



ALAMO  
COLLEGES  
DISTRICT

## Educator Preparation Program

Northeast Lakeview College

1201 Kitty Hawk Rd.

Universal City, TX 78148

<https://www.alamo.edu/ewd/epp/>



Pauline Ramírez

Program Manager

[pramirez43@alamo.edu](mailto:pramirez43@alamo.edu)

210-485-0042



# Alamo Colleges EPP Staff

**Pauline Ramírez**  
Program Manager



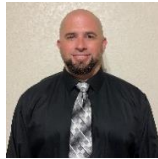
**Alma Linares, Lisa Duarte & Tracy Myers**  
Field Supervisors

**Melissa Stewart**  
English Language Arts & Reading w/STR  
Instructor



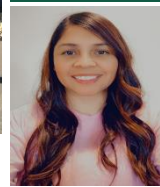
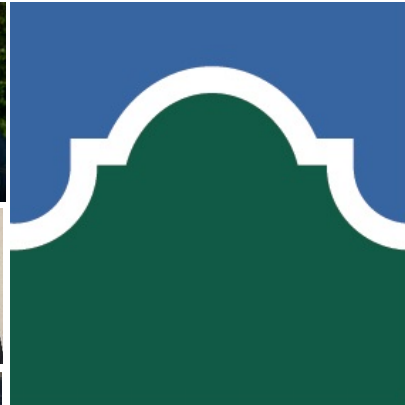
**Danny Pitts**  
PPR Trade & Industry  
Instructor

**Dr. Lee Myers**  
Principles of Teaching EC-12  
Digital Literacy  
Science  
Instructor



**Ebonisha Davis**  
Mathematics 7-12  
Instructor

**Dr. Cathy Coker**  
Mathematics  
Social Studies  
Bilingual/ESL  
Instructor



**Twainya Parker**  
Health Science 6-12  
Instructor

**Dr. Martha Alonso**  
Fine Arts, Health & PE  
Instructor

**Yvette Benavidez**  
Special Education  
Instructor



# INFORMATION SESSION AGENDA TEC 21.044(e)



- Required educator skills & responsibilities
- High expectations for students
- Educator supply & demand
- EPP performance
- Skills for building strong classroom management
- Teacher evaluation framework & procedures  
(in accordance with Subchapter H)



# ACEPP Entrance Requirements

- Bachelor's Degree from an accredited university.  
(Career & Technology Education fields may be exempt from this criteria)
- Minimum 3.00 GPA
- Official transcripts from **all** colleges or universities previously attended
- Take TX PACT (Essential Academic Skills (700) for Core Subjects EC-6 or (790) for Core Subjects 4-8, etc.) <http://www.tx.nesinc.com/Home.aspx>
- \* PACT is *waived* for Master's degrees or higher & 3.00 GPA or higher



Examinee Score Report



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# Alamo Colleges EPP Requirements

**304 hours** of Coursework which include:

32 hours of Field Based Experience & Reflection

32 hours (minimum) of Professional Development

- Technology
- Suicide Prevention
- Ethics
- T-TESS & T-PESS
- Confidentiality
- Texas Behavior Support Initiative

## Teaching

**Paid** Internship- 180 days (one school year) **or** Clinical Teaching- 75 days



# When can I apply for a teaching position?

A student in an Educator Preparation Program may apply for a teaching position and apply for a Probationary Certificate when they:

- **pass the TExES Content exam** in their certification area
- complete a minimum of **30 hours of field-based experience** (observations & 15 hrs. must be interactive)
- complete a minimum of **150 hours of coursework**



# Additional Requirements

- All applicants must disclose to ACEPP staff if they currently hold or have previously held any teaching permits or certificates.
- All applicants must disclose to ACEPP staff if they previously attended another Educator Preparation Program/ATCP and request a **Transfer Form**.

TEA Candidate Transfer Form											
Part A: To Be Completed by the Candidate											
TEA ID Number						Date of Birth: MM/DD/YYYY					
Last Name			First Name			Middle Name			Maiden Name		
Transferring From:											
Transferring To: _____ (name of program)											
_____ (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				( )			



# Why Alamo Colleges EPP?

- High Standards
- High Expectations
- Focus on Effective Teaching
- Fast-paced Curriculum
- Supported Field Experiences
- High Teacher Success Rate
- Competitive Pricing
- Small Class Sizes





# ACEPP Student Expectations

- Attend all classes
  - Complete Assignments on time
  - Contact instructors when missing a class or unable to complete assignments on time
  - Repeat any Courses failed (at cost)
- Maintain current contact information with ACEPP Staff and Instructors
- Respond to all communication from ACEPP Staff and Instructors within 48 hours.
- **Always** maintain professional demeanor as a student in the classroom, an intern/clinical teacher
- Students must use Academic Integrity
- Violations cover conduct involving scholastic dishonesty



# Field Based Experience (Part 1)

32 hours of observation (15 hours must be **interactive**)

- A criminal background check is required
- You will be placed at a TEA approved district to complete your field-based experience. (Do not contact schools on your own for placement.)
- Let Program Director know if you have connections in a school to coordinate placement.
- Keep copies for your records, and scan/e-mail logs and reflections to [pramirez43@alamo.edu](mailto:pramirez43@alamo.edu)



# Field Based Experience (Part 2)

## Internship (180 days w/pay) or Clinical Teaching (75 days)

- Candidates must undergo a criminal history background check prior to employment as an educator: Texas Education Code (TEC), §22.083
- You will be responsible for securing a teaching position at a TEA approved district to complete your **paid internship** (180 days).
- **Unpaid Clinical Teaching** (15 weeks / 75 days) – Program Director will coordinate placement, so inform ACEPP if you have connections in a school.
- Candidates must undergo a criminal history background check prior to clinical teaching: (TEC), §22.0835,
- Keep copies for your records and e-mail logs and reflection to Field Supervisor.
- All students are required to attend an orientation prior to placement.



# Preliminary Criminal History Evaluation (PCHE)

## [19 TAC § 227.103]

- Fingerprinting can be initiated as an applicant for certification, or through employment with a Texas school district or charter school.

Applicants for Certification – TEC §22.0831

- Candidates may request a preliminary criminal history evaluation prior to admission to an EPP. The agency's written opinion about an individual's eligibility for certification is based on the individual's self-reported criminal history.
- Request the PCHE and make \$50 payment online (nonrefundable)
- May be performed for anyone who:
  - Is applying to an EPP or taking a test and,
  - Has been convicted or received deferred adjudication for a crime.

Not required and not needed *if* there is nothing to report.



# Necessary Personal Skills for an Educator

- Patience
- Adaptability
- Imagination
- Teamwork
- Risk Taking
- Constant Learning
- Communication
- Mentoring
- Leadership



# Educator Responsibilities

- Prepare lesson plans
- Teach classes
- Grade papers
- Evaluate student progress
- Encourage students
- Advise students
- Maintain discipline
- Club/activity sponsor
- Contribute to the mission/vision of school
- Professional Development
- Communicate with parents, team, school staff



# The Importance of Building Strong Classroom Management Skills

*7 classroom management techniques you should master:*

- 1) Get Focused
- 2) Be Direct
- 3) Circulate
- 4) Role Model
- 5) Environment
- 6) Clear Rules and Consequences
- 7) Put the “I” in “Instruct”



Adapted from <http://www.teachercertification.org/a/classroom-management-tips.html>



# Rigorous Student Expectations

Processing Standards from Texas Essential Knowledge and Skills (TEKS) 7<sup>th</sup> Grade Math

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111b.html>

(a) Introduction

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21<sup>st</sup> century.

(2) The process standards describe ways in which students are expected to engage in the content.

(3) The primary focal areas in Grade 7 are numbers and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistic and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.





# Rigorous Student Expectations

The State of Texas has high student expectations. It is imperative that all Texas educators understand how the STAAR program measures the Texas Essential Knowledge and Skills (TEKS) curriculum standards.

## STAAR Resources

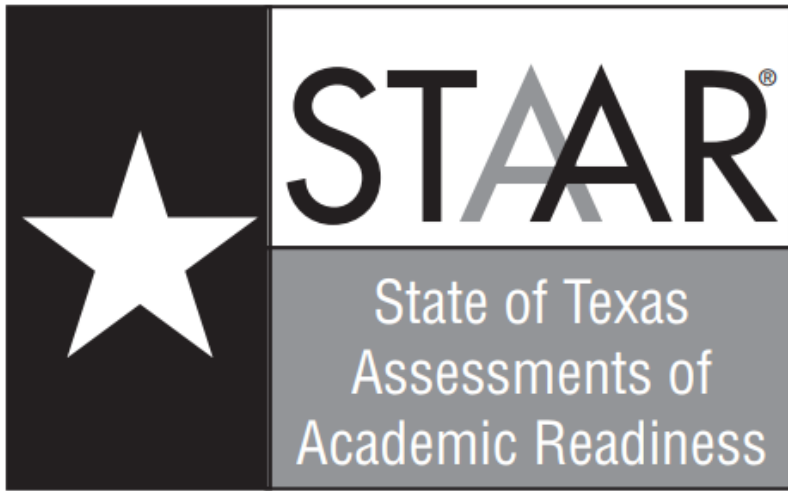
[General Resources](#) | [Specific Resources](#) | [Assessed Curriculum](#) | [Blueprints](#) | [Released Tests](#)

The State of Texas Assessment of Academic Readiness (STAAR) program, which was implemented in Spring 2012, includes annual assessments for:

- Reading and Mathematics, grades 3 – 8
- Science, grades 5 and 8
- Social Studies, grade 8
- End-Of-Course (EOC) assessments for English I, English II, Algebra I, Biology and U.S. History

<http://tea.texas.gov/student.assessment/staar/>





**GRADE 3  
Mathematics**

**Administered May 2017**

**RELEASED**

**27** The list shows three clues about a number.

- The number is less than 6,538.
- The number is greater than 6,355.
- The number has a digit less than 5 in the hundreds place.

Which of these could be the number described?

- A 6,549
- B 6,268
- C 6,519
- D 6,449

[http://tea.texas.gov/student.assessment/STAAR\\_Released\\_Test\\_Questions/](http://tea.texas.gov/student.assessment/STAAR_Released_Test_Questions/)



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# T-TESS

Texas Teacher Evaluation and Support System

T-TESS

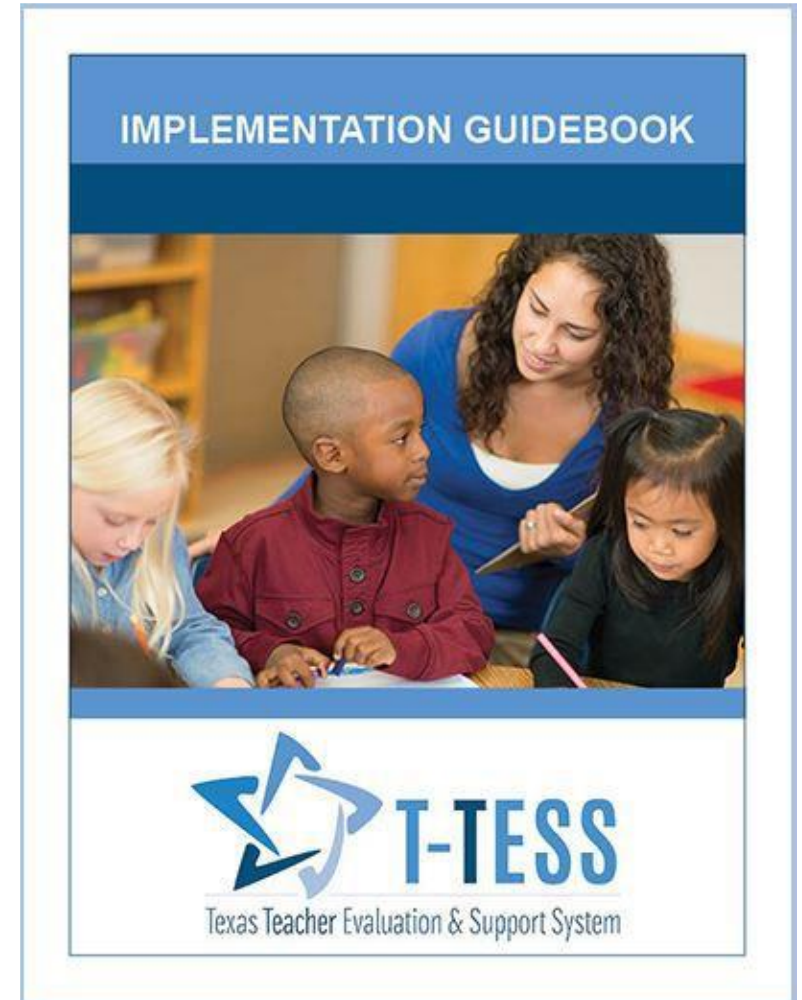
Planning

Instruction

Learning Environment

Professional Practices & Responsibilities

<https://teachfortexas.org/>



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Achieving LEADER  
the Dream COLLEGE

# PLANNING DIMENSION 1.1

## Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.  
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<p><b>Instructional Planning Includes:</b></p> <ul style="list-style-type: none"> <li>All rigorous and measurable goals aligned to state content standards.</li> <li>All activities, materials and assessments that:               <ul style="list-style-type: none"> <li>are logically sequenced</li> <li>are relevant to students' prior understanding and real-world applications</li> <li>integrate and reinforce concepts from other disciplines</li> <li>provide appropriate time for student work, student reflection, lesson and lesson closure</li> <li>deepen understanding of broader unit and course objectives</li> <li>are vertically aligned to state standards</li> <li>are appropriate for diverse learners</li> </ul> </li> <li>Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.</li> <li>Integration of technology to enhance mastery of goal(s).</li> </ul>	<p><b>Instructional Planning Includes:</b></p> <ul style="list-style-type: none"> <li>All measurable goals aligned to state content standards.</li> <li>All activities, materials and assessments that:               <ul style="list-style-type: none"> <li>are sequenced</li> <li>are relevant to students' prior understanding</li> <li>integrate other disciplines</li> <li>provide appropriate time for student work, lesson and lesson closure</li> <li>reinforce broader unit and course objectives</li> <li>are vertically aligned to state standards</li> <li>are appropriate for diverse learners</li> </ul> </li> <li>All objectives aligned and logically sequenced to the lesson's goal.</li> <li>Integration of technology to enhance mastery of goal(s).</li> </ul>	<p><b>Instructional Planning Includes:</b></p> <ul style="list-style-type: none"> <li>All goals aligned to state content standards.</li> <li>All activities, materials and assessments that:               <ul style="list-style-type: none"> <li>are relevant to students</li> <li>provide appropriate time for lesson and lesson closure</li> <li>fit into the broader unit and course objectives</li> <li>are appropriate for diverse learners</li> </ul> </li> <li>All objectives aligned to the lesson's goal.</li> <li>Integration of technology when applicable.</li> </ul>	<p><b>Instructional Planning Includes:</b></p> <ul style="list-style-type: none"> <li>Most goals aligned to state content standards.</li> <li>Most activities, materials and assessments that:               <ul style="list-style-type: none"> <li>are sequenced</li> <li>sometimes provide appropriate time for lesson and lesson closure</li> </ul> </li> <li>Lessons where most objectives are aligned and sequenced to the lesson's goal.</li> </ul>	<p><b>Instructional Planning Includes:</b></p> <ul style="list-style-type: none"> <li>Few goals aligned to state content standards.</li> <li>Few activities, materials and assessments that:               <ul style="list-style-type: none"> <li>are sequenced</li> <li>rarely provide time for lesson and lesson closure</li> </ul> </li> <li>Lessons where few objectives are aligned and sequenced to the lesson's goal.</li> </ul>
<p><b>Possible Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>Conferences and Conversations with the Teacher</li> <li>Formal Observations/Walkthroughs</li> <li>Classroom Artifacts</li> <li>Student Growth Processes</li> </ul>				

# Dismissal Procedures for Misconduct

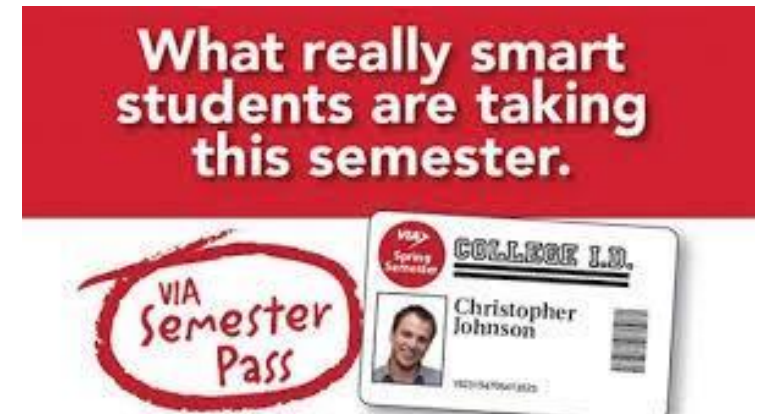
- 1<sup>st</sup> Violation – Written Warning
- 2<sup>nd</sup> Violation – Probation
- 3<sup>rd</sup> Violation – Dismissal
  
- Inappropriate contact with a student will result in immediate termination from the program.



# ACEPP Cost= \$5853 for EC-6 & 4-8

Content Course	<b>\$3638</b>
Principles of Teaching	\$816
Digital Literacy	\$531
Professional Development	\$74
FBE/32 hr. Log & Internship <i>or</i> Clinical Teaching	\$794
Supplemental – Bilingual (optional)	\$756

- Books (prices vary *or* will be provided electronically)
- VIA Bus Service
  - A valid student ID card is required to obtain a bus pass.



# Refunds

- The Alamo Colleges Educator Preparation Program adheres to the Alamo Colleges District Policy on all refund requests.
- Refund requests require approximately ten (10) days at minimum to process and will be mailed to the address provided on the registration form.
- Refund Schedule
  - 100% prior to the first class meeting
  - 0% after the first class meeting



# Supply/Demand for Educators in Texas

- Over the next ten years, increasing demand due to aging teacher workforce (ready to retire) and high student enrollment.
- Texas broke its own record by hiring over 4,500 new teachers in 2013
- Goal of State Board of Educator Certification: teacher workforce reflect state racial-ethnic composition, which required more minority teachers.
- Continued teacher shortages: secondary math/science; bilingual education/English as a second language; foreign Languages; STEM; and special education.
- Workforce Commission anticipates elem. School jobs will add the second-highest number of jobs among all occupations in the state through the end of the decade, nearly 68,000 new jobs, and middle schools expected to add additional 65,000 jobs.





# Supply and Demand Continued

- High demand in urban and rural areas with urban and poor communities having the greatest need (700,000 teachers the next decade).
- Urban communities face teacher retention challenges because many leave to take higher salaries in wealthier suburban school districts.
- Urban schools typically open schools with substitutes due to lack of available certified teachers.
- Some school districts pay signing bonuses or extra stipend as incentives for those teaching in inner city school or in a shortage area.
- Competition for jobs along I-35 corridor is fierce. Rural areas find attracting teachers difficult due to remoteness and lack of amenities.
- Preference in hiring is given to those with Masters Degrees in teaching or education or similar graduate degrees, which equate to higher salaries.



# Alamo Colleges Performance

## Educator Certification Online System

### Alamo Colleges (EPP) (015709)

Test Pass Rates for the Completion Year 2023 (First 2 Attempts)

Period	All	Female	Male	African American	Hispanic	Other	White
9/1/2022-8/31/2023 — Pedagogy Tests	<u>100%</u> (13)	<u>100%</u> (8)	<u>100%</u> (5)		<u>100%</u> (8)	<u>100%</u> (1)	<u>100%</u> (4)
9/1/2022-8/31/2023 — Content Pedagogy Tests	<u>96%</u> (20)	<u>95%</u> (16)	<u>100%</u> (4)	<u>100%</u> (1)	<u>94%</u> (13)	<u>100%</u> (2)	<u>100%</u> (4)

Pedagogy Tests



Content Pedagogy Tests



# Alamo Colleges Performance

## Educator Certification Online System

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Test Pass Rates for the Completion Year 2022 (First 2 Attempts)

Period	All	Female	Male	African American	Hispanic	Other	White
9/1/2021-8/31/2022 — Pedagogy Tests	100%(10)	100%(6)	100%(4)	100%(1)	100%(5)	100%(1)	100%(3)
9/1/2021-8/31/2022 — Content Pedagogy Tests	93%(21)	95%(15)	88%(6)	100%(1)	87%(12)		100%(8)

Pedagogy Tests



Content Pedagogy Tests



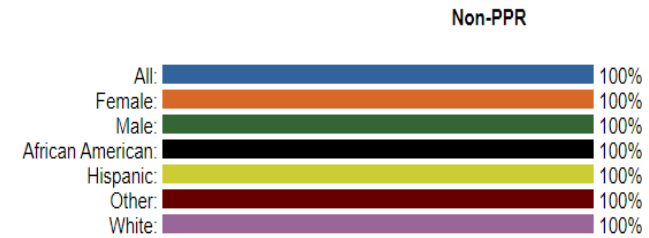
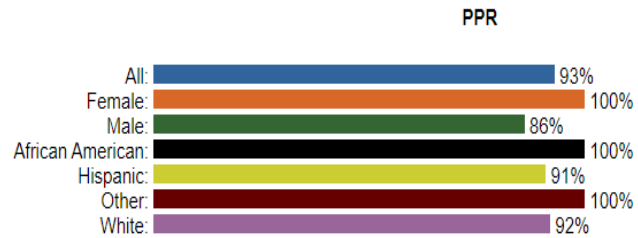
# Alamo Colleges Performance

## Educator Certification Online System

### Alamo Colleges (EPP) (015709)

Test Pass Rates for the Completion Year 2021

Period	All	Female	Male	African American	Hispanic	Other	White
9/1/2020-8/31/2021 — PPR Exams	93%(29)	100%(15)	86%(14)	100%(4)	91%(11)	100%(2)	92%(12)
9/1/2020-8/31/2021 — Non-PPR Exams	100%(35)	100%(22)	100%(13)	100%(2)	100%(14)	100%(3)	100%(16)



[Back One Year](#) [Forward One Year](#)

[Close Window](#)



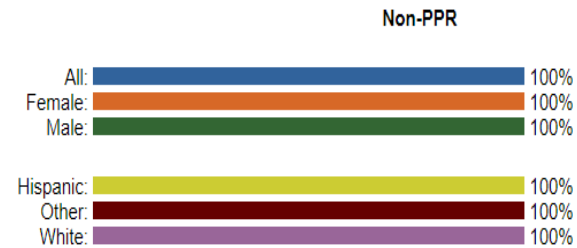
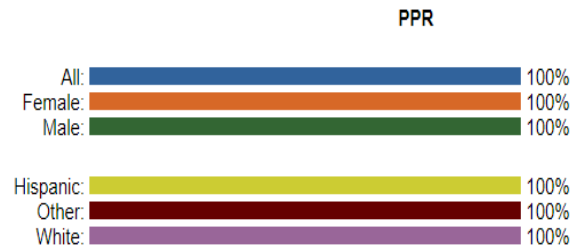
# Alamo Colleges Performance

## Educator Certification Online System

### Alamo Colleges (EPP) (015709)

Test Pass Rates for the Completion Year 2020

Period	All	Female	Male	African American	Hispanic	Other	White
9/1/2019-8/31/2020 — PPR Exams	<b>100%(11)</b>	<b>100%(6)</b>	<b>100%(5)</b>		<b>100%(5)</b>	<b>100%(1)</b>	<b>100%(5)</b>
9/1/2019-8/31/2020 — Non-PPR Exams	<b>100%(6)</b>	<b>100%(2)</b>	<b>100%(4)</b>		<b>100%(3)</b>	<b>100%(1)</b>	<b>100%(2)</b>

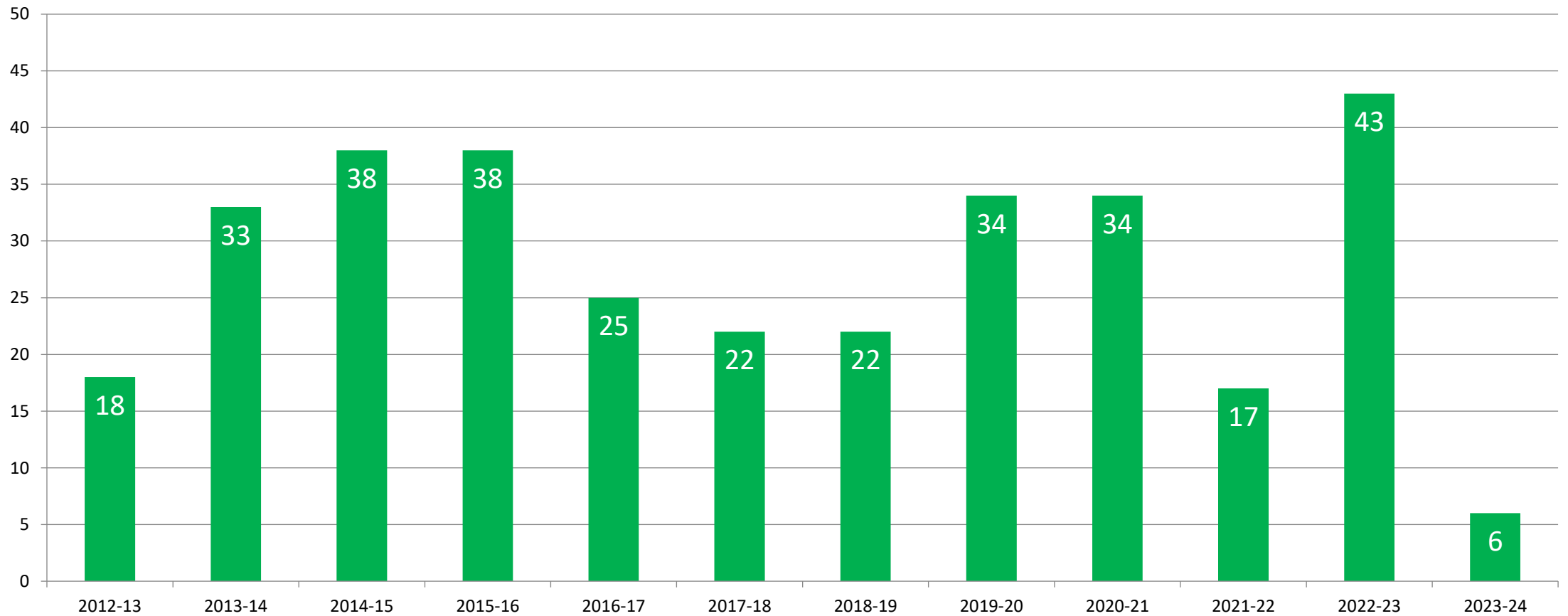


[Back One Year](#) [Forward One Year](#)

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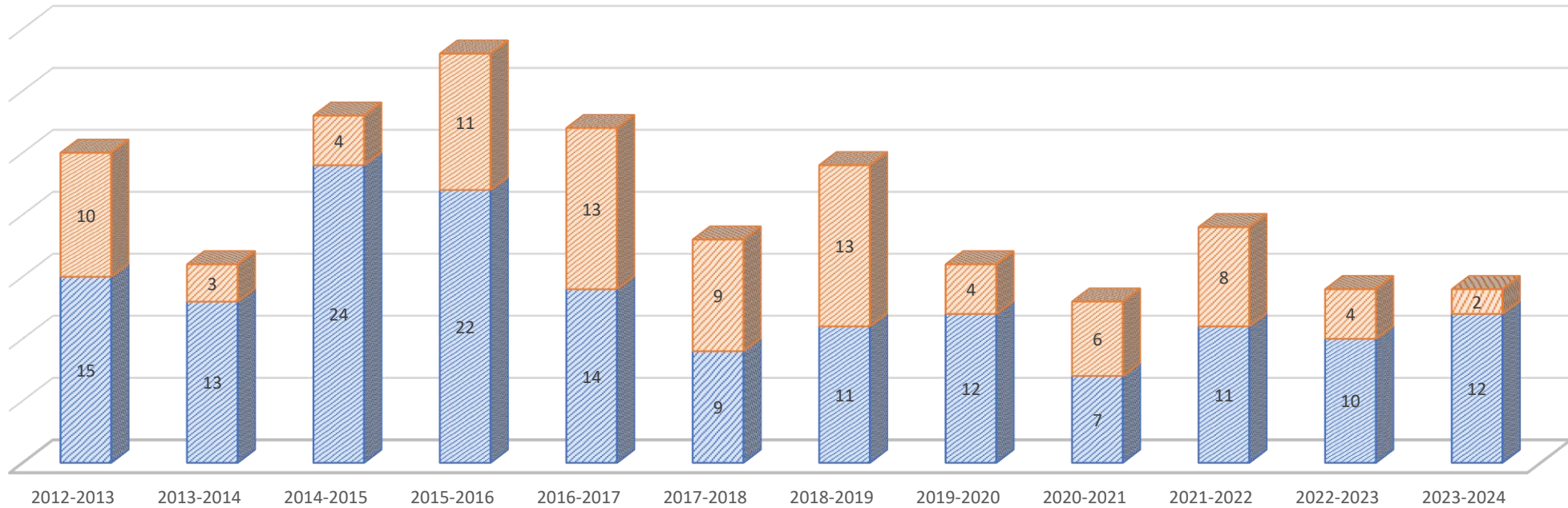
# Enrollment



# Interns and Clinical Teachers

## INTERNS AND CLINICAL TEACHERS

■ Interns ■ Clinical

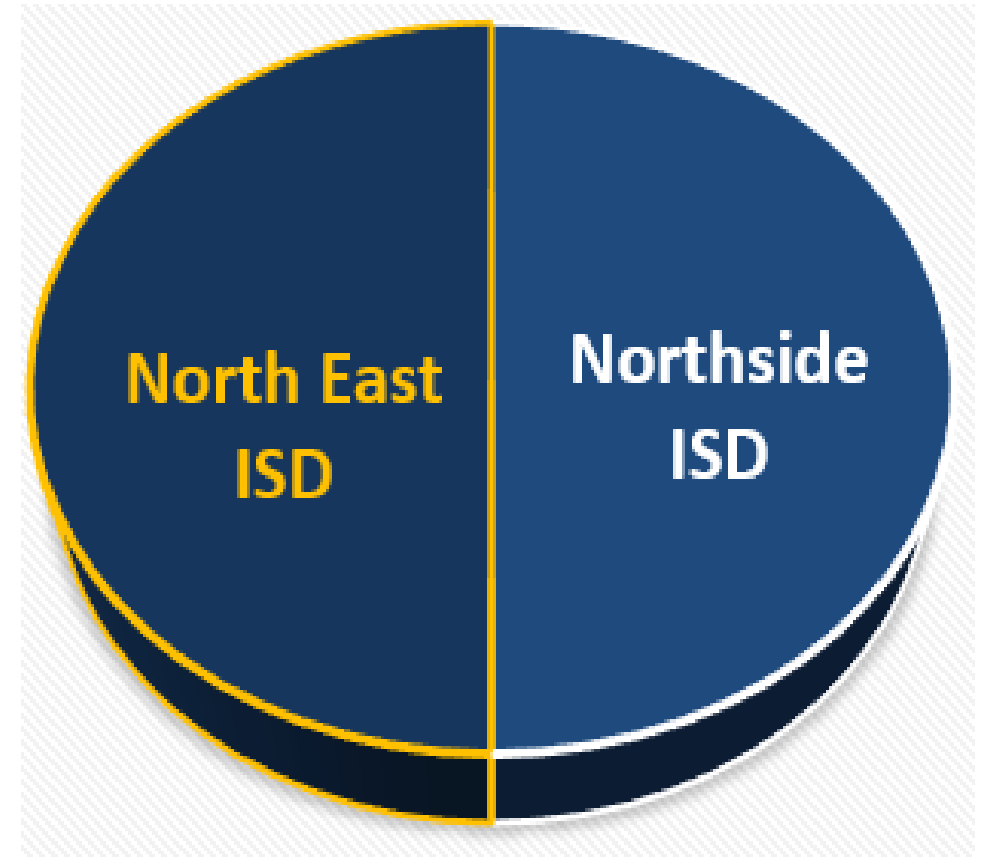
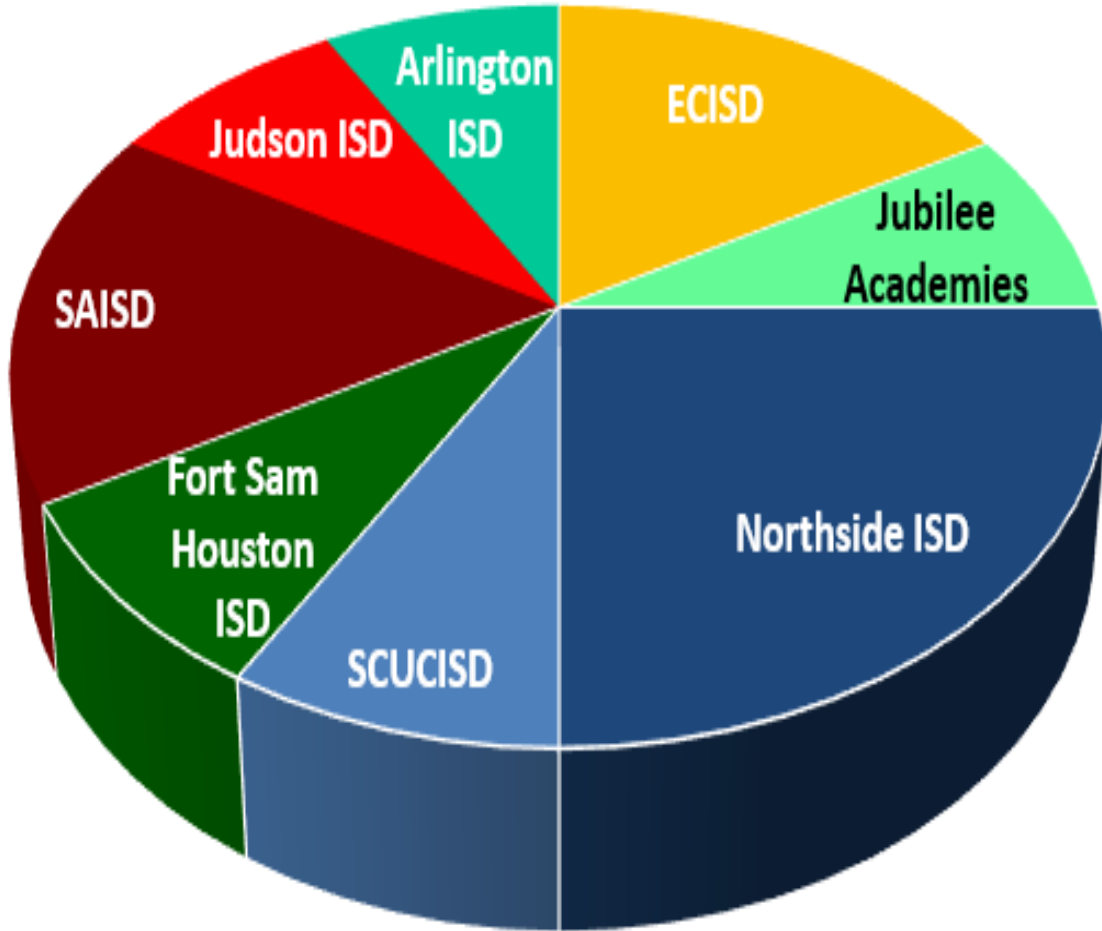


Year	Enrollment	Finishers
2010 – 11	24	52
2011 – 12	18	30
2012 – 13	18	24
2013 – 14	33	16
2014 – 15	38	28
2015 – 16	38	33
2016 – 17	25	27
2017 – 18	22	18
2018 – 19	22	24
2019 – 20	34	16
2020 – 21	34	13
2021 – 22	17	19
<b>2022-23</b>	43	14



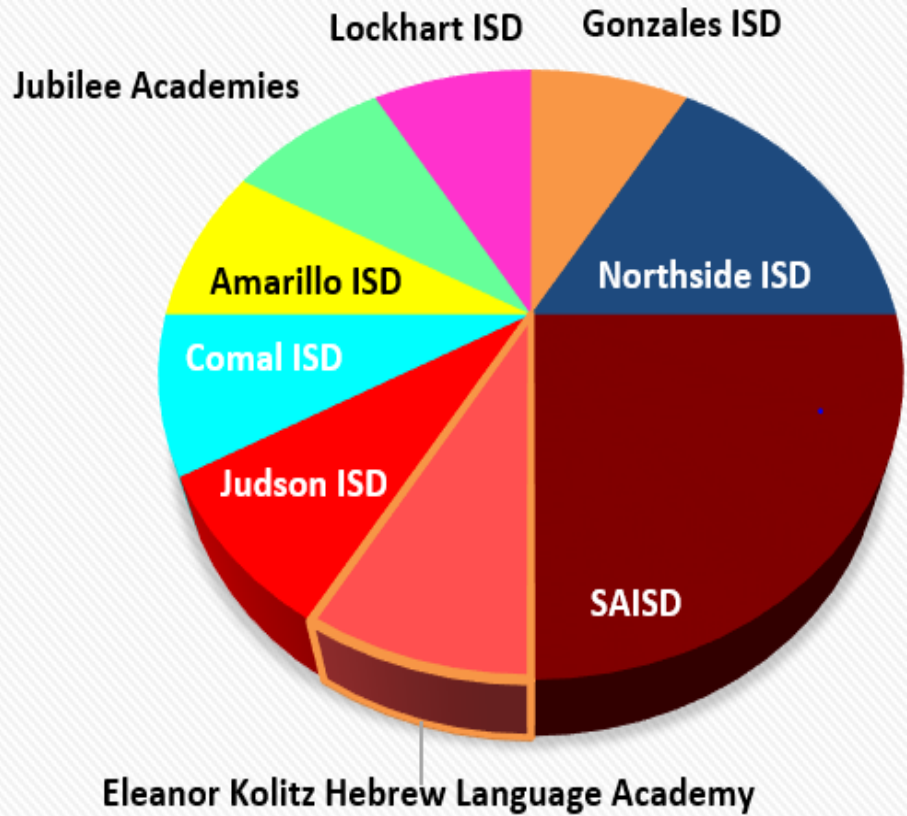


# Hired or placed in 2023-2024:

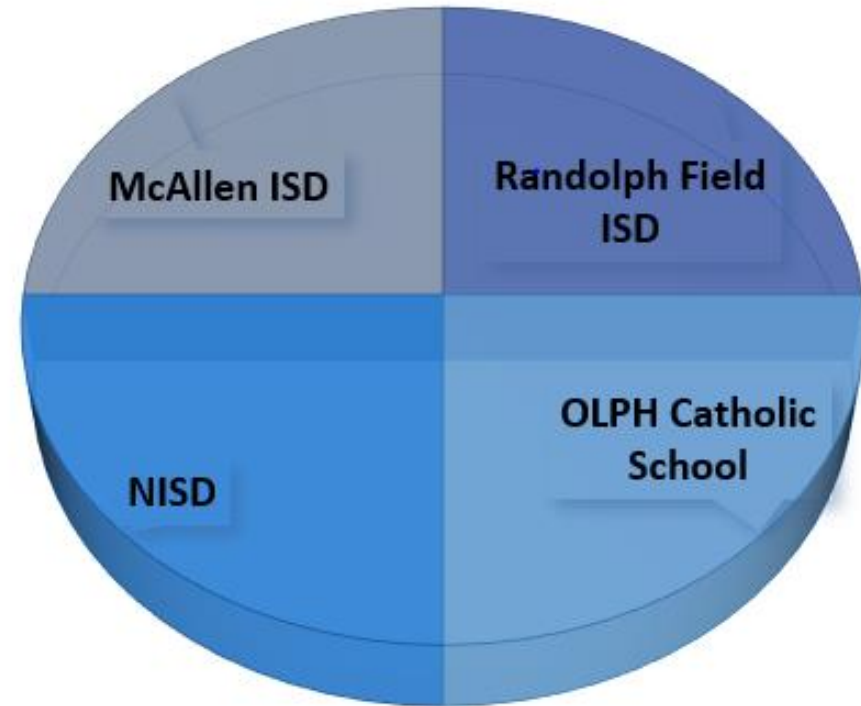


# Hired or placed in 2022-2023:

## 2022-2023 INTERNS

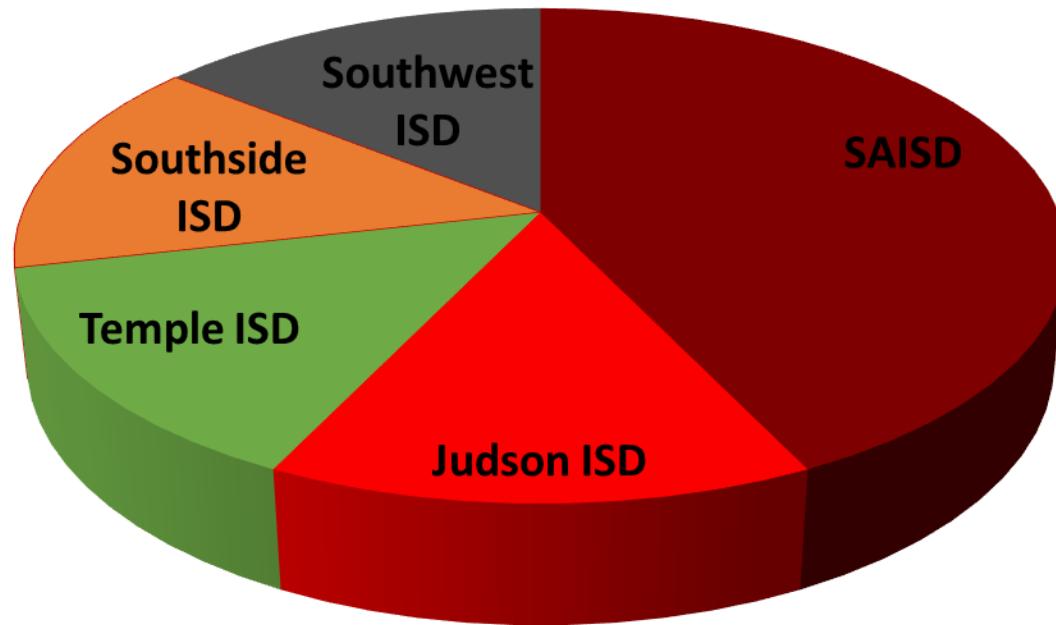


## CLINICAL TEACHERS 2022-2023

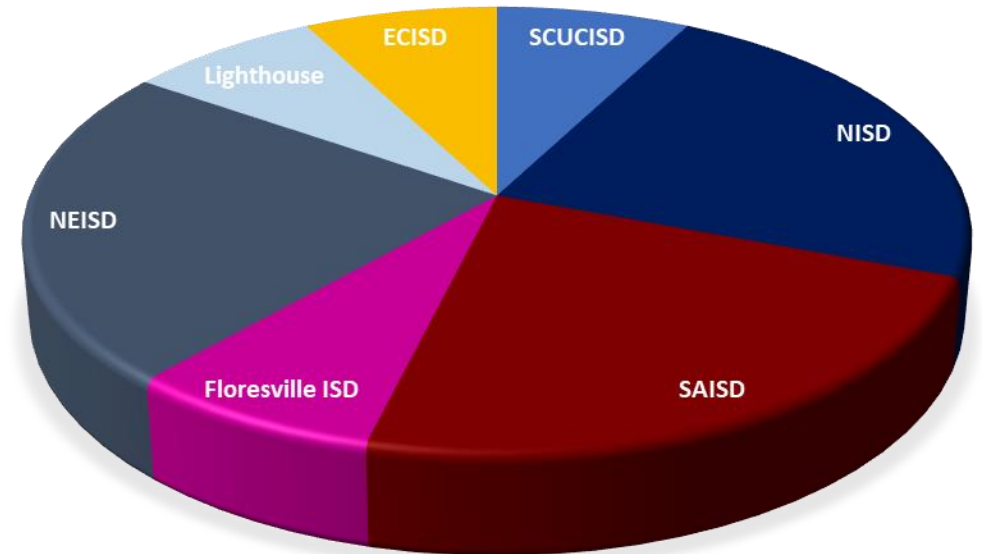


# Hired or placed in 2021-2022:

2021-2022 Interns



2021-2022 CLINICAL TEACHERS



# Texas Administrative Code

[Title 19](#)

[PART 7](#)

[CHAPTER §228](#)

EDUCATION

STATE BOARD FOR EDUCATOR CERTIFICATION

REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

Rule 228.35

Preparation Program Coursework and / or Training

- (a)(6)(b) Coursework and / or training for candidates seeking initial certification in the classroom teacher certification class. **An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and / or training.**
- [http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=228&rl=35](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=228&rl=35)



# RULE §228.35

- **304+** clock-hours of coursework and/or training:
- ACEPP Breakdown:
  - 160 Content
  - 48 Principles of Teaching
  - 32 Professional Development
  - 32 Field Based Experience
  - 32 Digital Literacy
  - 3-6 hours of test preparation
- 36 Bilingual Education (optional)



# Standard Certification Recommendation



ONLY upon completion of ACEPP:

- Coursework (with passing grades)
- Certification Exams (with passing scores)
- Successful Internship or Clinical Teaching

## *Texas Educator Certificate*

*This certifies that*

**Abraham Hollingsworth**

*has fulfilled requirements of state law and regulations of the  
State Board for Educator Certification  
and is hereby authorized to perform duties as designated below:*

STANDARD			
Description	Effective Date	Expiration Date	Status
<b>Classroom Teacher</b>			
Core Subjects with STR Grades (EC-6)	12/16/2022	01/31/2028	<a href="#">Valid</a>
Special Education Grades (EC-12)	12/16/2022	01/31/2028	<a href="#">Valid</a>

Official Record of Certification  
Wednesday, July 12, 2023



# Issues and / or Appeals

- Any issues should be taken to the Field Supervisor, Instructor, or Program Manager immediately.
- Appeals need to be presented to the Program Manager within the respective semester.

[https://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Complaints\\_Against\\_Educator\\_Preparation\\_Programs/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/)



Test Preparation Manuals: <http://www.tx.nesinc.com/Home.aspx>



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Coursework	Cost
<i>High School</i>	
Content	(PRICING IN PROCESS)
Or	
Elementary & Middle School	
ELAR	\$1065
Math	\$739
Social Studies	\$739
Science	\$739
Fine Arts, Health, & P.E.	\$356
Professional Development	\$74
<b>Digital Literacy</b>	<b>\$531</b>
Principles of Teaching	\$816
INTERNSHIP or CLINICAL & FIELD BASED EXPERIENCE	\$794
	<b>TOTAL COST: \$5853 EC-6 &amp; 4-8</b>



### Necessary Personal Skills of an Educator

**Patience** - This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why **every good teacher needs patience** in order to find a way to work with his students and earn their respect.

**Adaptability** - Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to **adapt their lesson plan** to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.

**Imagination** - Whether you teach high school chemistry or kindergarten, nothing is a more effective tool than using your imagination to **create new and interesting ways for your students to learn**. You may be inspired by the work of another teacher, mentor or a TV commercial - it doesn't matter. All that matters is that you **take the initiative** to find new ways for your kids to learn the material.

**Teamwork**- Teachers could have a hard time without a wide variety of support staff around them. If you feel alone, your school principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students' ability to learn and have fun.

**Risk Taking** - Sometimes to get the big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these **new learning methods** can be risky. Stick to it and you'll soon find that others are following your teaching example.

**Constant Learning** - You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you **don't become stagnant** by taking courses to keep the content fresh in your mind.

**Communication** - No teacher will succeed if they don't have good communication skills. Clear, concise, and to the point - **the better your communication skills are, the easier your lessons will be**. There are many different types of classes available to help some teachers who may need help improving their skills.

**Mentoring** - Teachers need to always remember that, aside from parents, they are **one of the most consistent mentors in a child's life**. That means **setting a good example**, at all times. Teachers may also have students that they spend extra time with being a mentor, which means that **being a good role model** is even more important.

**Leadership** - One of the other most important skills each teacher must have (besides patience) is **leadership**. Your students need someone to guide them, to be in charge, and set the tone of the class. Leadership is a difficult skill, meaning you may want to get outside help if you feel that you could use more work on this particular skill, or any other for that matter.

Source: Teacher Certification.com <http://www.teachercertification.org/a/9-useful-skills-for-teachers.html>

### Responsibilities of Teachers

Preparing lesson plans

Teaching classes

Evaluating student progress

Encouraging students

Acting as teacher-advisors for students

Maintaining discipline in the classroom.

Running extracurricular sports, clubs and activities (voluntary)

Communicating with parents about students' progress.

Continuing intellectual and professional development

Working as part of a cooperative and diverse team of educators and administrators to carry out the vision and mission of the campus and school district





[dst-acepp@alamo.edu](mailto:dst-acepp@alamo.edu)



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