

HUSTON-TILLOTSON UNIVERSITY

Alternative Teacher Certification Program



Policy and Procedure Handbook

For
Interns
Field
Supervisors
Mentors
Principals

This handbook was prepared on the basis of the best information available at the time of printing. However, all information is subject to change without notice or obligation.

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2020-2021

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Background

Huston-Tillotson University is a historically black university affiliated with The United Methodist Church and the United Church of Christ. The mission of the University is to provide its increasingly diverse candidate body with an exemplary education that is grounded in the liberal arts and sciences, balanced with professional development, and directed to public service and leadership. The University prepares candidates with the integrity and civility to thrive in a diverse society, fosters spiritual development, preserves and promotes interest in the accomplishments and experiences of the University's historic constituents and evolving populations, and creates and sustains supportive relationships which advance the Huston-Tillotson University community.

Huston-Tillotson University is the oldest institution of higher education in Austin. Tillotson Collegiate and Normal Institute opened on January 17, 1881 and Samuel Huston College opened in the fall of 1900. Huston-Tillotson College was formed when Tillotson College and Samuel Huston College merged in 1952. Huston-Tillotson University awards undergraduates' four-year degrees in business, education, the humanities, natural sciences, social sciences, science, and technology. A multi-cultural, multi-ethnic, and multi-faith institution, the University welcomes candidates of all ages, races, and religions.

Alternative Teacher Certification was established in 1984 by the 68th Texas Legislature in House Bill 72 to provide entry into the teaching profession for degreed individuals wishing to make a career transfer into teaching. Professionals from many different fields choose to become teachers through Alternative Teacher Certification and bring a new and varied dimension, experience, and perspective to Texas classrooms. In Huston-Tillotson University's field-based program, Interns make a valuable contribution to public schools by drawing upon diverse experiences.

The Huston-Tillotson University Alternative Teacher Certification Program (HT ATCP) was established in 1994. It is accredited by the Texas Education Agency State Board of Educator Certification. HT ATCP has maintained the highest rating available to teacher preparation programs since its establishment. As part of the Huston-Tillotson University educator preparation program, Candidates also earn 18-21 hours of undergraduate university credit during the program.

Huston-Tillotson University Policies

All policies contained in the *Huston-Tillotson University Bulletin, 2014-2015* apply to all Candidates, Interns, Clinical Teachers, faculty, and staff of the HT ATCP. The *Huston-Tillotson University Bulletin, 2014-2015* is available online at www.htu.edu/academics/university-bulletin.

Vision Statement

The Huston-Tillotson Alternative Teacher Certification program will continue to expand, improve, and grow with the needs and expectations of tomorrow's citizens – and become an exemplarily Alternative Teacher Certification Program.

Mission Statement

The Huston-Tillotson Alternative Teacher Certification Program's mission is to provide a learning environment that produce, promote, and prepare a diverse group of degreed individuals for a successful EC-12 teaching career through focused curriculum, supported Internship, and on-going professional development.

SCHEDULE OF COMPLETION Application Deadline for Fall Enrollment: November 15 Application Deadline for Summer Enrollment: April 15			
2020-2021 Cohort Dates	Fall Start Special Cohort	Spring Start	Summer Start (ATCP 456 only)
Classes begin	September 23, 2020	January 11, 2021	Early May, 2021
Pass TExES content	Mid-November 2021	Mid-April 2021	Early July 2021
Classes end	Mid December, 2020	Late April 2021	Late July 2021
*Eligible for Internship	January 2021	August 2021	August 2021
**Eligible for Certification	December 2021	May 2022	May 2022

**If Phase 1 completed successfully and content TExES passed- Candidate has been offered a job as an Inter
 ** If Internship completed successfully Documented by Principal and Field Supervisor and PPR EC-12 TExES passed*

ATCP Calendar

Fall 2020

(Due to the pandemic is ATCP course started later than the normal opening dates)

July

Fall Application Deadline (Scheduled activity moved September)

August (scheduled activity moved to September)

**Fall Alternative Teacher Certification Interviews Begin/End

**ATCP decisions mailed out to students

**Fall Alternative Teacher Certification Courses Begin

**Fall 2020 ATCP Intern Orientation

September

9/_8/20 - **Fall Alternative Teacher Certification Interviews Begin/End

9/20_/20 - **ATCP decisions mailed out to students

9/23/20 - **Fall Alternative Teacher Certification Courses Begin

9/16_/20 - **Fall 2020 ATCP Intern Orientation

9/2020 TBA -2020 **First Day of Internship-based on the individual district's calendar

9/2020 One -two week prior to the First day of class – Field Supervisor make initial contact with Intern and send introduction Letters that include handbook syllabus, and required forms to campus principal, mentor, and field supervisor.

9/2020 One -two week prior to the First day of class - Intern submit introduction Letter to campus principal, mentor, and field supervisor.

9/30/20 -* W-9, Principal, Mentor, and Intern agreement and other required forms are due

9/30/20- *Last day to complete and submit the 1st Three Weeks Field Supervisor Formal 45-minute classroom
Field Supervisor observation that include documentation of pre & post observation conference

October

10/31/20- *Last day to complete and submit the 2nd Three Weeks Field Supervisor Formal 45-minute classroom
Field Supervisor observation that include documentation of pre & post observation conference

November

11/1/20-*Spring 2021 enrollment begins

11/15/20 -*Spring 2021 Applications due

11/17/20-*AT ATCP Admission Information Session

11/20/20_* Mid-Term Principal Evaluation and Recommendation form Due to ddelley@htu.edu

11/20/20-* Begin Admission Interviews

11/30/20 – *Interns Teaching Resume and Cover Letters for Spring 2021 due

11/26/20 -* AT ATCP Admission Information Session

11/30/20-*Last day to complete and submit the 3rd Three Weeks Field Supervisor Formal 45-minute classroom
Field Supervisor observation that include documentation of pre & post observation conference

December

12/1/20 –*Fall 2020 EPP decisions emailed out to students

12/1/20-*AT ATCP Admission Information Session

12/8/20-* Late Applications Submission

12/8/20-*Possible 45-Minute Supervisor Observation (if applicable)

12/8/20-*_* Final Principal Evaluation and Recommendation form Due to ddelley@htu.edu
12/14/20 – *Letter of Acceptance Returned to EPP
12/14/20 - *All Observations and Pre-/Post- Conferences due to Department Chair
12/14/20- **Final Grades for Fall 2020 are submitted to myhtu.edu
12/15/20 - */*PPR, Content, Supplemental (if applicable) TExES exam scores for Spring 21 Clinical Teachers/Interns due
12/18/20 – */**All other items for Fall 2020 EPP due

By 12/31/20 All ECOS Candidate Documentation Uploaded

Spring 2021

January

1/4/21 - *Spring 2021 Clinical Teacher Orientation
1/9/21 - * AT ATCP Admission Information Session
1/11/21 - Spring 2021 ATCP Classes Begin
1/21 TBA -2020 **First Day of Internship-based on the individual district's calendar
1/21 One -two week prior to the First day of class – Field Supervisor make initial contact with Intern and send introduction Letters that include handbook syllabus, and required forms to campus principal, mentor, and field supervisor.
1/21 One -two week prior to the First day of class - Intern submit introduction Letter to campus principal, mentor, and field supervisor.

February

2/_/21-2/_/21- **Fall Alternative Teacher Certification Interviews Begin/End
2/13/21 - * AT ATCP Admission Information Session
2/_/21- **ATCP decisions mailed out to students
2/_/21 - **Fall Alternative Teacher Certification Courses Begin
2/_/21 - **Fall 2020 ATCP Intern Orientation
2/28/21 - * W-9, Principal, Mentor, and Intern agreement and other required forms are due
2/28/21- *Last day to complete and submit the 4th Three Weeks Field Supervisor Formal 45-minute classroom Field

March

3/1/21 – *Clinical Teaching requests for Fall 2021 due
3/15/21 – *Spring 2021 EPP applications due
3/13/21-* AT ATCP Admission Information Session
3/20/21-* Begin Admission Interviews
3/31/21-* Last day to complete and submit the 5th Three Weeks Field Supervisor Formal 45-minute classroom Field Supervisor observation that include documentation of pre & post observation conference

April

4/1/21 – Fall 2020 EPP decisions emailed out to students
4/14/21 – *Letter of Acceptance Returned to EPP
4/20/21_* Mid-Term Principal Evaluation and Recommendation form Due to ddelley@htu.edu
4/23/21 – *Interns Teaching Resume and Cover Letters for Spring 2021 due
4/27/21 - * AT ATCP Admission Information Session
4/30/21-*Last day to complete and submit the 6th Three Weeks Field Supervisor Formal 45-minute classroom Field Supervisor observation that include documentation of pre & post observation conference
4/30/21-*All Spring Documentation Due

4/30/21 Fall ATCP applications due

May

5/10/21 - *All Observations and Pre-/Post- Conferences due to Department Chair

5/10/21 – */**Final Grades for Spring 2021 are submitted to myhtu.edu

5/15/21 - */**PPR, Content, Supplemental (if applicable) TExES exam scores for Fall 2021 Clinical Teachers due

5/18/21 – */**All other items for Spring 2021 EPP due

5/21-*TBA Summer School

By 5/30/21 All ECOS Candidate Documentation Uploaded

June

4/27/21 -* AT ATCP Admission Information Session

July

7/21-* TBA Summer School

7/10/21 -* AT ATCP Admission Information Session

7/ /21 – **Fall ATCP applications due

7/30/21 – Annual EPP Calendar with Dates reviewed and approved by Department Chair and ATCP Director

COURSE DESCRIPTIONS

ALTERNATIVE TEACHER CERTIFICATION PROGRAM (HT ATCP)

HT ATCP is implemented in a three-semester/three-phase sequence with Phase 1 being the initial training prior to internship and Phase 2 and 3 consisting of ongoing training during the candidate's internship or student teaching. A new cycle begins two times during the course of an academic year: spring and summer. The deadline for spring applications is November 15. The deadline for summer applications is March 15. The spring cycle begins in early January. The summer semester begins in early May.

The program is composed of three phases that include three (3) HT Alternative Courses. Each course equals 6 credit hours for a total of 18 credit hours plus 30 field experience hours the State required 300 hours. In phase I, the candidate must successfully complete the Curriculum and Methodology Course. ATCP 456A, 30 field experience hours, and pass the content test before moving this phase, the intern is also enrolled in the Internship Course ATCP 476A. During the fall semester of 2020, an online/hybrid program is offered. Phase III is the intern's second semester as the teacher of record. During this phase, the intern is also enrolled in the Internship Course ATCP 476B, interns pass the State required PPR exam and apply for Texas Teacher Standard Certification-approved by the Chair of The Education Preparation Program Chair.

During the fall semester of 2020, an online/hybrid program is offered Instruction will be delivered remotely via a virtual classroom for each HT Alternative Certification Course. HT ATCP students will earn 18 hours of undergraduate credit in teacher education at the completion of the program. Additional hours may be earned in Bilingual Education, English as a Second Language or Special Education.

HT ATCP students will earn 18 hours of undergraduate credit in teacher education at the completion of the program. Additional hours may be earned in Bilingual Education, English as a Second Language or Special Education.

Alternate Certificate Course (All ATCP Class requires the permission of ATCP Director)

ATCP456	Curriculum and Methodology	6 credits hours	6:00- 9:00-PM -M-online/Hybrid
ATCP476A	Teaching Internship	6 credits hours	6:00- 9:00-PM -W-online/Hybrid
ATCP476B	Teaching Internship	6 credits hours	6:00-9:00-PM – Th-online/Hybrid
ATCP486	Clinical Student Teaching	6 credits hours	6:00-9:00-PM --Th-online/hybrid

Requirements: Permission of ATCP Director

ATCP490 Teaching Internship Ext: 0 credits hours6:00-9:00PM -----T--- Online/hybrid

Note: During the Fall Semester ATCP 456 will added to the Fall 2020 Calendar- Online/Hybrid (10 weeks)courses are scheduled during the fall of 2020-All instruction will be delivered remotely in a virtual classroom environment.

Course Format

Courses for Fall 2020 all ATCP courses are hybrid – instruction will be delivered remotely in virtual classroom environment.

Synchronous Activities

1. **Three (3) hour Lecture:** ATCP courses meet once a week on a designated evening from 6-9pm.
2. **Class participation:** Students are expected to participate in class oral discussions. Share reflections of lectures (reflections, summaries, exit tickets, and blogs). Share experiences, presentations, opinions ideas, and complete in class activities.
3. **In-Class Activities:** Written activities, reflections, summaries, blog, presentations, quizzes, and exams

Asynchronous Activities

4. **Homework (Assignments)** Outside assignments include creating and maintaining a) google website, portfolio, Lesson plan, PPT Presentations, Research, Journal Article Critique Presentation, and Learning Team Projects.
5. **DQs (Discussion Questions)**

6. *Learning Team Collaboration via canvas conferences and projects*
7. Special Education: Project IDEAL at <http://www.projectidealonline.org/index.php>
8. Special Education: IRIS Center at <http://iris.peabody.vanderbilt.edu/>
9. Math, Science, SPED & PPR: T-Cert at <http://pact.tarleton.edu/tcert/>

ATCP Design

All courses are held in a virtual format for the Fall 2020 Semester

Post-baccalaureate students can earn initial teacher certification through the HT alternative certification program within three academic semesters. The program is composed of three phases that include three (3) HT Alternative Courses. Each course equals 90 hours for a total of 270 hours plus 30 field experience hours the State required 300 hours. In phase I, the candidate must successfully complete the Curriculum and Methodology Course. ATCP 456A, 30 field experience hours, and pass the content test before moving this phase, the intern is also enrolled in the Internship Course ATCP 476A. During the fall semester of 2020, an online/hybrid program is offered. Phase III is the intern's second semester as the teacher of record. During this phase, the intern is also enrolled in the Internship Course ATCP 476B, interns pass the State required PPR exam and apply for Texas Teacher Standard Certification- approved by the Chair of The Education Preparation Program Chair.

During the fall semester of 2020, an online/hybrid program is offered Instruction will be delivered remotely via a virtual classroom for each HT Alternative Certification Course. HT ATCP students will earn 18 hours of undergraduate credit in teacher education at the completion of the program. Additional hours may be earned in Bilingual Education, English as a Second Language or Special Education.

Pre-service 150 hours must include, at minimum, the curriculum items in 19 TAC §228.35(b)(2). [19 TAC §228.35(b)] is implemented in a three-semester; Phase One (Course ATCP 456) Students must complete 150 hours (Pedagogy & Professional Responsibilities) of Phase Two (ATCP 476A) Upon completion of Phase I (150 hours, 30 hours observations, pass content test) Intern will complete their 1st semester as an intern (teacher of record). Phase Three (ATCP476B) Upon completion of Phase I and II the Intern will complete their 2nd semester as an intern (Teacher of record). Normally, a new cohort begins two times during the academic year: spring and summer. The deadline for spring applications is November 15. The deadline for summer applications is March 15. The spring cycle begins in early January. The summer semester begins in early May.

A minimum of 300 clock-hours,

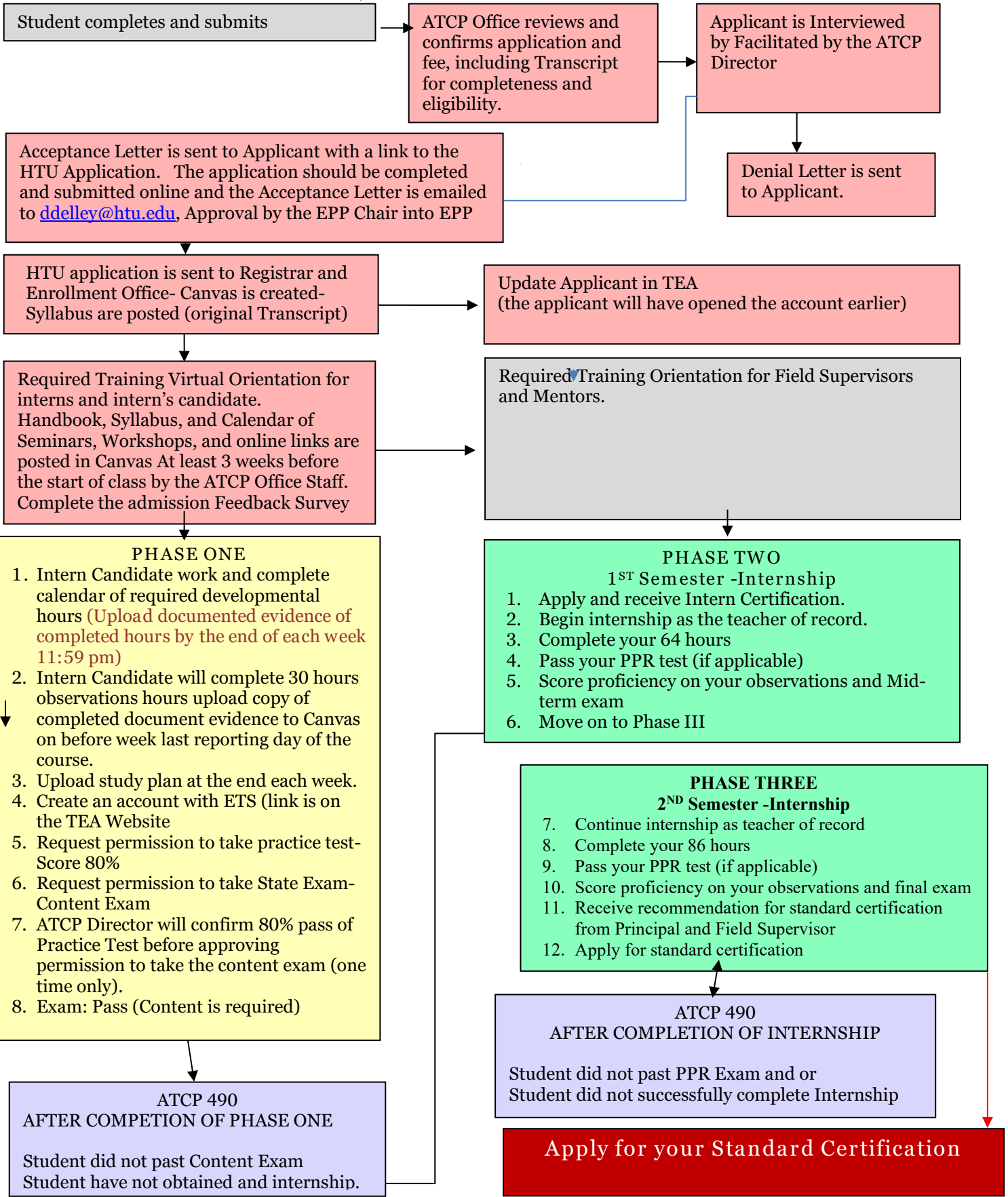
HT ATCP students will earn 18 Alternative Teacher Certification credits at the completion of the program. Additional hours may be earned in Bilingual Education, English as a Second Language or Special Education. HT ATCP is implemented in a three-semester (Phase 1, Phase 2, Phase 3) sequence with Phase One being the initial training prior to Internship and Phases Two and Three consisting of ongoing training during the Candidate's Internship, or job search.

In compliance with state requirements, the degree awarded for candidates completing the Educator Preparation Program is Interdisciplinary Studies or a specific academic concentration (e.g. Math, History, and Music). Every educator candidate must complete a bachelor's degree with an academic major or interdisciplinary academic major as well as the Professional Development sequence of educator preparation courses. After admission into the Educator Preparation Program, students complete the Professional Development Sequence of courses. Candidates who fulfill degree requirements are designated Program Completers. Huston-Tillotson University has approval from the State Board for Educator Certification to prepare candidates for teacher certification in the following:

Elementary Level Certificate Core Subjects EC-6
Middle Level Certificate Core Subjects 4-8
Single Subject Certificates English Language Arts & Reading 4-8 Social Studies 4-8 Math 4-8 Science 4-8 English Language Arts and Reading 7-12 Mathematics 7-12 Mathematics/Science 4-8 Science 7-12 Physical Sciences 7-12 Life Sciences 7-12 Social Studies 7-12 History 7-12 Music EC-12 Physical Education EC-12 Special Education EC-12 Computer Science 8-12 Technology Applications 8-12
All Level Supplemental Certificates* Bilingual Education Supplemental English as a Second Language Supplemental Special Education Supplemental

* Must also earn Core Subjects EC-6 or Core Subjects 4-8, or a single subject certificate.

Pathway to Certification Flow Chart



Application Process

Application Materials and Deadlines

The process begins with an application that can be downloaded and completed online or printed at [ATCP Application Fall 2020](#). The application, HT forms, and reference forms require original signatures.

Overall GPA and Transcripts

Admission to HT ATCP requires a baccalaureate degree from a regionally accredited institution of higher education. The applicant must submit an official transcript from every college and/or university attended. Applicants' transcripts must demonstrate a GPA for admission is 2.5 on a 4.0 scale overall or in the last 60 hours taken. HT ATCP computes the GPA based on all transcripts. Email Transcripts to atcpadmission@htu.edu.

Applicants with Foreign Transcripts

All foreign transcripts must be evaluated by a TEA approved agency. The detailed evaluation must include a translation and evaluation for all courses and degrees. In Austin, contact Foreign Credentials Service of America at 512.459.8428. Click below for the complete list of companies:

www.sbec.state.tx.us/SBECOnline/certinfo/forcredevalservice.asp.

The Test of Proficiency in the English Language shall be evidenced by one of the following: (A) completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States; or (B) verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; or (C) if an undergraduate or graduate degree was earned at an institution of higher education in a country outside of the United States listed in the figure provided in this subparagraph. Figure: 19 TAC §230.11(b)(5)(C). Applicants are required to submit TOEFL scores that meet the minimum program requirements below unless they have earned a bachelor's degree or higher from a regionally accredited U.S. institution. This program does **not** offer admission if the scores above are not met.

An applicant with a foreign transcript must demonstrate evidence of competence in reading, writing, and math using one or a combination of the following measures:

- SAT with a minimum score of 500 in both verbal and quantitative; **OR**
- ACT with a minimum score of 19 in both English and math; **OR**
- THEA (Texas Higher Education Assessment), formerly TASP (Texas Assessment of Skills Proficiency) with minimum scores of 250 in reading, 230 in writing, and 230 in math; **OR**
- GRE with a minimum score of 450 on the verbal and 450 on the analytical.

Test scores must be submitted to the HT ATCP office **prior** to the application deadline.

Required Previous Coursework

Core Subjects and Core Subjects 4-8 Certificates

- 24 semester hours to include a combination of English, math, science, and social studies such as government, history, political science, geography, or economics.

Single Subject Certificates

- HT ATCP does not offer content preparation for some single subject certifications, i.e. math, science, music, PE, history.
- 24 semester hours, with 12 of the hours being upper division (junior or senior level courses) in the core academic subject area in which certification is sought; **OR**
- A passing score on the PACT content exam **prior** to program acceptance

References

Each applicant must submit **three** professional references on the form downloadable from the HT ATCP web page. **The official HT ATCP reference form must be used. Email to atcpadmission@htu.edu by the reference.** References that are personally delivered by the Candidate will not be considered.

TEA & ETS Accounts

Candidates must establish a [TEA account](#) and an [ETS account](#) for testing purposes.

Criminal Background Check*

[TEA- Fingerprinting for Certification Applicants](#)

Each participant is required to submit a criminal background report from the Texas Department of Public Safety (<http://www.txdps.state.tx.us/>). Applicants whose background checks are unacceptable will not be admitted to the HT ATCP. The employing school district and TEA will also conduct criminal background checks.

*Current employees of public-school districts are not required to submit the criminal background check. Proof of employment is required such as a copy of the District ID badge.

Interview and Critical Thinking Skills

Applicants will participate in a structured face-to-face interview. One purpose of the interview is to assess the Candidate's critical thinking skills.

Selection

Candidates are selected for the program based on their qualifications as set out in the application process. The selection criteria include overall GPA, coursework requirements per certification area, structured interview score, quality of references, work experience, and application writing sample. HT ATCP also uses other criteria such as language fluency for foreign language and bilingual applicants and applicants with foreign transcripts

Phase I

ATCP456 Curriculum and Methodology

Semester Credits: 6 - Time: 6:00-9:00 pm - Day(s) Monday - Location: Online/Hybrid

This 16 course prepares entry level EC-12 teachers with the knowledge and skills required to create successful classrooms with successful students focuses on effective teaching practices- emphasizing direct instruction-strategies and resources significant to creating and maintaining a positive learning environment (supported by published academic scholarly research). The students attend classes from 6:00-9:00 pm once a week and some Saturdays from 9:00-12:00 (as needed). Classes are online/hybrid - Instructions delivered remotely in virtual classroom- may also include face-to-face classes on campus when appropriate. Additional topics include mastery learning, assessment of knowledge, learning, and assessment to guide classroom management's instruction-cultural dimensions, motivate student achievement, foster cooperation among students, and reinforce appropriate behavior. During this course, students are exposed to technology, resources, and effective teaching strategies to enhance teaching knowledge and skills need to establish a learning environment conducive to teaching and learning in accordance with 19 TAC §228.35(b)(2). [19 TAC §228.35(b)]

Upon completion of the course, students will be able to apply the knowledge and skills set forth in the Texas State Board of Educator Standards Domains and Competencies for EC-6, 4-8, and/or EC-12 teachers including English Language Arts and Reading, Mathematics, Social Studies, Science, Fine Arts, Health, and Physical Education. Students will be able to select and implement appropriate instructional methodology from a repertoire of strategies they have learned. Students will be able to establish nurturing, well-managed classrooms in which all cultures, languages, economic statuses, disabilities, and ethnicities are respected. Students will be able to individualize instruction according to student needs. Students will understand the educational accountability system in Texas including the Texas Essential Knowledge and Skills (TEKS) and the Tests of Academic Knowledge and Skills (TAKS). Students will be prepared to pass the appropriate state content exam(s). Certifications offered will be those areas approved for the HT ATCP by the State Board of Educator Certification. Credit is awarded on a pass/fail basis.

Field Base Experience (Required 30 Hours):

Prior to beginning the field-based experience requirement, HT ATCP students must sign and email completed field based experience forms to atcpadmission@htu.edu ATTN: EPP Department Chair. District personnel must be presented with a Letter of Introduction found in the Field Experience Packet. Copies of the Field-based Experience Forms are uploaded to the students' Canvas Assignment Folder.

- HT ATCP students must complete 30 hours of field-based experience in accredited schools (15 interactive hours and 15 hours of observation).
- Observations are recorded on the Field Based Experience Documentation form with dates and times recorded on the Field Based Experience Record.
- Up to 15 clock-hours of field experience may be acquired through pre-approved videos.
- Reflection questions must be addressed for each field experience.

OBSERVATION REQUIREMENTS:

- ___ 5 hours must be in a setting with English Language Learners
- ___ 5 hours must be in an Ethnically Diverse Classroom
- ___ 5 hours must be in a Special Education Classroom
- ___ 5 hours must be focused on Literacy Instruction
- ___ 5 hours must be focused on a STEM classroom

DOCUMENTATION:

Completed Field-based experience hours must be submitted in Canvas by the end of the semester in respect the posted due dates found in the Course Syllabus and email to atcpadmission@htu.edu ATTN: EPP Department Chair. (District personnel must be presented with a Letter of Introduction found in the Field Experience Packet)

The Field-base Experience Form is attached to this Handbook

All noted documentation (Field Based Experience Documentation and Field Based Experience Record) must be submitted to the HT ATCP office by the last day ATCP456A (or otherwise stated date by

First Semester as Teacher of Record

During Phase 2 Candidates will attend ATCP Course 476A and 476B. All Candidates will register for Phase 2 classes for the fall semester following the completion of Phase 1.

Internship

Candidates, who complete Phase 1 successfully, will be provided with a SOE (Statement of Eligibility) a letter authorizing the intern to seek employment with an accredited school. Candidates are not eligible to begin an Internship or clinical teaching until the 30 hours of field experience have been completed and the content exam(s) passed documented proof of completion their first 6 of 18 credit hours in Phase I ATCP 456 .

At an accredited school, Candidates must secure a paid, full time Internship position for a minimum of 180 days.

- It is the responsibility of the Candidate to find an Internship/teaching position (preferably) within 30 miles of HT prior to the beginning of the school year.
- It is important that the position be a match between the campus and the Intern; therefore, HT ATCP does not “place” Candidates.
- NOTE: If a Candidate is offered a position outside the 30-mile radius, the position must be approved by the HT ACTP Director because an additional field supervisor may be required and/or an additional fee may be assessed to the Intern.

Intern Certification

Candidates for the Internship will create a personal account on the TEA web site (https://secure.sbec.state.tx.us/SBECOnline/TEAL_End_User_Training_ECOS.pdf) where they will apply for Intern Certification. The certification fee is \$52. At the time of the probationary certification application, Candidates will also pay \$42 to apply for fingerprinting through TEA. An email will be sent to the Candidate from TEA informing the Candidate where to go for the fingerprinting. HT ATCP will provide a training orientation regarding expectations for the Field Supervisor, Campus Mentor, and the Intern.

Employment

HT ATCP informs schools and districts about Candidates seeking employment. The program also provides guidance for Candidates in developing resumes and participating in interviews. The program makes Candidates aware of job fairs in the region.

Candidates should **not** resign non-teaching positions until officially offered a position by a school district with a signed a contract for employment as a teacher with the position approved by the HT ATCP Director. Candidates may accept positions only in areas of certification offered by HT ATCP. The position must be with a system accredited by the Texas Education Agency. If in doubt, check with the Director. Teacher Aide positions may not be used as an Internship or clinical teaching.

HT ATCP offers no guarantee or promise of employment, even if the initial program requirements are met. It is the **Candidate's** responsibility to secure full-time employment with a program accredited by the Texas Education Agency. The HT ATCP staff is happy to provide letters of recommendation to potential employing districts. A list of central Texas districts, charter schools, and accredited private schools is included on page 19 of this policy manual.

A Candidate may accept employment at any district within a 30-mile radius of the Austin city limits. A Candidate who wishes to be employed beyond this 30-mile radius may be assessed a fee of \$200.00 per academic year to help defray

traveling expenses incurred by the Field Supervisor.

Once employment has been approved, officially offered, and accepted, the Director will send the “Statement of Eligibility for Internship” (SOE) form to the district human resources office.

Interns will be assigned a Huston-Tillotson Field Supervisor and a Campus Mentor. The HT Field Supervisor will observe the Intern at 3 times (45-minute formal classroom observations), provide written and oral feedback, meet with the Intern to discuss challenges and successes, and provide ongoing support and guidance. The Campus Mentor will be assigned by the building principal to support the Intern daily.

The Intern is required to observe other teachers and submit written observation information during the Internship. The Campus Mentor will also observe the Intern at least three (3) times per semester and provide written feedback to both the Intern, the Field Supervisor and ddelley@htu.edu.

Phase II

PHASE II: ATCP 476A Teaching Internship

Semester Credits: 6 - Time: 6:00-9:00 pm - Day(s) Wednesday - Location: Online/Hybrid

During the course, the student is employed full time as a teacher of record by a Texas Education Agency (TEA) or Texas Private School Accreditation Commission (TEPAC) accredited school district, charter school, or private school (Local Education Agency or LEA). The student receives on-site supervision by a field supervisor employed by Huston-Tillotson University ATCP and a campus mentor employed by the school and compensated and trained by Huston-Tillotson University. Additionally, the student continues to attend classes from 6:00-9:00 pm and some Saturdays from 9:00-12:00 (as needed). Classes are online/hybrid - Instructions delivered remotely in virtual classroom- may also include face-to-face classes on campus when appropriate. This course focus on the specific content methodology derived from research-based instructional practice using the Texas Educator Standards. HT certification content areas will be addressed in this online course. Addition topics addressed in this course include gifted student, the education of culturally disadvantaged, teacher evaluation, or other selected topics concerning the teaching/learning process.

During Phase 2 Candidates All Candidates will register for Phase 2 classes for the fall semester following the completion of Phase 1 Students will be able to generate multiple solutions for real-life classroom situations related to academics, behavior, attendance, time- management, parental involvement, lesson development, and other topics as appropriate. Students will be prepared to pass the state EC-12 Pedagogy and Professional Responsibilities Exam. Credit is awarded on a pass/fail basis.

Prerequisite: ATCP 456 Offered: Fall/Spring

Phase III

PHASE III: ATCP 476B Teaching Internship

Semester Credits: 6 - Time: 6:00-9:00 pm - Day(s) -Th - Location: Online/Hybrid

Prerequisite: ATCP 476A Offered: Fall/Spring

This course is continuation for Phase Two which focused on the specific content methodology derived from research-based instructional practice using the Texas Educator Standards. This course focuses on a variety of topics/subjects such as the gifted student, the education of culturally disadvantaged, teacher evaluation, school law, and or other selected topics concerning the teaching/learning process. Interns will continue to attend classes from 6:00-9:00 pm and some Saturdays from 9:00-12:00 (as needed). Classes are online/hybrid -Instructions delivered remotely in virtual classroom- may also include face-to-face classes on campus when appropriate. All Candidates will register for Phase III classes for the fall semester following the completion of Phase II. Phase 3 is the last semester of HT ATCP for the successful candidate. The Huston-Tillotson Field Supervisor and Campus Mentor will continue to observe the Intern and provide written and oral feedback and support at least once per month. The Intern will continue to observe other teachers and submit written observation information to the Field Supervisor.

OTHER ATCP EDUCATION COURSES

ACEL 303 English as a Second Language Methods 3 Credit Hours and Materials

This course acquaints educators with the identification and use of English as a Second Language. Training provides the educator with knowledge of the methods and materials to be used in this instructional environment. Teaching strategies for teaching ESL as an integrated process, including first and second language acquisition, is one of the critical components of the elements of the course. Credit is awarded on a pass/fail basis.

Prerequisite: Permission of ATCP Director Offered: Summer

ACBE 343 Bilingual Education 3 Credit Hours This course acquaints educators with the foundations of bilingual/bicultural education. The focus is on addressing the needs of the bilingual child at the elementary grades. Programs, strategies and materials are discussed. Credit is awarded on a pass/fail basis.

Prerequisite: Permission of ATCP Director Offered: Summer

ACSE 311 Survey of Exceptional Learners 3 credit hours Teacher candidates investigate terminology, historical perspectives, characteristics, and etiology of exceptional students, including physical, cognitive, and emotional needs. This class is online and face to face. Credit is awarded on a pass/fail basis.

Prerequisite: Permission of ATCP Director Offered: Spring/Summer

ATCP 486 Clinical Student Teaching 6 Credit Hours This course is available only to ATCP students who choose not to pursue a paid one-year internship at the conclusion of ATCP 456. During this course, the student will practice instructional competency under the supervision of a classroom teacher five days per week, all day, for 12 weeks in an unpaid public-school setting. As a professional practitioner, the candidate will demonstrate effective assessment, planning, implementation, and critical reflection. In addition, the candidate will participate in a weekly seminar and be asked to complete a senior research media project and/or develop a workshop to share professional expertise. Students will be prepared to pass the state EC-12 Pedagogy and Professional Responsibilities Exam. Credit will be awarded on a pass/fail basis.

Prerequisites: Permission of ATCP Director and ATCP 456 Offered: Fall/Spring

ATCP 490 Teaching Internship (Extended): Alternative Certification No Credit This course is taken by ATCP students who are required to extend their internship beyond the original 180-day minimum period. This is a non-credit course.

If the Intern does not pass the required TExES exams (testing), not hired by the end of Phase 2, or complete the Internship in a satisfactory manner (performance) the Candidate will meet with the Director to review options and develop an individual plan. they must register for ATCP 490 and pay tuition of \$1000 to cover program costs. The Intern must also pay TEA an additional \$52.00 to extend the Probationary Certification. Options include, but are not limited to the following:

1. Candidates who have not secured an Internship or completed clinical teaching within 4 long semesters (excludes summer) after the completion of Phase 1 will be withdrawn from the program administratively.
2. Candidates who have not passed the content exam within 2 long semesters after completing Phase 1 will be administratively removed from the program.

Reminder: readmission to the program is not guaranteed. The Director will determine which options are available to the Candidate based on the Candidate's previous performance, attendance, and any other factors deemed appropriate.

Prerequisite: Permission of ATCP Director Offered: Fall/Spring

Teacher Certification Exams

The teacher certification examinations are referred to as the Texas Examination for Educator Standards (TExES). All required TExES exams must be passed as a part of the certification process. Interns are required to pass the content TExES exam prior to employment as teachers of record. Clinical Teachers are also required to pass the content TExES prior to beginning clinical teaching. To ensure that participants are ready to accept employment at the beginning of the school year, preparations for these exams begin very early in Phase 1 of the program. Participants are required to attend these preparation sessions, unless otherwise notified. Persons who do not attend the scheduled sessions will have to assume the financial responsibility for their

preparation. The following resources are available for exam preparation:

1. HT ATCP library of TExES preparation manuals available for check out
2. TExES preparation software available in the computer labs located in Evans Hall
3. Certify Teacher web-based subscription
4. HT Main Library has state-adopted textbooks for various grade levels and subjects for check out
5. Special Education: Project IDEAL at <http://www.projectidealonline.org/index.php>
6. Special Education: IRIS Center at <http://iris.peabody.vanderbilt.edu/>
7. Math, Science, SPED & PPR: T-Cert at <http://pact.tarleton.edu/tcert/>

Prior to completion of the program, and to be recommended for the Standard Certificate, Interns, and Clinical Teachers must also pass the ***Pedagogy and Professional Responsibilities EC-12*** (PPR EC-12) TExES exam. Upon HT ATCP approval, the Candidate logs on to the ETS web site and registers to take the exam. The cost of the state required exams are the responsibility of the student (candidate/intern/clinical teacher). Payment for the exam must be made at that time with a credit/debit card.

The PACT Academy *Pact Tarleton-Pact Academy Certifications*

Candidates are to complete 23 professional development modules using PACT. According to their website, PACT (Performance-based Academic Coaching Teams) created by the Texas A&M University System and the Texas Education Agency, is a free resource designed to provide online help to novice and veteran teachers, teacher candidates, mentors and administrators. The PACT Academy offers a library of professional developments. Each professional development will provide at least 2 hours of continuing education credit if you make a 70 or higher on the quiz. Refer to Canvas for the appropriate link and detail instruction. Students will upload the certificate to the appropriate module in addition to completing the following 23 modules. Email the certificates of the 23 modules in one pdf file to ddelley@hu.edu Deadline: Dec.01, 2020@11:59

IRIS Assignment and Certifications 2

Candidates are tasked to complete 25 modules from the IRIS CENTER. This center, according to their website, Supported by the U.S. Department of Education's Office of Special Education Programs and located at Vanderbilt University's Peabody College, the IRIS (Innovative Resources for Instructional Success) Center develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly struggling learners and those with disabilities.

These resources, designed to bridge the research-to-practice gap, are intended for use in college teacher preparation programs, in professional development (PD) activities for practicing professionals, and by independent learners. The array of IRIS resources includes modules, case studies, information briefs, course/PD activities, a high-leverage practices alignment tool, and an online glossary of disability-related terms as well as supporting products to enhance their use in coursework and PD activities.

Developed in collaboration with nationally recognized researchers and education experts, our free online resources address instructional and classroom issues of critical importance to today's educators: classroom behavior management, secondary transition, early childhood, Universal Design for Learning (UDL), and many others. Topics: Accommodations, Assessments, Behavior and Classroom Management, Collaboration, Content Instruction, Differentiated Instruction, Disability, Diversity, IEP, Learning Strategies, Refer to Canvas for the appropriate link and detail instruction. Refer to Canvas for the appropriate link and detail instruction. Students will upload the certificate to the appropriate module in addition to completing the following 23 modules. Email the certificates of the 23 modules in one pdf file to ddelley@hu.edu Deadline: Dec.01, 2020@11:59

Dyslexia Training Assignment and certifications 3

Candidates are to watch the three (3) videos pertaining to dyslexia Refer to syllabus and canvas for the appropriate link.

Write a personal reflection (at least 250 words or more for each video) (See Canvas for detailed instructions and the scoring rubric).

Field Base Experiences

In addition to classroom instruction, each Candidate must complete 30 hours of classroom field experiences in a public-school setting prior to the end of Phase 1.

- a. The field-based experience (classroom/teacher observations) report pages 1 and 2 are in Appendix A
- b. If you are substitute teaching, you may observe classes during your planning period, but you may not count classes in which you are acting as the regular teacher's substitute.
- c. The idea is for the candidate to observe not only candidates, but teachers.

Certify Teach

Students are expected to use Certify Teach only practice test weekly.

Content exam(s)

Candidates are required to pass the content exam(s) and the PPR EC-12 within 2 years of completing Phase 1 classes. Candidates who do not meet this deadline will not be given permission to test until they have paid for and repeated all Phase 1 classes.

Candidates may not take TExES exams until they have received at least 6 hours of test preparation and scored at least 80% on a full written practice exam. Candidates will register to take TExES exams when approved to do so. Cost for exams is \$120 each.

Huston-Tillotson University

Alternative Teacher Certification Program



Our Team

Campus Principal

Job Description of a Mentor

Qualifications

- Valid credentials (i.e. teaching certificate)
- Classroom teaching assignment (at least 60% classroom instruction)
- At least three years of teaching experience:
- One year must be in the school district where presently employed
- Evaluations under the accepted rating procedure of at least “Competent”; no evaluations requiring improvement.

Criteria for selecting mentors are as follows:

- Understanding of beginning teacher development
- Knowledge of formative assessments
- Willingness to provide feedback and share instructional practices
- Effective interpersonal skills and willingness to work collaboratively
- Demonstrated commitment to their own professional growth and learning
- Demonstrated use of best practices in their own teaching
- Effectiveness as a professional role model

Job Goal

Promote the professional well-being of the intern through an intentional, interactive, and dynamic process.

Performance Expectations Assist the intern with

- Curriculum/instructional planning
- Instructional presentations
- Classroom management
- Student assessment/evaluation

Interpersonal Skills

Utilizes effective interpersonal skills to foster a supportive and positive relationship

Teacher Reflection

Provides opportunities for intern to reflect on personal experiences, problems, concerns, needs, and future goals as a means of professional growth

Teacher Development

Utilizes knowledge of adult learning and teacher development to promote self-reliance in the intern

Direct Support

Provides knowledge, expertise, and constructive guidance for future decision-making through a systematic process that affects classroom learning.

- Complete & return “Mentor Agreement Form”
- Complete mentor training as required
- Fulfill the mentor role as the intern’s coaching partner
- Support the HT intern on a daily basis
- Help the intern with lesson planning
- Assist the intern with securing teacher guides, curriculum guides, and other classroom resources
- Advise the intern of district & campus timelines, procedures, & paperwork (progress reports, parent conferences, report

- cards, testing schedules, referrals, field trip requests, work orders, etc.)
- Conduct frequent brief observations of the intern
- Conduct at least 6 extended observations of the intern (30+ minutes)
- Submit 6 “Mentor’s Progress Report of Intern” forms (3 per semester)
- Plan time for the intern to observe your class and classes of other teachers
- Help the intern work through challenges as they arise
- Complete & submit “Annual Mentor Observation Schedule” form

The Principal and Release Time

Release Time: A designated time provided for the intern and the mentor teacher for the purpose of classroom observations.

Goal: Release time is a necessary component of the mentoring process. It is the goal of mentoring to help develop a competent and effective teacher. Release time allows the mentor and the intern the opportunity to observe each other. This also provides the intern the opportunity to observe other exemplary teachers. Additionally, the mentor and intern get the opportunity to implement the designed coaching cycle process. It is the responsibility of the principal to ensure that the mentor and the intern have the time to fulfill the requirements for the HT ATCP in regard to classroom observations.

Mentor Coaching Cycle

Pre-Conference

Mentor and Teacher will jointly:

- Establish the purpose of the lesson
- Describe the intern behaviors desired
- Describe the student behaviors/interactions desired
- Describe the sequence of the lesson
- Describe lesson concerns

The Observation

Mentor will:

- Observe behaviors and interaction patterns
- Document behaviors and interaction patterns

Data Analysis

Mentor will:

- Analyze student and intern behavior
- Compare behaviors and interaction performed with behaviors and interactions planned

Reflection

Mentor will:

- Conduct a reflective interview with the intern
- Describe behaviors observed

Problem Solve/Goal Setting

Mentor and Intern will:

- Review what was to be observed
- Discuss the data
- Analyze why the behavior/interactions were/were not performed as planned

- Discuss goals and objectives for growth
- Close session on a positive note

Adapted from "Peer Coaching" by Margarita Calderon, Ph.D., 1990

See the appendix for all forms

- Complete & return "Principal Agreement Form"
- Select the campus mentor
- Help the campus mentor provide assistance to the HT intern
- Create and maintain a collaborative environment which includes the intern, the mentor, & the field supervisor
- Ensure the campus mentor & HT intern have time to meet at least weekly
- Ensure the HT intern is observing the campus mentor & other teachers as they demonstrate effective teaching strategies & classroom management
- Complete & return "Principal Mid-Year Evaluation Form"
- Complete and return "Principal End-of-Year Evaluation Form"
- Help to create the sense that the mentor is there for encouragement & support and not the eyes & ears of the principal
- Encourage clerical, custodial, cafeteria, & other support staff members to be cognizant of the novice teacher's needs

Campus Mentor

Intern Certification Requirements

1. Complete Phase 1 of the ATCP
2. Pass the appropriate TExES content exam
3. Secure employment as a classroom teacher with an accredited public-school district or charter school
4. Apply for a 1-year probationary teaching certificate from the State Board of Educator Certification (contingent on payment of fee and criminal background check)
5. Pass the TExES EC-12 PPR
6. Complete minimum 180-day internship while attending Phase 2 and Phase 3 professional development at HT ATCP
7. Earn a rating of at least "proficient" or its equivalent on the employment appraisal instrument used by the respective district or charter school
8. Earn satisfactory recommendations by the HT ATCP field supervisor, supervising administrator, and HT ATCP director
9. Pay all fees associated with HT ATCP
10. Apply for a 5-year standard teaching certificate from the State Board of Educator Certification (contingent on payment of fee and criminal background check)

The Mentoring Process Begins

Welcome to the HT ATCP. Your role as a mentor to one of our interns is of the utmost importance to the success of the new teacher, not only during this induction year, but in the years to come as the new teacher develops into an experienced, proficient, and effective professional educator.

The importance of mentoring during the first year in the classroom has been determined by study after study. The most commonly cited goals of mentoring include the following:

- to improve teaching performance,
- to increase the retention of promising teachers,
- to promote professional and personal wellbeing, and
- to satisfy mandated requirements.

It is during the first year when most beginners come to grips with the reality of the "classroom" as a different world. Because the beginner is expected to undertake the same load as the seasoned veteran, it is critical that his/her personal and professional needs be addressed. Therefore, the beginner must be given the institution's basic information to foster adequate functioning and a sense of belonging. This is not to intimate that poor practice should not be cited and corrected, rather it is to suggest that initial and continued support be aimed at improving practice and providing for professional growth. Mentoring cannot be or be perceived as a "feel-good" program. Mentoring's emphasis must focus on both instructor practice and professional growth.

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- Describe behaviors observed

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Mentor and Intern will:

- Review what was to be observed
- Discuss the data
- Analyze why the behavior/interactions were/were not performed as planned
- Discuss goals and objectives for growth
- Close session on a positive note

Adapted from "Peer Coaching" by Margarita Calderon, Ph.D., 1990

The Field Supervisor

See the appendix for all forms

1. Conduct initial conference with principal, campus mentor, & intern
2. Provide HT ATCP handbooks & forms for completion by principal, campus mentor, & intern
3. Serve as liaison between HT ATCP & campus. The field supervisor is the immediate contact for any concerns which may arise regarding the intern.
4. Each semester the HTU Field Supervisor will formally observe the Intern /Clinical Teacher, and complete three (3) formal Observation form (supported by T-TESS accordance to the Texas Administrative Code (TAC 228.35).
5. Formal Observations (a minimum of 3 times per semester) followed by written feedback and/or conference
6. The Field Supervisor is the liaison between the mentor and intern partnership
7. to ensure weekly meetings, mutual observations, & provision of appropriate assistance & support
8. In the event that a concern arises regarding the field supervisor, school personnel should contact Dr. Delley at 512-505-3096 or ddelley@htu.edu.

1. The HTU Field Supervisor will formally observe the Intern /Clinical Teacher and complete the formal Observation form (supported by T-TESS accordance to the Texas Administrative Code (TAC 228.35).

2. Each observation must meet the following requirements

Individualized pre-observation conference

- o Face-to-face is NOT required
- o No minimum duration required
- o Assessment must be completed in LiveText FEM for documentation purposes

• Formal Observation

- o Per TAC 228.35, formal observation due dates are NOT flexible
- o Must be 45 minutes in duration
- o Two observations cannot occur in one day

• Interactive post-conference

- o Face-to-face is NOT required
- o No minimum duration required
- o Assessment must be completed in LiveText FEM for documentation purposes

NOTE: Initial contact with assigned candidate must occur within the first three weeks of assignment. Contact may be made by telephone, email or other electronic communication.

Per TAC 228.35(e)(2)(A)(iii), Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

Interns

Objectives of the Teacher Candidate Internship

The teacher candidate internship experience will provide candidates with opportunities to do the following:

1. Assess personal/social suitability for teaching and evaluate choice of teaching discipline and grade-level interest.
2. Experience all roles of a Professional Educator (instructional and non-instructional) through planned, sequenced activities in their yearlong program.
3. Apply principles and methods from the knowledge base of the ATCP program.
4. Gain experience working with learners with diverse learning needs (special needs, low SES, ELL, gifted, military affiliated, etc.).
5. Experiment with alternative teaching strategies to increase learners' knowledge.
6. Gain experience working with learners from diverse cultural, linguistic, and socioeconomic backgrounds.
7. Observe and practice effective culturally responsive strategies to manage the learning environment.
8. Communicate and discuss all phases of experiences with both the campus personnel and the field supervisor.
9. Develop and implement assessments and lessons with the goal of significantly impacting student learning.
10. Receive feedback from structured observations and conferences with suggestions for improvement from the field supervisor.
11. Practice the skills identified in the instruments used to assess teacher candidates.
12. Gain knowledge and skills of classroom and school policies and procedures.
13. Gain knowledge and skills of parent and community involvement activities and practices.
14. Become a Professional Educator through self-evaluation, problem solving, and reflection on the teaching and learning process.

Support Team

Field Supervisor

Field supervisor will be observing your classroom at least 3 times per semester over the course of the school year for a minimum of forty-five minutes each visit. You will schedule your observations with your field supervisor using his/her preferred method. The TTESS criteria will be the tool used during your observations. A pre and post conference may be scheduled either in person, over the phone or by email. You must provide the field supervisor your lesson plans at least 72 hours in advance of your scheduled observation. You must submit a weekly reflection to your field supervisor by Sunday midnight each week of your internship. He/she will monitor your reflections and provide feedback and/or guidance when needed. If your class schedule changes, then email your field supervisor your new schedule so we can make appropriate changes. Always call by 8:00 p.m. the night before or in the morning no earlier than 5:00 A.M. if you are going to be unavailable. Be considerate of our time by notifying us that your class is taking a test, going to the library, on a field trip, at an assembly, benchmarking, etc.

Mentor Teacher

Your mentor teacher will be assigned to you by your campus and is usually a teacher on campus teaching the same grade level and/or subject. The mentor teacher will be your first line of defense with date-to-day concerns. Your mentor teacher is expected to meet with you regularly to help develop your professional development goals as well as to guide you to understanding the school culture, campus roles and responsibilities, campus personnel, share instructional strategies and materials, demonstrate lesson, professional development, etc. This person will also observe your classroom three times each semester.

Campus Administrator

Your campus administrator is usually the persons responsible for your T-TESS evaluation. This person should ensure you have collaborative working environment. They will complete a mid-year and end-of- year evaluation of your performance. Also, any informal and formal observations completed by your administrator will be included in your overall evaluation.

Do not hesitate to call us, we are here for you. Please remember, you are a professional and therefore we expect you to assume responsibility for your actions as an educator and as an HT ATCP intern. If you begin to experience any difficulty or concern with your

- instruction,

- classroom management,
- campus mentor,
- administration,
- students,
- parents,
- faculty,
- staff member,
- first year teaching concerns/questions or issues, or
- professional identity growth and or development

It is imperative for you to notify your field supervisor and/or Dr. Hamilton immediately.

DO NOT WAIT UNTIL THE PROBLEM BECOMES SO SERIOUS THAT YOUR JOB AND YOUR CERTIFICATION MAY BE IN JEOPARDY.

Teacher Candidate Dispositions at Huston-Tillotson University

Social Justice

1. Promoting social justice
2. Providing equitable learning opportunities for all students
3. Promoting the achievement of students at all levels
4. Recognizing students' unique prior knowledge, life experiences, and interests as part of the context for student learning

Integrity

5. Maintaining her/his position as a positive role model for students and others
6. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others
7. Maintaining the standards of confidentiality regarding student information and communications

Excellence

8. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
9. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
10. Developing students' skills as problem solvers as they progress toward becoming independent, self-directed learners
11. Using effective planning and classroom organization as tools in maximizing the time available for instruction and learning

Respect

12. Collaborating with other professionals to improve the overall learning of students

Accountability

13. Accepting responsibility for what occurs in her/his classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
14. Using sound judgment and thoughtful decision making with consideration of the consequences

Continuous Learning

15. Demonstrating life-long learning and personal growth through reflection, seeking constructive feedback, and being willing to learn from others and past experience
16. Participating in professional growth activities within and outside the school

Candidate Understanding of Dispositional Expectations

Each candidate will sign a dispositions verification form indicating that they understand the dispositions that they are to demonstrate in all course work, internship experiences and other activities associated with their becoming a teacher during orientation. This form will be turned in to the ATCP office and become part of her/his Texas Education Agency (TEA) education file.

Faculty Reporting of Dispositional Deficiencies

Field supervisor will submit to both the chair of their department and the Director of ATCP documentation of any candidate's lack of proficiency about targeted dispositions. Prior to submitting the documentation, the field supervisor must meet with the candidate, discuss the candidate's deficiency(s), and obtain a signature from the candidate. The signature does not mean that the student agrees with the decision of the field supervisor rather it is just an indicator that the candidate was informed. Before forwarding to the chair and Director of ATCP, the field supervisor will summarize the conference with the candidate. Please note: if the deficiency is at a campus, then both the mentor teacher and field supervisor should meet with the candidate to discuss the candidate's deficiency(s) and follow the same procedure outlined above.

Disqualification from Teacher Education

The ATCP's desire to prepare highly qualified professional educators who exemplify the professional ethics and behaviors as discussed in the section on dispositions has led to the identification of some actions on the part of candidates that will result in disqualification from the program. They include:

1. Failure to meet the requirements of Phase 1, Phase 2 and or Phase 3
2. Professional/academic misconduct or dishonesty (i. e., cheating, plagiarism, inappropriate behavior on campus)
3. Falsification of an academic or assessment record
4. Internship that results in a mentor or administrator recommending removal because of misconduct or inability to demonstrate the necessary knowledge/skill to teach children or youth.
5. Conducting internship experience while under the influence of alcohol or an illegal substance.
6. Background check reveals either a felony or misdemeanor conviction
7. Name appears on State Registry for Sex Offenders.
8. Outstanding financial obligation to the HT
9. Voluntary or Involuntary removal from campus

Internship Expectations

This is an exciting time in your career however we must stay focused on the coursework and documentation needed to complete the program that will make up your TEA folder regulated by TEA. Things you will have to do during your internship.

Part A

- Intern Profile Sheet (*complete during orientation*)
- Statement of Eligibility (*complete during orientation*)
- HT ATCP Candidate Agreement (*complete during orientation*)

- Mentor Agreement form (complete by mentor)
- Principal Agreement form (complete by principal)
- Copy of Content Exam and PPR score report
- Intern Daily Class Schedule (*may have more than one if your schedule changes*)
- Intern Teacher Affirmation of Code of Ethics (*complete during orientation*)

Part B

- First Weeks of School Reflection Paper (*due at first professional development day*)
- Classroom/Behavior Management Plan Reflection Paper (*due at first professional development day*)
- Statement of personal teaching philosophy (*due at first professional development day*)

Part C

- Weekly signed reflections (*15-Fall, 15-Spring, due every Sunday by Midnight to reflect on the concluding weeks' experiences*)
- Six (6) observations of a certified teacher (*3-Fall, 3-Spring*)
- Six (6) lesson plans using literacy strategies as well as technology with Six (6) observation (*3-Fall, 3-Spring, completed with field supervisor*)
- Six (6) observations by mentor teacher (*3-Fall, 3-Spring, completed by mentor teacher*)

Part D

- Professional dispositions (*done in August and May*)
- Professional Teaching Identity Development Reflections (*done in August and May*)

Part E

- Action Plan for Professional Growth (*completed by intern and mentor each semester, due Fall and Spring*)
- Professional Development hours (*attended at campus or school district, copy of certificates or printout*)
- Walkthrough Information and T-TESS Observation(s) (*per individual*)
- Action Plan for Professional Growth and Goal Setting (*completed with your mentor, Fall and Spring*)
- Formal T-TESS Evaluation (*must have to recommend your standard certification*)

Part F

The listed items are in the Appendix.

A complete list of portfolio requirements is listed in the Appendix. The documents listed in your portfolio will have a point value. Points will be deducted if documents are turned in late. Refer to the course calendar for the due dates. Your completed portfolio for each semester must be turned in completed, otherwise you will not be enrolled in the upcoming semester which will jeopardize your obligation to your teaching contract and/ or the office will not recommend your standard certification.

Social Justice in Education

HTU has taken the identity of creating a space to capture as well as to cultivate the movement of social justice in education. We share the same vision as stated below: Social justice education is concerned with achieving equitable and quality education for all students. As prominent social justice education theorist, Lee Ann Bell (1997) puts it:

"... [S]ocial justice education is both a process and a goal. The goal of social justice education is full and equal participation of all groups in society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. We envision a society in which individuals are both self-determining (able to develop their full capacities), and interdependent (capable of interacting democratically with others)."

Social justice would involve achieving the two aspects of anti-racism education: the curricular justice goal, which aims to deliver curricular justice to minority students and the wider responsibility goal, which aims to redress social disadvantage including, importantly, reducing racism (Vigliante 2007, p. 103).

Bell, L 1997, 'Theoretical foundations for social justice education', in Adams, M, Griffin, P & Bell, L (eds), Teaching for diversity and social justice: a sourcebook, Routledge, New York.

Vigliante, T 2007, 'Social justice through effective anti-racism education: A survey of pre-service teachers', Journal of Educational Enquiry, vol. 7, no. 1, pp. 103–128.

A way to embody a social justice tone in your classroom the following are suggested practices:

- Connecting curricular and instructional decision to your students' lives and lived experiences

- Linking curricular and instructional activities to real-world problems and multiple perspectives. This could include the use of multicultural artifacts such as print or visual text, multicultural audio and visuals, accomplishments of people of color related to content.
- Create a classroom culture of critical and creative thinking. For example, to encourage higher –level thinking implement ways students can practice discerning fact(s) from opinion(s), figuring out their own and others' point of view, and know how to interpret all of the given information to decide on their own "truth."
- Create a safe and caring classroom climate where the students have a sense of community where their identity and voices are valued.
- Use authentic assessments that allows students to show mastery of content that extends the standard practices of test and quizzes that would include real world action items.

The National Education Agency (NEA, <http://www.nea.org/tools/30414.htm>) also suggest:

- Focus on diversity—awareness of the diversity in communities is critical to fostering social justice
- Address real consequences of oppression—when discussing social justice in lessons or staff meetings, it is important to acknowledge the real social and economic disadvantages that oppressed people face in society, not simply the psychic harm of oppression
- Understand the mechanisms that perpetuate oppression—i.e., those attitudes and behaviors (e.g., racism, sexism, ageism, heterosexism) from a position of privilege
- Resist hierarchies of oppression—form strategies to foster justice with an inclusive mindset: who is being left out?
- Seek to address social justice on three levels—personal (self), institutional (school) and societal (community).

HTU EPP and HTU-ATCP has adopted the Social Justice Standards created by The Teaching Tolerance Anti-Bias Framework created by TEACHING TOLERANCE. These standards are located in the Appendix.

Suggested resources:

- The best selection of multicultural and social justice books for children, YA, and educators can be found at: <https://socialjusticebooks.org/booklists/>
- Teaching for Change: Building Social Justice Starting in the Classroom is a website to help teachers and parents with the tools to create schools where students learn to read, write and change the world using an anti-bias curriculum. <https://www.teachingforchange.org/anti-bias-education>

Cultural Competence for Educators

According to the NEA (NEA, <http://www.nea.org/tools/30402.htm>)

Cultural competence is the key to thriving in culturally diverse classrooms and schools - and it can be learned, practiced, and institutionalized to better serve diverse students, their families, and their communities. Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

Cultural competence doesn't occur as a result of a single day of training, or reading a book, or taking a course. Educators become culturally competent over time, but researchers suggest some places to start.

There are five basic cultural competence skill areas. They apply to individual educators as well as the schools they work in and the educational system as a whole. Growth in one area tends to support growth in another (Adapted from Diller and Moule, Cultural Competence: A Primer for Educators, Thomson Wadsworth 2005):

- **Valuing Diversity.** Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
- **Being Culturally Self-Aware.** Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society.

- **Dynamics of Difference.** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.
- **Knowledge of Students' Culture.** Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.
- **Institutionalizing Cultural Knowledge and Adapting to Diversity.** Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.

Culturally Responsive Pedagogy

HT-EPP and HT-ATCP utilizes social justice as the framework to define our departments vision. This is coupled with the inclusion of a culturally responsive pedagogical lens, *taken from the multicultural education philosophy*, that drives our professional practices.

Culturally Responsive/Relevant Teaching

NEA (NEA, <http://www.nea.org/tools/30402.htm>) interprets culturally responsive teaching as how instructional staff (and schools) demonstrate—or implement—their cultural competence. Geneva Gaye, in her essential text, *Culturally Responsive Teaching: Theory, Research and Practice*, published by Teachers College Press in 2000, defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through students' strengths. This is congruent with, The Education Alliance at Brown University who defines culturally responsive teaching as a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings,1994).

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children* (1st ed.). San Francisco, CA: Jossey-Bass Publishers.

Some of the characteristics of culturally responsive teaching are:

1. *Positive perspectives on parents and families*
2. *Communication of high expectations*
3. *Learning within the context of culture*
4. *Student-centered instruction*
5. *Culturally mediated instruction*
6. *Reshaping the curriculum*
7. *Teacher as facilitator*

Culturally responsive classroom management (CRCM)

CRCM includes provisions for urban classroom management support in order to effectively produce a cooperative, yet rigorous, environment for the diverse students. There are five components of CRCM:

- recognition of one's own ethnocentrism and biases
- knowledge of students' cultural backgrounds
- understanding the broader social, economic, and political context of our educational system willingness to use culturally appropriate classroom management strategies
- commitment to building caring classroom communities

(Weinstein, Curran, & Tomlinson-Clarke, 2004).

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55, 25–38.

Culturally diverse classroom

According to the Association for Supervision and Curriculum Development (ASCD)(ASCD)

<http://inservice.ascd.org/creating-the-culturally-diverse-classroom/>) , listed below are suggests on how to create a culturally diverse classroom:

- Develop personal relationships with students and their families
- Have a buddy system to ease the transition period for students
- Intentional grouping of student to include diversity
- Offer additional support classes and/or tutoring
- Celebrations/holidays should include all cultures
- Provide representation/image of cultural diversity
- Select resources that offer diverse characterization/subjects
- Student character training with emphasis on diversity
- Professional Development for staff on ways to be culturally responsive
- Educate staff of the backgrounds of students and explore their culture
- Be introspective of personal bias, work toward eradicating stereotypes
- Offer additional assistance and resources in home language
- Collaborate with diverse professionals to include alternate viewpoints
- Build a strong sense of community for all, recognizing the contributions of diverse members
- Signage should represent all types of cultures

Professional Teaching Identity

A professional teacher identity is relatively defined as how *one* defines their sense of self as a teacher. An individual understanding of, development as well as growth of their teacher is predicted to be birth during their K-12 educational experiences and nurtured while in formal teaching training. However educational research has uncovered a notion that many teachers develop an insignificant sense of their teacher *self* during their education preparation programs which leads to an identity crisis that clashes with the new teacher experience. Taken together has been reported to decrease teachers' moral, increase workplace stress, decrease overall effectiveness and ultimately leads to teacher turnover. Alas, the professional teaching identity literature infrequently address the uniqueness of the identity development of teachers of color. At HT, we are dedicated to help our teachers to development an understanding and growth in their professional teaching identity.

Preparing for the Beginning of School

Creating a classroom environment that promotes equity, excellence, and learning

Effective teachers have three characteristics:

- 1. They have classroom management skills**
- 2. They teach for lesson mastery**
- 3. They practice positive expectations**

Classroom Set-Up & Organization:

- Recognize where blackboards/whiteboards are in relation to computer outlets
- Be aware of built-ins such as bookshelves and bulletin boards
- Think of student accessibility needs
 - What is appropriate developmentally?
 - Are there are any students with special needs?
- Be sure that you as a teacher have an optimum view of the room from any vantage point at all times. NO BLIND SPOTS.
- Where will you place desks, rugs, chairs, maps, chairs, etc.?

Possible Academic Areas in the Classroom:

- Literacy center/reading corner
- Math activities (math bulletin board, manipulatives)
- Science center

- Computer area
- Quiet time
- Direct teach

This system helps promote student self-responsibility as well as keeping the teacher as the facilitator of learning. Remember that it is critical to keep an updated word wall that is accessible and usable for all students.

Procedures, Routines, and Expectations

- Establish classroom routines and procedures on the first day of school
- Rehearse them
- Be consistent
- Morning arrival and entering the classroom
- When giving reinforcement and praise, be sure that the praise is specific to the behavior being demonstrated (Not just “good job.” “I like the way you are sitting quietly, following directions, etc.)
- Procedures for leaving the classroom, moving to special areas, groups, library, next class, end of day etc.
- Procedures for going to the bathroom and getting water
- Procedures for sharpening pencils
- Transitioning from one activity to another

First Day of School

The first day of school sets the tone for the entire year. As Harry Wong says, “What you do on the first days of school will determine your success or failure for the rest of the school year.” *Consistency* is the most important thing to establish in the first week of school.

Prepare the classroom for learning:

- Establish a climate of work that is clean, neat, and orderly
- Prepare all work and materials to use for the entire day (make extra materials for students who enroll on the first day of school and are placed in your class. Do not rely only on textbooks, because they may not be available yet.)
- Have an extra supply of paper and pencils that is developmentally appropriate to your grade level for the first few days. (You do not know what circumstances the students are coming from; do not make an issue of it in the beginning; avoiding embarrassing the student or setting up a confrontation)
- Spend your time on classroom management and student procedures/expectations
- Greet each student at the door
- Have an activity ready for students to work on when they enter the classroom (One suggestion is a type of “getting to know your activity”)
- Be flexible with your schedule as things campus wide may take longer than anticipated, such as bus arrivals, lunch lines, transitions between classes/special areas, and dismissal procedures.

23 Ways to Start the Year off Right

New Teacher’s Survival Guide a Resource Guide for New Teachers

<http://www.sanchezclass.com/docs/newteachers.pdf>

“Plan ahead to get ahead” is an idea that still works. Getting off on the right foot can affect your whole year, and here are some ideas to think about.

1. Build relationships. Show your friendliest face to people at your worksite, both in your job category and those in other jobs. Get involved in employee activities.
2. Personalize your work area. Whether it's a classroom or a tool room, make the environment say something about yourself.
3. Introduce yourself. Post a short biography where passerby and visitors will see it. Even if it's nothing more than where you grew up, your marital status, and your major hobby, it will help others open up to you.
4. Post the rules. Whether they are rules of student behavior or telling people to leave your tools alone, establish your rules in your workplace.
5. Be sure you know district policy and your supervisor's preferred way of having things done. Avoid unnecessary trouble by going along with things that don't really bother you.
6. Get organized. The beginning of a school year is a perfect excuse to tidy up your work area, to throw away everything you don't really need, to organize what you need, and to organize what you keep.
7. Keep records. Don't limit yourself to the records you're required to keep as part of your job. If you spend your own money on a job-related expense, for example, save the receipt and deduct it.
8. Improve yourself. Set a goal for improvement of your professional abilities; plan a way to accomplish the goal and record progress along the way.
9. Develop resources. Develop your own sources for information and help and remember to thank the people who help you a lot when it's an appropriate time to give somebody a small gift.
10. Prepare yourself mentally. Every job includes duties you would rather not do. Steel yourself to do those chores at the time they are required and put them behind you.
11. Optimize your personal performance. Be honest with yourself about tendencies or influences that could prevent you from doing your best on the job. Then find ways to work around them or modify your behavior or determine who could help you when you need it.
12. Be realist. When you think about your work, your career, your personal place in the universe, choose attainable goals and a broad perspective. Some people depress themselves by setting unrealistic expectations.
13. Take responsibility for your health. You owe it to yourself, your family, your co-workers and your employer to be as healthy as you can be. Your job performance and your whole attitude suffer when you neglect your health.
14. Find a shoulder. Among your resources, be sure to identify at least one person where you work who will really care if you're having a bad day. If it's worse than just a bad day, think about finding a professional shoulder.
15. Know your rights. You have rights under the TEA by contacting TEA and or a teacher organization. Know them and don't let anybody deprive you of your rights.
16. Plan ahead, "Plan your work and work your plan" is a formula for success. Anticipate consequences and you won't be unpleasantly surprised.
17. Support your teacher organizations.
18. Make a good impression. If you look as if you're doing a good job, you probably are.
19. Build an attitude. "A smile doesn't cost a nickel, but it's worth a million bucks" still works too. If you wear a smile on the outside, it will actually cheer you up.
20. Foster curiosity. Everybody who works around children should take advantage of every opportunity to add to their knowledge. Most teachers remember to work at fostering curiosity, but everybody in every school-related job can help enrich the students.
21. Start new things at your own pace. Whether it's starting the school year as a teacher or a new bus run or a different kind of maintenance project, don't rush headlong. Take the time to do it right.
22. Don't surprise the boss. If you keep your principal or supervisor up to speed about what you're doing, everybody will find life easier.
23. Finally, stay flexible, be patient and keep your sense of humor. Everything else will fall into place.

Safety Tips for Teachers

New Teacher's Survival Guide A Resource Guide for New Teachers

<http://www.sanchezclass.com/docs/newteachers.pdf>

Things to Remember

1. Have a clear set of ground rules agreed upon by the class. The rules should be reasonable and the consequences of breaking the rules should be understood by all. The class should also understand the teacher can make exceptions if there are mitigating and extenuating circumstances.
2. Schedule some class time to allow for the discussion of students' problems.
3. Utilize parent contacts. Parental assistance is important.
4. Let students know their teacher cares about them.

DO

- Plan out your classroom's arrangement of furniture, desks and supplies for ease of traffic and visibility.
- Design seating charts that keep all students within eye contact.
- Learn all your students' names as soon as possible, preferably within the first 3 days of school.
- Greet students as they enter your classroom.
- Start class on time with something important.
- Be well prepared and organized.
- Teach and reinforce the classroom rules as if they are part of the curriculum
- Take time to listen.
- Expect good behavior
- Believe in every student's ability to learn and in your ability to teach.

DON'T

- Snatch things away from students.
- Become confrontational.
- Physically block an exit.
- Argue or get on a student's level.
- Shout or put students down.

Breaking up a Fight Safely

- Most fights can be stopped by a loud, stern voice. Give specific commands.
- Evaluate the situation. How many students are involved? How big are they? Is there anyone around who can assist you? Are weapons present?
- Identify yourself, call students by name.
- Defer to rules, not personal authority.
- Stay away from the middle.
- Avoid physical force, if possible.
- Before going into a fight, remove your glasses.
- Separate the aggressor and the victim.
- Remove participants to a neutral location; dismiss the audience.
- Send another student for help.
- Obtain identification, if you do not personally know the participants.
- Get medical attention for participants, if necessary.
- Provide protection and support for victims.
- Report the incident to the proper administrators and debrief relevant teachers.
- Create a written account of the incident.
- Follow up with the administration to ensure that the parents of all students involved are notified.

Documentation is Your Friend

Remember: Your gradebook, any communication methods including your cell phone messages, your attendance

record and your lesson plans are legal documents.

Student Recordkeeping and Materials

- Keep accurate daily attendance records and be certain to adhere to campus/district attendance recording procedures. Keep a separate copy/printout for your own records.
- Maintain instructional data such as reading and math scores to document student growth, progress, or to identify students in need of intervention.
- Maintain an updated textbook inventory list throughout the school year. Best practice is to have a textbook check every grading period.
- Ensure that you have a copy of every eligible student's IEP or 504 accommodation plans. If you have not received any of these plans by the end of the first week of school, ask the special education department chair, the 504 coordinator, and/or the school counselor if any of your students require accommodations or modifications. By law you are obligated to be delivering those services from day one. It is your responsibility to know who is eligible. The modifications and/or accommodations should be evident in your lesson plans. Keep IEP and 504 documents under lock and key except when in use for planning purposes so you will not be in violation of confidentiality requirements.
- Collect emergency contact information for your students. Frequently parents/guardians and/or students will give numbers and names to teachers that they do not give to office staff. Compare information with office information and share. Keep this information with each student's communication log.

Teacher Recordkeeping and Materials

- Follow campus/principal guidelines and expectations with lesson planning. If the expectation is that you submit lesson plans on Friday afternoon, then do so. Keep a copy for yourself.
- Keep dated notes when attending grade level and team planning meetings. You never know when you might have to refer to your notes to find out who agreed to do what, and when they were supposed to do it.
- Keep a written record of all materials that you borrow from people and that people borrow from you. Do not be afraid to share, just record who you are sharing with to so you can retrieve it when you need it.
- The campus/district teacher handbook is a valuable resource for forms and information, not just a dust catcher. Many of your questions about campus procedures from field trips to fire drills are answered in the handbook.
- Keep a communication log for each student to document phone and/or face-to-face conversations you have engaged in with parents/guardians, counselors, other teachers, probation officers, etc. regarding that student. Also record attempts to contact including busy signal, no answer, left message (with person, include name or voice mail), disconnected, and/or home visit (no one home, left card, etc.)

Expectations and Procedures for Classroom Visits
Planning for Learner-Centered Instruction

Physical Appearance:

- Physical space of room is organized for learning and is neat and clean
- Bulletin boards are relevant, current, and have an instructional focus
- Students' workspace is neat and organized. In a classroom that is a true community of learners, students take initiative and take responsibility for their learning environment.
- The following items must be posted in your classroom:
 1. **Emergency Procedures (emergency procedures: fire, weather, lockdown, etc.)**
 2. **Current class Schedule**
 3. **Expectations/Procedures**
 4. **Reinforcements/Consequences**

Lesson plans and Grade Book:

- Lesson plans are current. If you use a computer for planning, provide hard copies for both your field supervisor and documentation purposes.
- Include the TEKS being taught during that week. This can be done in a separate column depending on your format.
- Lesson plans must clearly indicate differentiation for IEP or 504 requirements.
- Field supervisors will be reviewing your lesson plans: past, current, weekly, and daily, so they must be readily available during visits.
- Grade books
Many districts are now using a computerized system such as GRADESPEED. We will monitor whether you are keeping-up with your grade reporting responsibilities, especially at the middle and high school levels. Provide hard copies of progress reports and grade reports for your field supervisor.

Classroom Management

- Overall student behavior is appropriate
- Positive reinforcement is utilized and is specific
- Inappropriate behavior is re-directed promptly with minimal loss of instructional time

Instructional strategies are designed to promote student learning

- Questioning strategies promote higher order thinking skills
- Teacher provides adequate wait time during questioning
- Assessment strategies are utilized to check for understanding
- Students are engaged and on task with meaningful and purposeful work

Use of culturally responsive teaching and classroom management strategies

- Awareness of all students' needs
- Communication with students
- Multicultural practices
- Connection to real world
- Provide quality instruction for students
- Maintain a positive learning environment in the classroom
- Ask questions
- Provide a positive & professional role model for students
- Record & implement suggestions for improvement from the principal, mentor, & field supervisor
- Work collaboratively with mentor to improve instructional strategies and classroom management
- Conduct at least 6 extended observations of the mentor or other teachers
- Submit 6 "Intern Classroom Observation" forms (3-4 per semester)
- Provide "Daily Class Schedule" to HT field supervisor
- Complete & submit "Annual Intern Observation Schedule" form
- Document professional growth in cumulative portfolio
 - Attend all required HT classes

General Information

Professionalism

Professionalism is an important part of a career in teaching. As teachers work with candidates, colleagues, administrators, parents, and community members, conducting oneself in a professional manner is essential. When an applicant becomes a member of HT ATPC, professionalism will be modeled and taught. Each candidate is subject to the rules and regulations of Huston-Tillotson University. No candidate may obstruct, hamper, disrupt, or otherwise interfere with the institution's fulfillment of its mission. Any occurrence of these infractions may be cause for dismissal from the program. The Candidate Agreement has a clause that states, "Successful completion is contingent upon meeting all course and attendance requirements, **demonstration of interpersonal skills deemed necessary for teaching in a team environment**, satisfactory performance on assessments, and **professional conduct in all class sessions.**" The Candidate agreement also states that candidates agree to "**maintain a professional demeanor and exercise sound judgment at all times while representing my school, my district, and HT ATPC.**" It also states candidates will "**maintain professionalism in all HT ATPC classes and activities.**" Professionalism includes being on time for all classes, participating in class discussions, treating colleagues, fellow Candidates, Interns, faculty, and staff with respect, as well as other relevant practices and procedures. School districts want to hire and maintain faculty who are models for their candidates and their community. Professionalism is a vital part of the HT ATPC instructional program. Failure to adhere to these provisions is grounds for immediate dismissal from the program.

Code of Ethics and Standard Practices for Teacher Educators

All HT ATPC Candidates will sign a written agreement to comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community.

Class Expectations

HT ATPC maintains high standards of conduct during instruction and expects Candidates and Interns to demonstrate professional behavior during classes and while on the university campus. Participation and cooperation at all class sessions (face-to-face and/or online) is required for successful completion of the program.

Documentation of attendance, mastery of teacher competencies, lesson plans, and participation at each session will be on file in the HT ATPC Director's office. The curriculum is aligned to educator standards, and instruction is designed to provide Candidates with experiences and information needed for the first year of teaching. Teaching strategies presented and modeled are appropriate for teachers of all grade levels and instructional arrangements. Candidates and Interns may dress comfortably for the sessions; however, tank tops, bare midriff, spaghetti straps, tube tops, and halter tops are not permitted for men or women on the HT campus. Field Supervisor, spaghetti straps, tube tops, and halter tops are not permitted for men or women on the HT campus. Hats are prohibited in the classrooms.

Attendance

Candidates and Interns are expected to be present and on time for all instructional sessions. To prepare Candidates and Interns for success in the teaching profession, the program is intensive and compressed. Therefore, the attendance policy is strictly enforced. Participants document their attendance and arrival time on the sign-in form immediately upon arrival at each session. This is the official record of attendance. There are no excused or unexcused absences. You are either present or absent. Candidates must complete 30 hours of pre-Internship field experiences, and a total of 80 hours of pre-Internship training. A total of at least 300 hours of training must be completed and documented to qualify for the standard certificate. These hours do not include conferences with mentors and/or field supervisors.

Absences

In case of an emergency, a Candidate or Intern may find it necessary to miss instruction. Consequently, the Candidate or Intern must notify the HT ATPC Director of the absence by email and phone. The HT ATPC allows a maximum of **two** absences throughout the entire time in the program (Phases 1, 2, and 3). Any absences must be made up with instruction like that missed and must be approved by the Director in advance of attending the make-up session. Professional development attended by a Candidate or Intern prior to the absence may not be used as a make-up session for the absence. However, if a district or organization is

providing professional development later in the year, that professional development might be appropriate.

If a Candidate or Intern misses more than two class sessions, the staff will meet to discuss the absences and determine whether the Candidate or Intern will continue in the program. Options include the following:

1. probationary status with an individual intervention plan,
2. denial of eligibility to take TExES exams, or
3. dismissal from the program.

If an extension is necessary due to absences, it will be handled in the same way and with the same fees as extensions due to performance failure. **If a person is dismissed from the program due to absences, no fees will be refunded.**

NOTE to Interns and Clinical Teachers: Attendance at instructional sessions takes precedence over campus or district meetings or activities unless prior permission is obtained from the Director.

Punctuality

Punctuality Includes being in your seat and ready to learn when the session begins and after breaks. Candidates and Interns will expect this behavior of their candidates and HT ATCP expects it of Candidates and Interns. Attendance for the entire class session is required. A “tardy” is defined as “late to class, late returning from a break, or leaving prior to class dismissal.” Tardy minutes will accumulate throughout the class session. The program reserves the right to meet with Interns to discuss chronic tardiness.

Parking

Free parking is available for Candidates in the lot on Chalmers Street west of campus. Candidates wishing to park on campus must purchase a \$25 candidate parking permit by completing an application provided by the Campus Safety Office. The permits are valid for one academic year (September 1-August 31). The candidate permit allows parking in the candidate parking area north of the Candidate Union. Parking spaces in front of Evans Hall are reserved for faculty, staff, and the disabled.

Intervention Plans

If a Candidate, Intern, or Clinical Teacher is not meeting program expectations, s/he may be placed on an intervention plan and could ultimately be removed from the program. This could occur either in Phase 1, 2, or 3. If a Candidate or Intern is experiencing difficulty in a specific area, including participation in instructional sessions, attendance, completion of assignments, performance in field experience, or performance during the Internship, the HT ATCP Director will meet with the candidate to determine the course of action which may include an intervention plan. Timelines for meeting the expectations of the intervention plan will be established.

Those involved in the development of the intervention plan will meet regularly to evaluate progress. Copies of the intervention plan will be provided to the Candidate, Intern, Clinical Teacher, principal (if during Internship), and HT ATCP Field Supervisor. A copy will also be placed in the candidate’s file. Completion of an intervention plan does not guarantee continued eligibility in the program.

Program Dismissal

Accepted applicants sign a Candidate Agreement at the beginning of Phase 1 training. This agreement states that the Candidate or Intern may be dismissed from the program. Although the candidate may be placed on probation prior to dismissal, there is no requirement for a probationary period prior to dismissal. The following are reasons for dismissal:

1. *Termination from a position under policy of the governing board of the hiring entity
2. *Resignation by the Intern from the contracted position unless approved or recommended by the HT ATCP Director
3. Insubordination to program and/or district personnel
4. Unacceptable behavior identified in the Texas Educator’s Code of Ethics
5. Failure to comply with a hiring entity’s rules or policies which leads to concerns by the school administrator (This applies to actions outside the classroom as well as in the classroom.)
6. Classroom incompetence based on appraisal results, walk-throughs, and evaluations by the building principal and HT ATCP Field Supervisor
7. Failure to pay fees in a timely manner
8. Excessive absences or tardiness

9. Falsification of information or documents
10. Failure to comply with instruction requirements
11. Failure to meet HT ATCP requirements/standards during Phase 1
12. Failure to meet HT ATCP requirements/standards during the Internship
13. Failure to accept and act upon reasonable criticism
14. Failure to separate personal and professional issues

*These areas are automatic dismissals with no intervention plan.

Grievance Policy

Complaint Procedure

A written complaint should be directed as soon as possible to the person or persons whose actions or inactions have given rise to the complaint. Every effort should be made to resolve the problem fairly and promptly at this level.

If the candidate is not able to resolve the complaint satisfactorily at this level, the candidate should meet with the candidate's instructor and/or advisor. This may be a department chair, program coordinator, or director. After ten (10) working days and if a satisfactory solution is not found, the complaint will be reviewed by the department or unit head which may be a Dean or Vice President. If the complaint involves allegations of sexual harassment or unlawful discrimination, the Director of Human Resources should be consulted.

Grievance Procedure Step 1

A candidate who believes that he/she has not received fair treatment or who has a complaint about the performance, action, or inaction of a member of the faculty or staff, and believes he/she has not received appropriate redress through the complaint procedure within a reasonable period of time, must file a written statement of grievance (see Statement of Grievance, below) with the chair or the coordinator of the program in which the employee served at the time of the alleged action. Each grievance must be submitted in writing and only one subject matter should be covered in any one grievance. Formal grievance statements received by the chair, coordinator, or other University Representative designated by the Provost and Vice President for Academic and Candidate Affairs may be referred to a department or program level committee that recommends action to the chair or coordinator. The chair, coordinator, the designee, or the committee will investigate the allegations and reach a conclusion regarding the candidate's contentions. The chair or coordinator has fifteen (15) working days to respond to the candidate after the conclusion of the investigation. If either the candidate or the person against whom the grievance was filed disagrees with the chair's or the coordinator's findings and recommendations, that person may appeal under the procedures outlined in Step Two.

Step 2

If the candidate or person against whom the grievance was filed is not satisfied with the results of Step One, or if the grievance is against the chair of a department or coordinator of a program, the candidate must next transmit the written statement of grievance to the Provost and Vice President for Academic and Candidate Affairs or his/her designee. The Provost and Vice President for Academic and Candidate Affairs or his/her designee will refer the grievance to a committee established at the University or senior administration level. Such a committee should consist of a cross-section of the University community and include faculty, staff, and candidate representatives.

Step 3

If a candidate is not satisfied with the results of Step Two, or if the grievance is against a senior administrator, the candidate may file a written statement of grievance with the University Candidate Grievance Committee. The University Candidate Grievance Committee consists of candidate, faculty, and staff representatives appointed at the beginning of the academic year. Candidate representatives are appointed by the Candidate Government Association President while faculty and staff representatives are appointed by the Provost and Vice President for Academic and Candidate Affairs. If the grievance involves the teaching responsibility of such an administrator, steps one and two cannot be bypassed.

Step 4

If an individual (candidate, faculty, staff, or other interested party) or individuals wish to claim wrongdoing or deficiency on the part of the University, a complaint may be filed directly with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Commission's address is 1866 Southern Lane, Decatur, Georgia 30033-4097, and the telephone number is 404.679.4500. Alternatively, the website for the SACSCOC complaint process is <http://www.sacscoc.org/FAQTOC.asp>. Additionally, candidates may also file a complaint with the Texas Higher Education Coordinating Board. The Board's address is 1200 E. Anderson Lane, Austin, Texas 78752, and the telephone number is 512.427.6101. For additional information regarding the Texas Higher Education Coordinating Board, please visit their website: <http://www.thecb.state.tx.us> for more information regarding the THECB complaint process please visit: <http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>

After the candidate has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with TEA can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select “Educator Preparation Programs”.

Statement of Grievance

The statement of grievance is a clear, simple statement of fact according to the candidate’s understanding of what happened. It should provide enough information to give the committee a complete understanding of the situation from the candidate’s perspective. The Provost and Vice President for Academic and Candidate Affairs has staff to help candidates understand the details of the Candidate Complaint and Grievance Policy and should be called on for assistance. Complaint and Grievance Complaint and Grievance Policy and should be called on for assistance. The Provost and Vice President for Candidate Affairs Office is in Anthony and Louise Viaer – Alumni Hall, second floor. The telephone number is 512.505.6433.

Updating Contact Information and Name Changes

It is the responsibility of each Candidate, Intern, or Clinical Teacher to keep his/her contact information data current. The Candidate, Intern, or Clinical Teacher should inform HT ATCP in a timely manner when s/he moves to a new mailing address, changes an email address, or changes phone numbers. TEA requires proof of any changes in name due to divorce, marriage, or other circumstances. It is critical for the Candidate, Intern, or Clinical Teacher to expedite these changes on the TEA web site as soon as possible. Failure to do so may cause you to be barred from a TExES exam or for your probationary or standard teaching certificate to be denied.

Course Credit and Grading

Successful program participants will receive 18-21 hours of undergraduate credit in education courses from Huston-Tillotson University. Six hours of credit will be earned during Phase 1, Phase 2, and Phase 3. An additional 3-6 hours of credit will be earned for ESL, Bilingual Education, and/or special education. Courses will be graded on a Pass/Fail basis. Grades will be posted on the HT web site at Canvas. The grade is determined based on the following criteria:

1. Participation
Information denotes that the Candidate or Intern has been an active and productive participant in the program. During sessions s/he has exhibited an attitude of courtesy, cooperation, and professionalism. S/he is responsible for completing all assignments successfully and submitting them on time. Full credit will not be given for late assignments. The respective consultant and/or the director will determine whether late assignments will be accepted.
2. Director’s Report
The Director will assign a grade of Pass or Fail at midterm and at the end of the semester in <https://my.htu.edu> based on overall input from all staff, and instructors. The grade will also be based on the director’s observations of the participant’s willingness to cooperate, attitude, and general professionalism toward peers, staff, and consultants. This includes evidence that s/he observes program policies and procedures.
3. Field Supervisor’s Report
Notes progress in overall growth of Intern.
4. Campus Mentor’s Report
The mentor is confident that the Intern’s teaching ability is at a level of at least satisfactory and progress in overall performance is noted. The Intern is cooperative and willing to accept constructive suggestions for improvement.
Implements suggestions
5. Campus Principal’s Report
Principal’s evaluation of Intern is at least satisfactory.

Fee, Financial Aid, and Scholarship

HT ATCP charges a \$100 application fee. No application will be processed until the fee has been received. The application fee covers the transcript evaluation, the interview, the online LAASI assessment, and other items necessary for processing the application. **This fee is non-refundable.**

The HT ATCP total tuition cost is \$6000 with Internship or clinical teaching:

\$2000 for Phase 1

\$2000 for Phase 2

\$2000 for Phase 3

At the time of admission into the program, the applicant must submit to the HT ATCP a “Candidate Account Payment Plan.” In this plan the candidate will indicate to HT ATCP how s/he plans to pay for the program: applying for federal financial candidate aid or with cash/credit card. Payments in cash/credit card must be received by the end of the 1st week of classes: \$1600 (80% of \$2000). The remaining \$400 may be paid monthly but must be paid in full before the candidate can take any TExES exams or register for Phase 2 or 3. All payments must be made to the HT ATCP office. A \$25 extended payment fee is assessed by the HT Business Office if final payment is not made by the end of Phase 1.

During Phases 2 and 3, candidates who become Clinical Teachers are required to pay \$1600(80% of \$2000) on the first day of the semester. The remaining \$400 may be paid monthly to the HT ATCP office.

Failure to complete payments for a semester will bar the candidate from being allowed to continue in the program and is grounds for dismissal from the program. Candidates who are not current with their financial obligations to HT ATCP will not be approved to take TExES exams or recommended for Probationary or Standard Certificates.

Candidates who fail to complete their initial Internship/clinical teaching will be required to register for ATCP 490 and pay tuition (\$1000) for each additional semester supported by the program.

Financial Aid

Loans are available to interested and qualified individuals. Contact the Office of Financial Assistance at (512)505-3031 or 3032 for information. The first step is to complete the Free Application for Federal Student Aid (Field Supervisor) online at www.fafedfield-supervisor.ed.gov. The Field Supervisor is used to determine eligibility for most state and federal financial aid programs. Each candidate is encouraged to apply early (**by March 15th**) to maximize eligibility for financial aid. Prospective candidates must be accepted into HT ATCP before financial aid can be finalized. However, candidates should not wait for formal acceptance before applying for financial aid. The Stafford Loan Program and the TEACH Grant have forgiveness provisions for candidates who teach at least five years in low-income schools and specified subject areas after completing the program. Some restrictions apply. The State of Texas has its own loan forgiveness for teachers. Go to <http://www.tea.state.tx.us/loan.aspx> for details.

Scholarships

Scholarship money may be available for participants who do not qualify for financial aid. Proof of ineligibility for financial aid is required.

Public School Districts Located in the Austin Area

Austin ISD	Giddings State School	McDade ISD
Bartlett ISD	Gonzales ISD Granger	Navarro ISD
Bastrop ISD	ISD	New Braunfels ISD
Blanco ISD	Harper ISD	Nixon-Smiley ISD
Burnet CISD	Hays CISD	Pflugerville ISD
Comal ISD	Hutto ISD	Prairie Lea ISD
Comfort ISD	Jarrell ISD	Round Rock ISD
Coupland ISD	Johnson City ISD	Round Top-Carmine ISD
Del Valle ISD	La Grange ISD	San Marcos CISD Schertz-
Dime Box ISD	Lago Vista ISD	Cibolo U.C. ISD
Doss CISD	Lake Travis ISD	Schulenburg ISD
Dripping Springs ISD	Leander ISD	Seguin ISD
Eanes ISD	Lexington ISD	Smithville ISD
Elgin ISD	Liberty Hill ISD	Taylor ISD
Fayetteville ISD	Llano ISD	Thorndale ISD
Flatonia ISD	Lockhart ISD	Thrall ISD
Florence ISD	Luling ISD	Waelder ISD
Fredericksburg ISD	Manor ISD	Wimberley ISD
Georgetown ISD	Marble Falls ISD	
Giddings ISD	Marion ISD	

Charter Schools Located in the Austin Area

American Youthworks Service-Learning Academy	NYOS Charter School
Annunciation Maternity Home	NYOS Magnolia McCullough Campus
Austin Achieve Public Schools	NYOS Magnolia McCullough Campus
Austin Can Academy	San Marcos Treatment Center
Austin Discovery School Cedars International Academy	Star Charter School
East Austin College Prep Academy	Texas Empowerment Academy Texas Empowerment Academy ES
Eden Park Academy	Texas Preparatory School (San Marcos) The East Austin College Prep Academy the Oaks Treatment Center
Fruit of Excellence School	Trinity Charter School (Canyon Lake)
Harmony School of Excellence	University of Texas Elementary School UT Charter School Annunciation Maternity Home
Harmony School of Political Science & Communication	UT Charter School George M. Kometzky School
Harmony School of Science Harmony Science Academy Austin	UT Charter School Meridell
Harmony Science Academy North Austin	UT Charter School National Elite Gymnastics
IDEA Charter Schools	UT Charter School Pathfinder Camp UT Charter School Pegasus Campus UT Charter School Settlement Home UT Charter School Texas
Katherine Anne Porter School (Wimberley)	Neurorehabilitation Center
KIPP Austin Academy of Arts and Letters	
KIPP Austin College Prep	
KIPP Austin Collegiate	
KIPP Austin Comunidad	
KIPP Austin Connections ES Meridian	
World School (Round Rock)	

Accredited Private Schools Located in the Austin Area

<p>American Youthworks Service-Learning Academy Annunciation Maternity Home Austin Achieve Public Schools Austin Can Academy Austin Discovery School Cedars International Academy East Austin College Prep Academy Eden Park Academy Fruit of Excellence School Harmony School of Excellence Harmony School of Political Science & Communication Harmony School of Science Harmony Science Academy Austin Harmony Science Academy North Austin IDEA Charter Schools Katherine Anne Porter School (Wimberley) KIPP Austin Academy of Arts and Letters KIPP Austin College Prep KIPP Austin Collegiate KIPP Austin Comunidad KIPP Austin Connections ES Meridian World School (Round Rock) NYOS Charter School NYOS Magnolia McCullough Campus NYOS Magnolia McCullough Campus San Marcos Treatment Center Star Charter School Texas Empowerment Academy Texas Empowerment Academy ES Texas Preparatory School (San Marcos) The East Austin College Prep Academy the Oaks Treatment Center Trinity Charter School (Canyon Lake) University of Texas Elementary School UT Charter School Annunciation Maternity Home UT Charter School George M. Kometzky School UT Charter School Meridell UT Charter School National Elite Gymnastics UT Charter School Pathfinder Camp UT Charter School Pegasus Campus UT Charter School Settlement Home UT Charter School Texas Neurorehabilitation Center Saints Day School Austin Jewish Academy Austin Montessori School Austin Peace Academy Austin Tennis School Austin Waldorf School Bannockburn Christian Academy Bannockburn Christian School</p>	<p>Brentwood Christian ES and Secondary School Capitol School of Austin Cathedral School of St. Mary Concordia Academy High School Country Home Learning Center #7 Country Home Learning Center #8 Good Shepherd Episcopal School Hill Country Christian School Holy Family Catholic School Holy Trinity Catholic HS Holy Word Lutheran School Hunting-Surrey HS Kids R Kids #33 Kids R Kids #56 Kirby Hall School Odyssey School Our Savior Lutheran School Paragon Preparatory School Primrose School of Bee Cave Primrose School of Cedar Park Primrose School of Four Points Primrose School of Round Rock at Forest Creek Primrose School of Shady Hollow Rawson-Saunders School Redeemer Lutheran School Regents School Renaissance Academy San Juan Diego Catholic HS Santa Cruz Catholic School (Buda) Shoreline Christian School St. Andrew Episcopal School St. Austin School St. Dominic Savio Catholic HS St. Francis School St. Gabriel Catholic School St. George Episcopal School St. James Episcopal School St. Louis School St. Mark Episcopal School St. Mary School (Taylor) St. Matthew's Episcopal School St. Michael's Catholic Academy St. Paul Lutheran School St. Stephen Episcopal School St. Theresa School The Girls' School of Austin The Goddard School The Griffin School the Khabele School The Magellan International School The Path Christian Academy (Pflugerville) Trinity Episcopal School Veritas Academy St. Helen School (Georgetown) St. Ignatius Martyr School Saints Day School Austin Jewish Academy Austin Montessori School Austin Peace Academy Austin Tennis</p>	<p>School Austin Waldorf School Bannockburn Christian Academy Bannockburn Christian School Brentwood Christian ES and Secondary School Capitol School of Austin Cathedral School of St. Mary Concordia Academy High School Country Home Learning Center #7 Country Home Learning Center #8 Good Shepherd Episcopal School Hill Country Christian School Holy Family Catholic School Holy Trinity Catholic HS Holy Word Lutheran School Hunting-Surrey HS Kids R Kids #33 Kids R Kids #56 Kirby Hall School Odyssey School Our Savior Lutheran School Paragon Preparatory School Primrose School of Bee Cave Primrose School of Cedar Park Primrose School of Four Points Primrose School of Round Rock at Forest Creek Primrose School of Shady Hollow Rawson-Saunders School Redeemer Lutheran School Regents School Renaissance Academy San Juan Diego Catholic HS Santa Cruz Catholic School (Buda) Shoreline Christian School St. Andrew Episcopal School St. Austin School St. Dominic Savio Catholic HS St. Francis School St. Gabriel Catholic School St. George Episcopal School St. Helen School (Georgetown) St. Ignatius Martyr School St. James Episcopal School St. Louis School St. Mark Episcopal School St. Mary School (Taylor) St. Matthew's Episcopal School St. Michael's Catholic Academy St. Paul Lutheran School St. Stephen Episcopal School St. Theresa School The Girls' School of Austin The Goddard School The Griffin School the Khabele School The Magellan International School The Path Christian Academy (Pflugerville) Trinity Episcopal School Veritas Academy</p>
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References

Huston-Tillotson University Student Policy and Procedures Handbook: <https://htu.edu/wp-content/uploads/2011/06/HT-Student-Handbook-2010-2012-101011.pdf>

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education>

**HUSTON-TILLOTSON UNIVERSITY
ALTERNATIVE TEACHER CERTIFICATION PROGRAM**



PRINCIPAL'S AGREEMENT FORM

This is to certify that I, _____,
have been provided orientation concerning the role of the principal in regard to the
HT ATCP Intern, _____. I also
acknowledge that I received the **Handbook for Principals** and agree to adhere to
the guidelines set forth to the best of my ability. I realize that my duties include:

Selecting and assigning a qualified mentor

Providing "release time" for monthly mentor/intern Observations

Maintaining open lines of communication with the intern

Maintaining contact with the HT ATCP Supervisor concerning the intern's
progress and support needs

Providing the University with mid-year and end-of-the-year evaluations for the
purpose of determining recommendation for certification

Signature of Participating Principal: _____

School District: _____ Campus: _____

Date: _____

Huston-Tillotson University

ALTERNATIVE TEACHER CERTIFICATION PROGRAM

MID-INTERNSHIP PROGRESS REPORT

TO: _____

FROM: Dr. Debra Delley,
Director of the Center for Adult and Continuing Education

DATE: _____

One part of the process to be certified through the Huston-Tillotson University Alternative Teacher Certification Program (HT ATCP) requires the intern to be recommended by both the program director and the employing school administrator at the completion of the internship year. This form is being provided for each intern assigned to your campus. Please assist us by completing and submitting this form to ddelley@htu.edu. Thank you for the support and assistance you have provided our program.

Please check the appropriate choice based on your professional opinion.

- _____ Currently, the intern is progressing well, and I plan to recommend him/her for certification at the end of the internship.
- _____ The intern is progressing but needs to make the following improvements:
(Please use reverse side for comments)
- _____ Currently a growth plan is in place. (Please a copy of the growth plan as an attachment when submitting this form).
- _____ I **do not recommend** certification for the intern at this time for the following reasons: _____
- _____
- _____
- _____
- _____

- a) _____ I am willing for the intern to return to this campus to do an extended internship.
- b) _____ I **am not willing** for the intern to return to this campus to do an extended internship.

SIGNATURE: _____ Title: _____ Date: _____
Administrator

DISTRICT/CAMPUS: _____ Campus: _____

INTERN: AREA OF CERTIFICATION: _____

ALTERNATIVE TEACHER CERTIFICATION PROGRAM

END-OF-INTERNSHIP PROGRESS REPORT

TO: _____

FROM: Dr. Debra Delley,
Director of the Center for Adult and Continuing Education

DATE: _____

One part of the process to be certified through the Huston-Tillotson University Alternative Teacher Certification Program (HT ATCP) requires the intern to be recommended by both the program director and the employing school administrator at the completion of the internship year. This form is being provided for each intern assigned to your campus. Please assist us by completing and submitting this form to ddelley@htu.edu. Thank you for the support and assistance you have provided our program.

Please check the appropriate choice based on your professional opinion.

_____ Currently the intern is progressing well, and I plan to recommend him/her for certification at the end of the internship.

_____ The intern is progressing but needs to make the following improvements:

(Please use reverse side for comments)

_____ Currently a growth plan is in place. (Please a copy of the growth plan as an attachment when submitting this form).

_____ I **do not recommend** certification for the intern at this time for the following reasons: _____

a) _____ I am willing for the intern to return to this campus to do an extended internship.

b) _____ I **am not willing** for the intern to return to this campus to do an extended internship.

SIGNATURE: _____

Administrator

Title: _____ Date: _____

DISTRICT/CAMPUS: _____

Campus: _____

INTERN: AREA OF CERTIFICATION: _____

Huston-Tillotson University
Alternative Teacher Certification Program
Intern Field Based Experience Classroom Observation of a Certified Teacher
Intern Teaching Request and Checklist
 Fall placement application deadline March 1
 Fall placement application deadline October 1

Name _____ Phone _____ HT ID _____

HT e-mail _____ Alternate e-mail _____

_____ PPR practice exam date _____ score _____

_____ Content practice exam date _____ score _____

_____ PPR exam date passed _____ score _____

_____ Content exam date passed _____ score _____

_____ Updated degree plan, signed by Advisor

_____ "C" or better in all required EDUC, RDNG, and SEDL courses

_____ "C" or better in all required major courses

_____ No remaining semester credit hours

_____ Copy of current unofficial transcript Cumulative GPA _____

_____ **30 hours of field experience (include documentation)** If you are scheduled to participate in clinical teaching during a Spring semester you are required to perform your 30 hours **(15 interactive hours + 15 hours of observation)** in the fall semester prior to experience first of the school year activities.
 [19 TAC §228.35(e)(4)]

_____ Proof of membership in professional organization that provides liability insurance

_____ Placement preferences only (no guarantees)

Grade level _____ Subject _____

District _____ Area preference _____ South of the river
 _____ North of the river

By signing below, I affirm that I understand student teaching requires 12 weeks of full-day attendance, and I agree to adjust my schedule accordingly so that participation in any activity (such as athletics, band, choir, or employment) will not necessitate my absence from student teaching at any time.

Signature _____ Date _____

30 hours of field experience (include documentation) that include the diversity that is commonly found in the public-school setting:

If you are scheduled to participate in clinical teaching during a Spring semester you are required to perform your 30 hours **(15 interactive hours + 15 hours of observation)** in the fall semester prior to experience first of the school year activities. [19 TAC §228.35(e)(4)]

OBSERVATION REQUIREMENTS:

___ 5 hours must be in a setting with English Language Learners

LOCATION:

___ 5 hours must be in an Ethnically Diverse Classroom

LOCATION:

___ 5 hours must be in a Special Education Classroom

LOCATION:

___ 5 hours must be focused on Literacy Instruction

LOCATION:

___ 5 hours must be focused in a STEM classroom

LOCATION:

___ Your Choice (Now is the time to investigate other grade levels and age groupings.)

LOCATION:

Please use the following form (Appendix A):

Prior to beginning the field-based experience requirement, HT ATCP students must sign and email completed field based experience forms to atcpadmission@htu.edu ATTN: EPP Department Chair. District personnel must be presented with a Letter of Introduction found in the Field Experience Packet. Remember to upload a copy of your completed forms to your Canvas Assignment Folder.

Huston-Tillotson University Educator Preparation Program Field Experience Hours Report

NAME: _____ Date: _____

Candidates are required to complete at least 30 hours of field experience prior to student teaching. Observations should be completed in a variety of socio-economic settings. Observations should be confined to the grade span for which certification is sought. Hours spent on duty as a teacher assistant or substitute teacher may not be used. The intent is for you to experience the classroom teacher's interaction with the students instructionally, organizationally, and behaviorally. You are not merely an observer. You may be asked to assist students, staff, or teachers.

Date	School		ISD	Grade		Start Time	End Time		Total Time
Title 1	Yes	No	ESL/Bil	Yes	No	SPED	Yes	No	

Printed Name of Teacher: _____ Signature of Teacher: _____

Reflections (describe your activities and observations here)

Date	School		ISD	Grade		Start	End		Total
Title 1	Yes	No	ESL/Bil	Yes	No	SPED	Yes	No	

Printed Name of Teacher

Signature of Teacher

Reflections



**HUSTON-TILLOTSON UNIVERSITY
ALTERNATIVE TEACHER CERTIFICATION
PROGRAM
MENTOR AGREEMENT**

Mentor Name _____ Intern Name: _____ School year: _____

Mentor Home Address _____
Number and Name of Street Apt # (if applicable) City State Zip

Mentor email: _____ Mentor phone number: _____

Mentor Certification _____ Grade/Subject Assignment _____

School District: _____ Campus: _____ Campus Address: _____

Mentor Teacher Qualifications: Certified teacher; at least three years classroom teaching experience, one of which must in the school district where presently assigned (evaluations for all three years must be at least “proficient” or its equivalent using the instrument for evaluating teachers in the respective district or school; present assignment preferably in the same area the intern is teaching; acceptable communication skills; willingness to be a mentor; demonstrated skills in working with other adults; recommended by principal.

Mentor Responsibilities: Completion of activities in Mentor Handbook; participation in required training sessions, if provided; participation in any other “Additional Information Sessions” scheduled throughout the school year; and completion of six observations of intern reports. *[Please note: These observations should not be scheduled during conference period(s).]*

TERMS OF AGREEMENT

1. Complete activities in Mentor Handbook.
2. Sign all required documents.
3. Attend Mentor Training Session, if provided.
4. Provide assistance to Intern.
5. Accomplish six formal observation visits and give report to HT field supervisor after each observation.
6. All reports must be submitted in order to be paid.
7. Maintain a journal of observations and communications with Intern.
8. Communicate your concerns about the Intern and/or the program to the HT ATCP Field Supervisor, Coordinator, and/or Principal.

In appreciation for your performance of these specified duties, you will be paid a stipend of four hundred dollars (\$400.00) by the HT-ATCP, two hundred dollars (\$200.00) per semester or its equivalent.

_____/_____
Signature of Mentor Date

_____/_____
Signature of Principal Date

HTU Educator Preparation Program Affirmation of Code of Ethics

Select each statement to indicate your understanding.

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - i. the nature, purpose, timing, and amount of the communication;
 - ii. the subject matter of the communication;
 - iii. whether the communication was made openly, or the educator attempted to conceal the communication;
 - iv. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - v. whether the communication was sexually explicit; and
 - vi. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community. I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

Printed Name : _____ Signature: _____ Date: _____

ERIC Identifier: ED460125

Publication Date: 2001-11-00

Author: Huling, Leslie - Resta, Virginia

Source: ERIC Clearinghouse on Teaching and Teacher Education Washington DC.

Teacher Mentoring as Professional Development

MENTOR BENEFITS

Professional competency

As mentor teachers assist their protégées in improving their teaching, they also improve their own professional competency. Several studies have documented the positive effects of mentoring on the mentors themselves (Gordon and Maxey, 2000). The quality of teaching by mentors improves (Yosha, 1991). Mentors benefit by applying cognitive coaching skills with their students such as listening, asking inquisitive questions, providing non-judgmental feedback, and by reassessing their classroom management (Clinard and Ariav, 1998). Mentor teachers frequently characterize working closely with beginning teachers as a source of new ideas about curriculum and teaching (Ganser, 1997). In a study of 542 mentors in New York City, mentors reported that their interns helped them by giving them feedback on demonstrations and by sharing literature, teaching techniques, curriculum, and lesson plans (Mei, 1993).

Reflective Practice

Mentors report that mentoring has forced them to be reflective about their own beliefs about teaching, students, learning, and teaching as a career. It also provided them with opportunities to validate the experience they have gained over the years (Ganser, 1997). Mentors find that just as teachers learn more about their subject by teaching, so analyzing and talking about teaching is a natural opportunity to deepen teaching sensitivity and skill (Tomlinson, 1995). Critically reflective mentors find that they are more focused in their mentoring relationships; they bring expanded energy, take more informed action, and are generally more satisfied with their mentoring relationships. Reflective practice in mentoring can also provide an opportunity for renewal and regeneration necessary for all adults. The drive toward generativity is an essential antidote to the threat of stagnation in the adult years (Daloz, 1999; Stevens, 1995).

Renewal

A number of researchers have reported that mentors experience professional renewal, are re-energized, and often strengthen their commitment to the teaching profession (Ford and Parsons, 2000; Steffey, Wolfe, Pasch, and Enz, 2000).

Psychological Benefits

The benefits of mentoring are both career-related and psychological. Mentoring enhances mentors' self-esteem (Wollman-Bonilla, 1997). The experience of mentoring empowers experienced teachers and gives them a greater sense of significance in their world (Carger, 1996). Mentors derive satisfaction from helping less experienced colleagues (Scott, 1999). Mentors frequently describe their mentoring contribution as a way of giving back to the teaching profession (Boreen, Johnson, Niday and Potts, 2000).

Collaboration

Mentors report that continued contact with mentees provides some of their richest collegial interactions (Boreen, Johnson, Niday, and Potts, 2000). A number of researchers have noted the growth of veteran teachers' self-esteem as they engage in mentoring (Ford, and Parsons, 2000; Mei, 1993; Scott, 1999). Interviews with urban mentor teachers revealed that they felt a sense of increased confidence and maturity in dealing with other adults, a more clearly defined set of beliefs about teaching and curriculum, and more objectivity in reflecting on their own teaching as a result of mentoring (Freiberg, Zbikowski, and Ganser, 1996).

Contributions to Teacher Leadership

Mentor training and experiences can build mentors' capacity for leadership through structured professional development including training and experience in classroom observation and coaching skills. Mentors become

recognized for their valuable knowledge and expertise in these areas and are sought out for various campus and district leadership roles. It is not uncommon for mentors to move into leadership positions as a result of their success as mentors, and it is often the case that they are more effective in these new positions because of the training and insights they received as mentors. For example, Freiberg found that at the end of their tenure as mentors, 100 percent of the mentors in her study were offered unsolicited positions as a result of their experience in the mentoring program, and the positions offered provided opportunities to build on what they had learned as mentors or combined elements of mentoring and teaching (Freiberg, Zbikowski and Ganzer, 1996).

Mentoring Combined with Inquiry

Working with new teachers can lead mentors to participate in university research projects or teacher research. Mentors who participate in inquiry critically examine their own practice, which can lead to a heightened awareness of the complexity of teaching (Stanulis and Weaver, 1998).

Clinical Teacher Attendance Log-in Sheet

Please log the dates and times you spent at your student teaching campus and have your cooperating teacher verify your attendance. **Use more than one form if necessary.**

Clinical teacher Name _____

HT ID _____

Date	Time In	Time Out	Cooperating teacher Initials	Comments

Campus I

Cooperating Teacher

Campus II

Huston-Tillotson University
Alternative Teacher Certification Program
Clinical Teacher Absentee Form

Clinical teacher _____ phone _____
Cooperating teacher _____ other phone _____
date(s) absent _____ If not all day, what hours? _____

_____ **personal absence** (planned and proper notification in advance: doctor appointment, interview, etc.)

EMERGENCY Absence

to be completed the first day back to school from emergency absence

_____ **emergency absence** (unavoidable/unexpected: illness, accident, etc.)

Reason for absence

date/time Field Supervisor was notified _____

date/time Cooperating teacher was notified _____

Provide this document to the Field Supervisor at next observation/meeting.

PERSONAL Absence

to be approved as far in advance as possible

Prior to an absence personal in nature, complete this form and obtain the necessary signatures of approval. Failure to secure approval at least 48 hours before the absence will result in a recorded absence. This absence is subject to make-up.

Reason for absence

date of Clinical teacher request _____ signature _____

date of Cooperating teacher approval _____ signature _____

date of Field Supervisor approval _____ signature _____

for use in Student Teaching semester

HUSTON-TILLOTSON UNIVERSITY
ALTERNATIVE TEACHER CERTIFICATION PROGRAM

INTERN CLASSROOM OBSERVATION FORM

Name of Intern: _____ Date: _____

Campus: _____ District: _____

Name of Teacher Observed: _____

Subject: _____

Grade Level: _____ Beginning Time: _____ Ending Time: _____

LESSON OBJECTIVE:

1. What was presented in the lesson and what was the purpose?

2. What were the students expected to know upon the completion of the lesson?

THE LESSON

1. Was this an introductory lesson? If not, describe what led up to it in the previous lesson(s).

2. What materials were used (i.e., worksheets, maps, technology, chalkboards, etc. etc.)?

TEACHING STRATEGIES AND CLASSROOM MANAGEMENT

1. What activities were used?

2. How were students involved in the lesson?

3. Were students on task? If not, explain.

Signature of teacher observed: _____

Date: _____

Huston-Tillotson University
Alternative Teacher Certification Program
Field Supervisor Report of Intern

Intern	Campus	District
Supervisor	Grade Level	Subject
Date	Start time	End Time
Objective of Lesson:		
Areas Observed:	Large Group Instruction	Small Group Instruction
Classroom Management Techniques		
Other (Explain)		

Observations:

Recommendations:

Was progress noted from prior observation(s)?

**900 Chicon Street
Austin, TX 78702
512.505.3164**

Original to Intern
Copy to Field Supervisor
Copy to HT File

Cooperating Teacher Observation of Clinical teacher

Student: _____

Date: _____

Planning and Organization

Content Knowledge

Instructional Strategies

Classroom Management

Professional Behavior

