

**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**

6455 Hiller St. Suite A-2

Office: (915) 203-6425 Fax: (915) 591-8625

Website: <http://www.t21cacp.org> E-mail: [mcguerry@t21cacp.org](mailto:mcguerry@t21cacp.org)

**PLEASE READ ALL INSTRUCTIONS CAREFULLY BEFORE SUBMITTING YOUR  
APPLICATION PACKET**

The following information is provided to help you in the completion of your application packet. If you need further information, please call our office for assistance.

The teacher applicant must submit the following documents for evaluation for the Teachers for 21<sup>st</sup> Century Alternative Certification Program. **BE SURE TO MAKE COPIES OF ORIGINAL DOCUMENTS FOR YOUR OWN RECORDS. DOCUMENTS WILL NOT BE RETURNED TO YOU.**

State Board of Educators Certification requirements for entry into Texas Alternative Certification Programs:

- ❖ Bachelors degree or higher from an accredited university.
- ❖ Cumulative GPA of 2.5 or above on a four-point scale, or 2.75 in the last sixty hours.
- ❖ Required semester hours for the desired certification area, with a GPA of 2.5 or above in that content area.

**APPLICATION PACKETS MUST INCLUDE:**

1. **APPLICATION** signed and completed.
2. **TRANSCRIPTS** Applicant must provide all official college transcripts, showing degree awarded and date conferred. Make sure to request transcripts in advance. Computer downloaded or faxed transcripts are **UNACCPETABLE**.
3. **TOEFL Passing Scores** (For applicants with foreign credentials)
4. **APPLICANT'S QUESTIONNAIRE** – It needs to be completed in its entirety.
5. **\$50.00 EVALUATION FEE.**
6. **\$450.00 PRE-TRAINING FEE.**
7. **\$55 TEA/SBEC FEE**
8. **\$5,000 TEN-MONTH INTERNSHIP -- \$5,500 for Clinical Teachers**
9. **Teacher candidates will not be able to take any of the State mandated test until all Program requirements and documentation have been turned in.**

**APPLICATION LACKING ANY OF THE REQUIRED DOCUMENTS IS INCOMPLETE AND WILL NOT BE ACCEPTED.**

Application Date: \_\_\_\_\_

Applicant's Name: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_

Received by: \_\_\_\_\_

# Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook

## ENTRY REQUIREMENTS

- **Baccalaureate degree from an accredited university.**
- **An official copy of all college transcripts. Applicants must provide all official transcripts, showing degree awarded and date conferred. An evaluation will not be completed until ALL transcripts are received.**
- **Minimum overall GPA of 2.5 or 2.75 in the last 60 semester hours of college coursework. TOEFL for applicants with foreign credentials. Lower than 2.5 must take the PACT for admission at [www.texas.ets.org](http://www.texas.ets.org). Students who want to teach French must also take the PACT at [www.texas.ets.org](http://www.texas.ets.org) for program admission.**
- **A minimum of 12 hours of coursework in a combination of subjects which shall include English, Math, Science and Social Studies with a combined minimum GPA of 2.50.**
- **Criminal history documentation check.**
- **Ability to meet program cost.**
- **One-on-one interviews to determine applicants: English and Spanish oral proficiency, communication skills, listening skills, educational philosophy, background knowledge, and work related experiences.**
- **Teachers for the 21st Century shall notify, in writing by mail, facsimile or other electronic notification if an applicant or enrollee in our program is ineligible due to being convicted of an offence, for issuance of a certificate on completion of the EPP.**

## APPLICATION PROCESS

1. **All transcripts** must be submitted to the office of T21CACP. Applicant must have the degree conferred and date posted on the official transcript prior to beginning the application process.
2. **Application packet** must be completed and turned in to the T21CACP office at 6455 Hiller St. Suite A-2, El Paso, Texas 79925
3. **T21CACP Leveling Plan** - This plan will help candidates who are lacking coursework or have a low GPA (overall/content). Must take the PACT at [www.texas.ets.org](http://www.texas.ets.org)
4. **Formal Interview** - The Program Executive Director will schedule a phone interview/personal interview. Applicants will be screened and must meet program eligibility requirements to be considered as a teacher candidate.

All State Mandated test fees will be paid by Program teacher candidates. If a teacher will secure a job with a district, s/he can do a ten-month internship under a probationary certificate that can be obtained at [www.sbec.texas.gov](http://www.sbec.texas.gov)

**The application fee and training fees are non-refundable**

AN OPPORTUNITY TO BECOME A FULLY CERTIFIED AND EFFECTIVE CLASSROOM  
TEACHER IN A SCHOOL CALENDAR YEAR, WITH AN ADDITIONAL YEAR OF ON-  
GOING SUPPORT.

# Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook

## EDUCATIONAL GOALS FOR XXI CENTURY

- EDUCATE ALL CHILDREN
- PROVIDE FOR INDIVIDUAL DIFFERENCES
- CREATE STRATEGIC READERS
- CREATE STRATEGIC WRITERS
- CREATE INDEPENDENT THINKERS
- CREATE PROBLEM SOLVERS
- THE INTEGRATION OF KNOWLEDGE/SKILLS
- LEARNING HOW TO LEARN

If accepted into the program, teacher candidates will receive intensive training in Pedagogy and Texas Examinations of Educators [TExES]. Each teacher candidate will receive up to 21 weeks of coursework by Program Designer and Director, *Margarita Guerry*. Student Teacher Candidates who are struggling to pass the TEXES content and pedagogy test will be required to repeat the 21 weeks of classroom instruction at no cost provided they have been active for three consecutive years. Records will be destroyed after five years in the program.

A large percentage of ACP candidates come from professions other than education, and it is very important that they immerse themselves in the school culture of El Paso area schools for at least 30 clock hours. Program teacher candidates can observe the interaction of teachers of record with school administrators, students, parents, and communities at large. The 30 clock hours can be accrued through classroom observations. Teacher candidates are expected to observe the following to spare them from the reality of finding that some school systems are not developing each individual student's emotional, social, and cognitive needs. The program candidate needs to accumulate thirty clock hours of classroom observations. The teacher candidate must have completed these hours prior to looking for a teaching job. They must also have turned in all the program end-of module tests before the program director can recommend them for a Probationary Certificate. The Program director will have you record the classroom observations in a log form including reflection notes of the program candidate's classroom experiences. Things that you must observe:

### School Culture Observations:

- Positive learning environments vs. non-positive
- Teachers developing each individual child vs. teachers teaching groups of children
- Student-centered classrooms vs. students working individually
- Classrooms where teachers have their students in a learning process vs. piecemeal learning to prepare them to pass STAAR or the End-of-Course test
- School principal's instructional leadership vs. managerial style
- Classroom instruction driven by the Six Levels of Bloom's Taxonomy vs. STAAR testing skills.
- Communications between all of the school stakeholders
- Technology available in the school's classrooms

## **Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook**

- Age-appropriate materials, and classroom materials that are going to enhance student's critical thinking skills
- School's teamwork system
- Internal and external obstacles which will impede them from using their knowledge and skills their first and second year as a teacher of record to become Master teachers. The school district is their employer; therefore, program teachers must follow school's instructional action plan.
- They will also accrue 50 clock hours of staff development upon their approval of an internship of 10 months as a teacher of record.

### **Classroom Observations Criteria:**

- Authentic school setting in a public, private or charter school that has been accredited by TEA;
- Instruction by content certified teachers;
- Actual students in classrooms/instructional settings with identity proof provisions;
- Content or grade level specific classrooms/instructional settings;
- Variable time length of observation; and reflection of the observation.

Teacher candidates should observe a minimum of two teachers at their grade level and subject area. In addition, candidates should observe at least one class at the elementary, middle and high school level.

### **TRAINING SESSIONS**

**Open Enrollment – You may enter any Tuesday of any given week at 5:00 p.m. at 6455 Hiller Suite A-2 with all of the paperwork required by the Program**

Tuesday and Thursday 5:00 p.m.- 9:00 p.m.

Saturdays 9:00 a.m.- 3:00 p.m.

# Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook

**TYPES OF CERTIFICATES: Please circle the one you are interested in obtaining.**

**Core Subject EC-6** - It requires 12 credits including: English, math, science and social studies.

**Core Subject EC-6** - Bilingual Supplemental / ESL Supplemental.

**Core Subject 4-8** - It requires 15 credit hours including: English, Math, science, social studies.

**Core Subject 4-8** Bilingual Supplemental / ESL Supplemental.

**English Language Arts 4-8** - it requires six hours in upper division courses: English, Reading, Speech, Communication (including composition and literature). (You can only teach in 7th and 8th Grades).

**English Arts/Social Studies 4-8** (You can only teach in 7th and 8th Grades)

**English Language Arts/Reading 7-12** - It requires 12 credit hours in lower division and 12 credit hours in upper division.

**Math 7-12**- 12 credit hours in upper division.

**Math 4-8** - 18 semester hours with six at the upper division.

**Science 7-12** - 18 hours of upper division courses: Biology (Life science), Physics (physical science), chemistry, Geology (Earth science) or Astronomy (Space science)

**Science 4-8** - Six hours in upper division Biology (Life science), Physics (Physical science), Chemistry, Geology (Earth science), or Astronomy (Space science). You can only teach in 7th and 8th Grades.

**Science / Math 4-8** (Only 7th and 8th)

**Social Studies 7-12**- 18 hours of upper division: Economics, history, geography political science, sociology or psychology.

**Social Studies 4-8** (7th and 8th Grades only).

**Spanish EC-12.**

**French EC-12.**

**Computer Science 8-12.**

**Physical Education EC-12.**

**Technology Education 6-12.**

**Special Education EC-12.**

**Business 6-12.**

**Art EC-12.**

**Music EC-12.**

**Bilingual Supplemental**

**ESL Supplemental**

**Special Education Supplemental**

**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**

**Life Science – 7-12**

**Marketing Education – 8-12**

**Physical Science – 6-12**

**Physical Science/Mathematics/ Engineering 8-12**

**Physics/ Mathematics- 8-12**

**Reserve Officer Training Corps (ROTC) – 6-12**

**Special Education- EC-12**

**Technology Education – 6-12**

**Theatre – EC-12**

<p style="text-align: center;"><b>Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook</b></p>
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**T21CACP Policies and Procedures**

**Transfers:**

*A teacher candidate who wishes to transfer from T21CAC to another Program or transfer from another Program must fill out a **Transfer Form** (Appendix A). The Transfer Form must be signed by both Program Directors.*

**Withdrawals:**

*A teacher candidate who wishes to withdraw from the Program must e-mail the program director at [mcguerry@t21cacp.org](mailto:mcguerry@t21cacp.org) and inform her immediately of his/her wishes. Appendix (A)*

**Late Hires:**

*Late Hire Provisions: A late hire for a school district teaching position may begin employment under a probationary certificate before completing the pre-internship requirements of subsection (a)(3) of this section and, if applicable, 15 clock-hours of active supervised experience, but shall complete these requirements within 90 school days of assignment.*

**Career and Technical Education:**

*Any person who wishes to be a vocational teacher must call our office at (915) 203-6425 and ask for a **Statement of Qualifications Secondary Career and Technical Certification (SOQ)** packet that must be filled out by the vocational teacher candidate and signed by the Program's Executive Director. The person must have been working in the vocational field that he/she wishes to be certified in, for the last three consecutive years, to be considered for district employment.*

**Internship / Issuance of a Probationary Certificate:**

*A Probationary Certificate will be recommended to SBEC by the Program Director to only those teachers who have completed all program requirements, have passed the TExES Content tests, and have secured a job as a teacher of record in a school district. The Program Director makes sure that the intern is highly qualified to teach the subject matter, in the appropriate grade level, that he/she will be fully certified in at the end of ten months. The intern will be mentored and guided by the Program Field Supervisor who is responsible for his/her success as an effective teacher. The program intern must pay a fee of \$78.00 to [TEA](#) for a Probationary Certificate. S/He will have to call the Program Director and inform her of the name of the District and the starting date of the job. The program intern should also sign a FERPA document giving the Program Field Supervisor permission to share her observations and evaluations with school administrators. (Optional, but strongly recommended.) (Appendix C)*

# Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook

## Texas teacher Evaluation and Support system (T-TESS)

### Overview

*T-TESS is the new teacher evaluation system that Texas has designed to support teachers in their professional development and help them grow and improve as educators. It is expected to be rolled out statewide in 2016-17 year.*

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

- *Formative Observations: A scheduled forty-five minutes of classroom observation by your appraiser and walkthroughs by the principal throughout the year.*
- *Teacher Self-assessment that consists of writing three goals that you would like to accomplish at the end of the school year.*
- *Student Growth means that you as the teacher of record will have to show evidence that your students made learning progress throughout the year*

### Procedures for Clinical Teaching:

*Clinical Teaching is offered by T21CACP to be fully certified after he/she has completed all program requirements, has passed both the TExES Content and Pedagogy tests, and has fully paid the program fee of \$4,000 and \$500.00 stipend for the Clinical Mentor. The Program Director will place the Clinical Teacher in a classroom with a Master Teacher who teaches the same subject matter and grade levels that the Clinical Teacher will be fully certified. The Clinical Teacher will be guided and mentored by the Mentor Teacher and Program Field Supervisor for 12 weeks at full day or 24 weeks of half a day. The Clinical teacher cannot be employed elsewhere, and s/he will not be paid during the Clinical Teaching.*

### Criteria to determine Readiness to Test:

*Teacher candidates may take the TExES Pedagogy test at the end of 21 weeks of classroom instruction. The TExES Content will be taken when the teacher candidate can prove that they can write lesson plans, deliver lessons, effectively, and assess each individual student's knowledge and skills, so s/he can be successful in his/her educational journey.*

### Recommending for Certification:

*The Program Director will recommend to SBEC the Program intern who:*

- *has completed all program requirements,*
- *passed all TExES tests,*
- *finished an internship of 10 months or a Clinical teaching of 12 weeks or 24 weeks,*
- *has paid all program fees, and*
- *has paid \$78 for Standard Certification to [SBEC.texas.gov](http://SBEC.texas.gov)*



**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**

**T21CACP COMPLAINT PROCESS**

In our efforts to provide a quality teacher training program, our standard is to respond to Program complaints. We respond to any concerns or any problems in accordance to TAC 228. 70(b)(1)

Teachers for the 21<sup>st</sup> Century ACP has established the following procedures for responding to formal complaints from a teacher candidate.

**Filing a Complaint**

A formal Complaint is a signed written statement of complaints or concerns regarding the Program. A formal complaint must include the facts upon which the complaint is based. **Make sure you include: your name, mailing address, and phone number.** Complaints concerning Program training must sign by the complainant and must be submitted to T21CACP in person or by mail, fax or e-mail to the Program Director. See **Appendix (B)** for further instructions if the problem was not solved to your satisfaction on your initial attempt

<b>Complaints</b>	In this policy, the terms “complaint” and “grievance” shall have the same meaning.
<b>Guiding Principals</b>	<b>Teachers for the 21<sup>st</sup> Century ACP</b> encourages interns to discuss their concerns and complaints through informal conferences with their program staff.
<b>Informal Process</b>	Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
<b>Formal Process</b>	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the candidate, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A candidate, whose concerns are resolved, may withdraw a formal complaint at any time.</p>
<b>General Provisions Filing</b>	Complaint forms and appeal notices may be filed by hand-delivery, email, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
<b>Response</b>	At Levels One and Two, “response” shall mean a written communication to the candidate from the appropriate EPP staff.

## Teachers for the 21<sup>st</sup> Century A.C.P.

### Teacher Candidate Handbook

#### **Response Continued**

Responses may be hand-delivered or sent by U.S. Mail or emailed to the candidate's email or mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on the deadline and received by the candidate no more than three days after the response deadline.

#### **Days**

"Days" shall mean program business days. In calculating time lines under this policy, the day a document is filed is "day zero," and all deadlines shall be determined by counting the following day as "day one."

#### **General Provisions**

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Candidates shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.

#### **Untimely Filings**

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the candidate, at any point during the complaint process. The candidate may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

#### **Costs Incurred**

Each party shall pay its own costs incurred in the course of the complaint.

#### **Complaint Form**

Complaints under this policy shall be submitted in writing on a form provided by the program.

Copies of any documents that support the complaint should be attached to the complaint form. If the candidate does not have copies of these documents, he/she may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the candidate did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a complaint.

<b>Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook</b>
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**Audio Recordings**

As provided by law, a candidate shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.

**LEVEL ONE**

Complaint forms must be filed:

1. Within 15 days of the date the candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the direct supervisor.

The direct supervisor shall hold a conference with the candidate within ten days after receipt of the written complaint.

The direct supervisor shall have ten days following the conference to provide the candidate a written response.

**LEVEL TWO**

If the candidate did not receive the relief requested at Level One or if the time for a response has expired, the candidate may appeal the decision to the program's legal authority.

The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.

The program's legal authority or designee shall inform the candidate of the date, time, and place of the meeting at which the complaint will be discussed.

The direct supervisor shall provide the program's legal authority with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by candidate. The program's legal authority shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.

The program's legal authority must provide written notice of the decision to the candidate.

The EPP must retain information concerning the complaint for a minimum of three years.

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 **Teachers for the 21<sup>st</sup> Century ACP** by information posted at their physical facility, on their website or, upon request, directions in writing.

**LEVEL THREE**

The official TEA complaint process can be found at [www.tea.texas.gov](http://www.tea.texas.gov) in the banner located at the bottom of the page and then select "Educator Preparation Programs".

The complaint process allows for an applicant or a candidate in an

## Teachers for the 21<sup>st</sup> Century A.C.P.

### Teacher Candidate Handbook

#### LEVEL THREE

#### Continued

educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program. Not all complaints fall under the authority of **TEA**. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242). All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filing a complaint by email or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or email it to [generalinquiry@tea.texas.gov](mailto:generalinquiry@tea.texas.gov). To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

**TEXAS ADMINISTRATIVE CODE §228.70**

# Teachers for the 21<sup>st</sup> Century A.C.P. Teacher Candidate Handbook

## WHAT YOU NEED TO KNOW BEFORE BECOMING A TEACHER

- **SELECT YOUR EDUCATOR PREPARATION PROGRAM BY PERFORMANCE**
- **Accreditation-** *Teachers for the 21 Century ACP has had its accreditation status since 2004-2021.*
- **State Assessment Pass Rate-** *T21CACP has achieved higher scores than the 80% State required. We have obtained 100% pass rate the last two consecutive years.*
- **TEA Exit Results of Program Completers-** *85% of Well-Prepared Responses and 15% of sufficiently prepared.*
- **Hiring Rates-** *Fluctuate according to district's job openings*

## **SKILLS REQUIRED OF TEACHERS**

- A Passion for Children
- Strong Content and Pedagogy Knowledge and Skills
- A Commitment to Lifelong Learning
- A Strong Knowledge and Skills of Children's Developmental Levels (Emotional, social, physical, and cognitive).
- Texas Teacher Standards
- Strong Communication Skills
- Critical Thinking Skills
- Problem Solving Skills
- Technical Skills
- Interpersonal Skills
- Patience
- Adaptability
- Creativity
- Teamwork
- Leadership Skills

<p style="text-align: center;"><b>Teachers for the 21<sup>st</sup> Century A.C.P.</b> <b>Teacher Candidate Handbook</b> <b>THE EDUCATOR WORKFORCE IN TEXAS</b></p>
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**Texas' Current High Need Areas of Teaching** (Bilingual, science, math, Career and Technical Education and special education)

**Local Current High Need Areas of Teaching** (Bilingual, special education)

**Teacher Salaries** – District's websites

**Job Openings** (School District's websites)

**How to Add Teacher Certificates Once You Hold an Initial Certificate.** If you hold a valid teacher certificate and a bachelor's degree you may add additional certificates in different areas by passing the TExES exams.

<http://tea.texas.gov/>

**Texas Educator Certification/Additional Certification by Exam information/**

**TEA's Projected Teacher Workforce in the Future- Supply and Demand**

<https://www.onetonline.org/link/localtrends/25-2021.00?st=TX&g=Go>

<https://www.onetonline.org/link/localtrends/25-2022.00?st=TX&g=Go>

<https://www.onetonline.org/link/localtrends/25-2031.00?st=TX&g=Go>

### **BUILD STRONG CLASSROOM MANAGEMENT SKILLS**

Teachers for the 21<sup>st</sup> Century ACP equips teachers and principals with the tools and strategies to create a positive learning environment/ positive school culture where children feel safe, valued, empowered, feel free to take risks in the learning process, and free to be creative. Program teachers need to work with the whole child because the emotional, social and physical developmental levels impact the learning process.

Program Teachers are aware that without a well-structured classroom with rules, routines, and standards, there will be a great amount of learning time lost settling students down. Program teachers will dedicate the first three weeks of the school year making sure that their Classroom Management Techniques will allow students to be 100% engaged in the learning process.

### **BE READY FOR YOUR NEW TEACHER EVALUATION - T-TESS / PRINCIPAL WALKTHROUGHS**

The Texas Teacher Evaluation and Support System (T-TESS) is a system for the state of Texas designed to support teachers in their professional development and help them grow and improve as educators. T-TESS has three measures of teacher effectiveness. The three are:

1. Observation 70%
2. Teacher Self-Assessment 10%
3. Student Growth 20%

The observations or walkthroughs are performed by the campus principal or the assistant – principal during the school year. Teachers need to be ready at all times because walkthroughs are unannounced. These walkthroughs provide the campus administrators with a snapshot of what is happening in the classroom and assist in the development of individual campus- based professional development. Things for a Program teacher to do every day:

- Display your learning objective at all times. Make sure your learning objectives state high expectations for your students.
- Make sure students are engaged in the learning process at all times.
- Make sure your students can answer questions posed by the administrator.
- Walk around the room answering questions, clarifying and elaborating student's questions.
- Use technology, if possible, when delivering a lesson
- Praise students' as much as possible.

**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**

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Website: <http://www.t21cacp.org> E-mail: [mcguerry@t21cacp.org](mailto:mcguerry@t21cacp.org)

**APPLICATION  
2021-2022**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**(please print)**

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone #: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Cell Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Current Employment: \_\_\_\_\_  
**(Business Name) (Business Address)**

Date of Birth: \_\_\_\_\_ Social Security#: \_\_\_\_\_

BA: \_\_\_\_\_ Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Certificate(s) Desired: \_\_\_\_\_

**All Teachers for the 21st Century A.C.P. applicants are required to pass a criminal background check before the teacher candidate begins his or her internship or clinical teaching.**

**All program applicants have the right to request a preliminary review of their background from TEA (Texas Education Agency).**

[http://tea.texas.gov/Texas\\_Educators/Investigations/  
Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](http://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/)

**THE APPLICATION IS NOT COMPLETE UNLESS ALL BLANKS ARE FILLED IN AND THE APPLICATION IS SIGNED.**

**SIGNATURE OF APPLICANT**

**DATE**

(My signature above certifies that I have read all the information given to me, and I agree with all the terms that have been specified by T21CACP).

**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**

**PLEASE ANSWER THE FOLLOWING QUESTIONS:**

WHY DO YOU WANT TO BECOME A TEACHER?

WHAT RELEVANT AND MEANINGFUL KNOWLEDGE AND SKILLS DO YOU POSSESS THAT WILL CONTRIBUTE TO THE EDUCATION OF CHILDREN?

HOW DO YOU LEARN BEST?

WHAT DOES THE PHRASE, "EVERY STUDENT SUCCEEDS", MEAN TO YOU?



**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**

WHO DO YOU CONSIDER TO HAVE BEEN YOUR BEST TEACHER? WHAT MADE HIM/HER THE BEST?

DO YOU THINK YOU RECEIVED A GOOD EDUCATION? WHY? WHY NOT?

WHAT ROLE SHOULD PARENTS PLAY IN THEIR CHILDREN'S EDUCATION? EXPLAIN!!!

**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**

FERPA Consent to Release Educational Records and Information

**This release represents your written consent to permit Teachers for the 21<sup>st</sup> Century A.C.P. to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.**

I, \_\_\_\_\_ [print full name] am candidate  
at \_\_\_\_\_ [name of Educator Preparation Program] and  
hereby give my voluntary consent to officials:

- A. To disclose the following records:
- Records relating to any of my field-based experiences
  - Records relating to my performance in the field
  - TEExES test score results
- B. To the following person(s):
- School districts or other agencies associated with field-based experiences
  - School-based/Agency-based administrators
  - School-based/Agency-based cooperating teachers/mentors
  - Program faculty
- C. These records are being released for the purpose of:
- Conversing and reviewing performance
  - Acquiring feedback
  - Procuring required signatures

**I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.**

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

Candidate TEA ID Number:

Date of Birth:

Student Contact Information:

Email:

Phone Number:

**Teachers for the 21<sup>st</sup> Century A.C.P.  
Teacher Candidate Handbook**



**Educator Preparation Program  
Professional Candidate Transfer Form**

This document verifies that the professional candidate has been admitted to an approved educator preparation program (1) leading to professional certification in Texas and is now transferring to another approved program (2). This form is for educator preparation programs use only. Candidates may be enrolled in only one program at a time. Candidates have the right to transfer from one program to another, provided they are not finishers in the ASEP database and are in good standing with the program the candidate is leaving. All fees, tuition, coursework, etc., required by the receiving program are the responsibility of the candidate. The candidate leaves the completed form with the receiving program upon admission. This form should be kept with the candidate's records.

Professional Candidate's Name \_\_\_\_\_ TEA I.D. # \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Professional Candidate's Email \_\_\_\_\_ Phone \_\_\_\_\_  
 Professional Candidate Certification Class \_\_\_\_\_ Grade Levels \_\_\_\_\_

**The Professional Candidate has Completed the Following Requirements for  
Texas Professional Educator Certification:**

Class of Certification	# of Required Educator Preparation Coursework Hours Completed	Passed TEXES Content Exam for Correct Certificate	Finisher Status (from ASEP)	Holds a Standard Teaching Certificate in
Principal Superintendent School Counselor School Librarian Ed. Diagnostician Master Teacher Reading Specialist	List courses or modules completed—add lines as necessary here—every transfer form must include this	Yes      No Date:	Finisher All But Clinical Other Enrolled	Date of Expiration:  Years of Teaching Experience:

**1. Program Candidate is Leaving:** The program director attests to the accuracy of this information and has removed this candidate's information and all recommendations to test from the program's ASEP database.

Name of Educator Preparation Program \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Educator Preparation Program Email \_\_\_\_\_ Phone \_\_\_\_\_  
 Educator Preparation Program Director (sign) \_\_\_\_\_ Date \_\_\_\_\_

**2. Program Receiving Candidate:** The receiving program has the right to accept or reject any prior coursework or field experiences and may require additional coursework, etc. as they deem appropriate. Receiving program is responsible for all coursework and requirements for any candidate recommended for a probationary or standard certificate

Name of Educator Preparation Program \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Professional Candidate Certification Class \_\_\_\_\_ Grade Levels \_\_\_\_\_  
 Educator Preparation Program Email \_\_\_\_\_ Phone \_\_\_\_\_  
 Educator Preparation Program Director (sign) \_\_\_\_\_ Date \_\_\_\_\_

# **TEACHERS FOR THE 21st CENTURY ACP**

## **CLINICAL TEACHING HANDBOOK**

### **I. PROGRAM DESCRIPTION**

*The Texas Essential Knowledge Skills (TEKS) and The State of Texas Assessments of Academic Readiness (STAAR) have created a paradigm shift in the way we educate our children in Texas. The educational goals which are mentioned below can now become a reality, provided that teachers receive the appropriate training by professional Master teachers. These professionals can model and guide the teacher intern to acquire the knowledge and skills that effective classroom teachers possess to:*

- 1. Educate all children*
- 2. Provide for individual differences*
- 3. Create strategic readers/writers*
- 4. Create independent thinkers*
- 5. Create problem solvers*
- 6. Create self-directed learners, so they can become lifelong learners.*

*Through collaborative planning and goal setting, it has been established that our Teachers for the 21st Century Program will achieve the following:*

- 1. Quality and ongoing mentoring relationship between the CTs, a program master teacher and campus MTs*
- 2. Strong preparation in subject content areas, as well as, educational and pedagogical methods*
- 3. Increase the multiculturally diverse pool of effective certified teachers.*

### **II. Selection Criteria for Clinical Teachers/Students**

*Program students whose circumstances are beyond their control*

- 1. Military personnel or their spouses*
- 2. Program students who have not obtained employment for two or three consecutive years in a school as a teacher of record and/or student candidates whose companies or their spouses have been transferred to another state or country.*
- 3. Program students who have completed seventeen weeks of classroom instruction and 30 clock hours of field experience*
- 4. Program students who have passed all mandated TExES Exams for their initial certification*
- 5. Program students who are able to pay the program fee of \$4,500 at the end of Clinical Teaching and extra \$500.00 stipend for the Mentor Teacher*

## **Curriculum and Instructional Goals:**

- 1. To align the Clinical Teaching curriculum and instruction to the SBEC Standards for teachers in Texas:*
- 2. To create a CT program which prepares CTs to possess the reading, writing, listening, speaking and technological skills which they need to model, promote and facilitate to their students.*
- 3. To create a CT training curriculum that has a scope and sequence, where CT candidates make connections and build on their pedagogical knowledge and skills.*
- 4. To create a Clinical Teaching training program where CTs have diagnosed and strengthen the subject matter they will be imparting.*
- 5. To create ample opportunities to the CTs to polish and extend their teaching strategies.*
- 6. To prepare CTs to fully understand their role in implementing the Texas Essential Knowledge and Skills, and the negative consequences that will fall upon their students if, as teachers of record, do not follow and implement the State curriculum.*

## **DESCRIPTION OF PROGRAM SUPERVISION**

*The T21CCT Program will take the role of a facilitator, who will make sure that the CT has a clear picture of his/her role and responsibilities of an effective teacher. The MT will serve as the principal facilitator for the CT, but other program teachers may also facilitate for the CT when the CT needs to see someone else performing at a high-level of quality, using the SBEC Standards. The T21CACP mentor will visit the MT and CT, if they request assistance to model the learning process. The T21CACP mentor will also visit the CT as many times as the MT requests, in order to guide and model the CT to obtain “Exceeds Expectations” in the particular Domain in the PDAS that is aligned with the SBEC Standards. The T21CACP mentor will schedule a panel of MTs, who will view a video tape of the CT delivering a lesson. The CT has to agree to be videotaped in writing, and parents will also have to agree in writing to allow their children to be videotaped. These videotapes will allow the program director to properly identify the weaknesses and strengths of the CT program.*

## **DESCRIPTION OF HOW CANDIDATES ARE EVALUATED**

*The most valuable assessment for an effective teacher is the Performance assessment. It is very important that the CT shows evidence that s/he is not teaching groups, but developing each individual child. The assessment instruments that will be used are the following:*

- 1. Authentic Assessment to determine the reflecting and the metacognition process of the CT*
- 2. Observation Check lists to determine the proficiency levels of each of the SBEC Standards*
- 3. Benchmarks to make sure the CT is following an instructional scope and sequence*
- 4. Mock tests of STAAR*
- 5. Rubrics to give the CT the opportunity to reach a level of exemplary performance in the SBEC Standards*
- 6. Journal*
- 7. Active Research (Optional)*

# **Educators' Code of Ethics**

## **The Texas Administrative Code Title 19, Part 7, Chapter 247, Rule §247.2 defines the Code of Ethics and Standard Practices for all educators in the state of Texas:**

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

### **(b) Enforceable Standards.**

#### **(1) Professional Ethical Conduct, Practices and Performance.**

- a) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
- b) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- c) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- d) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- e) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, 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 applicable 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.

#### **(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, sex, disability, or family status.
- 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 under this chapter.

### **(3) Ethical Conduct Toward Students.**

- a) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- b) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.
- c) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.
- e) Standard 3.5. The educator shall not engage in physical mistreatment of a student.
- f) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
- g) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

**TEA Candidate Transfer Form**  
**Part A: To Be Completed by the Candidate**

<b>TEA ID Number</b>										<b>Date of Birth: MM/DD/YYYY</b>			
Last Name				First Name				Middle Name		Maiden Name			
Transferring From: _____													
(name of program)													
Transferring To: _____													
(name of program)													
Candidate's Signature							Date						

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

Name of Original Entity								County-District (TEA) Number					
								--					
Candidate Identified as Completer: ___No ___Yes    Year:								Date Test Approval(s) Removed:					
Certification Area(s):													
Program Record:				Number of Coursework Hours Completed			Field Experience Hours Completed		Practicum Time Completed				
Is the candidate in good standing? _Y _N													
Name and Title of Program Administrator or Certification Officer				Date				Fax # / Email		Signature			
				MM	DD	YYYY	(    )						

**Part C: To Be Completed by Admitting Educator Preparation Program**  
(place in candidate record)

Name of Admitting Entity								County-District Number					
								--					
Area and Level of Certification Sought (include language area if appropriate)								Anticipated Finisher Year					
Name and Title of Program Administrator or Certification Officer				Date				Fax # / Email		Signature			
				MM	DD	YYYY							



## TEACHERS FOR THE 21<sup>st</sup> CENTURY EXIT POLICY

### **PROGRAM POLICY: Teacher Candidates Who Leave the Program Before Having Finished**

It is the policy of Teachers for the 21<sup>st</sup> Century ACP to require an Exit Form to be completed by the teacher candidate before dropping out of the Program. We would appreciate it if you take a few minutes to answer the following questions. Please be as honest as possible. While we may share this information with the Program staff, individual responses will remain confidential and within our organization.

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**Teacher Candidate Name**

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**Date**

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**Entry Date to Program**

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**Date of Departure**

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**TEA ID#**

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**Teacher Candidate Signature**

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**Executive Director's Signature**

Reason (s) for Leaving the Program (check any that apply)

- Transferring to another Program
- Health/medical issue
- Dissatisfied with Program instruction
- Relocation
- Dismissal by Program Director
- Hiatus with intent to return to Program
- Career change

**Exit Policy for Initial Certified Teacher Candidates. Please answer the following questions as honestly as you can, by placing in the blank space the following initials:**

Well Prepared (**WP**)   Sufficiently Prepared (**SF**)   Not Sufficiently Prepared (**NSP**)

1. To what extent were you prepared to build and maintain a positive rapport with students during your internship? \_\_\_\_\_

2. To what extent were you prepared to build and maintain a positive rapport and a two-way communication with students' families? \_\_\_\_\_

**3. To what degree were you prepared to implement varied instruction that integrates critical thinking, inquiry and problem solving? If you answer NSP, tell us why not\_\_\_\_\_?**

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**4. To what extent were you prepared to engage and motivate students through learner-centered instruction? \_\_\_\_\_**

**5. To what extent were you prepared to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction? \_\_\_\_\_**

**6. To what extent were you prepared to provide appropriate ways for students with disabilities to demonstrate their learning? \_\_\_\_\_**

**7. To what extent were you prepared to provide appropriate ways for LEP-ELL students to demonstrate their learning? \_\_\_\_\_**

**8. To what extent were you prepared to use technology available in the campus to integrate curriculum Technology Applications TEKS to support learning? \_\_\_\_\_**

**The following space is provided, if you would like to give us some suggestions to be implemented by the Program**

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**9. To what extent did your Field Supervisor base observation feedback on the expectations for your performance in the classroom? \_\_\_\_\_**

**10. To what extent did your Field Supervisor include specific strategies that address your strengths and weaknesses in her feedback about your performance in the classroom?**

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