<table>
<thead>
<tr>
<th>Status</th>
<th>Training Content</th>
<th>Description/Location</th>
<th>Hours (348)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td><strong>Apply for Cohort Position</strong> Application completion Application fee Interview Acceptance as a cohort member/conditional acceptance 16 hours of classroom observation</td>
<td>HBC/local schools</td>
<td>16</td>
</tr>
<tr>
<td>Cohort Member</td>
<td><strong>EDTC 2000</strong> PPR and content competency diagnostics and evaluation Individualized support and remediation Self-study in identified competencies Analyzing testing procedures and formats Read “Study and Test-taking Skills: Preparing for and taking the EC-12 PPR Test (Chapter 20/Chapter 14: Nath &amp; Cohen)”</td>
<td>HBC</td>
<td>14</td>
</tr>
<tr>
<td>Cohort Member</td>
<td><strong>Orientation/Employment Seminar/Online training</strong> Course expectations/photos/cohort handbook/submissions What employers want – Getting a teaching job Starting the process – online training</td>
<td>6-9 Thursday HBC</td>
<td>3 + 3 6</td>
</tr>
<tr>
<td>Cohort Member</td>
<td><strong>EDTC 3000 Pedagogy and Professional Responsibilities [for Pre-Service Teachers PST]</strong> Pedagogical knowledge of teaching and assessing- the act of planning, implementing, and evaluating teaching and learning. Curricular knowledge- the fundamental understanding of academic content and knowledge construction. Promotion of equity for all learners- the skills and attitudes that enable educators to advocate for all students. Celebrating diversity- the construction of a learning environment that appreciates, affirms, and engages the various cultural heritages, unique endowments, learning styles, interests, and needs of learners. Professional communication- effective interpersonal and professional exchanges that include appropriate applications of information, technology, and the promotion of student learning. Engaged professional learning- the commitment of educators to ethical and caring practices and to the continual processes of learning and professional development.</td>
<td>6-9 T/TH - HBC</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Instructional contact hours</strong> <strong>Saturday School</strong> <strong>Field Experiences/ observations</strong> <strong>Technology instruction/application</strong></td>
<td>Instructional contact hours</td>
<td>96 5, as needed 14 35</td>
</tr>
<tr>
<td>Cohort Pre-teacher</td>
<td><strong>Summer Institute</strong> Teaching strategies and related skills specific to the content and grade that the cohort member will teach. Educational theory and methodologies engage the learner with experiences that are specific, individualized, and authentic to educational practices today.</td>
<td>Instructional contact hours 9-4 M-F HBC, area campus</td>
<td>76 15 online 15 planning</td>
</tr>
<tr>
<td>Teacher Intern Dates TBA</td>
<td><strong>EDTC 3004 Successful Teaching Practices</strong> First year classroom teacher work closely with ACC supervisors receiving immediate feedback from questions and concerns. Supervisors also support the teacher with effective classroom strategies through problem solving sessions.</td>
<td>Instructional contact hours 6:00-9:00 Thursday HBC, Induction training on Saturday; working with Supervisors/mentors</td>
<td>19 11</td>
</tr>
<tr>
<td>Teacher Intern</td>
<td><strong>EDTC 3005</strong> Online course for reflections on personal, professional, and instructional progress that is classroom student data driven.</td>
<td>HBC Online</td>
<td>20</td>
</tr>
</tbody>
</table>
The Center for Teacher Certification program focus is on engagement, discovery, and learner-centered curriculum that provide opportunities for pre-service teachers to work in teams; design of accumulated, viable materials for the classroom and subsequent coursework; and all products displayed on a personal website that becomes an electronic portfolio. Coursework will run from the Cohort Website on the Teacher Certification website. Current certifications include Bilingual (EC-4 and 4-8), science (4-8, 8-12), and math (4-8, 8-12), with the addition of Special Education, EC-12 (with EC-4 content area). New State Board for Educator Certification requirements will include acceptance of candidates with a minimum 2.5 GPA and require 30 observation hours, 16 in the fall and 14 during EDTC 3000. TExES exams will continue to be required, with more computer-based exams available during the year, with a 60-day waiting period between taking the same exam.

TExES Content Prep Class – November 15, 22
Pre-service teachers will work with a facilitator for test preparation, resources, and expectations for the February exam. Online segments are available as a part of the preparation (November 15), along with Reading First segments, TExES prep manuals, books for checkout, Q&A.

Orientation – December 2
Cohort handbook will be given, questions answered. Includes course expectations, teaching and learning styles diagnosis, TxBESS framework. Students must pay for class by deadlines (have predetermined registration form ready). December 15 is deadline for EDTC 3000 payments. (Late payment charge of $25 will apply to those who do not pay within the month.)

Employment Seminar – December 9
Human Resources representatives will be available for a brief presentation, then Pre-service teachers will discuss important steps in getting (and keeping) a job with local school districts.

Before class begins on January 13, 2009, pre-service teachers will:
* establish a yahoo email and web accounts for use during the teacher training;
* purchase the textbook/s required for the course;
* complete 16 hours of field experiences in area schools;
* study for the TExES Content exam;
Complete the online assignment.

EDTC 3000: Pedagogy and Professional Responsibilities (PPR) – January 13 - May 7

Course Objectives: EDTC 3000 is designed as a preparation course for teaching EC-12 courses in the public schools utilizing general teaching methods. Main objectives include: a survey of the Pedagogy and Professional Responsibilities (PPR) of the Texas Examination of Educator Standards (TExES), and a discovery course for s to produce classroom materials for use during the August through May internship. Use of laptop computers, digital cameras and video cameras are encouraged.

150 hours, 32 class sessions (96 contact hours, 14 hours of Site-Based Observations, with 35 website hours), Saturday School for makeup, technology, assistance; Pre-service teachers are responsible for following syllabus, reading textbook, and answering all practice questions outside of class.

Texts:
(Pick two according to grade level certification and download TxBESS Framework)


Required Texts:

http://www.sbec.state.tx.us/SBECOnline/txbess/framework.pdf
Van Tassell, Crocker. *How to Prepare for the TExES: Texas Examination of Educator Standards* ((Barron’s How to Prepare for the TExES). ISBN: 0-7641-2884-1

**Emphasis:**
1. Survey of PPR domains and competencies
2. Preparation for TExES Content Exam (includes pedagogy foundations for teaching content)
3. Diagnose the classroom (class background study, child development, behavior management, working with parents, observations in local area classrooms, brain study, special education and English language learners, etc.)
4. Assessment (expected outcomes/skills for TEKS and TAKS)
5. Common Teaching Strategies (planning, differentiated instruction, categories for procedures)
6. Lesson Planning 101 and Presentations
7. Professional responsibilities, development, relationships
8. Using technology efficiently (ongoing)

**Activities:**
- team planning and presentations
- lesson plans using TEKS, TAKS, and IPGs
- assessments/reflections
- collected procedures for behavior modification

**Measurement:**
- Team preparation
- electronic portfolio (webpage)
- attendance/contact hours
- viable products and presentations (lesson plans, behavioral plan, graphic organizers, PowerPoint, resume, plans based on TEKS and TAKS)

**Summer Institute – June 9-June 26**

Before class begins on June 9, pre-service teachers will:
* complete online training;
* update website with all materials completed during EDTC 3000;
* purchase the textbook/s required for the course;
* interview for teaching positions;
* bring materials from EDTC 3000 for further review and expansion
* IEP (Individualized Education Plan) based on case studies

**Course Objectives:** The Summer Institute takes place in June, evenings and group sessions at HBC and one week in an area school setting. The emphasis is on modeling, classroom management, specific content strategies, and preparing for the first six weeks of school, all facilitated by pre-service teachers teaching other students.

76 hours, 12 class sessions

**Textbooks:** “Fifty Strategies for English Language Learners” - Bilingual

**Emphasis:**
1. Presentation skills
2. Teacher as facilitator
3. Preparation of materials for first six weeks of school
4. Working with special populations

**Activities:**
- presentations
- lesson plans using IPGs and TEKS
- differentiated instruction materials

**Measurement:**
- electronic portfolio/portfolio of lesson plans, modifications, strategies, and techniques for cooperative learning

Center for Teacher Certification, ACC 2009-2010
EDTC 3004 – Successful Teaching Practices

Course Objectives: Successful Teaching Practices provides opportunities for new interns to prepare for the teaching experience, work with ACC Supervisors, and remediate immediate problems with teams and experts. This course takes place during July through November, evenings at HBC. Tentative dates include August 7, August 28, September 18, October 23, and November 6 (Thursday evenings), and Induction training on October 4. 21 hours, 6 class sessions.

Emphasis:
1. Stages of Teacher Survival (TxBESS)
2. Understanding of PDAS
3. Teacher as facilitator
4. Procedures and Classroom Management strategies
5. Lesson plans: analysis on improving plans
6. Reflection
7. Data collection and remediation

Activities:
- lesson plans using IPGs (AISD)
- differentiated instruction materials
- Teacher Improvement Plans

Measurement:
- electronic portfolio/website containing lesson plans, modifications, strategies, and techniques for cooperative learning.
- attendance/contact hours

EDTC 3005 – Supporting the Teaching Experience – January 15-April 15

Course Objectives: This online course provides opportunities for second semester interns to reflect on pre-service teachers’ performance and improve pacing, manipulatives, interventions, and higher critical thinking skills. Pre-service teachers will prepare improvements for next year’s classroom experience.

20 hours, graduation in May

Textbooks: none, but must have student data from fall benchmarks.

Emphasis:
1. Critical thinking skills
2. Improved student performance
3. Data collection and remediation
4. Reflection on first semester and improvements planned for next year

Activities:
- Improvement on lesson plans and activities
- student products

Measurement:
- electronic project
- assignments successfully completed and on time
- Mentor documents submitted for payment

May: Students participate in a graduation celebration; earn standard certification by the end of May.