Pauline Ramírez
Program Manager
pramirez43@alamo.edu
210-486-5902

Alamo University Center
8300 Pat Booker Road
Live Oak, TX 78233
https://www.alamo.edu/ewd/epp/
Alamo Colleges EPP Staff

Program Manager
• Pauline Ramirez

PPR & ELAR Instructor
• Heather Brumage

Math & Bilingual/ESL Instructor
• Patricia Guarneri

Social Studies & Science Instructor
• Lisa Barrera

Special Education Instructor
• Yvette Benavidez

Math 7-12 Instructor
• Dr. Cathy Coker

Fine Arts Instructor
• Dr. David Lopez
INFORMATION SESSION AGENDA   TEC 21.044(e)

- Required educator skills and responsibilities
- High expectations for students
- Educator supply and demand
- EPP performance
- Skills for building strong classroom management
- Teacher evaluation framework and procedures

(in accordance with Subchapter H)
ACEPP Entrance Requirements

- Bachelor’s Degree from an accredited university.
  (Career & Technology Education fields may be exempt from this criteria)
- Minimum 3.00 GPA
- Official transcripts from all colleges or universities previously attended
- Take State Content Exams (Core Subjects EC-6, 4-8, etc.)*
Alamo Colleges EPP Requirements

Coursework

50 hours of Field Based Experience & Reflection

32 hours (minimum) of Professional Development

- Technology
- Suicide Prevention
- Ethics
- Lesson Planning
- Confidentiality
- Texas Behavior Support Initiative
- Content focus

Teaching

- Internship (180 days paid) or Clinical Teaching (14 weeks unpaid)
Additional Requirements

- All applicants must disclose to ACEPP staff if they currently hold or have previously held any teaching permits or certificates.
- All applicants must disclose to ACEPP staff if they previously attended another Educator Preparation Program/ATCP and request a Transfer Form.

![TEA Candidate Transfer Form](image)

**Part A: To Be Completed by the Candidate**

<table>
<thead>
<tr>
<th>TEA ID Number</th>
<th>Date of Birth: MM/DD/YYYY</th>
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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Maiden Name</th>
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<tr>
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**Transferring From:**

<table>
<thead>
<tr>
<th>(name of program)</th>
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**Transferring To:**

<table>
<thead>
<tr>
<th>(name of program)</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Candidate’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Part B: To Be Completed by the Releasing Educator Preparation Program**

**Name of Original Entity**

**County-District (TEA) Number**

**Candidate Identified as Completer:**

- **No**
- **Yes**

**Certification Area(s):**

**Program Record:**

- **Number of Coursework Hours Completed**
- **Field Experience Hours Completed**
- **Practicum Time Completed**

**Is the candidate in good standing?**

- **Y**
- **N**

**Name and Title of Program Administrator or Certification Officer**

**Date**

**Fax # / Email**

**Signature**

<table>
<thead>
<tr>
<th>MM</th>
<th>DD</th>
<th>YYYY</th>
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<tbody>
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</tbody>
</table>
Why Alamo Colleges EPP?

◦ High Standards
◦ High Expectations
◦ Focus on Effective Teaching
◦ Fast-paced Curriculum
◦ Supported Field Experiences
◦ High Teacher Success Rate
◦ Competitive Pricing
◦ Small Class Sizes
ACEPP Cost

- $1900 – Content Coursework
- $1200 – Pedagogy & Professional Responsibilities (PPR) Coursework
- $1600 – Internship or Clinical Teaching

- Parking & Via Bus Service
  - Alamo University Center parking is FREE!
  - A valid student ID card is required to obtain a bus pass.
- Books (prices vary)
Refunds

◦ The Alamo Colleges Educator Preparation Program adheres to the Alamo Colleges District Policy on all refund requests.

◦ Refund requests require approximately ten (10) days at minimum to process and will be mailed to the address provided on the registration form.

◦ Refund Schedule
  ◦ 100% prior to the first class meeting
  ◦ 0% after the first class meeting
ACEPP Student Expectations

◦ Attend all classes
  ◦ Complete assignments on time
  ◦ Make arrangements with instructors when missing a class or unable to complete assignments on time
  ◦ Repeat any Courses failed (at cost)

◦ Maintain current contact information with the ACEPP staff and instructors

◦ Respond to all communication from ACEPP staff and instructors within 48 hours.

◦ Maintain professional demeanor as a student in the classroom & as an intern/clinical teacher at ALL times.*
Dismissal Procedure for Misconduct

- 1\textsuperscript{st} violation – written warning
- 2\textsuperscript{nd} violation – probation
- 3\textsuperscript{rd} violation – dismissal

- Inappropriate contact with a student will result in immediate termination from the program.
Educator Responsibilities

Prepare lesson plans
Teach classes
Evaluate student progress
Encourage students
Advise students
Maintain discipline
Communicate with parents, team, school staff
Club/activity sponsor
Contribute to the mission/vision of school
Professional Development
Necessary Personal Skills of an Educator

- Patience
- Adaptability
- Imagination
- Teamwork
- Risk Taking
- Constant Learning
- Communication
- Mentoring
- Leadership
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.

  - [http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/](http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/)

- A student in an Educator Preparation Program may apply for a teaching position when they pass the TExES Content exam in their certification area, complete 30 hours of field observation, and 150 hours of coursework.
Field Based Experience (Part 1)

50 hours of observation

◦ A criminal background check is required
◦ You will be placed at a TEA approved district to complete your field based experience. (Do not contact schools on your own for placement.)
◦ Let Program Director know if you have connections in a school to coordinate placement.
◦ Keep copies for your records, & scan/email logs and reflection to pramirez43@alamo.edu
Field Based Experience (Part 2)

Internship (180 days w/pay) or Clinical Teaching (65 days w/out pay)

- A criminal background check is required (should have been completed prior to 50 hours of observation.
- You will be responsible for securing a teaching position at a TEA approved district to complete your **paid internship** (180 days).
- **Unpaid Clinical Teaching** (14 weeks/65 days)- Program director will coordinate placement, so inform ACEPP if you have connections in a school.
- Keep copies for your records & email logs and reflection to Field Supervisor.
- All students are required to attend an orientation prior to placement.
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.

STAAR Resources

http://tea.texas.gov/student.assessment/staar/

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
- writing at grades 4 and 7
- 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.
Rigorous Student Expectations

Processing Standards from Texas Essential Knowledge and Skills (TEKS) 7th Grade Math

http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111b.html

§111.27. Grade 7. Adopted 2012.

(a) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content.

(3) The primary focal areas in Grade 7 are number and operations, proportionality, expressions, equations, and relationships, and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.
The table below shows the number of songs of different types that Maricela has on her music player.

<table>
<thead>
<tr>
<th>Type of Song</th>
<th>Number of Songs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop</td>
<td>35</td>
</tr>
<tr>
<td>Jazz</td>
<td>27</td>
</tr>
<tr>
<td>Country</td>
<td>17</td>
</tr>
<tr>
<td>Rap</td>
<td>21</td>
</tr>
</tbody>
</table>

If Maricela chooses one of these songs at random, which statement is true?

A. It is equally likely to be a jazz song or a rap song.
B. It is least likely to be a country song.
C. It is equally likely to be a country song or a jazz song.
D. It is certain to be a pop song.
Supply/Demand for Educators in Texas

- Over the next ten years, increasing demand due to aging teacher workforce (ready to retire) and high student enrollment.

- Texas broke its own record by hiring over 4,500 new teachers in 2013.

- Goal of State Board of Educator Certification: teacher workforce reflect state racial-ethnic composition, which requires more minority teachers.

- Continued teacher shortages: secondary math/science; bilingual education/English as a second language; foreign Languages; STEM; and special education.

- Workforce Commission anticipates elem. school jobs will add the second-highest number of jobs among all occupations in the state through the end of the decade, nearly 68,000 new jobs, and middle schools expected to add additional 65,000 jobs.
Supply and Demand Continued

- High demand in urban and rural areas with urban and poor communities having the greatest need (700,000 teachers the next decade).

- Urban communities face teacher retention challenges because many leave to take higher salaries in wealthier suburban school districts.

- Urban schools typically open schools with substitutes due to the lack of available certified teachers.

- Some school districts pay signing bonuses or extra stipend as incentives for those teaching in inner city school or in a shortage area.

- Competition for jobs along I-35 corridor is fierce. Rural areas find attracting teachers difficult due to remoteness and lack of amenities.

- Preference in hiring is given to those with masters degrees in teaching or education or similar graduate degrees, which equate to higher salaries.
# Alamo Colleges Performance

**Educator Certification Online System**

**Alamo Colleges (EPP) (015709)**

**Test Pass Rates for the Completion Year 2017**

<table>
<thead>
<tr>
<th>Period</th>
<th>All</th>
<th>Female</th>
<th>Male</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
<th>White</th>
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<tbody>
<tr>
<td>9/1/2016-8/31/2017</td>
<td>99%(27)</td>
<td>97%(22)</td>
<td>100%(5)</td>
<td>100%(2)</td>
<td>96%(12)</td>
<td></td>
<td>100%(13)</td>
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</tbody>
</table>

- **Acceptable**: 80%
- **All**: 99%
- **Female**: 97%
- **Male**: 100%
- **African American**: 100%
- **Hispanic**: 96%
- **Other**: 100%
- **White**: 100%
# Alamo Colleges Performance

## Educator Certification Online System

### Alamo Colleges (EPP) (015709)
Test Pass Rates for the Completion Year 2016

<table>
<thead>
<tr>
<th>Period</th>
<th>All</th>
<th>Female</th>
<th>Male</th>
<th>African American</th>
<th>Hispanic</th>
<th>Other</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/2015-8/31/2016</td>
<td>100% (31)</td>
<td>100% (21)</td>
<td>100% (10)</td>
<td>100% (1)</td>
<td>100% (1)</td>
<td>100% (2)</td>
<td>100% (10)</td>
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<table>
<thead>
<tr>
<th>Acceptable</th>
<th>100%</th>
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<tbody>
<tr>
<td>All</td>
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<tr>
<td>Female</td>
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<tr>
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<td>100%</td>
</tr>
<tr>
<td>African American</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>100%</td>
</tr>
<tr>
<td>Other</td>
<td>100%</td>
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<tr>
<td>White</td>
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Interns and Clinical Teachers

- Interns Clinical
- Clinical

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<th>Year</th>
<th>Interns Clinical</th>
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<tr>
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<td>2015-2016</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>2016-2017</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>
Enrollment

- 2010-2011: 24
- 2011-2012: 18
- 2012-2013: 18
- 2013-2014: 33
- 2014-2015: 38
- 2015-2016: 38
- 2016-2017: 25
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Finishers</th>
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<tbody>
<tr>
<td>2010 – 11</td>
<td>24</td>
<td>52</td>
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<td>2011 – 12</td>
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<td>2016 – 17</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>2017 – 18</td>
<td>4+</td>
<td>13+</td>
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</table>
January 12, 2017

Via Email with delivery/read receipt

Colin Nichols
Alamo Colleges

Dear Mr. Nichols:

This is official notification that your program has been recommended by TEA staff to be assigned the following status under the Accountability System for Educator Preparation at the March 3, 2017 State Board for Educator Certification (SBEC) meeting:

**ACCREDITED**

This recommended accreditation status is based on 2015-2016 academic year data and the rules that were in effect during the 2015-2016 academic year. If the recommendation is approved by the SBEC, the status will be effective from the date it is approved until the next annual accreditation ratings are approved by the SBEC based on 2016-2017 academic year data. After the SBEC takes action on this recommendation, accreditation statuses for all educator preparation programs (EPPs) will be posted on the EPP Consumer Information web page at http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Consumer_Information_about_Educator_Preparation_Programs.aspx.

Please share this information with appropriate members of your staff. If you have any questions regarding this notification, please contact Dr. Mike Vriesenga at michael.vriesenga@tea.texas.gov or 512-463-8911.

Sincerely

Tim Miller, Ed.D.
Director of Educator Preparation
Issues and/or Appeals

◦ Any issues should be taken to the Field Supervisor, Instructor, or Program Manager immediately.
◦ Appeals need to be presented to the Program Manager within the respective semester.
Complaints, Educator Preparation Programs

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/

The complaint process allows for an applicant, candidate, employee or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate’s transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.
The Importance of Building Strong Classroom Management Skills

7 classroom management techniques you should master:

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 http://www.teachercertification.org/a/classroom-management-tips.html
T-TESS and TxBESS

<table>
<thead>
<tr>
<th>T-TESS</th>
<th>TxBESS</th>
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<tr>
<td>Texas Teacher Evaluation and Support System</td>
<td>Texas Beginning Educator Support System</td>
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<tr>
<td>Planning</td>
<td>Planning Learner-centered Instruction</td>
</tr>
<tr>
<td>Instruction</td>
<td>Classroom Environment</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Instruction &amp; Communication</td>
</tr>
<tr>
<td>Professional Practices &amp; Responsibilities</td>
<td>Professionalism</td>
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Standard Certification Recommendation

ONLY upon completion of ACEPP:

◦ Coursework (with passing grades)
◦ Certification exams (with passing scores)
◦ Successful Internship or Clinical Teaching
Folder Information