



ALTERNATIVE CERTIFICATION PROGRAM (NAU-ACP)

TEACHER CANDIDATE HANDBOOK

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AN ALTERNATIVE ROUTE

LOCATION

North American University-Alternative Certification Program is currently located at 11929 W Airport Blvd., Stafford, TX 77477. It serves students and public in North American University campus.

CONTACT INFORMATION

Alternative Certification Program (NAU-ACP)

Address : 11929 W Airport Blvd., Stafford, TX 77477
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NORTH AMERICAN UNIVERSITY

North American University (NAU) is a private non-profit 501(c)(3) organization established in Houston, TX with main purpose of establishing a private not-for-profit higher education institution. As an institution of higher learning, NAU is committed to providing a nurturing environment for the systematic pursuit of academic and career-related learning, professional and personal development, responsible citizenship, and global cultural competency. The university aims to achieve these goals through instruction, scholarly inquiry, the free discussion and dissemination of ideas, and creative activity. NAU is currently offering Bachelor degree programs in Business Administration, Computer Science, and Interdisciplinary Studies and Education, and Master Degree programs in Education.

STEPS TO TEACHER CERTIFICATION

- ❖ Apply to NAU-ACP
- ❖ Complete admission requirements
- ❖ Meet content area requirement
- ❖ Take online module courses
- ❖ Seek employment to complete internship
- ❖ Submit portfolio
- ❖ Take PPR and subject test
- ❖ File for certification with the state

PURPOSE AND NEED STATEMENT

The main purpose of NAU-ACP is to help meet the need for certified teachers in the state of Texas. NAU-ACP aims to certify candidates in Mathematics (4-8), Technology Applications (EC-12), Physical Science (8-12), Social Studies (4-8), English Language Arts and Reading (4-8), and Science (4-8). Texas Higher Education Coordinating Board published a report in 2000 entitled “Closing the Gaps in Higher Education”. According to the report, increasing the number of math and science certified teachers is one of the top priority goals of Texas higher education, and the number needs to be increased from less than 1,000 to 3,000 by 2015 through higher education programs. In 2005, the report was revised and the target number of math and science teachers to be certified through **all teacher certification routes** was increased to 6,500. This number may be increased further due to the high number of certified math and science teachers from the baby-boomer generation who are expected to retire in the coming years.

Toward these goals, NAU-ACP emphasizes the certification of practicing but uncertified teachers in publicly funded charter schools and work to recruit new candidates with bachelor’s degrees in math, science and related disciplines into the teacher workforce.

NAU-ACP curriculum modules are delivered through an online learning system, allowing candidates from around the state to participate. ACP teacher candidates reside in major cities of Texas, including Houston, Dallas, Austin, San Antonio, El Paso, Lubbock, Brownsville, and Laredo. Field supervisors provide face-to-face mentoring in these locations where the candidates undertake their internship, maintaining the accessibility of the program for candidates from around the state.

CORE VALUES

The following core values are identified to guide all personnel of the program as they strive to achieve the program goals.

Professional Excellence – Commitment to the professional development of candidates as teachers possessing depth and breadth of knowledge and skills.

Learning – Dedication to the discovery, construction, discussion and dissemination of knowledge.

Honesty and Integrity – Commitment to truth and consistency in one's actions and communication.

Teamwork – Pursuit of excellence through consultation and collaboration.

Ethical and Professional Conduct – Pursuit of high ethical and professional standards in every endeavor.

ADVISORY COMMITTEE DESCRIPTION AND INVOLVEMENT

The responsibilities of the Advisory Committee include, but are not limited to, providing a forum for discussion of concerns about the program and making suggestions for improvement. The program director appraises the Advisory Committee of current program statistics, improvement efforts, and potential changes or initiatives.

- The Advisory Committee will hear results of internal and external evaluations of the program. Suggestions for program improvement are solicited from committee members as a result.
- The Advisory Committee makes suggestions for program modifications. In addition, the committee members are made aware of program modifications implemented in order to maintain compliance with TEA rules, to operate more efficiently, or to increase the level of knowledge and skills of candidates.
- The Advisory Committee meets at least twice a year.

The advisory committee of the ACP consists of three or more representatives from the following categories of stakeholders: Public schools, institutions of higher education, business world, and the community. The advisory committee meets twice a year. An agenda is circulated prior to the meeting and the committee members provide their input to the agenda. During the meeting, the director brings each of the agenda items up for discussion and the comments made by committee members are recorded by a scribe. The management communicates the committee views on major policy decisions to the governing board and unless there is a legal or strategic reason, follows the recommendation of the advisory committee.

Possible items to be discussed: The method of delivery for instruction modules, facility needs and improvement, the fee for the program, and major policy issues including admission, internship, staffing and financial plan, areas where certification program is offered, modules to

be offered in the curriculum, and the curriculum content. The advisory committee is involved in the evaluation of the program. Committee members, including a public school teacher who went through the process of alternative certification and a public school administrator are involved in the program design and revision on an ongoing basis.

Four categories of stakeholders are represented in the advisory committee: Public schools, higher education, business and community.

IMPORTANT DATES/DEADLINES

Candidates should submit their application to the ACP office at least ten business days prior to the first day of training

CERTIFICATE AREAS OFFERED

NAU-ACP offers alternative certification in the following areas.

- Mathematics -grades 4 through 8
- Science - grades 4 through 8
- Technology Applications – grades EC through 12
- Physical Science – grades 8 through 12
- Social Studies – grades 4 through 8
- English Language Arts and Reading – grades 4 through 8

ADMISSION TO ACP EDUCATOR CERTIFICATION PROGRAM

ADMISSION CRITERIA

Candidates applying for admission to ACP are required to meet the following criteria:

1. **Baccalaureate Degree:** The applicant must have a baccalaureate degree earned from and conferred by an institution of higher education that is recognized by one of the regional accrediting agencies. If the applicant earned the baccalaureate degree from a foreign university, the transcript must be evaluated by an accrediting organization recognized by the Texas Higher Education Coordinating Board to prove that it is equivalent to a U.S. baccalaureate degree.
2. **Minimum Grade Point Average (GPA):** The candidate must submit an official transcript meet one of the following criteria in order to be eligible to enter the ACP:
 - a. an overall GPA of at least 2.5 or
 - b. a GPA of at least 2.5 in the last 60 semester credit hours; or
 - c. demonstration of achievement equivalent to the academic achievement represented by GPA through the applicant's work, business, or career experience as evidenced by the applicant. GPA requirement will be granted by the program director only in extraordinary circumstances and will not be used to admit more than 10% of any cohort of candidates.
3. **Content Coursework:** The candidate must demonstrate the content mastery by meeting one of the following:
 - a. a minimum of 12 semester credit hours in the subject-specific content area for the certification sought; or
 - b. a passing score on Pre-Admission Content Test (PACT). The content test must match the content area for the certification sought.
4. **Competency in Basic Skills:** The candidate must demonstrate basic skills in reading, written communication, and mathematics or by passing the Texas Academic Skills Program (TASP) test or the Texas Higher Education Assessment (THEA) with a minimum score of 230 in reading, 230 in mathematics, and 220 in writing. In the alternative, a candidate may demonstrate basic skills by meeting the requirements of the Texas Success Initiative as follows:
 - a. ACT: composite score of 23 or higher with a minimum of 19 on the English and the mathematics sections;
 - b. SAT: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading and 500 on the mathematics test

5. **Oral Communication Skills:** Proof of English language proficiency must be provided to the ACP office before an applicant can be considered for admission to the program. English proficiency can be demonstrated in any one of the following ways:
 - a. completion of an undergraduate or graduate degree at an institution of higher education in the United States;
 - b. if an undergraduate or graduate degree was earned at an institution of higher education outside of the United States, evidence must be provided under procedures approved by the executive director that the primary language of instruction was English;
 - c. Minimum score of 26 on speaking portion of TOEFL test.
6. **Application Form:** The candidate must submit a signed application form.
7. **Interview:** An interview is required as part of the admission process to determine the candidate's appropriateness for the certification sought.
8. **Other Requirements:** Candidates applying for a Texas educator certificate must:
 - a. be at least 18 years of age;
 - b. not be disqualified or the subject of a pending proceeding under Chapter 249 of Title 19 of Texas Administrative Code.
 - c. not be disqualified by federal law;
 - d. be willing to support and defend the constitutions of the United States and Texas.

In addition to the requirements listed under *Admission Criteria*, all applicants and candidates should be aware of the followings:

1. Educators are required to possess the following skills:
 - a. **Cognitive Skills:** Teacher Candidates must be able to understand subject matter and related skills, thought processes, and attitudes at a level and in a manner which facilitates organization and integration of information, and interpretation and evaluation of ideas. Teacher Candidates must be able to learn, understand, select, and use teaching strategies appropriate to the level, ability, and interests of the students in the class.
 - b. **Communicative Abilities:** Teacher Candidates must be able to communicate effectively with students, teachers, aides, principals, parents, and others as needed. They must be able to speak with appropriate volume, vocabulary, and expression in the language of instruction so as to be readily understood by and set a good example for students. Teacher Candidates must be able to complete, in a timely manner, written plans for teaching, student worksheets, assignments, tests, student assessments and referrals, reports on student progress, communications to parents, and a variety of documents such as timetables, attendance records, and marks records.
 - c. **Sensory/Motor Abilities:** Teacher Candidates must possess sufficient sensory function to develop and maintain awareness of all students in the classroom, and sufficient motor function to move about the classroom, manage materials and supplies, and demonstrate and supervise classroom activities.

d. Emotional/Social/Interactional Abilities: Teacher Candidates must demonstrate the emotional stability required for full utilization of intellectual abilities and judgment; must be able to “read” and understand different social situations, and communicate effectively in social interactions. Teacher Candidates must be able to develop rapport with students and appropriate relationships with others in schools, and must be able to demonstrate flexibility and adaptability in the face of the uncertainties inherent in the functioning of schools and classrooms. Compassion, integrity, concern for others, interpersonal skills, and motivation are expected of teachers and of Teacher Candidates.

2. Educators are required to accept the following responsibilities:

- a. Facilitate Learning: The primary responsibility of any teacher is to teach, and to do so with excellence. Not only do teacher candidates need to know the subject area well, but they must have the ability to transfer what they know to a classroom of diverse students.
- b. Be a Role Model: Educators are expected to be able to demonstrate how to peacefully resolve conflict, show how to dress appropriately and teach how to communicate clearly. They are also expected to be able to demonstrate integrity, kindness, compassion and other qualities
- c. Enforce Rules: All students deserve a safe environment that is conducive to learning, and the teachers have a responsibility to provide such environments. Teachers must be consistent so that students feel secure and know what to expect. Personal information about the students and their families should be kept confidential.
- d. Lifelong Learning: Teachers are never finished preparing to become a teacher. The teachers who make a difference are the people who stay on top of current educational research and continue to learn more about their content area.

3. High expectations for students in Texas

The mission of the public education system of Texas is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The objectives of public education are:

- a. Parents will be full partners with educators in the education of their children.
- b. Students will be encouraged and challenged to meet their full educational potential.
- c. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- d. A well-balanced and appropriate curriculum will be provided to all students.
- e. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

- f. Qualified and highly effective personnel will be recruited, developed, and retained.
- g. The state's students will demonstrate exemplary performance in comparison to national and international standards.
- h. School campuses will maintain a safe and disciplined environment conducive to student learning.
- i. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- j. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Creating a classroom where high expectations permeate the culture is challenging. The key is recognizing that “high expectations” is both a belief about student capability and specific actions undertaken to make those beliefs a reality. Teachers who demonstrate the highest expectations show their students that they expect rigorous, challenging, high quality work. The following 10 strategies help create a culture of high expectations:

1. Developing, communicating and implementing classroom motivation and management plans in every classroom.
 2. Implementing instructional plans for bell-to-bell teaching.
 3. Organizing and arranging classrooms to spur productivity.
 4. Establishing high academic standards.
 5. Communicating expectations to students and their families.
 6. Actively engaging each student in instructional tasks.
 7. Keeping students on target by using tasks that are of interest and of high value.
 8. Providing timely, relevant and specific feedback about progress to students to encourage their continued success.
 9. Adopting grading practices that communicate high expectations and reduce frustration.
 10. Dealing with severe behavior immediately. Be proactive and have clear policies.
4. The effect of supply and demand forces on the educator workforce in Texas
Educators should be aware of the importance of supply and demand in teaching profession. The following areas were approved by the Texas Education Agency for the 2014-2015 year as teacher shortage areas:
- Bilingual/English as a Second Language
 - Career and Technical Education
 - Computer Science
 - English as a Second Language
 - Mathematics
 - Science
 - Special Education – Elementary and Secondary Levels

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.

5. The performance over time of the educator preparation program
 ACP Educator Certification Program's performance over time is as follows:

Period	All	Female	Male	African American	Hispanic	Other	White
9/1/2009-8/31/2010	93%(18)	67%(3)	96%(15)	-	-	100%(2)	92(16)
9/1/2010-8/31/2011	97%(37)	95%(13)	98%(24)	-	-	100(2)	97%(35)
9/1/2011-8/31/2012	96%(49)	100%(11)	95%(37)	-	-	100%(8)	96%(41)
9/1/2012-8/31/2013	100%(15)	100%(6)	100%(15)	-	-	100%(2)	100%(13)
9/1/2013-8/31/2014	100%(11)		100%(4)	-	-		100%(11)

6. The importance of building strong classroom management skills; and
 The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems.

Research attests to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers. New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students. Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout. Disruptive classroom behavior is a significant reason why teachers leave the profession.

The inability of teachers to effectively manage classroom behavior often contributes to the low achievement of at-risk students and to their excessive referrals for special education. These effects are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged children. Thus, many of the least capable teachers begin their careers teaching the most challenging students-with the predictable result being low student achievement.

In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contributing factors to the classroom management problems faced by new teachers. Although the importance of effective classroom organization and behavior management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments. Teacher educators insist that their preparation programs teach classroom organization and behavior management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context.

7. The framework in this state for teacher and principal evaluation

T-TESS is the Texas Teacher Evaluation and Support System. It is the teacher evaluation system for the state of Texas designed to support teachers in their professional development and help them grow and improve as educators. It is being piloted by approximately 60 districts in the 2014-2015 school year, will be implemented as a refined system in the 2015-2016 school year in approximately 200 districts, and is scheduled to be rolled out statewide in the 2016-2017 year.

T-TESS has three measures of teacher effectiveness. The three measures are:

- Observation
- Teacher Self-Assessment
- Student Growth

As the Texas Education Code indicates, districts may adopt T-TESS or create their own evaluation system. T-TESS will replace PDAS as the state recommended evaluation system. The rubric has four domains:

- Planning
- Instruction
- Learning Environment
- Professional Practice and Responsibilities

There are sixteen total dimensions within those four domains, five in Instruction, four in both Planning and Professional Practice and Responsibilities, and three in Learning Environment.

Candidate teachers can find the full rubric at:

http://txcc.sedl.org/our_work/tx_educator_evaluation/Teacher_Evaluation_Rubric_4.24.14_V2.pdf

NONDISCRIMINATION POLICY

In common pursuit of excellence and equity in education, ACP serves teacher candidates from many nations, races, and creeds. ACP accepts as a principle that in any program, there will not be differences in the treatment of teacher candidates because of race, color, national origin, religion, age, gender, veteran status, or disability, and that access to facilities, resources, and equal opportunity will be available to all.

ADMISSION PROCEDURES

The candidate must complete the following documents and submit to ACP at 11929 W Airport Blvd., Stafford, TX 77477:

1. The application form which includes the following information:
 - Legal Name
 - Contact Information (phone number, address, and an e-mail address)
 - Social Security Number, if applicable
 - Residency status for those who are not citizens or permanent residents of the United States

- The institution names, attendance dates, degrees, majors, and minors for all colleges or universities attended
 - All teaching experience information including school and district names, phone numbers, dates, subject and grades taught, and supervisor names and phone numbers
 - English language proficiency information, if applicable
2. Official transcripts and copy of diplomas from all colleges or universities attended (degrees from institutions outside of the United States must be documented by an original, course-by-course evaluation from a certified transcript evaluation company)
 3. Copies of test scores to show competency in basic skills requirement (THEA, SAT, ACT etc.), if applicable
 4. English language proficiency test scores, if applicable
 5. Criminal history: documentation of the court case and a brief explanation of the offense, if applicable
 6. Letters of recommendation, if applicable
 7. Professional portfolio, if applicable

All documents must be received in ACP office at least 15 business days prior to the first day of training.

Upon the receipt of the application documents, an interview will be scheduled and the evaluation will start. If the applicant does not meet the requirements, a notification letter will be sent. If the applicant does not meet the academic requirements, a clear explanation of remediation will be provided. The applicants may submit a request for appeal if they believe that there are extenuating circumstances that should be considered. If the application is accepted, an acceptance packet that includes registration, training, and other program information is sent to applicant.

LATE HIRES

In accordance with the Texas Administrative Code Chapter 228.35(c), a late hire for a school district teaching position may begin employment under a probationary certificate before completing the pre-internship requirements of TAC 228.35 subsection (a)(3) of Chapter 228.35 and, if applicable, 15 clock-hours of active, supervised experience, but shall complete these requirements within 90 school days of assignment.

TRANSFERS

ACP will accept individuals transferring from another alternative certification program. Candidates must submit 'Candidate Transfer Form'. The program director must attest to the accuracy of this form and must remove the candidate's information and all recommendations to test from the program's ASEP database. ACP has the right to accept or reject any prior coursework or field experiences and may require additional coursework, etc. as ACP deems appropriate.

COMPLIANCE WITH FERPA

ACP protects the security, confidentiality, and integrity of teacher candidate records and maintains special security measures to protect the academic records. It recognizes that the privacy and maintenance of teacher candidate educational records is necessary and vital. ACP complies with Family Educational Rights and Privacy Act (FERPA) and all pertinent policy regulations. Two copies of the academic records are stored in locked offices or file cabinets and unauthorized access is prohibited.

Archived records are kept in a separate locked room in an office and confidential documents are shredded prior to disposal. The release of information to teacher candidates is based on FERPA requirements and necessitates proof of identification by the teacher candidate.

PROGRAM FEES

- Application Fee (non-refundable) – \$50
- ACP Only – \$4900.00 Includes all tuition and fees
- Candidates, attended/attending to North American University Master’s Programs – \$2950.00 (Note: Some fees may apply)

REFUND POLICY

Refund for a teacher candidate who withdraws from ACP is calculated based on the following schedule:

<u>WITHDRAWAL</u>	<u>PERCENTAGE REFUNDED</u>
Prior to or on the 2nd class day	70%
After the 3rd class day	None

Requests for refunds must be made in writing to ACP office. Refunds will be paid within 30 days.

PROBATIONARY CERTIFICATION

ACP teacher candidates may apply for probationary certification. After submitting Eligibility for Internship form to the school district and verification of teaching assignment, the form must be faxed to ACP office. The candidate can create an account and apply online at SBEC web site www.sbec.state.tx.us.

- Log in to SBEC account

- Select APPLICATIONS,
- Select PROBATIONARY CERTIFICATE TEXAS PROGRAM, and follow the directions.
- Probationary Certificate can be confirmed on SBEC website following recommendation.

COMPLETING NAU-ACP

CURRICULUM

The program's curriculum is based on the State Board for Educator Certification's approved standards for the Pedagogy and Professional Responsibilities (PPR) grades EC-12, and Mathematics grades 4-8, Technology Applications grades EC-12, Social Studies grades 4-8, English grades 4-8, Physics grades 4-8, or Science grades 4-8. The curriculum is aligned with the Texas Examination of Educator Standards (TExES).

ACP curriculum consists of the following components: Pedagogy and Professional Responsibilities Instruction, Content Area Instruction, Test Preparation, Classroom Practice, Professional Development, and Internship course. The following table provides an overview of the contents and methods of delivery for each of these components:

Component	Number of Modules	Number of Hours	Method of Delivery
PPR	16	144	Online
Content Area	5	45	Online
Test Preparation	1	6	Face-to-face
Classroom Practice	3	30	Field-based experience
Professional Development	5	50	Face-to-face
Internship Course	3	30	Online
TOTAL	33	305	

COURSE DESCRIPTIONS

Pedagogy and Professional Responsibilities - PPR (Sixteen Modules)

In this course, students will be able to identify and apply strategies in designing instruction and assessment to promote student learning; creating a positive and productive learning environment; implementing effective and responsive instruction and assessment; and fulfilling professional roles and responsibilities.

PPR MODULES BY SUBJECT MATTER

MODULE	SUBJECT MATTER
Module One: Human Development	Child development;
Module Two: Learning Theories	Learning theories;
Module Three: Instructional Strategies	Pedagogy/instructional strategies;
Module Four: Motivating Learners	Motivation;
Module Five: Curriculum and Instructional Design	TEKS organization, structure, and skills; TEKS in the content areas; Curriculum development and lesson planning;
Module Six: Planning Process	
Module Seven: Higher Order Thinking	
Module Eight: Differentiated Curriculum for Exceptional Learners	Special populations; Differentiated instruction;
Module Nine: Reading Comprehension	Reading Comprehension;
Module Ten: Standardized and Criteria Referenced Tests	
Module Eleven: Classroom Assessment	Classroom assessment for instruction/diagnosing learning needs;
Module Twelve: Statewide Tests	State assessment of students;
Module Thirteen: Use of Technology in Classroom	Instructional technology;
Module Fourteen: Classroom Management	Classroom management/developing a positive learning environment;
Module Fifteen: Communication in School Setting	Parent conferences/communication skills;
Module Sixteen: Teaching in Texas	The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);

Content Area - Math, Grades 4-8 (Five Modules)

In this course, students will be able to master knowledge and skills in the areas of number concepts; patterns and algebra; geometry and measurement; probability and statistics; mathematical processes and perspectives; and mathematical learning, instruction, and assessment.

Content Area - Science, Grades 4-8 (Five Modules)

In this course, students will be able to master knowledge and skills in the areas of scientific inquiry and processes; physical science; life science; earth and space science; and science learning, instruction, and assessment.

Content Area – Social Studies, Grades 4-8 (Five Modules)

In this course, students will be able to master knowledge and skills in the areas of history; geography; economics; government and citizenship; culture, science, technology.

Content Area – English Language Arts & Reading, Grades 4-8 (Five Modules)

In this course, students will be able to master knowledge and skills in the areas of oral language, early literacy development; word identification & reading fluency; reading comprehension and assessment & reading applications; written language & viewing and representing; study and inquiry skills.

Content Area – Physical Science, Grades 8-12 (Five Modules)

In this course, students will be able to master knowledge and skills in the areas of scientific inquiry and processes; physics; chemistry; science learning, instruction, and assessment.

Content Area – Technology Applications, Grades EC-12 (Five Modules)

In this course, students will be able to master knowledge and skills in the areas of fundamentals of technology applications; digital graphics; desktop publishing; video technology and multimedia; web-mastering.

Test Preparation (One Module)

In this course, students will be able to apply their knowledge and experience to sample TExES exam questions in PPR and Math or Science areas.

Classroom Practice (Three Modules)

In this course, students will be able to interact with students in grades 4 through 8, teachers, and faculty/staff members in a school setting, which is a part of classroom instruction. In this field-based experience course, students will reflect their learning experience in a teaching portfolio.

Professional Development (Five Modules)

In this component, students are expected to complete a total of fifty professional development hours in a public school or approved TEA Continuing Professional Education (CPE) provider.

Internship Course (Three Modules)

In this course, students are expected to observe and reflect their internship experience in the context of instruction, student assessment, classroom management, communication within school setting, and professional ethics. Students will be required to demonstrate their knowledge and competency through portfolio assessment.

PROGRAM DELIVERY and ATTENDANCE REQUIREMENTS

The PPR, content area, and the Internship Course are offered online using Moodle course management software. All candidates taking online courses are required to log in to the course they are taking at least four times a week to read the course materials, complete and submit assignments, check for Moodle messages and course announcements.

The IT coordinator at ACP checks the teacher candidate login trend data weekly and report candidates who failed to meet the attendance requirements to the online course instructor and the program director. The instructor then emails the teacher candidate that the course requirements have not been met. This email will be considered a warning. Teacher candidates who receive three warning emails will be placed on probation. The program director will contact the candidate about the probation status.

All teacher candidates are expected to turn in all assignments by the due date set by the course instructor. Teacher candidates who fail to submit their assignments by the deadline will receive an email from the course instructor that will be considered as a warning.

Any teacher candidate receiving four warnings either for attendance or academic reasons or a combination of both will be dropped from the program.

An online Moodle Getting Started Tutorial precedes the first module of the PPR course. In this tutorial, students will learn how to:

- login (usernames and passwords are created for and submitted to each candidate beforehand)
- navigate Moodle
- find announcements, calendar, and tasks
- view the syllabus, course content, glossary, lecture notes, and useful links
- post assignments and messages
- communicate using e-mail and discussion board
- view grades

ACP offers a six-hour face-to-face training for TExES examination. Teacher candidates are offered practice exams throughout the year. Teacher candidates also have access to online resources through their Moodle accounts.

ACADEMIC HONESTY

The teacher candidates are expected to display honesty and integrity in all academic matters. In case of any academic dishonesty, ACP may take the appropriate disciplinary action, including dismissal from the program. Examples of academic dishonesty include cheating in quizzes or tests; plagiarism; claiming ownership of work done by others; misrepresentation in application forms or personal records.

TXBESS (TEXAS BEGINNING EDUCATOR SUPPORT SYSTEM)

ACP uses TxBESS (The Texas Beginning Educator Support System) for systematic support of the beginning teachers. ACP asks the school administration to provide a campus mentor to each candidate during his or her internship. The partners of ACP are committed to providing mentors for ACP candidates. TxBESS utilizes performance standards and a reflective assessment in order to support coaching and mentoring relationships.

TxBESS support helps beginning teachers acquire professional expertise quickly, which improves the academic achievement of Texas students. Delivery of support using TxBESS creates a standardized system that reduces teacher attrition and increase teacher quality.

ACP uses TxBESS to:

- Identify the mentoring needs
- Plan and standardize the mentoring program
- Train mentors
- Maintain coherence and comparable practice among mentors

Each mentor takes the “TxBESS: Mentoring and Coaching” training which is provided by a Trainer of Trainers. Mentors who take the “TxBESS: Mentoring and Coaching” training and become certified are skilled in coaching new teachers and conducting formative assessments.

The contents of a TxBESS training session include TxBESS overview, effective mentoring, understanding the beginning teacher, mentor-teacher partnership, TxBESS Performance Standards, helping the beginning teacher reflect on his or her own practice, using TxBESS Activity Profile (TAP) as an assessment and feedback tool, and developing an action plan for the beginning teacher.

ONGOING RELEVANT SUPPORT for DIVERSE SETTINGS

ACP prepares teachers to address the social, cultural, linguistic and economic backgrounds of the entire spectrum of student body throughout the training, pre-service and internship phases. The program curriculum includes components on nature of language development (module one); first and second language acquisition (module eight); and differentiated instructions for students with disabilities and gifted learners (module eight). Throughout their pre-service training and internship, the candidate teachers have breadth of experiences in a variety of educational settings with diverse populations. Each candidate is required to observe at least three hours in one grade level (grades 4 through 8) as part of the pre-service training. The partner school systems of ACP serve a diverse student population.

INTERNSHIP/ TEACHER PRACTICUM

After the completion of curriculum modules and a six-week (30 hours) field-based experience that includes a combination of observation, tutoring, teacher-aid and teaching activities; the candidate is permitted to start an internship in a public school in the certification area for which he or she is accepted into ACP.

During the internship, which lasts for one academic year (usually 180 days), the candidate holds a probationary certificate. ACP permits an intern to be absent for no more than 30 days due to illness, maternity leave, military duty, or late hire date.

The internship phase includes:

- An initial face-to-face teacher-field supervisor meeting
- Four face-to-face teacher observations followed by face-to-face teacher-field supervisor conferences
- Thirty hours of internship course
- Six hours of face-to-face test preparation

As required by No Child Left Behind Act, ACP provides structured guidance and regular ongoing support for candidates. The candidate's support team consists of:

- a field supervisor, assigned by ACP;
- a school administrator, the principal or an assistant principal; and
- a mentor, assigned by the principal.

The interns receive systematic support through ACP's consistent, standardized program modeling the Texas Beginning Educator Support System (TxBESS). The intern is assigned a mentor and a field supervisor (field supervisors and mentors are experienced educators and trained in TxBESS modules).

The field supervisor holds an initial meeting with the intern during the first three weeks of the teaching assignment. The field supervisor evaluates the interns twice each semester. The first evaluation takes place within the first six weeks of the teaching assignment. After the class observations (minimum of 45 minutes in length), the field supervisor documents the instructional practices observed and provides written feedback through interactive conferences with the intern. A copy of the written feedback is submitted to the school administrator. Formal and informal consulting continue regularly and as needed. The field supervisor mentor schedules conferences with the administrator and mentor, and completes a year end recommendation form for certification. When needed, the field supervisor may devise a professional development plan and calendar that outlines areas for improvement.

The mentor serves as a support person only; not an evaluator or a supervisor. The mentor plans on observing the candidate once a week to share ideas and help with any concerns or needs the beginning teacher might be having with the teaching assignment. The mentor completes a checklist and an evaluation form each semester.

DRESS CODE DURING INTERNSHIP AND FACE-TO-FACE MEETINGS

ACP holds teacher candidates accountable to acceptable and appropriate dress. Teacher candidates are expected to be properly and modestly dressed during face-to-face class meetings and their internship. Swimsuits, too-short shorts and skirts are not to be worn. Undergarments, midriffs and cleavage may not be exposed. Teacher candidates must wear shoes or sandals at all times. Shirts, T-shirts promoting the use of drugs/alcohol, advertising inappropriate practices and displaying offensive language and figures are prohibited. Teacher candidates in violation of the dress code may not be permitted to attend classes. A recurrence of violation concerning dress code may result in disciplinary action.

PORTFOLIOS as INSTRUMENTS for SELF-REFLECTION

ACP requires candidates to use portfolios to document their growth in competencies aligned with state standards. Portfolios are instruments for self-reflection and required in the Internship Course. Portfolio contents may include lesson plans, graphic organizers, student work, analyses of student assessment data, and daily journal pages, all of which must connect to student learning. The candidate may also keep copies of evaluations, reports, and other documentation relevant to the internship. Portfolios are evaluated by the Internship Course instructor using a rubric approved by the advisory committee. Portfolios must be available for review and critique by the field supervisor, mentor, and the school administrator.

EXITING THE PROGRAM / GRADUATION

Teacher candidates will be exited from the program provided that they have successfully:

- completed all course work;
- completed field-based experience;
- completed internship; and
- passed the PPR and content TExES examinations; and met the state requirements for certification.

PROGRAM WITHDRAWALS

ACP interns who choose to withdraw from the program will need to submit a written statement or email the ACP Director. Re-entry into the program will be considered on an individual basis.

TESTING

TE_xES EXAMS

TE_xES tests are criterion-referenced examinations designed to measure your knowledge in relation to an established criterion rather than to the performance of other candidates. All of the tests in the TE_xES program contain multiple-choice questions. Some tests also have additional assessment modes (e.g., open-ended written responses).

In an effort to provide greater access to testing, some TE_xES tests are also available via computer at specially equipped test centers. The computer-administered (CAT) tests are administered separately from the other TE_xES tests.

READINESS TO TAKE TE_xES EXAMS

ACP tests the readiness of each candidate to take the PPR and content area test through secure practice tests. ACP will only grant test approval, if the candidate scores 70% or higher in the mock tests and completes 80% of the online course modules.

Scores on the PPR and content area TE_xES determine eligibility for certification.

TEST DATES AND REGISTRATION DEADLINES

Visit <http://www.texas.ets.org> for dates and registration deadlines.

STATE CERTIFICATION

APPLYING for STANDARD CERTIFICATION

Teacher candidates must pass all appropriate state exams and apply for appropriate state certifications with the State Board for Educator Certification within six months of the completion of their residency / practicum / program. If a teacher candidate allows the six month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams will be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Director in consultation with the faculty.

Before you apply for certification as a teacher, please make sure you have completed the following requirements (subject to verification by the Assistant Dean, Certification and Testing):

1. Conferred Bachelor's Degree (or higher);
2. Completed all courses on the certification plan;
3. Completed all appropriate TExES exams;
4. Completed Internship/Residency or one year of approved teaching experience in subject area of probationary certificate.

If you do NOT meet these requirements, please wait to apply for certification until you do. If you do apply before these requirements are completed, your application will be automatically deleted.

Apply at the State Board for Educator Certification (SBEC) web site at <https://pryor.tea.state.tx.us>

FINGERPRINT REQUIREMENT

The Department of Public Safety (DPS) works with a private vendor (L-1 Enrollment Services) to provide a digital fingerprinting service to those individuals that require fingerprinting for state licensing purposes in Texas such as applicants for educator credentials or anyone subject to fingerprinting for the purpose of Senate Bill 9 (SB9). This includes applicants for educator credentials. The program is known as Fingerprint Applicant Services of Texas (FAST) and was implemented statewide in the Spring of 2006. We wish to encourage applicants to use this service. SBEC has been using the FAST program since June 2006.

Since October 1, 2003 new applicants for educator credentials have been required to submit fingerprints to the State Board for Educator Certification (SBEC) so that a national criminal background check can be conducted by the FBI. Many of these fingerprints have been in the form of the conventional inked and rolled method that are routed to DPS and the FBI through SBEC. There have been many problems associated with this process that center around the quality of the prints obtained by this method (a rejection rate for quality of 25%) and cards being lost in the mail. These delays have caused numerous problems for all parties involved. It is our

belief that by utilizing the DPS' contractor (L-1 Enrollment Services), the fingerprint process will vastly improve, resulting in a much shorter amount of time required for an applicant to complete the fingerprint process.

A few facts about the digital fingerprint process:

- SBEC cannot require that a NEW applicant use the DPS vendor, but strongly encourages them to do so (Individuals subject to fingerprinting for SB9 purposes must use the digital method).
- SBEC will require all applicants that choose to use the vendor to pay their fingerprinting fees online.
- The applicant will be required to pay their fingerprint fees (online) prior to being able to use the vendor's digital services.
- The applicant will receive an email from SBEC that will contain a document (FAST Fingerprint Pass) that will allow them to use the vendor's digital services.
- The applicant will be required to make an appointment with the vendor and present the document (FAST Fingerprint Pass) at their fingerprint appointment.
- Applicants will be required to pay the vendor a fee of \$9.95 for the fingerprinting service. (Note: Only Texas locations can be utilized.)
- The rejection rate guaranteed by the vendor is 2% as opposed to the 25% rejection rate for inked and rolled prints.
- The average turn around time for completion of the digital fingerprint process are 3-5 business days as compared to the average turnaround time of 7-14 business days currently being experienced by the Fingerprint Division for inked and rolled fingerprints.
- The service is offered at over 70 locations currently with additional sites anticipated. For a list of current sites go to: <http://www.L1enrollment.com/>

ADDING NEW CERTIFICATION AREAS

A teacher who holds an appropriate Texas classroom teaching certificate and a bachelor's degree may add classroom certification areas by successfully completing the appropriate certification examination(s) for the area(s) sought. Certification by examination is not available for:

- initial certification;
- career and technology certification based on skill and work experience;
- a class of certificate other than classroom teacher (e.g. School Counselor, Principal, Superintendent, Learning Resources/School Librarian, Educational Diagnostician);
- a certificate for which no certification examination has been developed.

The first step toward additional certification by examination is passing an appropriate subject matter test.

APPENDICES

APPENDIX - I

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.1 Purpose and Scope; Definitions

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

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

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;

(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and

(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a Certificate under Texas Occupations Code, Chapter 53), or by the commission of acts involving moral turpitude, but

conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal Convictions for a Certificate under Texas Occupations Code, Chapter 53); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(18) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(19) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(20) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(21) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service

essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

employment.

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

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

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

(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.

Source Note: The provisions of this §?Pub Caret247.2 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

APPENDIX II

TEST FRAMEWORK FOR FIELD 160 PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES EC–12

Domain I - Designing Instruction and Assessment to Promote Student Learning

(approximately 31% of the test) **Standards Assessed:**

Pedagogy and Professional Responsibilities Standard I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II - Creating a Positive, Productive Classroom Environment

(approximately 15% of the test) **Standards Assessed:**

Pedagogy and Professional Responsibilities Standard II:

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain III - Implementing Effective, Responsive Instruction and Assessment

(approximately 31% of the test) **Standards Assessed:**

Pedagogy and Professional Responsibilities Standard I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities Standard III:

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Technology Applications Standards I–V:

All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

All teachers communicate information in different formats and for diverse audiences.

All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Domain IV Fulfilling Professional Roles and Responsibilities

(approximately 23% of the test) **Standards Assessed:**

Pedagogy and Professional Responsibilities Standard IV:

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

APPENDIX III

TEACHER CANDIDATE CODE OF CONDUCT

A teacher candidate who fails to comply with the following conduct standard may be subject to a verbal or written reprimand, probation, suspension from classes or termination from ACP depending on the nature and severity of the violation. Re-admittance following such termination is at the discretion of the ACP Director and relative to the nature and severity of the conduct violation.

1. A teacher candidate must not in any way interfere with class instruction and learning and must obey established directives of faculty and administration.
2. Teacher candidates are expected to conduct themselves in an orderly manner at all times. Profanity or vulgarity which may cause embarrassment to other teacher candidates is not tolerated.
3. All teacher candidates are expected to keep the learning environment free from intimidation and harassment regardless of sex, race, age, religion, national origin or disability.
4. Each teacher candidate is expected to do his/her own work. Presenting work done by others, using dishonest means in taking tests, and aiding in cheating is forbidden and could result in teacher candidate receiving a "Zero" or other disciplinary action.
5. ACP seeks to assure that the program maintains an environment free of sexual harassment and intimidation. Sexual harassment is defined as unwelcome sexual advances requests for sexual favor, or other verbal or physical conduct of a sexual nature when:
 - submission to such conduct is made either explicitly or implicitly a term or condition of an individuals' enrollment.
 - submission to or rejection of such conduct by an individual is used as the basis for enrollment decisions affecting such individuals.
 - such conduct has the purpose or effect of unreasonably interfering with an individual's school performance or creating an intimidating, hostile, or offensive environment.

In addition:

- ACP does not tolerate vulgar, abusive, humiliating, or threatening language, practical jokes, or other inappropriate behavior.
- ACP does not tolerate the harassment of any employee or teacher candidate by any other employee or teacher candidate, supervisor, manager, or director for any reason. Harassment of a sexual nature is a violation of various state and federal laws that may subject the harasser to liability for any such unlawful conduct.
- Violators of this policy are subject to immediate disciplinary action up to, and including, termination of enrollment and expulsion from the program.

- ACP may report violators to the appropriate authority for civil or criminal action. ACP prohibits retaliation of any kind against teacher candidates who, in good faith, bring sexual harassment complaints or assist in investigating complaints.
 - Exercising rights under this policy does not in any way affect a teacher candidate's right to seek relief through the Texas Commission on Human Rights, the Equal Employment Opportunity Commission, or in a court of proper jurisdiction for any complaint for which a remedy is provided under state or federal law.
 - It is the responsibility of each teacher candidate to be aware of the details of the code of conduct.
6. Any type of harassment of any nature is subject to immediate disciplinary action(s).

APPENDIX IV

TECHNOLOGY - ACCEPTABLE USE POLICY

NAU-ACP provides use of online resources that must be seen as privilege, and all users, including teacher candidates, faculty, and staff are expected to follow the policies governing acceptable and responsible use.

Violations could result in disciplinary sanctions including but not limited to the loss of technology use privileges, suspension from the program, legal action, and criminal charges.

Technology – Acceptable Use Policy requires that users agree to:

- Follow security guidelines for online accounts.
- Respect the rights and privacy of others using the system.
- Refrain from creating, accessing, storing or disseminating materials that may be racially or sexually offensive, includes pornography or insult people from certain religious or ethnic backgrounds.
- Refrain from creating, storing or disseminating any copyrighted material including, audio, video and image files.
- Consent to the authority of ACP to monitor e-mails and Internet usage. In case of violation of this policy, accept the consequences.
- Not use the online system for fund-raising, campaigns, business related issues, or illegal purposes.
- Not solicit on behalf of any individual, organization, or company.

APPENDIX V

DISCIPLINE AND GRIEVANCE

DISCIPLINARY PROCEDURES

ACP follows the following disciplinary procedures so that disciplinary cases can be processed in a judicious manner, and decisions can meet standards of fairness.

1. Upon receipt of a complaint or violation, ACP Director will notify the accused teacher candidate in writing. The notification will include the details of the misconduct or violation.
2. The teacher candidate will be asked to submit a written response to the ACP Director.
3. ACP Director will summon the Code of Conduct Committee and invite the teacher candidate to an initial hearing (may be on the phone).
4. After the hearing, the committee will make an appropriate decision.

The teacher candidate is entitled to:

- be notified in writing of the place and time of hearing.
- written notification of the names of the witnesses and/or the complainants
- choose not to appear before the Code of Conduct Committee; hearing will be held in his absence.
- be informed in writing of the findings and results of the hearing.
- be informed of his right to appeal before the Board of Directors. The teacher candidate must do his written appeal within fifteen (15) business days of the date of written notification of the Code of Conduct Committee decision. The appeal is made to the President, who assembles the Board of Directors and directs the hearing.

The decision of the Board of Directors is final.

Based on the seriousness and frequency of the violation, the type of consequence will be determined by the Code of Conduct Committee.

Consequences for minor violations include verbal warning and written warning.

Consequences for major violations include probation, suspension, expulsion and referral to the local enforcement agency.

GRIEVANCE PROCEDURE

The teacher candidate grievance procedure will allow ACP to attend to teacher candidate concerns. Teacher candidates who wish to file a grievance should complete and return a Student Grievance Form to the ACP Director. ACP will investigate the complaint and will send

the findings in a written response to the teacher candidate. The teacher candidate may schedule an appointment to talk to the investigator on the findings.

Teacher candidates must feel free and comfortable in filing a grievance. If the grievance is not resolved, teacher candidates may file a complaint with the Better Business Bureau.

For issues or complaints about this educator preparation program, email www.tea.texas.gov, or mail to Correspondence Management, Texas Education Agency, 1701 N. Congress, Austin, TX 78701.

COMPLAINTS AGAINST OUR EDUCATOR PREPARATION PROGRAM

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other program when it involves a candidate transferring into a program.

Not all complaints fall under the authority of the Texas Education Agency (TEA). Complaints should first try to be resolved between the parties. TEA has jurisdiction to investigate allegations of non-compliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in the Texas Administrative Code, ethics, fingerprinting, and certification.

FILING A COMPLAINT

To file a complaint with TEA about an educator preparation program, please compile a complete submission as outlined below. There is no complaint form.

Write a letter with a brief narrative of the facts of the complaint. To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of a school law or Texas Administration Code and determine whether the agency has authority to act upon the allegation.

COMPLAINTS SUBMISSIONS SHOULD INCLUDE THE FOLLOWING:

Why you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program, etc.

Documentation to support your narrative when possible, for example, if you make reference in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mail exchanged between the parties, agreements, etc.

Mail the letter and its attachments to:

Correspondence Management
Communications Division
Texas Education Agency
1701 North Congress
Austin, TX 79701-1494

You can also FAX your submission to (512) 463-9008 or email it to generalinquiry@tea.state.tx.us.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission.

Remember, information the public sends to TEA by email may not be secure. Confidential or sensitive information should not be emailed to TEA, and the agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

Please note that the Texas Education Agency will not consider phone complaints or complaints that are submitted anonymously.

After the complaint is filed

Correspondence and complaints are forwarded to the appropriate TEA office for review. TEA staff reviews the complaint to ensure that TEA has jurisdiction and authority to intervene or investigate the matter. TEA staff also determines whether the complaint demonstrates a possible violation of school law or Texas Administrative Code. If the complaint is insufficient, or if TEA does not have authority to address the complaint, the agency will notify the complainant no more than 30 days after receiving the submission.

If an investigation is warranted, the TEA will send a written notice to each party. The notice will provide parties an opportunity to submit additional information. After a preliminary review, the TEA will notify parties involved of the disposition of the complaint.

APPENDIX VI

FINANCIAL AID

Listed below are financial aid programs and grants that are specifically designed to help individuals become teachers.

* **Teach for Texas** - Texas offers conditional grants to help some future teachers with expenses if those individuals agree to teach in Texas public schools for a specified period of time.

* **Certified Educational Aide Exemption Program** - Texas offers tuition exemptions for some educational aides seeking to become certified teachers.

* **Teach for America** - This program offers cash awards that can be applied to past student loans or future educational costs for recent college graduates who commit to teaching in urban and rural public schools for two years.

* **Troops to Teachers** - This program offers guidance and support for military veterans who wish to make the transition from active duty into the teaching profession.

* **Teacher Loan Forgiveness** - The Taxpayer-Teacher Protection Act, signed into law last year, authorizes up to \$17,500 in loan forgiveness for eligible, highly qualified math, science and special education teachers. To be eligible, teachers (with no outstanding loan balances before Oct. 1, 1998, and who have borrowed before Oct. 1, 2005) must be highly qualified, as defined by the No Child Left Behind Act; must have taught full-time, for five consecutive years, in a Title I school; and must have taught secondary math or science or elementary or secondary special education to students with disabilities.

* **Grow-your-own programs** - High school students interested in teaching should contact their school district. Some Texas school districts offer "grow-your-own" programs that provide financial aid to students who agree to return to their school district as teachers after graduation from college.

* **Other financial aid** - The Texas Higher Education Coordinating Board administers a variety of grants for attending college. You may also qualify for other financial aid, student loans, or scholarships.

* **G.I. Bill Benefits-** for test fees - The Texas Workforce Commission has approved SBEC under the provisions of Section 3689, Title 38, United States Code to allow veterans and other eligible persons to receive reimbursement for the cost of certification tests. This approval has been made effective, retroactively, as of March 1, 2001. The veteran or other eligible person must submit two forms to the Department of Veterans Affairs, VA Regional Office, in Muskogee, OK. The two forms are: Application for Licensing and Certification Testing Fee Reimbursement (LACAS 1) and either the VA Form 22-1990- Application for VA Education Benefits (for Veterans) or VA Form 22-5490- Application for Survivor's and Dependents Educational Assistance. For additional information or to obtain these forms, contact the Texas Workforce Commission Veterans Education office at (512) 463-3168 or at www.gibill.va.gov.

* **G.I. Bill Benefits**- for preparation program costs/fees - Veterans Education Benefits (GI Bill) can be used for both university and alternative teacher certification programs. The program must request and receive approval from the Texas Workforce Commission Veterans Affairs Office in order for veterans to receive benefits while participating in a certification program. Once approved, the program will assign a staff person to process the required forms to request VA funding. The amount of money paid to eligible veterans will vary, depending on the type of GI Bill that they have and the type of program in which they are participating. If veterans have remaining GI Bill eligibility, they should ask the program director or university VA office for details on applying for benefits.

GLOSSARY/COMMON TERMS

Alternative certification program -- An approved educator preparatory program specially designed to certify individuals that hold at least a baccalaureate degree.

Content test -- Are designed to measure a teaching candidates knowledge regarding a given subject area. The purpose of the content exam is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry level teaching position in the state of Texas.

Contingency admission -- Contingency admission is available only if the applicant is currently completing his/her last semester of coursework towards a Bachelor's degree. The contingency admission will be valid for only the semester it was granted and cannot be extended for another semester.

Field-based experiences -- Experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with Early Childhood-Grade 12 students, teachers, and faculty/staff members in a school setting that is part of regular classroom instruction. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant

Field supervisor-- A certified educator hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

Fingerprinting -- The State Board of Educator Certification (SBEC) requires a criminal history check consisting of fingerprinting for initial certificates. The process is begun once you have applied for a certificate.

Head start program -- Provides comprehensive child development services to economically disadvantaged children and families. The program is tailored to serve children from birth to three years of age.

Initial certification -- Applies to a teaching candidate that is not a certified teacher through the state of Texas.

Intern -- A teaching candidate completing their one-year teaching internship while enrolled in the certification program. A probationary certificate is usually started within one month of the teaching assignment.

Internship-- A one-year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.

Late hire-- An individual who has not been accepted into an educator preparation program before June 15 and who is hired for a teaching assignment by a school after June 15 or after the school's academic year has begun.

Mentor teacher -- The campus based helping teacher assigned to help an intern during their one-year teaching internship. The mentor teacher is usually available on a daily basis to help the intern transition into a successful classroom teacher.

Observation hours -- Encompasses a wide variety of experiences that help teaching candidates become classroom ready. This may include, but not limited to substitute teaching, tutoring, aide experience or observation time with a certified teacher in the classroom. Interaction with neighboring teachers and administrators in the building is encouraged by SBEC/TEA.

Pedagogy-- The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.

Statement of Eligibility -- The form verifies the teaching candidate is enrolled in the certification program and lists the highly qualified certification areas. The statement of eligibility is used to start your probationary certificate and is returned once the form is filled out by a campus administrator.

Teacher of record -- An intern that is employed by a school district, accredited private school or charter school that teaches the majority of the instructional day in their content area. The teacher of record must be responsible for evaluating student achievement and assigning grades.

Teaching candidate -- A participant enrolled in certification Program that is seeking certification.

Test of English as a foreign language (TOEFL) -- A test that measures your ability to communicate in English – components include reading, listening and writing in English.

Texas Essential Knowledge and Skills (TEKS)-- The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

TxBESS-- Texas Beginning Educator Support System (TxBESS), an initiative of the Texas State Board for Educator Certification with project leadership and oversight from Resources for Learning, designed to provide systemic support for beginning teachers in their first and second years of teaching

TxBESS Activity Profile (TAP)-- The process that mentors and beginning teachers use to gather data to improve the teaching performance of beginning teachers

TxBESS Developmental Continuum -- A description of the typical steps beginning teachers take in developing their teaching practice as described in the performance standards

TxBESS Framework: The booklet that contains the TxBESS Performance Standards and the TxBESS Developmental Continuum

TxBESS Performance Standards-- Twenty-two interrelated proficiencies that describe what a beginning teacher should know and be able to do (based on the research-based components of teaching described by Charlotte Danielson)