

Brookhaven College
Alternative Certification for Teachers
Student Handbook

2009-2010

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General Program Requirements

Students who are accepted into the program or who successfully complete the courses are NOT guaranteed teacher certification. The following requirements MUST be completed before the program will recommend a participant for probationary or standard teaching certification:

- grade of “Satisfactory” in all program courses,
- compliance with the Fitness to Teach policy,
- successful completion of the required TExES content certification exam, and
- payment of all required fees.

This program requires that all candidates be eligible to work in the United States. Program interns must be available to complete a 10-month, full-time, paid teaching internship with an area school district. Language proficiency testing and other assessment may be required prior to admission.

Program Policies and Procedures

Pre-Internship Phase-Course Work Required

This phase provides intensive modules of professional development that introduce program participants to models of teaching, curriculum development, classroom management, reading and study skills development, motivation of student achievement, and evaluation of student learning. This phase will ensure that participants will be prepared to start their first year of teaching.

Internship Phase

The internship consists of a 10-month, full-time, paid internship in a teaching position as teacher of record. The intern will learn to teach by teaching and will be provided with constant support by the program. During the internship, concurrent enrollment is required in mentoring coursework/modules.

Professional Development I and Professional Development II

This portion of the program requires that each Brookhaven College ACT Program Intern complete mentoring coursework during their internship. These modules will introduce new content, extend the intern’s professional development and simulate objective accomplishments for his/her future in teaching.

Program Costs

Phase I	\$700
Phase II	\$700
Phase III	\$700
Phase IV	\$700
Total Coursework Cost	\$2,800
Online Reading	\$125
Solving Classroom Discipline	\$125
Using Technology in the Classroom	\$125
Professional Development I	\$600
Professional Development II	\$600
Total Internship Year Cost	\$1,575

Additional Costs to be Paid to Other Agencies

Fingerprinting/background check	\$47
Probationary Certificate Application Fee— certificate required by the State of Texas during internship	\$52
Registration fee for the TExES Content Exam	\$120
Registration fee for the TExES Pedagogy and Professional Responsibilities, PPR, Exam	\$120
Standard Certificate Application fee	\$77

Textbooks

Textbooks are required for courses..... Prices Vary

** All costs are subject to change without notice.*

Attendance Policy

Due to the condensed nature of the program and the amount of material covered in one session, two or more absences will result in a failing grade and the student will be required to re-take the class. Excessive lateness or leaving class early, more than 15 minutes, will impact grading as well.

Responsibilities of the Student Candidate

ACT Program Requirements

- Attend a Brookhaven College Information Session
- A bachelor's degree from an accredited college or university
- 2.50 grade point average, GPA, on the last 60 hours of college course work
- Official transcripts to verify 12-24 credit hours in the subject area of interest
- THEA scores of 240 Reading, 230 Math and 220 Writing
- Completion of the Brookhaven College ACT assessment test
- Completion of a successful research-based interview
- Strong communication skills demonstrated in the interview and on the admission questions
- Criminal background check

NOTE: Meeting the minimum admissions requirements does not constitute a guarantee of admission. An interview will be conducted to determine if a candidate possesses characteristics suited to the profession of teaching. Completion of a successful interview will be at the discretion of the program director. No justification is required should the program director determine that an applicant has not completed a successful interview. Applicants must know and understand this prior to submitting an application.

Admission and Application Checklist

1. Attend an ACT Program Information Session and have your transcripts reviewed to ensure that you have the minimum grade point average and college credit hours.
2. Submit the following documents to the Brookhaven College ACT Program Admissions Coordinator:
 - Copy of college transcripts, official copy due prior to full admission
 - Completed application
 - THEA test results in Reading, Math and Writing
 - Three professional references
 - Two-page typed essay
 - Criminal history background check form
 - Resumé
 - Complete research-based interview

NOTE: The application to enter the Brookhaven College Alternative Teacher Certification Program contains personal information protected under the Federal Educational Right to Privacy Act, FERPA. To help ensure that your information reaches the college securely, applications must be mailed to the address below, or hand delivered to the Workforce and Continuing Education Division at the college's main campus, Student Services Center, Building S, Room S022. Personal information should not be sent over an unsecured phone line or Internet connection. Applications that are sent via e-mail, facsimile transmission or other electronic mode will not be accepted.

3. Return all completed forms by mail or hand deliver to:
Brookhaven College
Workforce and Continuing Education Division
Attn: Alternative Certification for Teachers Program, ACT
3939 Valley View Lane
Farmers Branch, TX 75244-4997

Fitness to Teach Policy

Satisfactory completion of course and testing requirements will not automatically make participants eligible for recommendation to the state for certification. All participants must demonstrate important human characteristics and dispositions that teachers of children and youth should possess. Participants will be screened throughout the program according to the criteria addressed in this policy. If all criteria are not satisfactorily met, the participant may be terminated from the program. Additionally, the program may request that the Texas Education Agency, TEA, revoke, suspend, cancel, or otherwise render void the participant's probationary certificate. Without compliance to all requirements and successful completion of the internship, the program does not recommend participants for Texas teacher certification.

Fitness to Teach Criteria:

1. Criminal History Review

In accordance with state law [TEC §22.083], an examination of each applicant's criminal history will be conducted prior to employment. Criminal history record information, which includes both conviction and arrest records, is obtained. The school district or another education entity may deny placement of a participant with a criminal background. The participant's clearance for fieldwork is the responsibility of the intern and the school district or participating entity, not Brookhaven College.

2. Scholastic Integrity

The participant must demonstrate honesty and integrity by being truthful about background, experiences and qualifications; doing his or her own work; giving credit for the ideas of others; and providing proper citation of source materials.

3. Communication Skills

The participant must demonstrate sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a. Written: The participant must write clearly and use correct grammar and spelling. The participant must demonstrate sufficient skills in written English to understand content presented in the program and to successfully complete all written assignments and documentation.
- b. Oral: The participant must communicate effectively with other participants, program and campus staff, professionals, and students. The participant must express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others. The participant also must demonstrate sufficient skills in spoken English to understand content presented in the program.

4. Personal and Professional Requirements

- a. The participant must comply with the Texas Educator Code of Ethics [TAC §247.2].
- b. The participant must demonstrate interpersonal skills that are required for successful professional teaching. These skills include:
 - 1) openness to unfamiliar ways of teaching and varying or modifying instruction to promote student success;
 - 2) ability to accept and act upon reasonable criticism;
 - 3) enthusiasm for working collegially;
 - 4) ability to understand others' perspectives about teaching and to separate personal and professional issues;
 - 5) positive attitude toward program and campus staff, colleagues and students;
 - 6) disposition to act always for the benefit of all students.
- c. The participant must not sexually harass others; make verbal or physical threats; become involved in sexual relationships with students, supervisors, or staff; or, engage in physical, emotional, verbal or sexual abuse.
- d. The participant must attend all training sessions in accordance with program policy. Punctuality is expected at all times.
- e. The participant must demonstrate positive personal hygiene habits.
- f. The participant must comply with the campus dress code.
- g. The participant must demonstrate positive social skills in professional and social interactions with program and campus/district staff, colleagues, parents and students.

5. Cultural Attitudes and Behavior

- a. The participant must exhibit respect for superiors, peers, and students within and outside of the program.
- b. The participant should appreciate the value of diversity and look beyond self in interactions with others.
- c. The participant must exhibit respect for differences of race, ethnicity, religion, social class, national allegiance and cultural heritage.
- d. The participant must not impose personal, religious, sexual and/or cultural values on others.
- e. The participant must exhibit acceptance of, and provide accommodations for, exceptional learners.
- f. The participant must be able to speak in a manner appropriate to the context of the classroom.

6. Physical Skills

The participant must exhibit motor and sensory abilities to attend and participate in training activities and teaching duties.

7. Emotional and Mental Abilities

- a. Stress Management - The participant must demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. The participant must handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers and others.
- b. Emotional and Mental Capabilities - The participant must use sound judgment and exhibit emotional stability in his/her scholastic and professional performance.
- c. Cognitive Dispositions
 - 1) The participant must think analytically about educational issues.
 - 2) The participant must be thoughtfully reflective about the practice of teaching.
 - 3) The participant must be flexible, open to new ideas, and willing and able to modify personal educational beliefs and practices.
 - 4) The participant must question and test assumptions about teaching and schooling.

Texas Administrative Code
Texas Educator Code of Ethics and Standard Practices for Texas Educators
Title 19, Part 7, Chapter 247, Rule 247.2

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.

Links and Resources

No Child Left Behind

The federal “No Child Left Behind”, NCLB, law requires that prospective teachers meet the following criteria.

- Hold a bachelor’s degree or higher.
- Have 12-24 semester hours in an academic content area and/or demonstration of subject-area competency by obtaining passing scores on Pre-Admission Content Test (PACT) or TExES content exam
- Be eligible for a probationary certificate issued by the Texas Education Agency, TEA

For the following certification areas, prospective teachers must pass state certification exams to be considered highly qualified.

- History 8-12
- Math 4-8
- Math 8-12
- Science 4-8
- Science 8-12
- Social Studies 8-12

Prospective teachers may be considered highly qualified in their area of specialty if they have satisfactorily completed 24 semester hours, with at least 12 hours in upper division coursework, in their area of concentration. Find additional information online at <http://www.ed.gov/nclb/landing.jhtml> or please call 972-860-7848.

Online ACT Information Sessions and Registration
<https://www1.dcccd.edu/bhc/teacher-certification/inforeq.cfm>

Testing Center
Call 972-860-4865 or send e-mail to bhcTesting@dcccd.edu

Scholarship/Financial Aid Office
E-mail: bhcScholarshipFinAid@dcccd.edu

State Board for Educator Certification, SBEC
Information and support center 1-888-863-5880
<http://www.sbec.state.tx.us/>

SBEC TExES Web site
<http://www.texas.ets.org>

SBEC TExES Web site (study guides and Preparation Manuals for State Exams)
<http://www.texas.ets.org/texas/prepMaterials/>

Texas Education Agency
Comprehensive source of information for all educators in Texas
<http://www.tea.state.tx.us/>

Texas Technology Education Curriculum Web site
<http://www.tea.state.tx.us/technology/>

Career and Technology Education Web site
<http://www.tea.state.tx.us/cte/index.html>

Brookhaven College ACT Program Glossary of Terms

ACT—Alternative Certification for Teachers Program

PPR—Pedagogy and Professional Responsibilities

PACT—Pre-Admission Content Test

TExES—Texas Examinations of Educator Standards

TExES Content Exam—test for the specialty area that each candidate must decide upon and take in order to be certified. Content areas are math, science, social studies, etc.

TExES PPR Exam—Pedagogy and Professional Responsibilities test that each candidate must take. Can test in EC-12, 4-8 or 8-12.

Probationary Teaching Certificate—candidate receives this certificate once they locate a teaching internship position with a local school district.

Standard Teaching Certificate—candidate receives this certificate once they have completed their pre-service training, passed both TExES exams (Content and PPR) and taught one full year as the teacher of record in a local school district.

Campus Mentor—All teacher interns are assigned an experienced teacher at the campus where they are employed. The campus mentor will collaborate with the Brookhaven College site supervisors to support the teacher intern throughout their probationary teaching year.

Brookhaven Site Supervisor—A site supervisor is assigned once the teacher intern has located his or her intern position. Supervisors will visit interns at least six times a year. This person works in collaboration with the campus mentors to evaluate and support the student intern.

THEA Exam—Texas Higher Education Assessment Exam

TEA and SBEC—The Texas Education Agency, TEA is comprised of the commissioner of education and agency staff. The TEA and the State Board of Educator Certification, SBEC, guide and monitor activities and programs related to public education in Texas. The SBEC consists of 15 elected members representing different regions of the state. One member is appointed chair by the governor.

PDAS—Professional Development Appraisal System remains the state's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-centered Instruction adopted in 1967 by the State Board for Educator Certification, SBEC.

TEKS Competencies—The Texas Essential Knowledge and Skills, or TEKS, comprise the state-mandated curriculum guidelines that establish what every student, from elementary through high school, should know and be able to do. They were developed to comply with §28.002(c) and (d) of the Texas Education Code.

NCLB—No Child Left Behind, NCLB, requires that states make sure there is a highly qualified teacher in every public school classroom by the end of the 2005-2006 school year.

Highly Qualified Teacher—In general, you are highly qualified if you have a bachelor’s degree, full state certification as defined by your state, and have demonstrated competence in each of the core academic subjects you teach in a manner consistent with the law and accepted by your state.

For a detailed definition of the term “highly-qualified” as defined under the law, please see the No Child Left Behind Act of 2001 and select Title IX, Part A, Sec. 9101, Num. 23.
<http://www.ed.gov/nclb/landing.jhtml>

Finding Employment

Candidates who have been accepted into the Brookhaven College Alternative Certification for Teachers Program may begin teaching in a locally state approved school provided they meet the following requirements.

—Successfully pass the TEXES content exam to meet “Highly Qualified Status” as outlined in the No Child Left behind Legislation NCLB link: <http://www.ed.gov/nclb/landing.jhtml>

—Meet the standards outlined in the fitness to teach policy found in the Brookhaven College ACT student handbook.

—Candidates are responsible for finding their intern position.

The teacher certification program can provide resources and contact information for most of the area schools and school districts, and will assist you with letters of recommendation, references and other support.

Our program does not guarantee any candidate job placement for the teaching internship or after certification.

Extracurricular Responsibility Agreement

This form is to be completed by the intern and the appropriate campus or district official (athletic director, principal, department head, etc.).

I understand that, in the event that Brookhaven College Alternative Certification intern, _____, is given an additional extracurricular assignment, such as coach or club sponsor, the intern must be assigned to his/her area of certification for at least two-thirds, 60 percent, of each school day, and other extracurricular duties must not interfere with program requirements.

Signature of campus or district official

Official's title

Date _____

Signature of intern

Date

Recommendation for Probationary Certificate

This form is to be completed by the ACT student after the appraising instructor, program director and staff agrees on all noted statements and explanations.

Date _____

Name _____ has / has not demonstrated proficiency
(circle one) as a teacher by completing the following courses and requirements.

Courses completed at time of application:

- Orientation
- Field-Based Experience
- Foundations for Effective Teaching
- Instructional Strategies
- Technology in the Classroom
- Classroom Management
- Roles and Responsibilities

Required Prior to Receiving Probationary Certificate:

- Demonstrated Adherence to Fitness to Teach Policy
- Satisfied all Admission Requirements
- TExES Content Exam passing score _____

ACT Faculty Member Date

ACT Student Intern Date

ACT Program Director Date

ACT Program Coordinator Date

Student Handbook Agreement Student Copy

I, _____,
Printed first and last name of intern

have received a copy, read and had the opportunity to discuss, all provisions of the Brookhaven College Alternative Teacher Certification Student Handbook. I agree to abide by all policies and requirements stated therein.

Signature of ACT student Date

Witness Date

Student Handbook Agreement ACT Copy

I, _____,
Printed first and last name of intern

have received a copy, read and had the opportunity to discuss, all provisions of the Brookhaven College Alternative Teacher Certification Student Handbook. I agree to abide by all policies and requirements stated therein.

Signature of ACT student Date

Witness Date