Alamo Colleges District
2222 N. Alamo St.
San Antonio, TX 78215
https://www.alamo.edu/ewd/epp/

Pauline Ramírez
Program Manager
pramirez43@alamo.edu
210-485-0042
Alamo Colleges EPP Staff

- Program Manager- Pauline Ramírez
- Instructors
  - **Hether Brumage**- PPR, Trade & Industry & Technology Applications
  - **Dr. Cathy Coker**- Math 7-12, Science 7-12, Bilingual/ESL, ELAR, Mathematics, Social Studies, Science & Fine Arts
  - **Yvette Benavidez**- Special Education, Fine Arts
  - **Twainya Parker**- Health Science 6-12

- **Alma Linares & Lisa Duarte**- Field Supervisors
INFORMATION SESSION AGENDA TEC 21.044(e)

- Required educator skills & responsibilities
- High expectations for students
- Educator supply & demand
- EPP performance
- Skills for building strong classroom management
- Teacher evaluation framework & 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 TX PACT (Essential Academic Skills (700) for Core Subjects EC-6 or (790) for Core Subjects 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

Teaching
  Internship (180 days paid) or Clinical Teaching (14 weeks unpaid)
When can I apply for a teaching position?

A student in an Educator Preparation Program may apply for a teaching position when they have

• **passed the TExES Content exam** in their certification area
• **completed a minimum of 30 hours of field based experience (observations)**
• **completed a minimum of 150 hours of coursework**
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.
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 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 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*

• Students must use Academic Integrity
• Violations cover conduct involving scholastic dishonesty
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 contract 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, and scan/e-mail logs and reflections to pramirez43@alamo.edu
Field Based Experience (Part 2)

Internship (180 days w/pay) or Clinical Teaching (70 days w/out pay)

- Candidates must undergo a criminal history background check prior to employment as an educator: Texas Education Code (TEC), §22.083
- 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 / 70 days) – Program Director will coordinate placement, so inform ACEPP if you have connections in a school.
- Candidates must undergo a criminal history background check prior to clinical teaching: (TEC), §22.0835,
- Keep copies for your records and e-mail logs and reflection to Field Supervisor.
- All students are required to attend an orientation prior to placement.
Preliminary Criminal History Evaluation (PCHE) [19 TAC § 227.103]

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

  Applicants for Certification – TEC §22.0831

- Candidates may request a preliminary criminal history evaluation prior to admission to an EPP. The agency’s written opinion about an individual’s eligibility for certification is based on the individual’s self-reported criminal history.

- Request the PCHE and make $50 payment online (nonrefundable)

- May be performed for anyone who:
  - Is applying to an EPP or taking a test and,
  - Has been convicted or received deferred adjudication for a crime.

Not required and not needed if there is nothing to report.
Necessary Personal Skills for an Educator

- Patience
- Adaptability
- Imagination
- Teamwork
- Risk Taking

- Constant Learning
- Communication
- Mentoring
- Leadership
Educator Responsibilities

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

(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 numbers 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, and statistic 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.
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

The State of Texas Assessment 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.

http://tea.texas.gov/student.assessment/staar/
The list shows three clues about a number.
- The number is less than 6,538.
- The number is greater than 6,355.
- The number has a digit less than 5 in the hundreds place.

Which of these could be the number described?
A  6,549  
B  6,268  
C  6,519  
D  6,449
T-TESS

Texas Teacher Evaluation and Support System

T-TESS

Planning

Instruction

Learning Environment

Professional Practices & Responsibilities

https://teachfortexas.org/
PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished
Accomplished
Proficient
Developing
Improvement Needed

Instructional Planning Includes:
- All rigorous and measurable goals aligned to state-content standards.
- All activities, materials and assessments that:
  - are logically sequenced
  - are relevant to students’ prior understanding and future applications
  - integrate and reinforce concepts and skills from other disciplines
  - provide appropriate time for student work, student reflection, lesson and lesson closure
  - deepen understanding of broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
  - Objectives aligned and logically sequenced to the lesson’s goal, providing accountable and enriching extensions of the lesson
  - Integration of technology to enhance mastery of goals.

Instructional Planning Includes:
- All rigorous and measurable goals aligned to state-content standards.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students’ prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
  - All objectives aligned and logically sequenced to the lesson’s goal
  - Integration of technology to enhance mastery of goals.

Instructional Planning Includes:
- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
  - Lessons where most objectives are aligned and sequenced to the lesson’s goal.

Instructional Planning Includes:
- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
  - Lessons where few objectives are aligned and sequenced to the lesson’s goal.

Possible Sources of Evidence:
- Conferences and Conversations With the Teacher
- Formal Observations
- Walkthroughs
- Classroom Aspects
- Student Growth/Progress

© TEA 11/17/16

T-TESS Rubric
Dismissal Procedures for Misconduct

• 1\(^{st}\) Violation – Written Warning
• 2\(^{nd}\) Violation – Probation
• 3\(^{rd}\) Violation – Dismissal

• Inappropriate contact with a student will result in immediate termination from the program.
ACEPP Cost

- Content Course: $1,764.00
- Supplemental - Bilingual, ESL, and Special Ed: $525.00
- PPR Course: $1,167.00
- 50 hr. Log: $100.00
- Professional Development: $100.00
- Internship / Clinical Teaching: $1,337.00
- Books (prices vary)
- VIA Bus Service
  - A valid student ID card is required to obtain a bus pass.
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
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 required 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 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 2019

<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>9/1/2018-8/31/2019 — PPR Exams</td>
<td>79% (14)</td>
<td>100% (7)</td>
<td>57% (7)</td>
<td>0% (1)</td>
<td>80% (10)</td>
<td></td>
<td>100% (3)</td>
</tr>
<tr>
<td>9/1/2018-8/31/2019 — Non-PPR Exams</td>
<td>100% (2)</td>
<td>100% (1)</td>
<td>100% (1)</td>
<td></td>
<td></td>
<td></td>
<td>100% (2)</td>
</tr>
</tbody>
</table>

**PPR**
- All: 79%
- Female: 100%
- Male: 57%
- African American: 0%
- Hispanic: 30%
- White: 100%

**Non-PPR**
- All: 100%
- Female: 100%
- Male: 100%
- African American: 0%
- Hispanic: 100%
- White: 100%

Back One Year  Forward One Year

Close Window
<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>9/1/2017-8/31/2018 — PPR Exams</td>
<td>100% (21)</td>
<td>100% (12)</td>
<td>100% (9)</td>
<td>100% (8)</td>
<td>100% (1)</td>
<td>100% (12)</td>
<td></td>
</tr>
<tr>
<td>9/1/2017-8/31/2018 — Non-PPR Exams</td>
<td>89% (7)</td>
<td>100% (3)</td>
<td>75% (4)</td>
<td>100% (3)</td>
<td>0% (1)</td>
<td>100% (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Acceptable:**

- **PPR:** 85%
- **Non-PPR:** 75%
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/2016-8/31/2017</td>
<td>100% 27</td>
<td>100% 22</td>
<td>100% 5</td>
<td>100% 2</td>
<td>100% 12</td>
<td></td>
<td>100% 13</td>
</tr>
</tbody>
</table>

**Acceptability**

- **All**: 100%
- **Female**: 100%
- **Male**: 100%
- **African American**: 100%
- **Hispanic**: 100%
- **White**: 100%

**Back One Year**  **Forward One Year**
# 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>9/1/2015-3/31/2016</td>
<td>100%(21)</td>
<td>100%(21)</td>
<td>100%(10)</td>
<td>100%(1)</td>
<td>100%(18)</td>
<td>100%(2)</td>
<td>100%(10)</td>
</tr>
</tbody>
</table>

- **Acceptable**: 80%

![Bar Chart](image-url)
Interns and Clinical Teachers

- Interns
- Clinical
Enrollment
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Finishers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 11</td>
<td>24</td>
<td>52</td>
</tr>
<tr>
<td>2011 - 12</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>2012 – 13</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>2013 – 14</td>
<td>33</td>
<td>16</td>
</tr>
<tr>
<td>2014 – 15</td>
<td>38</td>
<td>28</td>
</tr>
<tr>
<td>2015 – 16</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>2016 – 17</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>2017 – 18</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>2018 – 19</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>2019-2020</td>
<td>14+</td>
<td>18 in progress</td>
</tr>
</tbody>
</table>
Hired or placed at schools in 2019-2020:

- 14 Interns
  - Killeen ISD
  - Southside ISD
  - NBISD
  - Harlandale ISD
  - Jubilee
  - NISD
  - SAISD
  - IDEA

- 4 Clinical Teachers
  - Northside ISD
  - Edgewood ISD
  - Randolph Field ISD
School Districts hired/placed at 2018-2019:

- **2018-2019 INTERNS**
  - Jubilee
  - LaFaklae ISD
  - Brooks Academy of Science & Engineering
  - SAISD
  - GGA
  - Sequin ISD
  - Comfort ISD
  - IDEA Public Schools
  - Comal ISD

- **2018-2019 CLINICAL TEACHERS**
  - JISD
  - SWISD
  - NEISD
  - HCE
  - George Gervin Academy
  - School of Science & Technology
  - Randolph Field ISD
  - Jubilee Academies
  - SCUCISD
School Districts hired/placed at:

2017-2018 Interns

- Judson ISD: 22%
- Southside ISD: 11%
- Charter Schools: 11%
- NEISD: 22%
- SAISD: 23%
- Private: 11%

2017-2018 Clinical Teachers

- Comal ISD: 28%
- Judson ISD: 27%
- NEISD: 9%
- SAISD: 9%
- NISD: 9%
- SCUCISD: 9%
- East Central ISD: 9%
- Central ISD: 9%
- Judson ISD: 27%
- NEISD: 9%
- SAISD: 9%
- Comal ISD: 28%

• (a)(6)(b) Coursework and / or training for candidates seeking initial certification in the classroom teacher certification class. **An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and / or training.**

RULE §228.35

• **300** clock-hours of coursework and / or training:
• ACEPP Breakdown:
  • 120 Content
  • 36 Bilingual/ESL/Special Education
  • 81 PPR
  • 32 Professional Development
  • 50 Field Based Experience
  • 3-6 hours of test preparation
Standard Certification Recommendation

ONLY upon completion of ACEPP:

- Coursework (with passing grades)
- Certification Exams (with passing scores)
- Successful Internship or Clinical Teaching
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.

https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/
Folder Information
## Cost Breakdown

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>**High School</td>
<td></td>
</tr>
<tr>
<td>Content (7-12)</td>
<td>$1,764</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>**Elementary &amp; Middle School</td>
<td></td>
</tr>
<tr>
<td>ELAR</td>
<td>$567</td>
</tr>
<tr>
<td>Math</td>
<td>$396</td>
</tr>
<tr>
<td>Social Studies</td>
<td>$267</td>
</tr>
<tr>
<td>Science</td>
<td>$267</td>
</tr>
<tr>
<td>Fine Arts, Health, &amp; P.E.</td>
<td>$267</td>
</tr>
<tr>
<td>Bilingual, ESL, &amp; Sp. Ed.</td>
<td>$525</td>
</tr>
<tr>
<td>PPR</td>
<td>$1,167</td>
</tr>
<tr>
<td>50 hr. Log</td>
<td>$100</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$100</td>
</tr>
<tr>
<td>Internship/Clinical</td>
<td>$1,337</td>
</tr>
<tr>
<td><strong>Total Cost - $4,993</strong></td>
<td></td>
</tr>
</tbody>
</table>
EDUCATOR PREPARATION PLAN AND BENCHMARKS

BANNER ID: ____________________________  COHORT: __________

Last Name: ____________________________  First Name: ____________________________  MI: __________

Certification Area: ____________________________  Program Completion Date: __________

TEA ID: ____________________________

ADMISSIONS

Requirements
☐ Information Session Date ____________________________
☐ Bachelor’s Degree from an Accredited University ____________________________
☐ 3.0 GPA on a 4.0 scale ____________________________
☐ Passed PACT* Date: ____________________________
☐ SOQ (CATE only) ____________________________

*(QA for CATE)

Interview
☐ Application ____________________________
☐ $55 Application Fee ____________________________
☐ Official Transcripts from all Institutions Attended ____________________________
☐ 2 References ____________________________
☐ Checklist ____________________________
☐ Reading & Writing Assessment ____________________________
☐ Acceptance Letter Date: ____________________________
☐ CE Profile ____________________________
☐ TEAL Profile (ECOS) ____________________________
☐ Handbook Agreement ____________________________
☐ Prof Dev: Email ____________________________

COURSE WORK

Benchmark I & II:

ELAR Grade: ____________________________  Math Grade: ____________________________
SS Grade: ____________________________  Science Grade: ____________________________
FA Grade: ____________________________  Bilin./ESL/Sp. Ed. Grade: ____________________________
Health Science Grade: ____________________________  Math 7-12 Grade: ____________________________
Science 7-12 Grade: ____________________________  PPR T&I Grade: ____________________________

Benchmark III: (completed during coursework)

Dates: ____________________________  Elem Site: ____________________________
MS Site: ____________________________  HS Site: ____________________________

Benchmark IV: (completed during or after coursework)

☐ Passed Content State Exam (CATE only) ____________________________
☐ Passed PPR State Exam ____________________________
☐ Passed STP (Thelisgal Only) ____________________________
☐ Passed STR (CS EC-6, Cs 4-8, ELAR & Social Studies 4-8 Only) ____________________________

INTERNERSHIP/CLINICAL TEACHING

Intern or Probationary Certificate: ____________________________
Initial Effective Date: ____________________________  Expiration Date: ____________________________
1st Ext. Effective Date: ____________________________  Expiration Date: ____________________________
TIE: School Site: ____________________________

EPP Site Visits: ____________________________  Date: ____________________________  Date: ____________________________

☐ Staff Development: 32 Hours Requirement ____________________________
☐ School District Professional Development Training Log ____________________________
☐ Internship/CT completed and standards fulfilled: Grade: ____________________________

STANDARD CERTIFICATION

☐ Student has applied online for the Standard Certificate in SBEC website ____________________________
☐ All course fees paid ____________________________
☐ Recommended for Standard Certificate ____________________________
☐ Date Awarded: ____________________________

Certification Officer

Students must notify Positive Relations at (210) 451-9941 of any changes in employment.

ALAMO COLLEGES DISTRICT

APPLICATION FOR ADMISSIONS

Last Name: __________________________ First Name: __________________________ Middle Name: __________________________

Gender: ☐ Female ☐ Male Date of Birth: ____________

Current Mailing Address: ____________ City: ____________ State: ____________ Zip Code: ____________

Day Phone: ____________ Evening Phone: ____________ Cell: ____________ E-Mail Address: ____________

Employed: ☐ Yes ☐ No, please explain:

Ethnicity: ☐ African American ☐ Asian ☐ Native American ☐ Hispanic ☐ Caucasian ☐ Other:

Marital Status: ☐ Single ☐ Married ☐ Divorced ☐ Widower:

Have you been convicted of a felony or misdemeanor? ☐ Yes ☐ No. If yes, please attach written explanation:

Other Name(s), which appear on your previous academic records:

1. __________________________ 2. __________________________ 3. __________________________

Do you currently possess a valid teaching certificate or license? ☐ Yes ☐ No

Certificate Area: __________________________ Date Issued: ____________ State: ____________

Have you ever been placed on emergency status? ☐ Yes ☐ No. If yes, please explain:

When: ____________ Where: ____________ Subject: __________________________

Have you ever applied to any Educator Preparation Program before? ☐ Yes ☐ No. If yes, please specify which program, and why you did not complete the program:

Have you ever been suspended, dismissed or forcibly withdrawn from an institution for non-academic reasons? ☐ Yes ☐ No

If so, explain:

Do you have any special needs with which the college might be able to assist you?

Are you a U.S. citizen? ☐ Yes ☐ No

SOCIAL SECURITY: __________________________

U.S. Citizenship: If you checked “No” to being a U.S. citizen above, complete this section:

Are you a U.S. Citizen by naturalization? ☐ Yes ☐ No. If Yes: __________________________ Date of Approval: ____________

Are you a resident alien? ☐ Yes ☐ No ☐ Yes: ____________ Date of Approval: ____________

If so, do you have or will you apply for student (F-1) visa or any other type of temporary non-immigrant visa? ☐ Yes ☐ No

If yes to either, what is the country of your visa? __________________________ What is the country of your citizenship? __________________________
<table>
<thead>
<tr>
<th>FINANCIAL AIDS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying for:</td>
</tr>
<tr>
<td>(1) Parental Bank Loan? ☐ Yes ☐ No</td>
</tr>
<tr>
<td>(2) SALLIE MAE Loan? ☐ Yes ☐ No</td>
</tr>
<tr>
<td>(3) Student Loan (College, Federal, Student Loan) ☐ Yes ☐ No</td>
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<td>(4) Federal Education Loans? ☐ Yes ☐ No</td>
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<td>(5) Veteran Loans? ☐ Yes ☐ No</td>
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<td>(6) Other Loan(s)? ☐ Yes ☐ No</td>
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<td>(7) If yes, please check one:</td>
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<td>☐ Campus 50</td>
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<td>☐ TAC/TVET 31</td>
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<td>☐ Other:</td>
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<tr>
<td>Name:</td>
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<tr>
<td>Address, Street and Apt. Number:</td>
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</tbody>
</table>

**IMPORTANT:** Official transcripts must be submitted from all regionally accredited college and universities attended with this application. Transcripts from countries outside the United States must be translated and evaluated by a United States evaluation service.

**Prior College(s):**

<table>
<thead>
<tr>
<th>Name of Institution:</th>
<th>Address, City &amp; State:</th>
<th>Date Awarded:</th>
<th>Major/Degree:</th>
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Semester hours completed: ________ Cumulative GPA: ________ GPA of "C" in English: ________

Major(s): ________

I submit the following three professional recommendations:

1. ________ Address: |
   Phone: ________
2. ________ Address: |
   Phone: ________
3. ________ Address: |
   Phone: ________
### SECTION III: EMPLOYMENT HISTORY (Most Recent First):

<table>
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<tr>
<th>Job Title</th>
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<th>Date (End)</th>
<th>Full-Time</th>
<th>Part-Time</th>
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### TEACHING EXPERIENCE(S)

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<td>Location</td>
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<td>Position</td>
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</table>
TEACHER EDUCATION SELF-EVALUATION

Please complete the two essays below in type format and submit with your application.

Student: ___________________________

Area of Study for Teacher Certification Program:

1. Describe how you position yourself as an Intern or Clinical Teacher in the program.

2. I want to be a teacher because: ___________________________

Signature: ___________________________ Date: __________

ALAMO COLLEGES DISTRICT
ALAMO COLLEGES
EDUCATOR PREPARATION PROGRAM

The following information is requested for instructional research and grant writing purposes only. It is not made available in the admissions decision-making process.

GENDER: □ Male □ Female

MARITAL STATUS: □ Single □ Married

DATE OF BIRTH: ____________

PLACE OF BIRTH: ________________________________

City State County

ETHNICITY: □ Not Hispanic or Latino
□ Hispanic or Latino

RACE: □ American Indian or Alaska Native
□ Asian
□ Black or African American
□ Hawaiian or Other Pacific Islander
□ White
□ Other: ________________________________

Do you have any limitations, which will need special accommodations? □ Yes □ No

How did you hear about our program? □ Newspaper □ Web site □ Radio □ TV
□ Direct mail □ Employer □ Alumni
□ Other: ________________________________
FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Alamo Colleges Educator Preparation Program to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I (print full name) am a candidate at Alamo Colleges Educator Preparation Program and hereby give my voluntary consent to officials:

A. To disclose the following records:
   - Records relating to any of my field-based experiences
   - Records relating to my performance in the field
   - TEAS test score results

B. To the following person(s):
   - School district or other agencies associated with field-based experiences
   - School-based/Agency-based administrators
   - School-based/Agency-based cooperating teachers/supervisors
   - Program faculty

C. These records are being released for the purpose of:
   - Counseling and reviewing performance
   - Acquiring feedback
   - Processing required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA", 20 USC 1232g, 34 CFR (99), commonly known as the " Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 90 clock hours of observation, clinical teaching, student teaching, or internship.

I agree to allow the Alamo Colleges Educator Preparation Program to provide my personal contact information (phone number and email address) and qualifications to prospective employers. I understand that my information will only be given out to further my employment opportunities.

__________________________________________ Date
Signature of Candidate

Candidate TEA ID Number:

Date of Birth:

Student Contact Information:
Email:
Phone Number:
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**Note:** Thanksgiving Break

**Text:**
FIELD BASED EXPERIENCE DOCUMENTATION AND REFLECTION

Currently, 50 hours of field based experience are required by the Alamo Colleges Educator Preparation Program (ACEPP). A minimum of 7 hours must be completed during the first 15 days of school. This experience is expected to be a totally and interest driven learning experience, not just an “observing” activity. The Resource Sheet is provided to help contemplate how learning takes place in the classroom.

The following items are required:

1) Field Based Experience Log - 50 Hours of field based experience logged on FBE log and signed by school personnel.

2) 50 Hour Reflection - After thorough reflection of field based experience, complete the reflection questionnaire.

The following item is highly recommended:

Journal – Keep a journal (spiral notebook) recording items to remember for use when teaching. Items might include but are not limited to:

a) Behavior management techniques
b) Classroom procedures
c) Motivational techniques
d) Ways to incorporate technology into the lesson
e) Bulletin board ideas
f) Activities
g) Games
h) Warm-Up activities (brief activity to get students in frame of mind to learn)
i) Supply management techniques
j) Organizing Physical Space
k) Techniques to promote Higher Order Thinking Skills (H.O.T.S.)

*While observing as a guest on campuses, it is imperative to follow all visitor requirements and not interfere with the learning process in any way. This will include such things as signing in at the front office when entering a campus, turning off and not using cell phones at all. It is never appropriate to take photographs of children or yourself in the classroom. Anyone caught or reported doing this will be removed from the program. A professional appearance and demeanor is required.*
OBSERVATION RESOURCE SHEET

THE LESSON CYCLE

Madelene Hunter Lesson Cycle (5 Components)

- Anticipation Set - "The Task" that focuses students on the lesson
  - Objective/Standards - Written and/or stated orally; clearly what is to be learned
  - Input - Information delivered in lecture, video, website, textbook, etc.
  - Modeling - Demonstration by teacher
  - Check for Understanding - Teacher asks questions including higher order thinking skills
- Guided Practice/Monitoring - Teacher observes student(s)
- Independent Practice - Work the student does by himself/herself
- Closure - Recap what was learned

THE LEARNING CYCLE

The "5 E" Learning Cycle

- Engagement - Item, event or question engages the student
- Exploration - Student explores the concept
- Explanation - Student explains understanding of concepts
- Elaboration - Student applies concept in context and builds on concept
- Evaluation - Student assesses higher knowledge, skills and abilities

LEARNABLE MODALITIES

- Visual - Learn by Seeing
- Auditory - Learn by Hearing
- Kinesthetic/Tactile - Learn by Doing/Touching

BLOOMS TAXONOMY

- **Creating**
  - The student can put elements together to form a functional whole, creates a new product or point of view: assembling, generate, construct, design, develop, formulate, rearrange, rewrite, organize, devise.

- **Evaluating**
  - The student can make judgments and justify decisions: appraise, argue, defend, judge, select, support, evaluate, debate, measure, select, test, verify

- **Analyzing**
  - The student can distinguish between parts, how they relate to each other, and to the overall structure and purpose: compare, contrast, criticize, differentiate, discriminate, question, classify, distinguish, experiment

- **Applying**
  - The student can use information in a new way: demonstrate, dramatize, interpret, solve, use, illustrate, construct, design, disease, prepare

- **Understanding**
  - The student can construct meaning from oral, written and graphic messages: imitate, classify, summarize, infer, compare, explain, paraphrase, discuss

- **Remembering**
  - The student can recognize and recall relevant knowledge from long-term memory: define, duplicate, list, memorize, repeat, reproduce
Reflection Form

1. Describe the classroom environment and organization.

2. Describe the organizational and time management techniques observed.

3. Describe the methods observed to promote learner-centered instruction.

4. Identify techniques used by the teacher to promote critical thinking and problem solving.

5. Identify techniques you used to promote critical thinking and problem solving.

6. Identify behavior management techniques the teacher used in the classroom.

7. Identify motivational techniques the teacher used to motivate students.

8. How did the teacher incorporate technology into the lesson?

9. While all parts of the lesson cycle are important components, select one component that you found to be the most valuable. Explain why you selected this component.

10. How did students learn? Describe examples of Learning Modalities and Blooms Taxonomy being used to enhance learning during your observations.

11. What connections were you able to make with students during your interactive time?

12. What questions did the students ask you and were you able to help them?

13. What were you doing to support the teacher during your interactive time?
# 50 Hours of Field Based Experience Log

**Intern Student:**

<table>
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<th>Start Time</th>
<th>Stop Time</th>
<th>Grade Level</th>
<th>Subject Matter Observed</th>
<th>Teacher Name</th>
<th>Authorizing Signature (Teacher)</th>
<th>Interactive Activity</th>
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**Total Hours:**

**Please note that ALL documentation provided to the student by the school district MUST be attached to this form**

(i.e. Human Resources forms, letters provided by teachers or principals, time schedules given to substitute teacher or teacher assistant, etc...) **Attach a one-page reflection**, resulting from your observations. **Maximum of 7 hours per day.**
Necessary Personal Skills of an Educator

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

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

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

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

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

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

**Communication** - No teacher will succeed if they don’t have good communication skills. Clear, concise, and to the point, the better your communication skills are, the easier your lessons will be. There are many different types of classes available to help some teachers who may need help improving their skills.

**Mentoring** - Teachers need to always remember that, aside from parents, they are one of the most consistent mentors in a child’s life. That means setting a good example, all the time. Teachers may also have students that they spend extra time with being a mentor, which means that being a good role model is even more important.

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

Source: Teacher Certification.com  
[http://www.teachercertification.org/a/9/useful-skills-for-teachers.html](http://www.teachercertification.org/a/9/useful-skills-for-teachers.html)

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**Responsibilities of Teachers**

- Preparing lesson plans
- Teaching classes
- Evaluating student progress
- Encouraging students
- Acting as teacher-advisors for students
- Maintaining discipline in the classroom
- Running extracurricular sports, clubs and activities (voluntary)
- Communicating with parents about students’ progress
- Continuing intellectual and professional development
- Working as part of a cooperative and diverse team of educators and administrators to carry out the vision and mission of the campus and school district.
**Book List 2020**

**Pedagogy and Professional Responsibilities**

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<th>DESCRIPTION</th>
<th>AREA &amp; AUTHOR</th>
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