and Professional Responsibilities, Digital Literacy, Field Based Experience/classroom observations (including the first 15 instructional days of the school year), Professional Development and either a one-year paid internship or a 16-week Clinical Teaching experience without pay. Each candidate's coursework and training will be monitored and tracked throughout the program to mark progression and to ensure all standards and requirements are achieved.

Every Student Succeeds Act (ESSA)

Beginning with the 2016-2017 school year, schools and teachers will only need to meet state requirements for certification. The federal term of "highly qualified teacher status" will no longer apply. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

§228.43. Pre-Service Field-Based Experiences for Classroom Teacher Candidates

(a) An educator preparation program (EPP) shall require each candidate to complete field-based experiences in a variety of authentic school settings with diverse student populations, including observation of teachers modeling effective practices to improve student learning and opportunities for candidates to practice skills and receive feedback.

(b) For initial certification in the classroom teacher certification class, each EPP shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a **minimum of 50 clock-hours**. The field-based experiences must be completed prior to assignment in an internship, clinical teaching, or residency.

(c) Field-based experiences **must include, at a minimum, 25 clock-hours** in which the candidate, under the direction of the EPP, is **actively engaged** in instructional or educational activities.

(1) Field-based experiences must be conducted in settings that include all of the following:

(A) authentic school settings in a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose, including all Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC);

(B) instruction by content certified teachers;

(C) actual students in classrooms/instructional settings with identity-proof provisions; and

(D) content or grade-level specific classrooms/instructional settings.

(2) Field-based experiences include **candidates engaging with activities** such as:

(A) small group instruction;

(B) tutoring;

(C) presenting whole class instruction;

(D) one-on-one student support;

(E) practicing classroom management skills;

(F) supporting lead teacher instruction; and

(G) coteaching.

(3) Each field-based experience must include a written reflection of the experience that:

(A) is guided by the EPP;

(B) is unique from the other reflections;

(C) includes a detailed reflection of each field-based experience; and

(D) identifies educational practices observed and/or experienced.

(4) The time spent writing the written reflection does not count toward the required 25 clock-hours for field-based experiences.

(d) Up to **25 clock-hours of field-based experience may be provided by use of electronic transmission** or other video or technology-based method; **service as a teacher of record**, service as **an educational aide**, and service as a **substitute teacher**; and must be under the direction of the EPP.

- (1) The field-based experience setting must include:
 - (A) authentic school settings in an accredited public or private school;
 - (B) instruction by content certified teachers;
 - (C) actual students in classrooms/instructional settings with identity-proof provisions; and
 - (D) content or grade-level specific classrooms/instructional settings.
- (2) Each field-based experience must include a written reflection of the observation that:
 - (A) is guided by the EPP;
 - (B) is unique from the other reflections;
 - (C) includes a detailed reflection of each field-based experience; and
 - (D) identifies educational practices observed and/or experienced.
- (3) The time spent writing the written reflection does not count toward the required 25 clock-hours for field-based experiences.
- (4) Field-based experience hours identified in this subsection **must occur after the candidate's admission into the EPP**. The candidate's experience in instructional or educational activities, including reflections as described in paragraph (2) of this subsection, must be documented by the EPP and must be obtained at a public or private school accredited or approved for this purpose by the TEA.
- (e) Up to **15 clock-hours** of field-based experience may be satisfied by serving as a **long-term substitute** (as defined in §228.2 of this title) **either after the candidate's admission to an EPP or during the two years before the candidate's admission to an EPP**. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for this purpose by the TEA.

In summary, a candidate must complete a minimum of 50 clock-hours of field-based experience (FBE) prior to assignment in an internship or clinical teaching. The FBE component of the program is designed to help candidates get exposure to different teaching styles. Good FBE settings will allow candidates to see various teaching styles.

Hours may be completed in at least one class at the elementary, middle and high school campus. In addition, candidates should observe a minimum of two teachers at their grade level and subject area. The candidate will be required to keep an official FBE log provided by ACEPP and complete a reflection for each teacher observed. All documents must be submitted to the ACEPP office as soon as the 50 hours of FBE are completed. Field Based Experience documentation must be completed and provided to ACEPP prior to Internship or Clinical Teaching.

When the candidate is in the classrooms, they should look for:

- Implementation of lesson plans & lesson cycle
- Organization & time management techniques
- Techniques used to promote critical thinking & problem solving
- Incorporation of technology in lesson delivery
- Preparation of STAAR (State of TX Assessments of Academic Readiness)
- Methods used to promote learner-centered instruction
- Behavior management techniques
- Classroom environment & organization
- Techniques used to motivate students

The interactive activities might be tutoring or mentoring students, leading a reading group, assisting in a science experiment, and assisting in a learning station. The interactive activities must be supervised by the classroom teacher. This information should be recorded in the ACEPP observation log and verified by the classroom teacher. All field-based experience must be completed within the last 2 years of admission or readmission. When a student is ready to begin the field-based experience, the student must contact the ACEPP Manager. See Criminal Background Check/Fingerprinting, pg. 15

Note: While completing FBE, as a guest on a campus, professional dress, demeanor, hygiene and behavior is required. It is imperative to follow all visitor requirements such as signing in at the front office when entering a campus, turning off cell phones, etc. While observing, do not interrupt or interfere with the learning process.

Tests

Pre-Admission Content Test (PACT): Only required for students that do not have a minimum 3.0 GPA (overall or last 60 hours). Registration information can be found at the following link:

http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_FacultyPACT.html

Practice Tests: After a candidate has attended courses at the ACEPP, he/she is ready to attempt the practice test. The student will use online resources or call the ACEPP Office when ready to make an appointment to take the practice test. Once an appointment has been made, the student will come by the ACEPP Office to take the practice test. When the student completes test preparation, approval into the SBEC system will be entered for registration for the TExES exam. Please keep in mind that specific content tests are required for employment and placement purposes.

Remediation: If a candidate fails the TExES exam, he/she will review domains failed, complete additional hours of test preparation (which will include, but is not limited to completing online reviews and quizzes) and be expected to study weak areas for approval to retake the TExES. Candidates are limited to five attempts to take a certification test. Please see Test-Limit Waiver Information for additional information regarding this process at: https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test-Limit_Waiver_Information/

Texas Examinations of Educator Standards (TExES): The TExES exams should be taken while a student is enrolled in coursework with the ACEPP. Once these exams have been passed, 50 FBE hours completed, and at least 150 hours of coursework, the candidate can begin seeking an internship at a TEA approved public school or apply for clinical teaching. Each TExES exam costs \$116 (plus a \$2.87 testing fee by Texas.gov) fees are subject to change.

House Bill (HB) 3, 86th Texas Legislature, 2019, requires that all educators that teach any grade level from prekindergarten through grade six demonstrate proficiency in the Science of Teaching Reading (STR) on a certification examination, Test 293. STR will be required for the issuance of a Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, or ELAR/Social Studies 4-8 certification.

Bilingual Target Language Proficiency Test (BTLPT): The BTLPT exam is **only** given to students seeking Bilingual Certification. The Bilingual Certification students must pass this state exam that evaluates the caliber at which they communicate in Spanish. Candidates are assessed on Listening and Reading Comprehension, and Oral and Written Expression. The BTLPT should be taken while the candidate is enrolled in coursework.

Preliminary Criminal History Evaluation (PCHE) [19 TAC § 227.103]

Fingerprinting can be initiated as an applicant for certification, or through employment with a Texas school district or charter school.

- Applicants for Certification – TEC §22.0831

Candidates may request a preliminary criminal history evaluation prior to admission to an EPP.

Not required and not needed if there is nothing to report. [19 TAC, Chapter §227, Subchapter B]

The agency's written opinion about an individual's eligibility for certification is based on the individual's self-reported criminal history.

- Request the PCHE and make \$50 payment online (nonrefundable) [19 TAC § 227.103]

May be performed for anyone who:

- Is applying to an EPP or taking a test and,
- Has been convicted or received deferred adjudication for a crime.

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

Fingerprints will still be required when the individual applies for a certificate.

TEA may investigate at the time of application if additional details are discovered.

CRIMINAL BACKGROUND CHECK / FINGERPRINTS

Prior to Internship or Clinical Teaching: Senate Bill 9 mandates school districts complete a criminal background check and fingerprint all educators. The fee for completion of this background check will be paid by the intern prior to entering a classroom. SBEC will conduct the criminal background check based on the fingerprints submitted by the intern / clinical teacher. Please visit the TEA website: http://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

INTERNSHIP

Overview: The internship is defined as a one-year (minimum of 180 days) teaching assignment that matches the certification field for which the individual was prepared by the ACEPP. The intern will hold a Probationary Certificate (or an Intern Certificate)* and be classified as classroom teacher, as recorded in the campus PEIMS. Internship is a supervised, full-time educator assignment at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.

An internship is successful when the field supervisor, mentor/cooperating teacher and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate. The intern will fulfill all duties of the teaching assignment as the classroom teacher. During this one-year period, the intern will complete all requirements of the ACEPP internship.

*Effective September 1, 2017 a candidate may be recommended for a one-year nonrenewable Intern Certificate (in special circumstances) if the candidate has demonstrated exemplary teaching skills.

POLICIES AND PROCEDURES

Internship/Paid Position: The first year working as a Classroom Teacher is considered a candidate's internship. The internship counts as a year of service as a classroom teacher. This year will be the most critical of all and may lead to completion of a Standard Certificate.

Probationary Certificate Eligibility: To be recommended for a probationary certificate, the candidate must meet the minimum requirements, below:

- Passed the Content Exam in the area of certification
- Passed the PPR Exam
- Completed 50 hours of Field Based Experience (FBE)- 25 of those hours must be interactive
- Completed 150 hours of coursework
- Been hired at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate

Probationary Certificate Required Information: When the candidate is hired as an intern, they must contact ACEPP and apply for a Probationary Certificate. The candidate provides the program with:

- 1) The name of the human resource contact person
- 2) Email and Phone number
- 3) School district
- 4) School campus & Grade level being taught (teaching assignment)

Probationary Certificate Application Process: The candidate must apply for a TEA Login (TEAL):

<https://pryor.tea.state.tx.us/>

- Enter Username and Password or **Request New User Account**
- Request a PROBATIONARY CERTIFICATE and to be recommended by this Entity: ALAMO COLLEGES (Alternative)
- Subject applying for: (Your Content test)
- Ensure payment is made

Statement of Eligibility (SOE): The ACEPP will generate an SOE that describes the intern's qualifications and forward the document to the school districts human resource contact person to begin the process. This document contains:

- Intern's status in the certification process- coursework & FBE hours completed
- Passing status on TExES exam in Content Area for correct certification field
- Passing status on TExES PPR exam
- Teaching Assignment/Grade Level(s)
- Date of Hire, First Day on Campus, Mentor, etc.

The SOE must be signed by the delegated person at your District or Human Resource Office to certify the teaching assignment is **in the approved content area**. ACEPP will determine the candidate's eligibility and recommend approval. Once approved, the intern receives the salary of a first-year school teacher. First year intern salaries vary from school district to school district.

Leave of Absence - Intern must notify ACEPP **immediately**, if taking a leave of absence for personal reasons or by district administrative leave. Intern must notify ACEPP with effective dates of leave and return date or risk being dropped from the program. ACEPP will verify the total number of teaching days to confirm teaching days are not less than 150 for Intern to be recommended for standard certification.

Internship: Each candidate is responsible for seeking employment and serving under a probationary certificate for one academic year as the teacher-of-record in a local accredited school within a reasonable commuting distance. A list of accredited schools can be found online at: <https://tealprod.tea.state.tx.us/tea.asktd.web/Forms/Home.aspx> "Search by" tab

ACEPP will facilitate a candidate as much as possible with the internship/job placement. However, *the responsibility of finding a job is the obligation of the candidate*. On some occasions, human resource departments of school districts contact the ACEPP looking for qualified candidates to interview. ACEPP may only disclose information if the candidate signs the "FERPA Consent to Release Educational Records and Information" form.

Late Hire: A late hire for a school district teaching position may begin employment under an Intern or probationary certificate before completing the pre-internship requirements of subsection (b) of this section §228.35, but shall complete these requirements within 90 school days of assignment. ACEPP reserves the right to revoke the intern's probationary certificate for failure to fulfill all requirements.

Internship Fees: Once a candidate is hired by a school district as a classroom teacher, he/she will be responsible for paying a non-refundable internship fee prior to recommendation for Probationary Certificate. The fee will cover the costs of the internship **within a 50-mile radius** from ACEPP. **An additional fee of \$800 may be assessed to complete observations outside these boundaries.** Please check with the ACEPP Manager to ensure boundaries of service are within our service area.

Note: There are no refunds, credits or waivers on the Internship fee, if the school year is not completed or not completed successfully. The Intern will pay an additional non-refundable fee for any extension beyond the 180-day internship.

Certification Areas: In order for the job placement to count as an internship, a candidate **MUST be placed in an area that corresponds to the certification area.** For example, a candidate seeking Bilingual Certification (EC-6) could accept a placement in a 2nd grade Bilingual classroom. A candidate should accept a teaching job that is in his/her certification area. However, if a candidate accepts a teaching position that is NOT in his/her certification area, that placement will NOT count towards his/her one-year internship. The candidate may take the position with the understanding that he/she will still need to fulfill his/her internship requirement in order to be recommended for a Probationary Certificate.

PROBATIONARY CERTIFICATION

Issuance of Probationary Certificates TAC §230 & §230.37

Candidates seeking certification as an educator must hold a probationary certificate while participating in an internship at ACEPP.

- Regardless of the placement in a private school, charter school, or public school, each candidate must have a probationary certificate.
- Each candidate teaching on a 1st or 2nd year probationary certificate must have a certificate that matches the certification field(s) for which the candidate was admitted and prepared.
- Candidates must meet the general requirements for certification. Candidates teaching in grades EC through 6 must have passed the relevant content test(s) prior to issuance of the probationary certificate.
- Candidates who are teaching in grades 7-12 will either have a passed content test or must have 24/12 (24 semester credit hours in the content field with 12 of the hours being upper level-300 or 400 level coursework.) The 24/12 hours must be within the content area of the placement and designated on the probationary certificate.
- Candidates must demonstrate proficiency in English. For out of country candidates, minimum scaled scores of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing on the TOEFL must be provided to EPP prior to issuance of the probationary. The score should be submitted to the EPP.
- Each candidate that is on a probationary certificate must have a field supervisor and a campus mentor for each year that he/she is on a probationary certificate.
- **Regardless of the date of issuance of the probationary certificate, it is only valid for 12 months.**
- The candidate must have a conferred degree and must have passed the required content test to be issued a probationary certificate.

Fees: The candidate must pay the fee prescribed in §230.101 of this title (relating to Schedule of Fees for Certification Services). Fingerprints: The candidate must submit fingerprints in accordance with §232.35© of this title (relating to Submission of Required Information) and the TEC, §22.0831.

Probationary Extensions: §230.37 (c)(4)(B) Probationary certificates issued to individuals enrolled in ACEPP for initial certification, may be extended for one additional 12-month term following the expiration of the initial term, subject to the following conditions.

- (A) A probationary certificate may be issued for an additional 12-month term only if the ACEPP recommends the additional term and certifies that the holder is making satisfactory progress toward standard certification.

- (B) ACEPP must provide supervision to the educator for the full term of any such additional probationary certificate, unless, prior to the expiration of that term, a standard certificate is issued to the educator.
- (C) Interns that do not successfully complete internship must apply and pay for an extension of probationary certificate, repeat the internship, and **pay the extension fees**.
- (D) Failure to apply and pay for probationary certificate and extension fees will result in probationary certificate not being activated. Interns will be **discharged** from ACEPP after 45 days beyond probationary expiration.
- (E) A Probationary Certificate may be extended for 1 additional year. Intern must complete the program requirements and assignments.

Mentor: §230 & §228.2 A mentor is a certified educator who is assigned by the campus administrator who has completed mentor training provided by an EPP. The cooperating teacher or mentor has completed three years of classroom teaching prior to being assigned a clinical teacher or intern. The cooperating teacher or mentor is currently certified in the certification category in which the Intern or Clinical Teacher is seeking certification. Responsibilities of the mentor include, but are not limited to:

- guiding, assisting, and supporting the Intern/Clinical Teacher in areas such as planning, acquisition of instructional materials, classroom management, curriculum and instruction, district policy, parent involvement, and student assessment; and
- providing information to the EPP regarding the progress of the beginning teacher seeking new certification.

Once an intern begins working as a classroom teacher, the district will assign an on-campus mentor that is at the school in which he/she is working. **Any fees associated with the on-campus mentor will be the responsibility of the intern.**

ACEPP Field Supervisors: In addition to the on-campus mentor, ACEPP will provide the intern with an ACEPP Field Supervisor. Field Supervisors are certified educators, contracted by ACEPP, who have at least 5 years of experience, advanced credentials and are trained annually. Field Supervisors observe candidates, monitor their performance, and provide constructive feedback to improve their professional performance and effectiveness as educators in the standards associated with the certificate being sought.

- The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate, must occur within the first three weeks of assignment.
- The first formal observation must occur within the **first four weeks** of all assignments on the Intern's site in a face-to-face setting. Clinical Teachers must be observed within the **first three weeks**.
- The assigned field supervisor will conduct a **minimum of 5** observations of 45 minutes in duration each year. All observations should include **pre- and post-conferences**. Written feedback with a start and stop time, as well as Intern, Mentor/Cooperating Teacher, and Field Supervisor signatures will be provided to the Intern/Clinical Teacher. A copy will be provided to the campus administrator.
- At least **three informal observations** that are *15 minutes* or more in duration per semester of the internship, clinical teaching, or practicum assignment will be conducted.
- The **first informal observation** must occur within the **first six weeks** of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous. <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch228f.pdf>
- *Informal observations* are informed by written feedback provided during post-observation conferences; and
- include observation and feedback on targeted skills.
- During the internship, the program must provide a **minimum of three** formal observations during the first four months **and two** formal observations during the last five months of the assignment. **Intern certificates** will require a **minimum of three** formal observations during the first four months **and two** formal observations during the last five months of the assignment.
- For clinical teaching, the field supervisor must provide a **minimum of four** observations during the assignment, which shall be a **minimum of 490 hours** (14 weeks/70 days) that is not less than an average of 4 hours each day in the subject area and grade level of certification sought, including planning periods but not including lunch periods. The minimum may be reduced to no less than 455 hours if the candidate is absent from the clinical teaching assignment due to a documented instance of parental leave, military leave, illness, or bereavement. [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=228&rl=67](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=228&rl=67)
- The field supervisor shall document the practices observed to reflect actions that can be observed during the observation and should focus on the essential basic skills needed by a teacher.

- The field supervisor shall provide written feedback through an interactive conference with the Intern/Clinical Teacher. The interactive time is a separate block of time from the 45-minute observation. It should be documented as a separate block of time on the observation instrument noting the start and stop time of the conference. The interactive conference should be verified by field supervisor and Intern/Clinical Teacher signature. If possible, the cooperating teacher/mentor should be included in the feedback session. A copy of the **observation and feedback must be provided to the campus administrator with office staff signature** verifying proof of receipt.
- Informal observations and coaching shall be provided by the field supervisor as appropriate. All records of additional assistance provided by the program staff or field supervisor should be recorded. This includes telephone conversations, email, additional observations or conferences. This may be part of the benchmarking process or may be recorded in the candidate's record, or in the field supervisor's log. Not all Interns/Clinical Teachers will have or need additional observations or coaching.
- All Interns on probationary certificate extensions must have a field supervisor assigned, receive six *informal observations* and five formal observations of 45 minutes in duration each year, pre- and post-conferences with written feedback, and a copy of the observation provided to the campus administrator. (Extensions of the initial term means the 2nd year probationary certificates issued to Interns seeking initial certification and participating in an internship.)

Interns must contact field supervisors immediately with any changes.

CLINICAL TEACHING

Overview: Clinical teaching is defined as a full day ('bell to bell' or at minimum 7 hours) for a minimum of **490 hours** (14 weeks/70 consecutive full instructional days) or 28 weeks (140 consecutive half-days). The Clinical teaching experience will be extended to the end on the last day of the school week. Instructional days are actual hours spent on the required educational activities and experiences. The clinical teaching experience should be continuous but may be divided into 2 continuous experiences. Clinical Teachers will not be pulled out of schools during the day due to meetings called by the ACEPP. An additional week may be added so a Clinical Teacher can make up any missed days due to illness or other emergencies.

The ACEPP school-based experience is supervised by a cooperating teacher who is a certified teacher and an ACEPP Field Supervisor that is assigned to the Clinical Teacher. Clinical teaching must be at a public or private school campus approved by TEA in a typical school environment and not in a distance learning lab or virtual school setting.

The primary objective of clinical teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators. Clinical teaching is a comprehensive and intense teaching experience which is aligned with the guidelines of the Texas Education Agency and the ACEPP.

The clinical teacher, cooperating teacher, and Field Supervisor collaborate, support, enhance and prepare the clinical teacher to become a reflective professional. As a means of support for the clinical teacher, training will be provided for the cooperating teacher. A cooperating teacher is a campus-based mentor teacher for the Clinical Teacher. For responsibilities of cooperating teacher see **Mentor** on page 18.

Clinical Teaching Fee: A non-refundable, clinical teaching fee is due prior to placement (No payment plan, refunds credits or waivers if the 14 consecutive school weeks are not completed or not completed successfully.)

Note: *If the clinical teaching experience is not successful, it must be repeated the following semester and the clinical teacher will be placed on a growth plan. An additional non-refundable fee will be charged.*



OBJECTIVES

Upon completion of the program, the clinical teacher will be able to:

- Demonstrate competence in all job responsibilities
- Communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process
- Observe the behavior and learning styles of students in a world of diverse cultures and expectations and address the needs through varied and effective lesson delivery

- Implement skills and strategies required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning
- Create and use effective lesson plans for instruction
- Establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning, and self-motivation
- Effectively integrate technology for instruction and communication
- Engage in reflective evaluation and professional goal setting

POLICIES

Length of Semester: The clinical teaching semester has been designated as a minimum of 70 consecutive full instructional days or 140 consecutive instructional half-days ending on the last day of the school week. *Please do not apply if you cannot commit to this requirement.*

Admission Requirements: Candidates must attend the scheduled (first week in November) information session, if they want to be placed as a Clinical Teacher by the upcoming Spring semester. If they wish to be placed by the upcoming Fall semester, they must attend the scheduled (first week in May) information session. Candidates wishing to be Clinical Teachers must successfully interview and meet program requirements. Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences.

Admission Requirements for Transfer Students: If a candidate is transferring in from another program, they must have a minimum GPA of 3.0, letter of recommendation from previous program, signed transfer form, and meet all other program requirements. In addition, transfer students must be currently employed or volunteering at an approved TEA school for a minimum of four **successful** weeks. Candidates will be placed at a school once they have successfully completed 4 weeks of employment or volunteering at a TEA approved school.

Attendance: Clinical teachers are expected to attend the cooperating school every day of clinical teaching. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, Field Supervisor, and school office as early as possible in case of an illness or any other absence. Excessive absences may result in the removal from clinical teaching.

Clinical teachers follow the calendar of the assigned school regardless of the holidays observed by the Alamo Colleges. Clinical teachers are expected to be at school on staff development days and to participate in any professional development programs, when appropriate. This includes, but is not limited to parent conferences, faculty meetings, after school functions and any other function the cooperating teacher is expected to attend. The clinical teacher follows the daily schedule of the cooperating teacher as assigned by the district.

Relationships with Students: Clinical teachers should exercise extreme caution against becoming too familiar with students. It is not appropriate to socialize in any way with students without the presence of the cooperating teacher or other appropriate certified personnel. (Refer to TAC RULE §247.2 Code of Ethics and Standard Practices for Texas Educators)

Corporal Punishment: Corporal punishment is banned and a sensitive issue in many schools. Clinical teachers must not resort to this method of behavior control. If corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

COMPONENTS

Observation: The first week of clinical teaching will be spent observing the classroom environment, instructional strategies, and interpersonal communications and relationships. The clinical teacher is expected to take reflective notes for the purpose of asking questions of the cooperating teacher regarding curriculum, behavior management, and student interactions. Knowing and understanding this background information will provide the clinical teacher with a knowledge base which will facilitate and enhance the teaching experience.

Assistance: After a brief observation period, the clinical teacher will begin working collaboratively with the cooperating teacher. The cooperating teacher may assign specific duties to the clinical teacher such as:

- Monitoring students during independent or group work
- Assisting students one-on-one
- Preparing materials
- Checking attendance
- Tutoring

- Grading papers

Collaboration: The clinical teacher may begin co-planning and co-teaching a selected lesson as a gradual progression to the full teaching experience. The following are suggested options:

- Divide the class into two groups, with the cooperating teacher and clinical teacher taking a group for instruction.
- Divide the instructional time-one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- One person may present the lesson content while the other supervises the cooperative group work
- Teaming allows the clinical teacher to gain some initial experience in front of the class with support from the cooperating teacher. This strategy allows the students to observe the cooperative relationship of the clinical teacher and the cooperating teacher.

Instruction: As the clinical teacher prepares to assume responsibility for planning and teaching, lesson plans should be written and submitted to the cooperating teacher at least *two days* prior to teaching the lesson. The cooperating teacher will provide constructive feedback for revisions and suggestions.

Full Responsibility: The goal of clinical teaching is for the clinical teacher to experience the full responsibility of the regular classroom teacher. This demands the commitment of both the cooperating teacher and the clinical teacher. Full teaching means that for consecutive days, the clinical teacher assumes the full responsibility of planning and teaching for the required consecutive days. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher.

CLINICAL TEACHING SCHEDULES

Clinical Teaching: 15 weeks (75 days)

Note: *This is a suggested schedule and may be changed*

Week 1	Observe and assist cooperating teacher The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher. (<i>Class Observation Reflection</i>)
Week 2	Team teach Gradually add responsibilities so the clinical teacher has experience planning and teaching each subject/period, before full responsibility begins.
Week 3	Co-plan and teach 1-2 classes (1 st Field Supervisor Formal Observation) This should be a lesson the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
Weeks 4-6	Independently plan and teach 2-3 classes (2 nd Field Supervisor Formal Observation) (1 st informal observation by Field Supervisor) <i>Cooperating teacher observes Clinical teacher using Individual Lesson observation form.</i>
Weeks 7-10	Progressively increase teaching responsibility- (3 rd Field Supervisor Formal Observation) (2 nd informal observation by Field Supervisor)
Week 11-14	Full responsibility- minimum of three weeks (4 th Field Supervisor Formal Observation) (3 rd informal observation by Field Supervisor) <i>Cooperating teacher observes Clinical teacher using Individual Lesson observation form</i>
Week 15	Progressively decrease full responsibility- (ensure a total of 3 informal & 4 Formal Observations were conducted by Field Supervisor) Teaching responsibilities for subjects/periods Clinical Teacher has taught the longest, may be dropped [5 th Field Supervisor Observation (if necessary) & Clinical teacher observes other grade levels or teachers on grade level, if possible.]

CLINICAL TEACHING: Dual Certification Schedule, 8 weeks (37.5 days) 1st assignment- (1 of 2)

Week 1	Observe and assist- The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher. (<i>Class Observation Reflection</i>)
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Week 2	Team teach- Gradually add responsibilities so the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
Week 3	Co-plan and teach 1-2 classes- This should be a lesson the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. (1 st Field Supervisor Formal Observation)
Week 4	Independently plan and teach 2-3 classes (subjects/periods per day)- <i>Cooperating teacher observes Clinical teacher using Individual Lesson observation form</i>
Week 5	Progressively increase teaching responsibility (1 st FS informal observation)
Week 6-7	Clinical teacher assumes full responsibility for 10 consecutive days- <i>Cooperating teacher observes Clinical teacher using Individual Lesson Observation form</i>
Week 8	Progressively decrease full responsibility- (2 nd Field Supervisor Formal Observation)

Note: This is a suggested schedule. It can be changed to meet individual needs.

2nd assignment- (2 of 2)

8 Weeks (37.5 days)

Week 9	Observe and assist- The majority of the time is focused on learning classroom routines and observing students and the cooperating teacher.
Week 10	Team teach- Gradually add responsibilities so the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.
Week 11	Co-plan and teach 1-2 classes (subjects/periods of the day)- This should be a lesson the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. (2 nd FS informal observation)
Week 12	Independently plan and teach 2-3 classes or subjects/periods per day- (3 rd Field Supervisor Formal Observation)
Week 13	Progressively increase teaching responsibility- <i>Cooperating teacher observes Clinical teacher using Individual Lesson Observation form</i>
Week 14-15	Clinical teacher assumes full responsibility for 10 consecutive days- (4 th Field Supervisor Formal Observation & 3 rd FS informal observation)
Week 16	Progressively decrease full responsibility- Teaching responsibilities for subjects/periods Clinical teacher taught the longest, may be dropped

STANDARD CERTIFICATION

Applying for Standard Certification: In order to be recommended for the Standard Certificate, interns and clinical teachers must complete their coursework, a school year internship or clinical teaching experience, and pass all required TExES certification exams. In addition, the ACEPP must receive a recommendation from the field supervisor, cooperating teacher, and principal that states the candidate should be recommended for a standard certificate. The ACEPP only recommends Interns/Clinical Teachers who have successfully completed all components of the program.

- §230.93 The appropriate certificate may be issued to a candidate who completes all requirements of a State Board for Educator Certification-approved educator preparation program (ACEPP). The candidate must complete the appropriate application and pay the designated fee. The certification officer representing the ACEPP shall submit to the Texas Education Agency staff a recommendation for the issuance of the appropriate certificate, not earlier than the date on which all requirements were completed, and by the recommendation deadlines for issuance of the certificate.
- §230.97 The date of issuance shall not precede the date all certification requirements are completed.
- §230.97 The issuance date of a certificate recommended by ACEPP shall be the date ACEPP verifies that the applicant has satisfied all certification requirements.
- Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate.

Once the ACEPP verifies the Intern/Clinical Teacher is eligible for recommendation for standard certification, he/she must apply and pay TEA for a Standard Certificate at: <https://pryor.tea.state.tx.us/>

- Enter Username and Password
- Request a STANDARD CERTIFICATE and to be recommended by this Entity:
ALAMO COLLEGES (Alternative)
- Subject applying for: (Your Content test)
- Ensure payment is made

COMPLETERS

Once a Standard Certificate is issued, it is the individual's responsibility to continue earning 30 hours of professional development per year and to renew the standard certificate every 5 years:

http://tea.texas.gov/Texas_Educators/Certification/Certification_Renewals/

Educators can add additional certifications by exam. They must apply to TEA to add each additional certification by paying the fee required and confirming certifications were added to their certificate.

Exit Policy §228.20. Governance of Educator Preparation Programs.

h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. Reasons for dismissal:

- Not meeting the deadline on their acceptance letter
- Sale of Academic Product
- Academic Enticement or Influence
- Academic Misconduct (Plagiarism, Collusion, Fabrication, Cheating)
- Inappropriate contact with a student
- Not completing the program within 2 years or inactive for 1 year
- If an intern or clinical teacher is asked to resign or voluntarily leaves his/her position, the intern or clinical teacher forfeits enrollment in the program and will no longer be allowed to participate in the ACEPP.

(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.

ADVISORY COMMITTEE

The preparation of educators is a collaborative effort among TEA accredited public schools, TEA recognized private schools, regional education centers, institutions of higher education, business and community interests. The committee consists of a balanced representation of stakeholders. The ACEPP shall approve the roles and responsibilities of each member of the advisory committee.

The purpose of the advisory committee is to get views and ideas from outside the program as to needs of schools and school districts. The advisory committee assists in the design, delivery, evaluation, and major policy decisions of the Alamo Colleges EPP.

The committee must meet a minimum of once each academic year. Meetings are documented with agendas, detailed minutes, and signed attendance records, or signed acknowledgements of receipt of information. Agenda items may consist of, but are not limited to the following:

- Advisory Committee Training
- Review of Program Operation
- Design of the general operation and Delivery of the program
- Evaluation of
 - Benchmarking candidate's progress
 - Effectiveness of the program
- Policy decisions

COMPLAINT PROCESS

TAC §228.70 The ACEPP has a complaints policy that includes a specific process for filing complaints. This is a process through which a candidate, former candidate, or an applicant for candidacy in the ACEPP, an employee or former employee of the ACEPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school may submit a complaint about the ACEPP for investigation and resolution. This policy has been submitted to TEA.

The ACEPP website has a link to the TEA complaints website and information regarding how to file a complaint. The link and complaints process is posted in places where the public can access the information. ACEPP provides a copy of the complaints process in the candidate handbook. Written copies are available on-site as requested. http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/

GRIEVANCE PROCESS

Student Grievance Procedures

From time to time, conflicts and disagreements may arise between students and their instructors; the intent of these procedures is to provide equitable and expeditious resolutions. Keeping in mind that instructors oversee classroom management, teaching, strategies, testing, and the evaluation of student performance, students are encouraged to use these procedures only when there is clear and convincing evidence that the instructor has treated the student unfairly, or arbitrarily, or capriciously. The candidate may ask their instructor to review the grievance and may appeal the instructor's finding to the Program Manager. If necessary, an appeal may be made to the Grievance Review Committee. A final appeal may be made to the Economic Workforce Development Vice Chancellor.

Definition of Terms

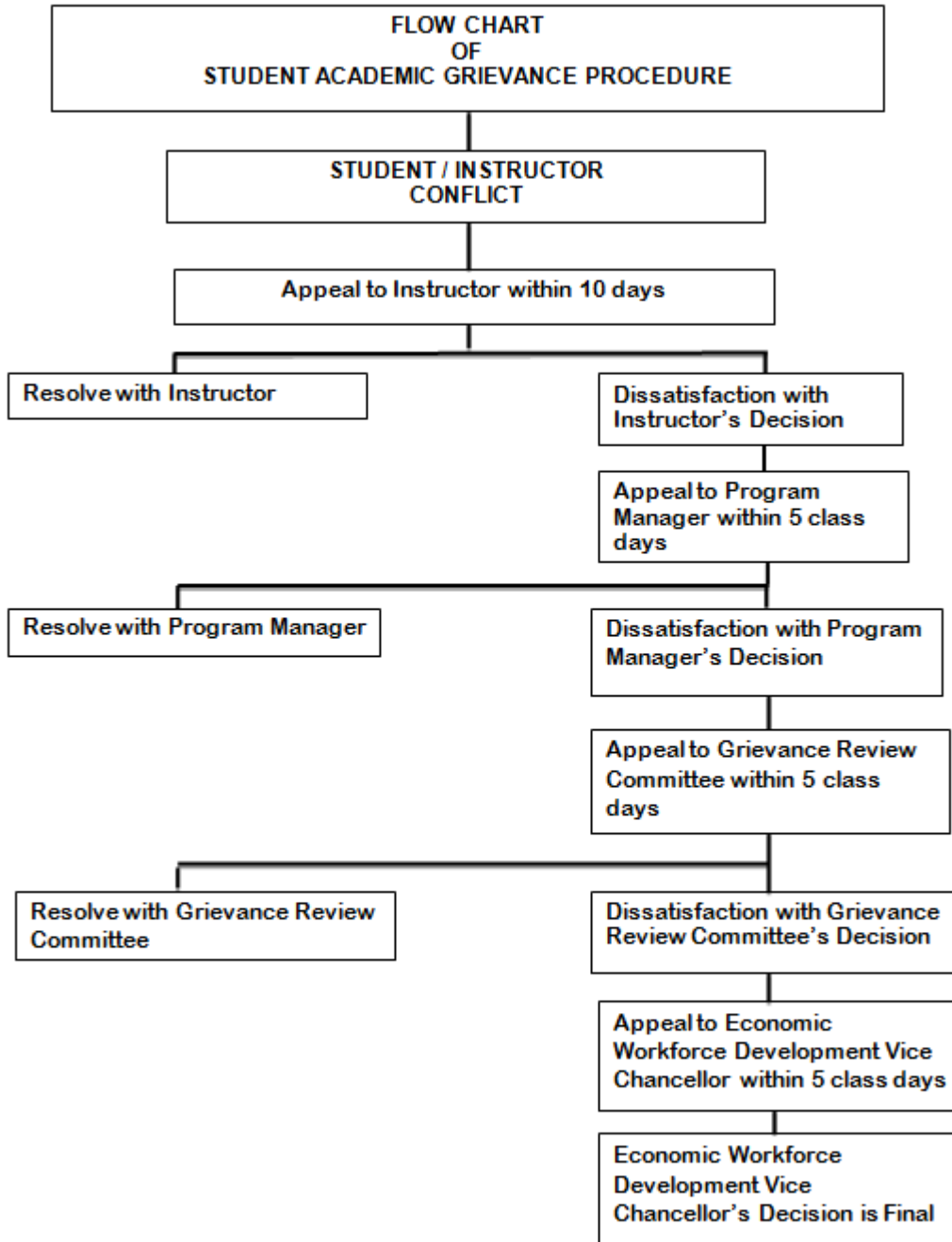
In these procedures, unless the context clearly requires a different meaning, the following words and phrases shall have the meaning given below:

- 1) "Student" or "candidate" means the person enrolled part time or full time in the ACEPP.
- 2) "Instructor" means the person primarily responsible for teaching the class and may include full-time or part-time CE Instructors as well as members of the classified, professional, and administrative staff of the District.
- 3) "Program Manager" means the direct instructional supervisor of the instructor in whose department or area of the student grievance arose.
- 4) "Grievance Review Committee" means committee appointed by the direct instructional supervisor of the Program Manager in whose department or area the student grievance arose.
- 5) "Economic Workforce Development Vice Chancellor" means the direct instructional supervisor of the Program Manager in whose department or area the student grievance arose.
- 6) "Days" means weekdays during which the college is in session.
- 7) "Adequate cause" means clear and convincing evidence that the instructor acted unfairly, or arbitrarily, or capriciously in classroom management, teachings methods, testing, or the evaluation of student performance.

Procedures

- 1) If a situation occurs in which a student believes that he or she has been treated unfairly by an instructor, the student should attempt to schedule a conference with the instructor to resolve the problem.
- 2) A student grievance should be initiated as soon as possible after the incident upon which the grievance is based. Therefore, the student must seek a conference with the instructor within 10 days of the incident.
- 3) If, after a conference with the instructor, the student believes that the matter is unresolved, he or she may consult with the Program Manager. Such consultation shall take place within 5 days of the student's conference with the instructor.
- 4) A Student Academic Grievance Form must be filed with the Program Manager. Copies of the form will be retained by the student and the instructor.
- 5) The Program Manager will individually and separately hear the grievance from the student and instructor. After hearing both sides, the Program Manager may request that the student and the instructor meet with the Program Manager to reach an acceptable solution.
- 6) If an agreement is not reached in the hearing or conference, the Program Manager will affirm or deny the grievance within 5 days. If the decision is to affirm the instructor's position, the student may then appeal to the Grievance Review Committee (GRC information will be provided at time of appeal request). If the decision is to affirm the student grievance and to recommend that the instructor reverse his or her decision, the Program Manager must meet with the instructor and provide a written explanation. To affirm a student grievance, the Program Manager must have adequate cause.
- 7) If either the student or the instructor is not satisfied with the Program Manager's decision, he or she may appeal to the appropriate Grievance Review Committee within 5 days of the Program Manager's decision. A complete record of the grievance will be forwarded to the Grievance Review Committee by the Program Manager. The Grievance Review Committee and the Program Manager will meet with the student and the instructor. After hearing both sides

and reviewing the record the Grievance Review Committee will render a decision, in writing, affirming or denying the grievance within 5 days. If necessary, a final appeal may be made to the Economic Workforce Development Vice Chancellor. Form to print can be found on pages 26 and 27.



Alamo Colleges Educator Preparation Program Student
Academic Grievance Form

Name _____ Major _____
SID/SSN _____ Day Phone _____
Address _____ Alt. Phone _____
City/St./Zip _____ Email _____

Step One: Description of Grievance

Date of Incident _____ Name of Instructor _____
Course Section _____

Write grievance summary or attach prepared document:

Student/Instructor Conference Date _____ Resolved
 Unsolved
Student Signature _____
Instructor Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP TWO within 5 days.
Forward supporting documentation as necessary

Step Two: Program Manager Conferences

Student/Program Manager Conference Date _____ Resolved
Instructor/Program Manager Conference Date _____ Unsolved
Student Signature _____
Program Manager Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP THREE within 5 days.
Forward supporting documentation as necessary

Step Three: Inclusive Conference

Student/Instructor/Program Manager Conference Date _____ Resolved
 Unsolved
Student Signature _____
Instructor Signature _____
Program Manager Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP FOUR within 5 days.
Forward supporting documentation as necessary.

Step Four: Program Manager Action

Upon consideration of the circumstances presented, I hereby affirm* _____/deny _____ the grievance in question.
*Written explanation must be forwarded to instructor.

Program Manager Signature _____ Date _____
I accept _____/reject _____ the decision of the Program Manager Student
Signature _____
I accept _____/reject _____ the decision of the Program Manager Instructor
Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP FIVE within 5 days.
Forward supporting documentation as necessary

Step Five: Grievance Review Committee Conference

Student/Grievance Review Committee Conference Date _____

Resolved

Unsolved

Student Signature _____

Instructor Signature _____

Program Manager Signature _____

Grievance Review Committee Signatures _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP SIX within 5 days.
Forward supporting documentation as necessary.

Step Six: Grievance Review Committee Action

Upon consideration of the circumstances presented, I hereby affirm* _____/deny _____ the grievance in question.

*Written explanation must be forwarded to instructor and Program Manager.

Grievance Review Committee Signature _____

Date _____

I accept _____/reject _____ the decision of the Program Manager

Student
Signature _____

I accept _____/reject _____ the decision of the Program Manager

Instructor
Signature _____

I accept _____/reject _____ the decision of the Program Manager

Program Manager
Signature _____

Grievance Review Committee Signatures _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP SEVEN within 5 days.
Forward supporting documentation as necessary.

Step Seven: Appeal to Economic Workforce Development Vice Chancellor

**Action By Economic Workforce Development Vice Chancellor
Final Arbitration**

Student/Instructor/Program Manager/Grievance Review Committee/Economic Workforce Development Vice Chancellor Conference Date _____

Upon consideration of the circumstances presented, I hereby affirm* _____/deny _____ the grievance in question.

Economic Workforce Development Vice Chancellor Signature _____

Economic Workforce Development Vice Chancellor's Remarks:

*A conference with the instructor and Program Manager must be held and written explanations of the decision must be provided.
Refer to Student Academic Grievance Policy: FLD Local

The Alamo Colleges, and its affiliated colleges, does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs, or services. Inquiries or complaints concerning these matters should be brought to the attention of:

Director of Human Resources Title IX
Coordinator
Human Resources Department
2222 N. Alamo
San Antonio, Texas 78215

Student Non-Academic Grievance Procedures

Alamo Colleges Educator Preparation Program acknowledges the possibility that incidents may occur outside the academic setting that might result in a student feeling he/she is the object of unjust treatment by an ACEPP employee. This concern could include misconduct or a condition the student believes to be unfair, inequitable, discriminatory, or a hindrance to the student's educational progress. This policy does not apply to decisions regarding financial aid eligibility, student disciplinary actions, or those pertaining to academic matters (see Academic Grievance Procedure above).

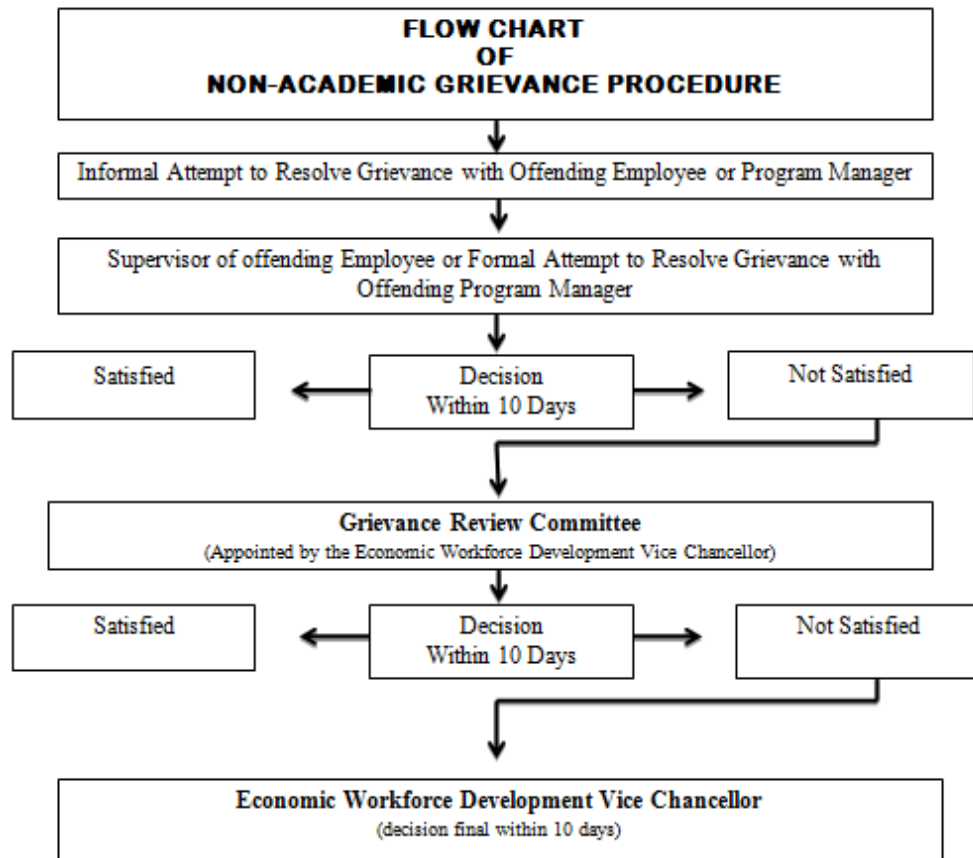
Prior to initiating a formal grievance, the student should make a reasonable effort to resolve the problem with the person, or Program Manager, against whom the complaint is being made. This should occur within 10 days, following the protested circumstance. If the complaint is not resolved to the student's satisfaction, the following formal grievance procedure can be initiated.

Definition of Terms:

- 1) "Grievance": A claim that a student has been the subject of an unjust action or has been denied his/her rights by an employee of the College.
- 2) "Appeal": An action taken to request a review of and possible change to the recommended resolution of the grievance.
- 3) "Working days": Weekdays (Monday through Friday).

Procedure:

1. Within 5 working days of the final informal attempt at resolution, a signed and dated written complaint should be made to the immediate supervisor of the person or Program Manager against whom the complaint is being made. All grievances must include the following:
 - A. Student's name and contact information, including day-time phone number, mailing address, and email address (if available)
 - B. A full description of the grievance, providing relevant dates of events and including the names of all parties involved
 - C. A statement describing attempt(s) to resolve the issue informally
 - D. The proposed resolution, relief or action sought
2. Upon receipt of the written grievance, the Program Manager will review the document and meet with any or all of the parties cited in the grievance. The Program Manager will render a decision within 10 working days. If either the student or employee is not satisfied with the decision and wishes to appeal, he/she must do so by submitting a written appeal to the Grievance Review Committee within 5 working days. In addition to a copy of the original grievance and Program Manager's decision, the student or employee must provide a brief statement justifying the appeal.
3. Upon receipt of the written appeal, the Grievance Review Committee will review the documents and investigate the request. The Grievance Review Committee will render a decision within 10 working days. If either the student or employee is dissatisfied with the Grievance Review Committee's decision, he/she has 10 working days to request it be reviewed by the Economic Workforce Development Vice Chancellor or designee. In addition to a copy of all information provided to the Grievance Review Committee, the student or employee must provide a brief statement justifying the additional appeal.
4. The Economic Workforce Development Vice Chancellor is the final reviewer for Alamo Colleges Educator Preparation Program and will render a decision in writing within 10 working days of receiving the written request of appeal.



CONTACT INFORMATION

Mailing Address:

Alamo Colleges District
 Attention: Alamo Colleges Educator Preparation Program
 2222 N. Alamo St.
 San Antonio, TX 78215

Alamo Colleges Educator Preparation Program Staff

Pauline Ramírez
 Program Manager
 Office: (210) 485-0042
pramirez43@alamo.edu
 Fax: (210) 486-9866



Instructors:

Dr. Lee Myers
Principles of Teaching
Digital Literacy
Science



Dr. Martha Alonso
English Language Arts & Reading w/Science of Teaching Reading
Fine Arts



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