



Education Service Center - Region 10
Alternative Principal Certification Program
Candidate Handbook
Policies and Procedures
2022-2023



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Preface

Region 10 Education Service Center is one of the twenty Education Service Centers that assists public, charter and private schools in improving student performance and increasing the efficiency and effectiveness of school operations. Our alternative certification program strives for a collaborative and supportive relationship with Texas Education Agency, accredited district, charter and private schools.

Region 10 Mission

The mission of Region 10 is to be a trusted, student-focused partner that serves the learning community through responsive, innovative educational solutions.

Region 10 CERTification Program

(Certify, Educate, Reach, Teach)

Program Background:

Region 10 has a successful Alternative Certification Program for teachers and diagnosticians. In response to the needs expressed by Region 10 constituents, the Region 10 Educator Preparation Programs has added the Principal Certification Program. The Principal Certification supports the Commissioner's Strategic Priority to support and retain teachers and campus leaders. Our goal is to train and retain quality instructional leaders for Region 10 districts. The first cohort of principal candidates is for the 2022-2023 school year. The CERTification Program is accredited by TEA and offered through a partnership with TEA approved public, charter and private schools.

The CERTification Program provides for the certification of qualified individuals who satisfactorily meet all specific program entry and training requirements as outlined by the program. The program provides preliminary screening, continuous training, and program evaluation.

Purpose:

The Region 10 Alternative Principal Certification Program is designed to train and select group of talented educators that have demonstrated the skills and philosophy necessary to be an effective instructional leader in the 21st century.

Personnel and Staff Members

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Program Commitment and Collaboration

Advisory Board:

The CERTification Program Advisory Board is to advocate for the interests and needs of TEA approved district, charter and private schools served by the program. The Advisory Board has no formal authority to govern the program, that is, the Advisory Board cannot issue directives which must be followed. Rather, the Advisory Board serves to make recommendations and provides information to program staff and leadership.

The Advisory Board is a collaborative effort of members from the following groups, who provide a balanced representation of interest in the preparation of educators:

- Public and Charter schools accredited by TEA
- TEA recognized private schools
- Region 10 Educational Service Center
- Institutions of higher education
- Business and community interests

The Advisory Board shall assist in the design, delivery, evaluation and major policy decisions of the educator preparation program. The Advisory Board shall meet twice during the academic school year and discuss topics which may include the following:

- Advisory Board Training
- Review of Program Operation
- Evidence of Field Based Documentation
- Characteristics of Evaluation Structure/Processes

Advisory Board meetings require the following documentation: agendas, detailed minutes of meetings, and signed attendance rosters.

Certification Area:

Program requirements are based on the Texas Administrative Code. All principal applicants, including applicants accepted prior to any rule changes, must meet current state and program requirements.

The CERTification Program reserves the right to implement changes during the course of the program that will improve the quality of training, coursework, the internship experience or to meet Texas Education Agency rules. Program fees are subject to adjustment based on necessary changes.

Our program goals are to select, prepare and certify qualified principal candidates who meet the needs of local education agencies.

LEA Commitments:

- Provide signed consent supporting candidate participation
- Provide signed criminal background check affidavit
- Agree to provide the candidate with a site supervisor
- Select site supervisors that have completed the Region 10 online training
- Provide candidates with opportunities to engage in meaningful instructional leadership experiences
- LEAs are NOT required to commit to placing candidates in a leadership position post-program completion

Candidate Commitments:

- Fully engage in the continuous process of performance evaluation
- Attend scheduled classes and events as required
- Complete 200+ hours of coursework
- Complete 160+ hours of practicum
- Successfully complete the Principal certification exam (268) and the 3 required PASL tasks

Region 10 Commitments:

- Provide comprehensive and meaningful experiential coursework and internship opportunities utilizing a blended instructional model that prepares candidates for successful principalship certification. The blended instructional model will include on-line, virtual, face to face, and job-embedded learning opportunities.
- Utilize expert course facilitators and current practitioners to support real-world experiences through simulations and on-site coaching through field supervision.
- Provide ongoing coaching and feedback to selected candidates throughout the program utilizing both virtual and in-person approaches.
- Engage selected candidates in multiple networking opportunities to foster relationships, create supports, and prepare for advancement opportunities.

Admission Criteria

All applicants must submit an online application to be considered for admittance into CERTification Program and maybe found at: www.region10.org/certification. Click Principal Certification.

During the application process, the CERTification Program sends email reminders to inform applicants of any needed documentation before the application is reviewed by a consultant.

Eligibility Requirements:

The minimum requirements for candidates eligible to be considered for the Region 10 Alternative Principal Certification Program include:

- Master's Degree – transcripts from a regionally accredited institution of higher education recognized by the Texas Higher Education Coordinating Board showing degree conferred must be mailed or e-scripted from the college/university Registrar's Office [19 TAC §241.5]
- Valid Teaching Certification (Texas or comparable) – proof of SBEC credentials will be verified
- Minimum of 3 years of teaching experience – submit service record by email or postal service
- Overall GPA of 3.0 or higher on a 4.0 scale in Master's program - transcripts from a regionally accredited institution of higher education recognized by the Texas Higher Education Coordinating Board showing GPA must be mailed or e-scripted from the college/university Registrar's Office
- English Language Proficiency - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States. Completion of an undergraduate or graduate degree at an institution of higher education in a country outside the United States that is listed in Figure 19. If degreed out of country that is not on the Figure 19 list, TOEFL iBT score report are required- all four parts of the TOEFL iBT is required with an acceptable passing score on the Speaking portion of 24, the Listening portion of 22, the Reading portion of 22, and the Writing portion of 21.
- Affidavit for Acquisition and/or Release of Criminal History, Personal or Professional Data- this document may be submitted electronically or mailed.
- Criminal History- all Texas School Districts and TEA are authorized to obtain any criminal history information relating to an applicant for employment (TEC22.083). Conviction of a crime is not an automatic bar to employment. All districts will consider the nature, date, and relationship of the offense to the position for which an applicant is applying

Certification of Educators from Other Countries:

If you earned your degree outside of the United States, you will need to submit the following in addition to the required documents for application.

- Work Authorization (copy)
- Course by Course Evaluation from the List of Reviewed Foreign Credential Evaluator Providers posted on the TEA website
- TOEFL iBT score report - All four parts of the TOEFL iBT is required with an acceptable passing score on the Speaking portion of 24, the Listening portion of 22, the Reading portion of 22, and the Writing portion of 21.

- The countries in which English is the official language as approved by SBEC Figure 19 TAC 230.11(b)(5)(C) are exempt from the Test of English as a Foreign Language internet-Based Test (TOEFL iBT).

Application Process:

Each prospective candidate will be required to submit an online application and pay the non-refundable \$75 application fee by the end of April.

The application must include an official transcript, documented years of service, valid SBEC teaching credentials, three professional references including the direct supervisor, and the following signed documents:

- district agreement/consent form
- district criminal background check affidavit
- candidate acknowledgement form of program criteria

Selection Process:

Applications will be screened during April and May with notifications being sent to selected candidates before the end of May. The application process will include three phases:

- (i) The selection process will start with a paper screening of the submitted applications for candidates who meet the eligibility requirements.
- (ii) Applications will then be further evaluated utilizing a rubric to rank candidates based on experiences, quality of application, references, and leadership philosophy.
- (iii) The candidates with the highest scores on the rubric will be provided an opportunity to submit a video interview (through the RIVS program) for committee review. A committee will view the submitted interviews and rate candidates utilizing a defined rubric. The top 20 candidates based on their overall scores will be invited to participate in the cohort.
- (iv) The candidates will also be provided an opportunity to submit a written philosophy of leadership for committee review. A committee will review the submitted philosophy of leadership and rank the candidates utilizing a defined rubric. The top 20 candidates base on their overall scores will be invited to participate in the cohort.
- (v) Acceptance into the CERTification Program does not guarantee employment or certification.

Non-Acceptance Letter:

After review of all submitted documentation, a non-acceptance letter will be issued in the following situations:

- Minimum requirements not met
- GPA below a 3.0

Program Curriculum and Coursework

Curriculum:

For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies as prescribed in Chapter 241 of this title (relating to Certification as Principal) and captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards).

§241.10. Preparation Program Requirements.

(a) The standards identified in §241.15 of this title (relating to Standards Required for the Principal Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program preparing candidates to be principals. The educator preparation program shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the educator preparation program based on the standards identified in §241.15 of this title.

(b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.

(c) An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.

Coursework and Capstones:

Coursework will consist of both online and face-to-face sessions totaling 210 hours held June-August. In addition, Capstone courses will be held one Saturday per month (August-May) for coaching, discussion, and instructional leadership support topics totaling 40 hours. The required practicum totaling 160 hours will be completed August-May through a series of personalized learning opportunities. Coursework and Capstone hours will be delivered and tracked via the Matrix online learning platform. Coursework and Capstones were designed by the Region 10 Design Team who are experts in Teaching and Learning, Administrative Services, Instructional Leadership, Personnel Services, Human Resources, Special Populations and Digital Learning using backward design, Quality Matters standards, Learning-Transfer Evaluation Model and the Region 10 Professional Learning Model which are research-based. Online and technical support will be provided within a 24-hour turnaround.

§241.15. Standards Required for the Principal Certificate.

(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required

to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).
 (b-g) School Culture; Leading Learning; Human Capital; Executive Leadership; Strategic Operations; Ethics, Equity, and Diversity.

Practicum Log:

The practicum log will consist of a Master Activities Log and Reflections. Consider your SMART Goals, leadership experiences and feedback from the Principal's Inbox Simulation, review the sample leadership experiences and/or activities. Select activities, learning experiences, and next steps based on your personal growth areas as an instructional leader. Please note leadership experiences listed below. These are examples and not inclusive of all possible practicum experiences and/or activities.

Master Activity Log

Instructions: List activities that fulfill the TEA Principal Practicum requirements; document the pillar(s) examined; provide details of the plan and timeline; and document the hours spent in the activity. Use the Pillar Tabs to cross-reference your activities to ensure you have a depth and breadth of KSM within each Pillar. NOTE - 160 hours are required for the Practicum - the Capstone Course will provide additional guidance.

STANDARD(s) / PILLARS	Leadership Experience/Activity	Participants	Plan of Action & Timeline	Date & # of Hours	Evidence/Artifact

Reflection Log

Instructions: Reflect on your activities, learning, next steps and be sure to include the impact or future growth opportunities for you as an instructional leader. Plan on a consistent reflection period (for example, weekly, biweekly, by activity, etc.). NOTE - 160 hours are required for the Practicum - the Capstone Course will provide additional guidance.

Date	Reflection

Sample Leadership Experiences/Activities - (see Matrix Practicum Log for additional examples)

- Attend grade level or departmental meetings
- Prepare staff memos, emails, staff and parent newsletters
- Review the school's processes for analyzing test data and communication information to teaching staff.
- Participate in this process

- Become familiar with ESOL requirements and program content.
- Attend leadership team meetings
- Attend parent organization meetings, booster club meetings
- Review lesson alignment with Standard Course of Study by assessing teacher lesson plans, emphasis at grade and departmental meetings, staff meetings, etc.
- Attend a meeting where a Section 504 plan is developed for a student
- Attend bus driver meeting
- Read and practice information related to active listening Review the school's student achievement monitoring and reporting system including student-grading processes.
- Become familiar with the development of student IEP's
- Discuss decision-making strategies with administrative staff.

Program Schedule:

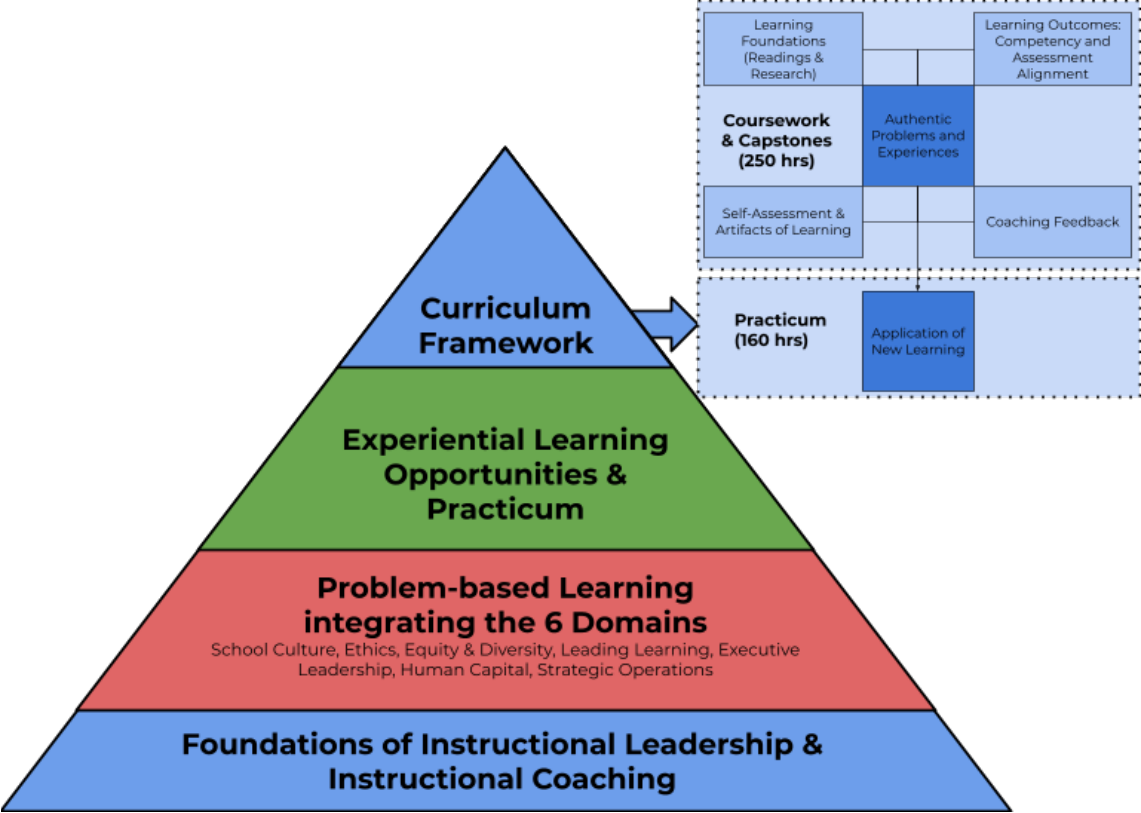
The required 200+ hours of coursework will be provided during the months of June-August with additional classes taking place one Saturday per month during September-May for coaching and discussion. The required 160+ hours of practicum will take place during the months of September-May. The first cohort will June 2022.

Coursework and Capstone Hours:

Coursework:	Pre-class hrs online	Class hrs face-to-face	Post-class hrs online
Program Overview & IL 5001 Instructional Leadership (14 hrs) & T-TESS – 3 days (18 hrs) (total = 32 hrs)	3 hrs	7 hrs 18 hrs	4 hr
IL 5002 Instructional Coaching Day 1 (12.5 hrs)	3 hrs 30 min	8 hrs	1 hrs
IL 5002 Instructional Coaching Day 2 (11 hrs) & AEL – 3 days (18 hrs) (total – day 1 + day 2 + AEL = 41.5 hrs)	2 hrs	7 hrs 18 hrs	2 hrs
IL 5003 Leading Learning Day 1 (9 hrs)	2 hrs	7 hrs	0 hrs
IL 5003 Leading Learning Day 2 (14 hrs)	1 hr	7 hrs	6 hrs
IL 5004 Culture/Vision Day 1 (10.25 hrs)	2 hrs 15 min	8 hrs	0 hrs
IL 5004 Culture/Vision Day 2 (13 hrs)	1 hr 15 min	8 hrs	3 hrs 45 min
IL 5005 Ethics, Equity & Diversity Day 1 (13 hrs)	5 hrs 30 min	7 hrs 30 mins	0 hrs
IL 5005 Ethics, Equity & Diversity Day 2 (12 hrs)	45 min	7 hrs 30 mins	3 hrs 45 min
IL 5006 Data Driven Instruction Day 1 (8 hrs)	1 hr	7 hrs	0 hrs
IL 5006 Data Driven Instruction Day 2 (11 hrs)	30 mins	7 hrs	3 hrs 30 min
IL 5007 Human Capital (15 hrs)	1 hrs 30 min	7 hrs 30 mins	6 hrs
IL 5008 Executive Leadership/Strategic Operations Day 1 (8 hrs)	1 hr	7 hrs	0 hrs
IL 5008 Executive Leadership/Strategic Operations Day 2 (12.75 hrs)	30 mins	7 hrs 15 mins	5 hrs
IL 5009 Test Review & Practice Exam (10.5 hrs)	30 mins	7 hrs	3 hr
Coursework hours 210 hrs	26 hrs 15 min	145 hrs 45 min	38 hrs

Capstones and Practicum:		Class Hrs.	Hrs. Due
CS 5001 Instructional Leadership		5 hrs	20 hrs
CS 5002 Instructional Coaching		5 hrs	20 hrs
CS 5003 Leading Learning		5 hrs	20 hrs
CS 5004 School Culture		5 hrs	20 hrs
CS 5005 Ethics, Equity, & Diversity		5 hrs	20 hrs
CS 5006 Executive Leadership		5 hrs	20 hrs
CS 5007 Human Capital		5 hrs	20 hrs
CS 5008 Strategic Operations		5 hrs	20 hrs
Totals: Coursework and Capstones 250 hrs Practicum: 160 hrs		40 hrs	160 hrs

Program Design and Curriculum Model:



Course Calendar:

Week/Month	Coursework	Capstones
Summer Institute Week 1 - June	IL 5001 Instructional Leadership T-TESS IL 5002 Instructional Coaching Day 1	none
Summer Institute Week 2 - June	IL 5002 Instructional Coaching Day 2 AEL	none
Summer Institute Week 3 - June	IL 5003 Leading Learning Day 1 & 2 IL 5004 Culture/Vision Day 1 & 2	none
Summer Institute Week 4 July	IL 5005 Ethics, Equity & Diversity Day 1 & 2 IL 5006 Data Driven Instruction Day 1 & 2	none
Summer Institute Week 5 July	IL 5007 Human Capital IL 5008 Executive Leadership/Strategic Operations Day 1 & 2 IL 5009 Test Review & Practice Exam	none
August	Saturday session	Practicum Overview; CS 5001 Instructional Leadership; PASL
September	Saturday session; 20 Practicum Hours Due	CS 5002 Instructional Coaching
October	Saturday session; 20 Practicum Hours Due	CS 5003 Leading Learning
November	Saturday session; 20 Practicum Hours Due	CS 5004 School Culture
December	Saturday session; 20 Practicum Hours Due	CS 5004 School Culture
January	Saturday session; 20 Practicum Hours Due	CS 5005 Ethics, Equity, & Diversity
February	Saturday session; 20 Practicum Hours Due	CS 5005 Ethics, Equity, & Diversity
March	Saturday session; 20 Practicum Hours Due	CS 5006 Data Driven Instruction
April	Saturday session; 20 Practicum Hours Due	CS 5007 Human Capital
May	Saturday session; Review of Practicum Hours for completion	CS 5008 Executive Leadership/Strategic Operations

Program Costs:

The overall program cost for candidates employed in Region 10 local education agencies (LEAs) will pay a discounted rate of \$6,100. Out of region candidates will pay a comprehensive rate of \$6,600. The overall program cost will cover application and course fees. The application fee will be paid when your application is submitted. Other costs will be paid monthly upon acceptance to the program. The cost of certificates for the state required T-TESS and AEL trainings are also included the fees. In addition to the program cost, candidates will be required to purchase the required books for readings and pay for any state fees for certification exams.

Program Measures of Success:

- 100% of selected candidates will successfully pass the Principal certification exam (268) and the 3 required PASL tasks.
- 95% of selected candidates will rate the program as successful or highly successful in preparing them for the principalship.
- 95% of local education agencies will indicate the Region 10 program as a program of preference for growing leaders.
- 100% of cohort spots will be filled annually.

Program and Candidate Evaluation:

Program benchmarks that determine readiness will include completion of Summer Institute coursework, Saturday Capstone session, and practicum projects. A review and practice exam class will be used to assess the candidate's readiness to take the exam. The practice exam 268 will be administered. The passing rate will be 80% or higher. Candidates' progression through the program will be tracked through the use of a curriculum requirement sheet and an online management system (Cold Fusion). Each candidate's paper records will be retained for 5 years in a locked file and digital records will be retained in the online management system (Cold Fusion). Revision and evaluation of the curriculum will be an ongoing process with the design team. As additional research-based practices become available, the curriculum will be revised to reflect those improvements. The EPP will conduct ongoing internal and external evaluations by collecting feedback from candidates, field supervisors, site supervisors, and other district personnel. The EPP staff monitors accountability data regularly and reports all required data elements to TEA as a part of the annual performance reports relating to accountability System for Educator Preparation (ASEP) in order to ensure continued accreditation

Program Improvement Indicator:

Continuous program evaluation is conducted by staff and consists of the following:

- Region 10 training session evaluation feedback
- Feedback provided by stakeholders on yearly online questionnaires designed by an independent evaluator, Barnett Educational Services
- Feedback and recommendations from the CERTification Advisory Board
- Analysis of 268 TExES examination scores and PASL submissions
- Analysis of the site supervisor and candidate feedback forms
- Field supervisor observation feedback forms
- Accountability System for Educator Preparation (ASEP) and other program data are reviewed by the CERTification Program staff and the Advisory Board. The Advisory Board makes recommendations to program staff which guide program planning and advise program staff on issues related to program development and sustained quality.

Field Supervision and Support

In addition to support from instructors, site supervision and field supervision support are provided throughout the program. Initial field supervision meetings will include expectations for the site supervisor, field supervisor, and candidate and be held in the first quarter of the practicum. Follow-up meetings will be driven by candidate needs. All candidates will have three (3) required observations totaling 135 minutes.

A field supervisor is a certified educator with advanced credentials hired by the CERTification Program to observe the candidate, monitor their performances, and provide constructive feedback to improve their effectiveness as educators.

Field Supervisors:

- are required to attend the CERTification Program field supervisor training
- must complete documentation of observations and submit to campus administrator, candidate, the CERTification Program
- collaborate with the site supervisor and Region 10
- must sign a statement indicating understanding and adherence to Chapter 247, relating to Educators' Code of Ethics
- submit a copy of education credentials
- may not supervise a candidate that is related by consanguinity

Program Withdrawal

In the program agreement candidates agree to adhere to all program requirements, policies and procedures. Region 10 Principal Program will provide a letter of dismissal for cause should a situation occur. Resignation/termination from a practicum will result in immediate withdrawal from the Region 10 EPP.

If a candidate voluntarily withdraws from the program.

- An appeal may be made to the Program Director and Advisory Board for re-entry into the program.
- In addition, the CERTification Program maintains a Grievance Policy which provides a process for equitable resolution of complaints. Participants are directed to follow program guidelines outlined in this handbook. See Grievance Policy section.
- Under extenuating circumstances when a placement is not able to support a participant, the participant must communicate with the CERTification Program staff. The CERTification Program works with the district or school to resolve the issue. If a workable solution cannot be agreed upon, the participant may enter the appeal process to continue in the program.

- Participants must abide by and adhere to the Educators' Code of Ethics and are subject to dismissal from the district and the program for a code violation.
- If a candidate withdraws from the program at any time, program requirements and fees satisfied at the time may or may not be applicable if the applicant re-enters the program.
- TEA requirements may change during the course of an academic school year. In addition, program requirements and training may change within an academic year.

Program Agreement

Region 10 Education Service Center agrees to accept the participant for the CERTification Program. Participant agrees to join the CERTification Program sponsored by Region 10, pursuant to the program authorized by the Texas Education Code and approved by the Texas Education Agency (TEA).

Furthermore, participant agrees to abide by all policies, local rules, and regulations presently in effect, or which the school district, charter school or accredited private school and/or Region 10 ESC may adopt during participation in the CERTification Program.

Participant authorizes exchange and disclosure of information among Region 10 ESC, a school district, charter school or accredited private school, TEA, universities, and/or other entities relating to teaching or working with children, staff and/or participating in the principal certification program. Participant maintains acceptable status on criminal history records and authorizes investigation of all matters relating to his/her suitability for principal certification. Participant understands that submission of false or misleading information/documents results in dismissal from the Region 10 CERTification Program.

Throughout program participation, participant agrees to fulfill all of the following responsibilities and understands that progress toward certification is contingent upon, but not limited to, fulfillment of these responsibilities:

- Maintaining a satisfactory professional status and discharging professional responsibilities in accordance with the Texas Education Code.
- Maintaining an ethical and professional attitude toward all members of the school and the Region 10 community, according to the Texas Educators' Code of Ethics (TAC 19.7.247.2) and the Region 10 CERTification Program Guidelines.

- Assuming financial responsibility for all program fees, state mandated fingerprinting procedures, when required; and state certification test(s) within the designated timeline.
- Completing and submitting documentation of practicum activities and hours.
- Attending and successfully completing all required coursework and state test review session(s) and receiving passing scores on all required state tests within the designated timelines. Requesting additional support/assistance when needed from CERTification Program staff and/or field supervisor to assure opportunity for satisfactory progress.

Once a verbal or written commitment is made in a specific school/district, that obligation must be honored. Participants approved for practicums in districts outside of Region 10 will pay an additional travel fee to be determined according to school/district location. Participants may not change from one school/district to another until all certification program requirements have been met. The validity and continuation of this commitment with a school district, charter school or accredited private school are contingent upon participant maintaining satisfactory status in the pursuit of certification within

Region 10 CERTification Program. Participant understands that only the Region 10 CERTification Program Advisory Board may authorize additional time to work toward certification.

Resignation/termination from a practicum will result in immediate withdrawal from the Region 10 CERTification Program.

Throughout the practicum, participant agrees to fulfill all of the following responsibilities and understands that a final recommendation for certification is contingent upon fulfillment of these responsibilities:

- Demonstrating mastery of coursework content and concepts through application, as well as effectively utilizing recommended strategies and instructional techniques within established timelines.
- Meeting the financial agreement and designated timelines as outlined. These fees are non-refundable.
- Completing and submitting all required documentation within established timelines.
- Participating in a Region 10 CERTification Program evaluation survey.
- Achieving approval for certification from the Region 10 CERTification Program Advisory Board based upon input from district/school and the Region 10 CERTification Program field supervisor.

- Applying for and remitting payment online for certification upon receiving notification.

Participant understands that certification may not be recommended or that dismissal from a Region 10 CERTification Program for cause may occur based on recommendations of a district/school, Region 10 CERTification Program staff, or the Region 10 CERTification Program Advisory Board. In the event of withdrawal/dismissal from the Region 10 CERTification Program, any amounts paid toward the required fee(s) are non-refundable.

Participant agrees participation in a Region 10 CERTification Program shall be “at will”.

- Participant's involvement in Region 10 CERTification Program is not a proprietary interest and nothing in this agreement or in the written contract with a school/district shall be construed to create a proprietary interest.
- Participant understands that he/she may be dismissed from Region 10 CERTification Program at any time, and that he/she will notify the Region 10 CERTification Program, in writing, if Participant chooses to resign from the program.
- Participant understands that dismissal from the program may occur if there is noncompliance with Region 10 CERTification Program Guidelines and all other requirements.
- Participants must abide by and adhere to the Educators' Code of Ethics and are subject to dismissal from the district and the program for a code violation.
- Participant also understands that additional coursework/fees and/or an extended practicum with fees may be required for successful program completion.

I have read, understand, and agree to meet the responsibilities outlined within this agreement.

Signature

Date

Complaint Procedure:

If you believe you have a complaint against the Region 10 Educator Preparation Programs (EPP), please contact the Region 10 Director of Personnel and Certification, Dr Bud Nauyokas:

bud.nauyokas@region10.org or call 972-348-1076

After an initial phone conference or email interchange, if further discussion is required, please schedule a conference where concerns and/or complaints will be further discussed and resolved informally, if possible.

If the complaint is not resolved by the Region 10 EPP Assistant Director, you may file a formal complaint with Region 10 Education Service Center. Complaints at this level must follow the Region 10 ESC policy requirements:

[http://pol.tasb.org/Policy/Download/374?filename=EF\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/374?filename=EF(LOCAL).pdf)

A printed copy of the Region 10 complaint policy will be provided upon request.

If a complaint is not resolved by the Region 10 Education Service Center, you may file a complaint with the Texas Education Agency. For more information, please view the TEA complaint process:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/

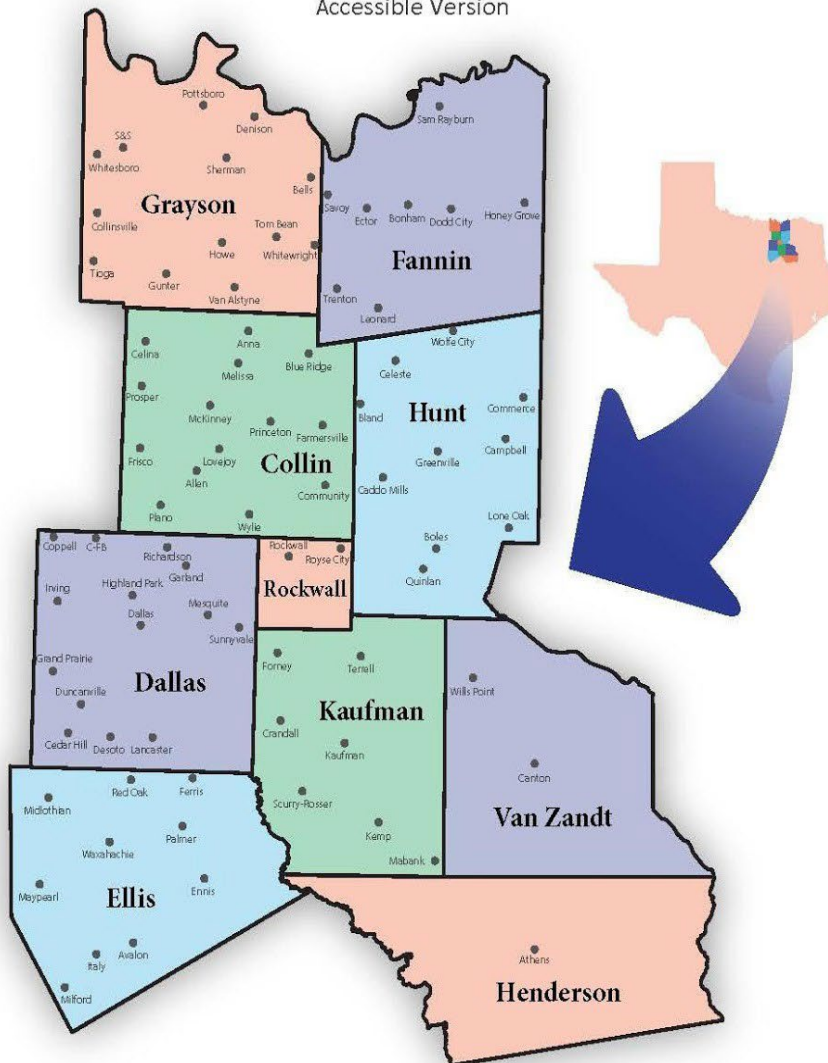
A printed copy of the TEA complaint policy and associated forms will be provided.

Attachment 1

Region 10 Service Area

Students | Service | Solutions

Accessible Version



Attachment 2

Texas Educator Code of Ethics TAC Title 19, Part 7, Chapter 247, rule 247.1 and rule 247.2

Purpose and Scope

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 and good moral character. 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. This chapter shall apply to educators and candidates for certification.

The State Board for Educator Certification (SBEC) is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- to protect the safety and welfare of Texas schoolchildren and school personnel;
- to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

Professional Ethical Conduct, Practices and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

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.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

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.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies and other applicable state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Standard 1.14 The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

Ethical Conduct Toward Professional Colleagues

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.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

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.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Ethical Conduct Toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

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, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Definitions

Abuse Includes the following acts or omissions:

- mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
- causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
- physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
- sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

Applicant A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

Code of Ethics

The Educators' Code of Ethics codified in this chapter.

Complaint A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

Contested case A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

Disciplinary proceedings Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

Educator A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

Endanger Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

Good moral character The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

Intentionally An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

Knowingly An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

Minor A person under 18 years of age.

Moral turpitude Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

Neglect The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

Recklessly An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.

Sanction A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

State Board for Educator Certification The State Board for Educator Certification acting through its voting members in a decision-making capacity.

State Board for Educator Certification member(s) One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

Student A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

Texas Education Agency Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

Worthy to instruct or to supervise the youth of this state Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Attachment 3



Letter of Agreement Field Supervisor

Region 10 Education Service Center employs a field supervisor (an irregular part-time employee) to provide support and assistance to a CERTification Program principal candidate. The field supervisor agrees to represent the program and to adhere to the duties and responsibilities required by the Texas Education Agency.

Circumstances beyond the Region 10 CERTification Program’s control may prevent fulfillment of this agreement. Such circumstances may include candidate withdrawal from the program, reassignment, district or personal factors that dictate change.

The field supervisor agrees to fulfill all of the following responsibilities:

- Participate in required professional development and field supervisor meetings.
- Observe the candidate with three visits totaling 135 minutes, collect data and provide written feedback to the site supervisor, candidate, and the program.
- Submit the principal candidate report to Region 10 TPC Program within 5-10 business days of each visit. The first observation must occur within the first quarter the practicum.
- Retain and submit required documentation for each observation. Read receipt or verification that each report was sent to the site supervisor, candidate and the program is required.
- Communicate regularly with Region 10 staff consultants regarding candidate’s performance.
- Provide assistance, support, suggestions, and recommendations for improvement to the candidate throughout the practicum experience.
- Submit ICS documentation and timesheets for payroll by the last working day of the month.

The Region 10 field supervisor will adhere to all requirements and established timelines.

Region 10 Field Supervisor

Date

Accepted by Region 10 Education Service Center

Date

Attachment 4



Protection of Rights/Maintaining Confidentiality

I have read, understand, and will comply with the plans and processes for the protection of rights for insuring the confidentiality of all data in accordance with the requirements of Public Law 93- 380 Family Educational Rights and Privacy Act (FERPA), Individual with Disabilities Educational Act, Part B and Part C (IDEA), the Health Insurance Portability and Accountability Act (HIPAA), and the Region 10 ESC Processes for Maintaining Confidentiality.

In addition, I understand and will comply with the confidentiality guidelines pertaining to program participants in the Region 10 Teacher Preparation and Certification Program regarding: information from applications including criminal history, transcripts including grade point averages and state required tests data.

Signature: _____

Date: _____