

Pre-Test Seminar

A Pre-Test Seminar will be provided for all teacher-candidates prior to signing up for a TExES exam. The seminar will provide knowledge of the TExES framework, test-taking skills, and test-preparation skills. The teacher-candidate will take a representative TExES exam in order to increase test familiarity and assess the individual's strengths and weaknesses. A testing barcode will be issued after completion of this session.

Pre-Service Training Requirement

A Pre-Service Training Academy will be provided for all teacher-candidates. The intent of the Pre-Service Training Academy is to provide the teacher-candidate an opportunity to assess his or her understanding, suitability, and commitment to teaching students. These sessions will help increase the candidates knowledge base, thereby increasing their opportunities for hire.

Topics will include but are not limited to: Human Development Theory; Age Level Characteristics and Learning Styles; Technology in the Classroom; Enhancing the Classroom Climate; At-Risk Students and Special Populations; Effective Communication; Addressing Students' Needs and Motivating Students; Instructional Strategies and Teaching Practices; Classroom Management; The Teacher, the Law, and the Code of Ethics; Lesson Planning; Multiculturalism and the Diverse Learner; Multiple Intelligences and GT Students; Special Education and Inclusion; TEKS, TAKS and Teacher Evaluation; Collegiality and Family/School Relationships; and, Educational Measurement and Student Assessment. Additionally, seminars designed to meet each school district's unique instructional focus will be included as needed.

Mission Statement

The mission of the Texas-Alternative Certification Program is to recruit, train, and support each program participant, thereby providing school districts with the necessary tools and resources so that, as intended by the "No Child Left Behind" legislation, every child begins the school year with a highly qualified teacher.

Program Goals

- To support the "No Child Left Behind" Legislation by helping, in particular, underserved rural school districts and charter schools to begin each school year with a highly qualified teacher in every classroom
- To prepare program participants to successfully meet the State's certification requirements including all state testing requirements
- To address the unique and diverse needs of "first time" teachers
- To customize the training of, and provide individualized support to program participants
- To provide quality training to mentor teachers and intern supervisors so that they in turn can support and assist Texas-ACP interns

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THE ROLE OF THE CAMPUS PRINCIPAL



What is the TEXAS ACP?

The Texas-Alternative Certification Program is an intensive one year educator preparation program designed to identify, select, train and certify top quality teacher-candidates through a series of workshops, seminars, field activities, and an internship. Like university and service center teacher preparation programs, Texas-ACP is approved by the State Board of Educator Certification. The Texas-ACP is designed and implemented by former university professors who have served as educational consultants, educational program coordinators, grant writers, and private and public school educators. Participation in a pre-testing seminar and a pre-service training academy and field component is required. Once hired, the teacher-candidate will participate in a support program during their internship year.

The Role of the Campus Principal

Campus principals have unique responsibilities to ensure that newly hired beginning teacher interns are supported and retained by the school. Critical to each intern's success are the knowledge, attitudes, and actions of the principal. As instructional leader, the campus principal is responsible for the intern's formative and summative assessment on the Professional Development and Assessment System (PDAS). Though the principal may delegate some support team responsibilities, the principal is the one who can facilitate beginning teacher success by allocating resources, such as intensive support, release time for observations, etc. The following are quality indicators that represent high-quality intern support:

- Campus principals are knowledgeable about beginning teacher development and the role of the support system in retaining beginning teachers. A mentor should be assigned to help support the beginning teacher as soon as possible.
- Campus principals understand, inform the faculty of, and actively support the support program's rationale and goals.
- Campus principals secure assignments for beginning teacher interns that increase the likelihood for success early in their careers by:
 1. Reducing the number of difficult assignments.
 2. Giving beginning teachers their own classrooms.
 3. Assigning beginning teachers single grade classrooms.
 4. Assigning beginning teachers classes only within the area of certification.
 5. Assigning beginning teachers a limited number of class preparations.
 6. Limiting extracurricular assignments.
- If beginning teacher interns must be assigned to work in difficult assignments, principals provide additional assistance and resources.
- Campus principals facilitate the introduction of beginning teacher interns to the staff and assimilate them into the learning community by providing orientation and ongoing information on campus resources, procedures and policies.
- Campus principals understand the role of other support team members (e.g., mentors, TEXAS ACP Supervisor and Coordinator, TEXAS ACP Lead Supervisor) and respect the confidentiality between team members and the beginning teacher.
- Campus principals schedule time and provide access to resources for support team members and beginning teachers to collaborate regularly.
- Building principals encourage the participation of beginning teacher interns in professional development activities appropriate for their level of development (e.g., observing experienced teachers, participating in study groups, and attending workshops and conferences).