Alternative Teacher Certification Program

(ATCP)
Dear Principal,

Thank you for choosing an Intern Teacher enrolled in the Prairie View A&M University Alternative Teacher Certification Program.

The purpose of this handbook is to provide a guide to ensure that this internship year is a positive and successful one for all involved: the intern, the ATCP University Supervisor, the campus mentor teacher, and you, the building administrator.

As you may well know, alternative teacher certification programs in Texas now provide a major route for the certification of teachers. Prairie View A&M University is very proud to be a part of this important educator initiative, and we look forward to collaborating with you throughout this school year.

You may address future comments and/or questions about the Prairie View ATCP Program to the University Supervisor who will be visiting, observing, and conferencing with the mentor(s) and intern teacher(s) in your building on a regular basis throughout the school year. Additionally, you can contact the PVAMU-ATCP office directly at (936)261-3515.

Again, thank you for your cooperation and we look forward to a productive year on your campus.

Sincerely,

The ATCP Team

Mrs. Irma Kendrick, Coordinator
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936-261-3509
ilkendrick@pvamu.edu

Mrs. Johnie Walker, Coordinator
238 W.F. Delco Building
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PROGRAM OVERVIEW

Prairie View A&M University and the Local Cooperative Teacher Education Center are sponsors of the Alternative Teacher Certification Program. This sponsorship came about as a result of requests from area school districts. The program began in the 1991-92 school year. The program sponsors certification in all content areas of Secondary Education and Special Education EC-12.

All accepted applicants in the Alternative Teacher Certification program must meet the state mandated minimum requirements of a bachelor’s degree from an accredited university, have an overall GPA of 2.75, and have completed 24 semester hours in a teaching field (Prairie View offers all content areas of secondary education - grades 7-12). Those seeking certification in Special Education EC-12 must have 24 semester hours with a minimum of 3 semester hours per course in the following: English, social studies, math, and science. In addition to the coursework requirement, an applicant must demonstrate evidence of competence in reading, writing and math on the approved college placement readiness test (see appendix).

Accepted interns will be required to complete the following:

- Haberman Interview (Interview Matrix)
- Integrated Field Experience Observation in a Public School (30 clock hours)
- 12 hours of University coursework
- New teacher in-service training (provided by the school district)
- Mentor-Intern training (provided by ATCP program)
- On-going in-service training as provided by the District or Region Service Centers

As in other alternative programs, interns placed as the teacher of record will be supported during the internship year by a mentor teacher who will provide day-to-day support and technical assistance. Additionally, the ATCP Supervisor will make a minimum of four (4) visits (two visits in the fall and two in the spring) of 45 minutes or more to observe the intern and provide guidance and assistance. These supervisors are qualified educators who have exemplified excellence in education through real world experiences and academic achievements.

Mentors are required to complete the Campus Mentor Module training in the Performance-based Academic Coaching Team (PACT) system. Contact the ATCP coordinators listed on p. 3 of this handbook in order to obtain access to PACT system. The principal or principal’s administrative designee will observe the intern a minimum of two (2) times each semester which includes: (a) two (2) walk-throughs and (b) a formal appraisal. The principal or his/her designee records the observation data and feedback on one of the following forms: (a) the school/district’s evaluation form, (b) Professional Development Appraisal System (PDAS) form, (c) Observation Form located in the Intern’s Documentation Handbook, or (d) the ATCP Intern Observation Form (see appendix or obtain the quadruplicate copy form from the University Supervisor).
Advantages of an ATCP versus a Traditional College Training Program

ATCP teacher development is compressed. ATCP preparation is completed in one year vs. traditional programs which can be two years or more. Additionally, the intern receives instruction and professional development while employed as a teacher of record and earns a first year teacher salary minus the intern program fees due the university.

Preparation of Interns through the ATCP Model

The data available at present indicate that ATCP teachers score as well as traditionally trained teachers on evaluation instruments, have a high retention rate in the profession, and express a high degree of professional competence. Graduates of the program have a high retention rate as well.
THE ATCP SUPPORT SYSTEM

Principal Responsibilities

- Complete and return “Principal Agreement Form.”
- Select a campus mentor.
- Help the mentor provide assistance to the intern.
- Ensure the mentor and intern meet weekly.
- Ensure the intern is observing the mentor and other teachers as they demonstrate effective teaching strategies and classroom management techniques.
- Sign the Principal’s Commitment Form provided by the Prairie View ATCP University Supervisor.
- Serve as a professional role model for the mentor and intern.
- Complete and return “Principal Mid-Year Evaluation Form” (see appendix).
- Complete and return “Principal End-of-Year Evaluation Form” (see appendix).

Mentor Responsibilities

- Complete online Campus Mentor Module of the Performance-based Academic Coaching Team (PACT) system web resources and return “Mentor Agreement Form” (see Intern Documentation Handbook).
- Fulfill the role of mentor with the attitude that you are the coaching partner and maintain a protective relationship with the intern.
- Provide continuous assistance during the year on instructional design, instructional delivery, completing lesson plans and classroom management.
- Help arrange times to observe the intern and times for the intern to observe you, the mentor.
- Advise the intern of district and building timelines and procedures.
- Help the intern deal with problems as they arrive so that they can be resolved quickly.
- Assist the intern in completing necessary paperwork (referrals, schedules, etc.).
- Complete and submit “Annual Mentor Observation Form” (see Intern Documentation Handbook).

Intern Responsibilities

- Provide quality instruction for the students.
- Maintain a positive learning environment in the classroom.
- Ask questions when you do not understand.
- Serve as a professional role model for students.
- Record and work on suggestions made by the principal or your mentor.
- Work collaboratively with mentor to improve instructional strategies and classroom management skills.
- Conduct at least four extended observations of the mentor.
University Supervisor Responsibilities

- Complete four visits to the school site of the assigned intern (2 per semester of 45 minutes each), complete observation forms, and make suggestions when appropriate.
- Conference with the mentor to be sure that: (a) weekly conferences are held, (b) they are doing regular classroom, and (c) resolve any problems or issues that emerge.
- Review the Documentation Handbook of the intern at each visit and see that all of their paperwork is kept up-to-date.
- Conference with the principal in the event a problem occurs in order that it may be solved in an appropriate and expeditious manner.
Criteria for Selection of Mentor Teachers

A mentor is an experienced teacher certified in the same subject for which the intern is to be certified. Each intern should be assigned a mentor.

The principal holds the responsibility to select the mentor teacher. Selection of mentor teachers will be based on the criteria below.

**Mentor Teacher Criteria**

- Have knowledge of the Alternative Teacher Certification Program.
- Agree with the ATCP Philosophy.
- Possess good interpersonal skills.
- Have the ability to demonstrate and verbalize effective teaching practice.
- Is a good role model.
- Is knowledgeable in the area of certification.
- Use best, up-to-date teaching practices.
- Maintain good attendance.
- Must be certified in the area and/or at the level of the intern.
- Provide instructional coaching, teacher leadership, and/or professional development to peers.
- Is tolerant, diplomatic and flexible.
- Is willing to serve and to participate in the Performance-based Academic Coaching Team (PACT) system web resources.
- Have a planning period at the same time as intern (when possible).

**Principal Questions to Consider for Mentor Teacher Selection**

1. Does the prospective mentor teacher have excellent communication skills?
2. Is the prospective mentor teacher a successful teacher as measured by consistent student success?
3. Will the mentor teacher have access to working with the intern and have similar teaching assignments?
4. Does the prospective mentor teacher have a clear understanding of the responsibilities involved in mentoring the intern?
BELIEFS AND EXPECTATIONS FOR INTERNS

The mission of the Prairie View A&M University Alternative Teacher Certification Program is to provide degreed, non-certified individuals an opportunity for certification to teach in critical shortage areas such as mathematics, science, and special education. We prepare candidates to become effective teachers through addressing specific university and state requirements as well as completion of a one-year internship in public and/or private schools. In support of the mission and aims, several beliefs undergird our program along with the supporting expectations.

ATCP Support System Beliefs

- Students in k-12 schools deserve highly qualified teachers.
- Interns require a strong support system including: the principal, the mentor, and the university supervisor.
- Professional development is important for all school stakeholders including the university team, intern, mentor teacher, and principal.

Intern Teacher Program Requirements

The ATCP Intern should:

- Know and follow the rules, regulations and policies of the campus and/or district that he/she is employed.
- Interns will act as professionals and subsequently model professional behavior at all times.
- Interns will work with all team members in the school to ensure a successful internship experience.
- Maintain an ethical and professional attitude toward all members of the school community.
- Be available for regular planning and feedback sessions with the mentor teacher and university supervisor.
- Prepare adequate lesson plans in advance of teaching assignments and share copies with the mentor and/or university supervisor.
- Attend all of the required college courses, training, seminars, workshops, and/or review/study sessions, which are scheduled during the internship year.
- Maintain the required GPA and course grades to remain enrolled in the graduate degree program (see University catalog).
- Turn all required and/or requested ATCP documentation in a timely manner.
- Continually self-assess and reflect to grow professionally.
- Assume responsibility for making effective contributions to the ongoing curriculum.
- Complete required pre-assignment classroom observations. Prior to admission to internship, all ATCP candidates must complete 30 hours of field observation hours in one of the following formats:
  (a) 30 hours in an accredited public school setting; or
  (b) 15 hours in an accredited public school setting and 15 hours of documented viewing of Texas Performance-based Academic Coaching Team videos (see https://tap.tarleton.edu/pact/sitemap.cfm); or
  (c) 15 hours in an accredited public school setting and 15 hours of documented viewing of Annenberg Foundation videos.
- After assignment to a school, conduct observations of mentor and discuss observations with the mentor.
Appendix of Important ATCP Principal and Mentor Teacher Documents

- PVAMU ATCP Agreement Form – Appendix A
- ATCP Intern Observation Form – Appendix B
- ATCP Mid-Year Internship Report – Appendix C
- End-of-Year Internship Report – Appendix D
- College Readiness Placement Test Cut Scores – Appendix E
AGREEMENT BETWEEN THE PRAIRIE VIEW A&M UNIVERSITY
ALTERNATIVE TEACHER CERTIFICATION PROGRAM
AND

________________________________________
Participating Principal

________________________________________
School District and School

________________________________________
Address

________________________________________
Telephone Number

Name of Intern: __________________________________________

The principal agrees to adhere to the guidelines as proposed in the Principal's Handbook to the best of his/her ability to:

- Select and assign a qualified mentor teacher.
- Conduct a minimum of four (4) walk-through observations by you or an administrative designee. These observations should be recorded on one of the following forms: (a) the school's evaluation form, (b) Professional Development Appraisal System (PDAS) form, (c) Observation Form located in the Intern's Documentation Handbook, or (d) the ATCP Intern Observation Form (provided in Principal Intern handbook).
- Complete the Mid-Internship Progress Report (provided in Principal Intern handbook).
- Complete the End-of-Internship Progress Report (provided in Principal Intern handbook).
- Have frequent conferences with the mentor teacher to ensure that they are fulfilling his/her responsibilities as a mentor teacher.
- Maintain contact with the University Supervisor concerning the intern's progress and support needs.

Principal’s Signature ___________________________________________ Date _____________

ATCP University Supervisor’s Signature __________________________ Date _________
# ATCP Intern Observation Form

**Date of Visit**

<table>
<thead>
<tr>
<th>Observation #</th>
</tr>
</thead>
</table>

## Domain I: Active Engagement

<table>
<thead>
<tr>
<th>Item</th>
<th>3-Target</th>
<th>2-Acceptable</th>
<th>1-Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were actively engaged in learning.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Were successful.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Conveyed at the application level or higher.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Self-directed/self-initiated as appropriate.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Connected learning to work or life.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

## Domain II: Learner-Centered Instruction

<table>
<thead>
<tr>
<th>Item</th>
<th>3-Target</th>
<th>2-Acceptable</th>
<th>1-Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set goals and objectives.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Created content to student interest and/or characteristics.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Encouraged critical thinking/problem solving.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Used instructional strategies to engage in learning.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Connected teaching strategies with objectives and prior learning.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Facilitated varied activities.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Maintained appropriate pacing and sequencing.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Emphasized value of the activity/content.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Used appropriate questioning to challenge students.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Made appropriate and effective use of technology.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

## Domain III: Evaluation & Feedback on Student Progress

<table>
<thead>
<tr>
<th>Item</th>
<th>3-Target</th>
<th>2-Acceptable</th>
<th>1-Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitored and assessed academic progress.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Provided opportunities for high-level thinking.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

## Domain IV: Classroom Management

<table>
<thead>
<tr>
<th>Item</th>
<th>3-Target</th>
<th>2-Acceptable</th>
<th>1-Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implemented suitable discipline procedures.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interacted with students in an equitable manner.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Specified expectations for desired behavior.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>redirected disruptive behavior.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Reinforced desired behavior.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Effectively and efficiently managed time and resources.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>During the observation, the students...</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Responded appropriately.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Demonstrated respect for others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kept classroom routines and procedures.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Participated in the lesson.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Engaged in the lesson and appeared alert.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

## Domain V: Communication

<table>
<thead>
<tr>
<th>Item</th>
<th>3-Target</th>
<th>2-Acceptable</th>
<th>1-Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used appropriate and accurate written communication.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Used appropriate and accurate verbal/nonverbal communication.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Encouraged and supported reluctant students.</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Feedback:** Check all that apply and circle the overall rating of the intern's performance for the lesson observed.

- The lesson plan and activities facilitate student learning.
- The grade book and/or student portfolios are available.
- The classroom environment is conducive to learning.
- ATCP timelines are being met.

**Overall Rating:**

- Target = 3
- Acceptable = 2
- Unacceptable = 1

**Interns Signature**

**University Supervisor's Signature**

**Cooperative Teacher's Signature**

**Principal's Signature**

Updated 03/19/2014 | Page 12
One part of the process to be certified through the Prairie View A&M University Alternative Teacher Certification Program requires that the intern be recommended by both the program director and the employing school district administrator at the completion of the internship year. This form is being provided for you to give a mid-year update as to how well each intern is doing that has been assigned to your campus. Please assist us by completing and returning this form to the address listed below:

Prairie View A&M University
Alternative Teacher Certification
P.O. Box 519; MS 2800
Prairie View, Texas 77446

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

_____ The intern is progressing, but will need to make the following improvements before I can recommend him/her for certification.
(Please use reverse side for comments. If growth plan is in place, please provide a copy.)

_________________________________  __________________________________________________________________________
Administrator Signature  Title  Date

DISTRICT/CAMPUS: ____________________________________________________________

INTERN: __________________________  AREA OF CERTIFICATION: __________________________
Prairie View A&M University
ALTERNATIVE TEACHER CERTIFICATION PROGRAM

End-of-Year Internship Report

One part of the process to be certified through the Prairie View A&M University Alternative Teacher Certification Program requires that the intern be recommended by both the program director and the employing school district administrator at the completion of the internship year. This form is being provided for you to give an end-of-year update as to how well each intern is doing that has been assigned to your campus. Please assist us by completing and returning this form to the address listed below:

Prairie View A&M University
Alternative Teacher Certification
P.O. Box 519; MS 2800
Prairie View, Texas 77446

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

_____ The intern is progressing, but will need to make the following improvements before I can recommend him/her for certification.
(Please use reverse side for comments. If growth plan is in place, please provide a copy.)

__________________________________________  ____________________________  ______________
Administrator Signature                      Title                              Date

DISTRICT/CAMPUS: ____________________________________________________________

INTERN: __________________________  AREA OF CERTIFICATION: __________________________
<table>
<thead>
<tr>
<th>Placement Test Name</th>
<th>Reading Cut Score</th>
<th>Mathematics Cut Score</th>
<th>Writing Cut Score(s)</th>
<th>Effective Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Success Initiative Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSIA</td>
<td>Reading - 351</td>
<td>Mathematics – 350</td>
<td>Writing – Essay Score of 5; or Essay Score of 4 and Multiple Choice of 363</td>
<td>The TSIA is used for all undergraduate students completing tests beginning August 26, 2013.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCUPLACER Test</td>
<td>Reading - 78</td>
<td>Elementary Algebra - 63</td>
<td>Writing - Essay Score of 6; or Essay Score of 5 and 80 Multiple Choice</td>
<td>The ACCUPLACER is used for all students who completed these tests from June 1, 2013 to August 25, 2013.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Higher Education Assessment</td>
<td>Reading - 230</td>
<td>Math - 230</td>
<td>Writing – 220</td>
<td>The THEA was used for all students who completed these tests prior to June 1, 2013.</td>
</tr>
<tr>
<td>THEA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information, please contact:

Ms. Melissa De Witt, Test Coordinator
Prairie View A&M University
Department of Testing, Tracking, Assessment and Evaluation
Delco Building Room 141
P. O. Box 519; Mail Stop 3002
Prairie View, TX 77446
936-261-3699 (O); mcdewitt@pvamu.edu
http://www.pvamu.edu/testing