



Region 10

CERTification

Certify • Educate • Reach • Teach

**2022-23
Handbook
Policies and Procedures**



Region 10 ESC

Experience the Power of 10

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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

In 1984, the Texas Legislature approved the creation of alternative certification programs to address the growing statewide teacher shortage. "Alternative" simply refers to a certification route that is not a traditional university undergraduate route.

The CERTification Program, formerly Teacher Preparation and Certification Program, was created in response to critical teacher shortages in local school districts. Our first cohort of teacher interns began teaching in 1992.

The program is composed of pre-service training and a field-based paid internship or unpaid clinical teaching assignment in a Texas Education Agency (TEA) approved public, charter or private school with ongoing professional development and support.

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.

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I. 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 Areas

Program requirements are based on the Texas Administrative Code. All teacher 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 teacher candidates who meet the needs of local education agencies in the following areas:

- Agriculture, Food and Natural Resources 6-12
- Art EC-12
- Bilingual Education
- Business and Finance 6-12
- Chemistry 7-12
- Computer Science 8-12
- Core Subjects EC-6
- Core Subjects 4-8
- Dance 6-12
- English Language Arts and Reading 4-8 or 7-12
- Family & Consumer Sciences 6-12

- Health EC-12
- Health Science 6-12
- History 7-12
- Hospitality, Nutrition and Food Science 8-12
- Human Development and Family Studies 8-12
- Journalism 7-12
- Life Science 7-12
- LOTE: Arabic, French, German, Japanese, Latin, Chinese, Spanish EC-12
- Marketing 6-12
- Mathematics 4-8 or 7-12
- Mathematics/Physics 7-12
- Mathematics/Physical Science/Engineering 6-12
- Math/Science 4-8
- Music EC-12
- Physical Education EC-12
- Physical Science 6-12
- Science 4-8 or 7-12
- Social Studies 4-8 or 7-12
- Special Education EC-12
- Speech 7-12
- Technology Applications EC-12
- Technology Education 6-12
- Theatre EC-12
- Trade and Industrial Education 6-12

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 Teacher 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.

An applicant must submit:

- **Conferred Degree** - Transcript(s) from a regionally accredited college/university recognized by the Texas Higher Education Coordinating Board showing degree conferred must be mailed or e-scripted from the college/university Registrar's Office.
- **GPA/Official Transcripts**- Transcripts are mailed or e-scripted from the college/university Registrar's Office or submitted in college/university officially sealed envelope. An overall GPA of at least 2.5 or at least 2.5 in the last 60 semester hours of coursework is required for admission.
- **GPA 10% Exception Rule** - Consideration by the program director, assistant director, and coordinator may be granted to individuals with a GPA less than a 2.5. This exception to the minimum GPA requirement may not be used to admit more than 10% of any cohort of candidates.
- **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.
Acceptance into the CERTification Program does not guarantee employment or certification.

If a teacher candidate has been convicted of a felony, misdemeanor, or an offense involving moral turpitude (including, but not limited to theft, rape, murder, swindling, and indecency with a minor) and/or received probation or deferred adjudication -OR- if a teacher candidate is concerned about the existence of a criminal record and meets the eligibility criteria for an evaluation, as outlined on the website indicated below; the CERTification Program advises that the teacher candidate request a Preliminary Criminal History Evaluation. This is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history by TEA's educator investigation staff. The evaluation is a service provided to the requestor for a non-refundable fee. The requestor will receive a preliminary criminal history evaluation letter by email from the agency advising the requestor of a determination of potential ineligibility for educator certification. The evaluation is based solely on the information that is provided by the requestor.

http://tea.texas.gov/Texas_Educators/Investigations/preliminary_Criminal_History_Evaluation-FAQs/

- **Three Professional References** - These references are submitted electronically.
- **Acceptable Coursework (12 – 15 Semester Hours) or TX- Pre-Admission Content Test Score Report** - This report is submitted electronically. TExES test approval is given once accepted into the program.)
- **Haberman Star Teacher PreScreener** - The results are submitted electronically from the Haberman company. This interview instrument is designed to indicate candidate's beliefs about teaching at-risk youth and predict how a candidate will behave on the job.
 - For applicants scoring below 27, an interview (electronic or face-to-face) may be scheduled to determine the applicant's worthiness to teach students.
- **Credentials from outside the United States** -
 - **Foreign Transcripts** - Foreign transcripts must be evaluated by a TEA approved credential evaluation service. Evaluation must include a list of courses, semester hour equivalent, grade point evaluation and a statement confirming that the foreign degree is equivalent to a degree conferred by a college or university in the United States. The evaluation must indicate that the applicant has an overall grade point average (GPA) of at least 2.5 (See <http://goo.gl/qsRQFZ> for a list of credential evaluation services). Official or certified copy of foreign transcript must be viewed by consultant and copied for applicant's file.
 - **Evaluated Transcript** - If the degree has been reviewed by a TEA approved credential evaluation service and it is stated in the review that the degree is equivalent to at least a baccalaureate degree from an American university; the evaluation must be submitted with application.
 - **Oral Communication Skills** - Applicants must demonstrate English fluency as required by Texas Administrative Code 230.413 if an undergraduate or graduate degree was completed outside of the United States. Evidence that primary language of instruction was English must be from a country listed on the TEA approved list. If not, the TOEFLiBT is the approved measure. All four parts of the test, taken within two years of acceptance, are required with the following acceptable scores: Speaking - 24, Listening - 22, Reading - 22 and Writing - 21. The information for the Test of English as a Foreign Language Internet Based Test (IBT) may be found at <http://www.toefl.org>.
 - **Work authorization** - Documentation must be submitted and copied for the applicant's file.
 - **Contingency Acceptance** - A candidate may be accepted into the CERTification Program on a contingency basis pending receipt of the following:
 - An official transcript that does not reflect degree conferred, provided that:
 1. The candidate is currently enrolled in and expects to complete the courses and other requirements for obtaining a baccalaureate degree at the end of the semester in which admission to the program is sought; and
 2. All other program admission requirements have been met.
 3. A candidate admitted on a contingency basis may begin program training but shall not be recommended for a certificate until the CERTification Program

receives of an official transcript of a baccalaureate degree from the university/college Registrar's Office. The contingency admission will be valid for the admission semester only and may not be extended for another semester. It is the responsibility of the applicant to have the university/college Registrar's Office mail/e-script the degree conferred transcript to the CERTification Program when the transcript becomes available. The degree conferred transcript must be received prior to signing an employment contract.

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

- Unacceptable or no subject-related coursework
- Overall GPA or last 60 hours below a 2.5 GPA
- An unacceptable Haberman score
- Prior university/alternative program and/or district performance

Training Requirements

Per §228.30, Educator Preparation Curriculum will be as follows:

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure educator effectiveness.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
 - (1) (A) The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students;
 - (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
 - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1);
 - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - (5) the importance of building strong classroom management skills; and
 - (6) the framework in this state for teacher and principal evaluation

The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

- (1) the relevant TEKS, including the English Language Proficiency Standards;
- (2) reading instruction, including instruction that improves students' content-area literacy;
- (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- (4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards), which include:
 - (A) instructional planning and delivery;
 - (B) knowledge of students and student learning;
 - (C) content knowledge and expertise;
 - (D) learning environment;
 - (E) data-driven practice; and
 - (F) professional practices and responsibilities

Program Curriculum

The CERTification Program coursework, aligned to the state standards, is delivered face-to-face and/or online. A participant must sign-in for face-to-face session credit. A grading rubric is used for online coursework with a minimum score of “80” required on all assignments. The rubric for online coursework is Attachment 1.

On occasion, due to weather, it may be necessary to deviate from the programs established schedule. When weather conditions create hazardous travel conditions classes may be delayed, cancelled and/or rescheduled. As soon as permissible, announcements will be aired via 94.9 KLTY FM radio station, local affiliates of the television networks (ABC, CBS, Fox and NBC) and updates are posted on the Region 10 website

Field-Based Experience

Per TAC §228.35, TEA requires that all teacher candidates complete a minimum of 30 hours of FBE prior to an internship. FBE is defined as: Introductory experiences for a certification candidate involving reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

TAC §228.2 states the field-based experiences must be completed prior to assignment in an internship or clinical teaching.

- Up to 15 clock hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method.
- Field-based experiences must include 15 clock hours in which the candidate, in person on campus, under supervision of a Texas certified teacher, is actively engaged in instructional or educational activities that include:
 - (A) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
 - (B) instruction by content certified teachers;
 - (C) actual students in classrooms/instructional settings with identity-proof provisions;
 - (D) content or grade-level specific classrooms/instructional settings; and
 - (E) reflection of the observation.
- Field-based experience must be documented on the CERTification Program forms. Candidates are subject to district policies when completing observations.
- If a candidate qualifies as a “Late Hire”, the candidate has 90-days after the first day of school to complete the field-based experience.
- A 30-day substitution experience in the same school setting may be submitted as field-based experience. A letter on school letterhead from the campus principal is required for credit. A maximum of fifteen (15) hours credit may be given.
- Field-Based Experience completion is documented electronically on our database.

Sample Curriculum Requirements and Fees (This varies with each certification.) Phase 1

<i>Welcome to Teacher Certification</i>	<i>Field-Based Experience</i>	<i>Foundations of Teaching and Instructional Technology</i>
20 Hours Online	30 Clock Hours (15 Hours Online and 15 Hours Face-to-Face)	65 Hours Online
<i>Fees Due: \$299.00 (CERTification Program - \$264.00 + TEA Technology - \$35.00)</i>		

Benchmarks: • *Welcome to Teacher Certification* and online field-based experience hours must be completed satisfactorily before proceeding to *Foundations of Teaching and Instructional Technology*. • Assignments and quizzes must be completed with a score of at least 80% before proceeding to Phase 2. • Face-to-face field-based experience must be planned/scheduled before proceeding to Phase 2.

It is preferred that Late-Hire candidates complete the Phase I 85 hours of coursework prior to being placed on an intern/probationary certificate. In addition, 15-hours of electronic FBE is preferred to be completed.

Phase 2

<i>Effective Teaching Practices</i>	<i>Differentiated Instruction and Assessment</i>	<i>Teaching English Language Learners</i>	<i>Instructional Methods and Strategies</i> Part A Part B Part C
30 Hours Face-to-Face and 35 Hours Online or 65 Hours Online	65 Hours Online	35 Hours Online	Parts A, B and C vary for each certification area, ranging from 48-63 Hours
<i>Fees Due: \$400.00 (This can be paid into two equal payments.)</i>			

Benchmarks Depending on date of program entry, these courses are completed in any order. • Assignments and quizzes must be completed with a score of at least 80%. • Statement of Eligibility is issued upon completion of 150 hours of coursework and 30 hours of field-based experience. • If not completed, the next available *Effective Teaching Practices* and *Instructional Methods and Strategies* must be scheduled before proceeding to the Pedagogy and Professional Responsibilities EC-12 exam preparation.

Pedagogy and Professional Responsibilities EC-12 Review and Practice Test
6 Hours Face-to-Face

Benchmarks: • A score of at least 75% on the practice test is required for test approval. • If less than 75% is scored, a study plan is assigned for further exam preparation.

Phase 3 Practicum

<i>Internship/Clinical Teaching: Professional Practices Online Course</i>	<i>Effective Classroom Management</i>	<i>Keys to Quality Teaching</i>
Reflections Final Philosophy	7 Hours Online	7 Hours Online
<i>Fees Due: \$4250.00 (This can be paid in one installment, a payment plan for CTE, or by payroll deduction during 10 month internship.)</i>		

Benchmarks: • Course assignments and quizzes must be completed with a score of at least 80%. • A teacher candidate must demonstrate proficiency in each educator standard. • In addition, the field supervisor and campus supervisor must recommend certification to the Region CERTification Program.

Candidates Seeking an Internship

- A Statement of Eligibility will be issued to candidates who have successfully completed 30 hours of field-based experience and at least 150 hours of coursework.
- If seeking employment as a *Late Hire*, it is recommended that 85 hours of coursework and 15 Hours of FBE be completed. Within 90 days of the first date with students, at least 150 hours of training and 30 hours of FBE documentation must be completed.
An Intern or Probationary Certificate will be revoked if requirements are not met within the 90-day period.
- Candidates seek employment opportunities by applying to TEA accredited public, charter, and private schools. The internship must be in an “actual school setting rather than a distance learning lab or virtual school setting.” Therefore, educators completing an internship on an intern or probationary certificate must be assigned as teachers of record in a face-to-face classroom setting to meet preparation requirements.
- Program staff regularly provides TEA accredited district, charter and private schools with names of candidates available for employment.
- Program participation does not guarantee a teaching position. Candidates are responsible for researching districts, charter schools, and TEA recognized private schools to ensure that the school climate is a good fit for their expectations and financial requirements. Candidates are encouraged to ask questions during the interview process to assist them in making the appropriate decision.
- It is important to make careful employment decisions. This decision will greatly impact the quality of the internship year. Once a candidate accepts a position, he/she is expected to complete the intern/probationary certificate period with the school. Some examples of accepting a position include a letter of agreement for “at will” positions, signing a letter of intent or signing a contract.
- Candidates secure a job throughout the school year and complete the internship in two consecutive semesters.
- Candidate must secure employment within three years of acceptance or will be withdrawn from the program. Prior to reaching the three-year mark and not securing a teaching position, it is the responsibility of the candidate to request program consultant counseling to discuss ways to increase marketability. Candidates may reapply to the program, but will need to retake/refresh training and follow all new requirements set by the Texas Education Agency. At the time of the re-entrance, the candidate is subject to additional fees if being re-admitted to the program. Candidates must maintain current address and communication information.
- Candidates enrolled in the program are required to meet all requirements updated by Texas Education Agency.
- The CERTification Program face-to-face coursework is offered Tuesday and/or Thursday, 5:30-8:30 PM and/or Saturday, 8:30 AM-3:30 PM.

Seeking An Internship Outside of Region 10

- The CERTification Program reserves the right to approve all positions that are out-of-region teaching positions. Before accepting an out-of-region teaching position, seek approval from your consultant. Travel time, distance, and cost may inhibit the program’s ability to support an intern outside of Region 10 ESC.
- Any CERTification Program teacher candidate who is approved and accepts a teaching position in a TEA approved district, charter, or private school that is outside of Region 10, must pay a travel fee of \$150 - \$500, to be determined according to district/school location.

Internship

- Internship, as defined in §228.2 is as follows:
(21) Internship - A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate. An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for standard certification.
- Academic year - If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- Teacher placement must match the content certification test passed.
- Certificate issued must reflect the content exam passed.
- Candidates will only be recommended in a certificate matching placement.
- Candidates with additional certification exams passed will be able to upload exams to their educator profile after recommendation of Standard Certificate has been completed.
- All teacher interns must be placed on a probationary or intern certificate.
- In the event a teacher intern takes a leave of absence by choice or by district administrative leave, teacher must notify the CERTification Program staff with effective date of leave and reason. If due to district request, simply state administrative leave. In addition, when teacher returns from leave an email must be sent informing the CERTification Program of effective return date.
- Classroom Teacher - An educator who is employed by a TEA approved school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide or a full-time administrator.
- Teaching assignment must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- Teaching assignment can begin at any point of the academic school year. The start date for the teacher assignment will be the first date the teacher is in the classroom with students.
- A teaching assignment for an Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:
 - A certified teacher is available as a trained mentor;
 - The Head Start program is affiliated with the federal Head Start program and approved by the Texas Education Agency
 - The Head Start program teaches three and four-year-old students; and
 - The state's pre-kindergarten curriculum guidelines are being implemented.

Employment and Teaching Certificates

The candidate must notify the CERTification Program staff of employment within ten (10) days of accepting a position to ensure that required local and state documentation is in place to support him/her in the classroom. An *Intent to Initiate Internship* will be emailed to the candidate and must be returned immediately to insure an intern or probationary certificate is recommended to TEA and a field supervisor and campus mentor are assigned.

Intern and Probationary Certificates

Teacher candidates must create a TEAL (Texas Education Agency Login) account through ECOS (Educator Certification Online System) which is located on the Texas Education Agency website, www.tea.texas.gov.

Mentor Training and Support for a Beginning Educator

The CERTification Program collaborates with a campus administrator to assign an intern a mentor in order to support the beginning teacher and strive for increasing teacher retention.

Per §228.2 (23), a mentor assigned to an intern, must be an educator who:

- is collaboratively assigned by the campus administrator and the EPP
- has at least three years of teaching experience
- is an accomplished educator as shown by student learning
- has completed mentor training by an EPP within three weeks of being assigned to the intern;
- is currently certified in the certification category in which the internship candidate is seeking certification
- guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies
- reports the candidate's progress to that candidate's field supervisor.

The CERTification Program offers the required mentor training in an online format and monitors compliance closely.

Mentor requirements are: guide and support the mentee, complete an online mentor training course; complete two observations each semester; submit two observation reports each semester to intern, the CERTification Program and field supervisor; and complete an external evaluation. Once all requirements are met, 25 hours of professional development are awarded.

The CERTification Program requires field supervisors to collaborate closely with mentors in order to support the intern in the beginning year of internship and meet TEA requirements. Each observation from the field supervisor and mentor are to be shared with each other in order to help the intern grow professionally.

Field Supervisor and Support for a Beginning Educator

A field supervisor is a certified educator with advanced credentials hired by the CERTification Program to observe interns, 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, teacher intern, the CERTification Program
- collaborate with the mentor

- verify proof of receipt from intern, administrator, and mentor.
- must sign a statement indicating understanding and adherence to Chapter 247, relating to Educators' Code of Ethics
- submit a copy of teacher credentials
- may not supervise an intern that is a blood relative
- emphasize collaboration among the field supervisor, candidate, cooperating teacher/mentor, and supervising campus administrator
- are required for each formal observation an individualized pre-conference and an individualized and synchronous post-observation conference
- observe at least 45 minutes in duration and must be on the candidate's site in a face-to-face setting
- must provide the first observation within the first six weeks of all assignments.
- must have the initial contact, which may be made by telephone, email, or other electronic communication, within the first three weeks of the assignment.
- must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment for a probationary certificate
- must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship for an intern certificate.

Probationary Certificate Extension

If the campus administrator and field supervisor recommend that an intern needs a second year of internship for more professional growth, that recommendation will be presented to the Advisory Board to for a probationary certificate, if the EC-12 PPR has been passed. If the Advisory Board agrees another year probationary certificate, each requirement must be met in order to be recommended for a Standard Certificate:

- Teacher is required to apply and pay for probationary certificate.
- Teacher is required to establish a second-year payment plan.

Non-Renewed or Terminated Teachers

An intern that does not successfully complete an internship and is not recommended for an extension, is terminated, non-renewed, or resigned in lieu of termination; will be withdrawn from the CERTification Program. The candidate may write a letter of appeal to the CERTification Program Director and Advisory Board. If approved for re-admittance, a letter of probation will be created by a program consultant. The intern will be required to meet the stipulations of the probation and pay fees associated with an additional internship.

Program Completion Requirements

The following documentation will be included in each candidate's file:

- Application Requirements
- Completion of a minimum of 300 clock hours of coursework and field-based experience
- Completion of remediation tasks
- Completion of all documentation/assignments required during internship

- Program may permit an internship of up to 30 days less than the minimum if due to maternity leave, military leave, illness or late hire date. In this event, documentation is required.
- The intern must be employed as a classroom teacher in a TEA accredited public, charter or private school; teach an average of at least four hours per day in an academic instructional setting aligned with the probationary or intern certificate; and is responsible for evaluating student achievement and assigning grades.
- Approval for certification is required from the principal, or his/her designee, and the field supervisor.

Program Evaluation

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 CERTification0 Advisory Board
- Analysis of interns TExES examination scores
- Analysis of the mentor and intern feedback forms
- Field supervisor observation feedback forms
- Principal preliminary and final assessments
- 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.

Intern Resignation/CERTification Program Withdrawal

If an intern voluntarily leaves his/her position of employment or is asked to leave by the district or school, the intern is withdrawn 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. Grievance Policy is Attachment 2.
- Under extenuating circumstances when a placement is not able to support an intern, the intern must communicate with the CERTification Program staff. We will work with the district or school to resolve the issue. If a workable solution cannot be agreed upon, the intern may enter the appeal process to continue in the program.
- An intern is the teacher of record and have all the rights and responsibilities of a first-year teacher.
- Interns must abide by 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.
- Should an intern resign a teaching position with a school district the following must be provided as per TEA guidelines
 - an email and/or formal letter to the CERTification Program within one day (24 hours) of effective date of resignation

- reason for resignation
- interns must provide a two-week notification to school administration if a decision to resign is made.
- within one business day after receipt of the official notice of resignation or termination, written notification of a candidate's resignation or termination will be provided to TEA
- the intern certificate will be inactivated by TEA in thirty (30) calendar days from the effective date of the resignation or termination.
- within one business day after providing the notice to a candidate, an EPP must email the TEA a copy of the notice to the candidate and a copy of the official notice of the resignation or termination.

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 and/or participating in a teacher certification program. Such information may relate to suitability for an internship/clinical teaching experience, employment by a participating school, and/or status, good standing or continuation as a program participant, school/district employee before and after acceptance in any of these capacities. Participant maintains acceptable status on criminal history records and authorizes investigation of all matters relating to his/her suitability for teaching/teacher 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 field-based experience and training hours, when required, before seeking a practicum.
- 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 an internship/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.
- Implementing recommendations as evidenced through formal or informal observations/appraisals.
- Making adequate progress on the district/school summative evaluation instrument.
- Achieving goals and objectives on a Professional Action Plan/Letter of Probation and/or Growth Plan initiated by Region 10 CERTification Program staff and/or school administration.
- Meeting the financial agreement and designated timelines as outlined in the Intent to Initiate an Internship or Clinical Practicum. 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.
- 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

Program Guidelines

Background Check and Criminal History - An Affidavit for Acquisition and/or Release of Criminal History, Personal or Professional Data is submitted with the program application. This affidavit is a candidate's written consent to disclose records and any information contained therein to entities involved in the certification processes. Region 10 CERTification Program reserves the right to complete a criminal history background check and access personal and professional data at any time during participation in the program. All information obtained becomes the property of Region 10 CERTification Program and is kept confidential. A district/school may also conduct criminal history background checks prior to classroom observations and employment. The candidate must follow the procedures indicated by each educational entity.

Communication - If you need assistance, please call, email, or schedule time to talk with our staff as we want to support you. Office hours are 7:30 am - 5:00 pm, Monday through Thursday and 7:30 am - 3:30 pm on Friday. Maintain up-to-date email, phone, address, and change of name. Email address and phone greetings should be viewed as professional by Region 10 CERTification Program staff and school personnel.

Financial Commitments - Candidates are not eligible for coursework, test approval, internships, or clinical teaching experiences until fees are paid or a financial agreement is established. Failure to make payments by due dates is a violation of the Region 10 CERTification Program Agreement and may result in program probation and/or dismissal.

Program Status - Review your CERTification Program progress regularly by visiting <https://www.region10.org/certification>. Click Teacher Certification and click Payment/Program Status.

Program Completion - All program requirements must be completed within three years of acceptance. Participants who do not meet this timeline are withdrawn.

Program Retention and Due Process - The Region CERTification Program Advisory Board convenes twice a year to review and consider appeals. Members of the Advisory Board have access to the letter of dismissal, recommendation for second year, extension of a clinical teaching experience and all documentation. A candidate may submit a letter of appeal. The Advisory Board determines program policies and issues a final decision.

Coursework Requirements

State Mandates - Texas Education Agency requires a minimum of 300 clock hours of coursework for all participants in an Educator Preparation Program. To be eligible for an internship, the coursework completion minimum is 150 clock hours and 30 clock hours of field-based experience.

Coursework Timeline - Candidates should successfully complete all program requirements within three years of acceptance. If a candidate withdraws from the program, completed coursework may not be applicable if the candidate rejoins the program.

Course Registration - Registration for each face-to-face and online course is required. Online registration is completed at the Region 10 CERTification Program webpage, *Class Calendar and Course Registration*.

Course Attendance and Online Coursework Submission - Active participation and sign in for each face-to-face session is required. Assignments for face-to-face and online coursework are to be submitted by given due dates. If a make-up assignment is given, it is due on the specified date. In the event of an emergency, the participant is expected to contact the content area consultant as soon as possible.

Technology - Participants must own or have daily access to a computer and internet.

Dress - During coursework sessions, dress is casual, but respectful. If in doubt, contact Region 10 CERTification Program staff concerning proper attire. While teaching, clinical teachers and interns are to dress as professionals.

Children and Non-Program Participants - Children/Family/Non-Program participants are not permitted at Region 10 while a participant attends class. If children/family/non-program participants are brought to a session, the participant will be asked to leave and the session will be counted as an absence.

Texas Certification Examinations

Test Registration - A candidate must have a Texas Education Agency Login (TEAL) in order to register for a test. Ensure name in TEAL account and photo identification match before registering for a test.

TExES Pedagogy and Professional Responsibilities (PPR) Review and Practice Test - Participants are required to complete an online review and practice test. When additional testing support is needed, an individual study plan is developed.

Teaching Practicums

Option 1 - Internship

Salaried Internship - This option requires two consecutive semesters as the “teacher-of-record” in a district/accredited school. A candidate is responsible for securing a full-time teaching position, at least four hours each day, in person, in the approved certification area. An internship outside Region 10 requires program approval and an out-of-region travel fee will be added.

Commitments to Districts/Schools - Seek as much information as possible about the school setting, expectations, and responsibilities during the interview process. Once a verbal commitment is given or a contract is signed; the commitment is final. A broken commitment will result in dismissal from the program.

Contracts with Districts/Schools - An intern enters into contractual agreement with a district/school when accepting a teaching position. All contractual decisions are strictly between the intern and the employer.

Mentor Teacher - The district/school administrator assigns a campus mentor to support, observe and give ongoing feedback to the intern. A mentor must be a certified teacher, have three years of teaching experience and complete mentor training.

Field Supervisor - The Region 10 CERTification Program assigns a field supervisor to support and observe the intern throughout the teaching experience. The field supervisor communicates regularly with the intern, mentor and administrator to discuss observation feedback and the intern’s progress. The field supervisor and the supervising campus administrator make a final recommendation regarding certification.

Supervising Campus Administrator - The principal, assistant principal, or other principal designee provides campus supervision and support. This administrator submits performance assessments to Region 10 regularly and makes a final recommendation regarding certification.

Probationary Teaching Certificate - A probationary certificate is issued to a candidate who has passed all required certification examinations. This certificate is valid for a 12-month period from the date of issuance.

Intern Teaching Certificate - An intern certificate is issued to a candidate who has passed all required content certification examination(s) and is limited to a 12-month period.

Professional Action Plan - This remediation/intervention plan is designed and implemented to support an intern experiencing difficulties. The plan addresses deficient areas of the intern’s teaching performance with goals, activities and timelines for improvement. Once initiated, it remains in effect until the end of the school year, unless otherwise specified.

Internship Extensions - Occasionally, an intern needs additional classroom experience and coursework to develop requisite knowledge and skills of an effective educator. The CERTification Program professional staff and the school administrator may recommend a second year of internship to the CERTification Program Advisory Board. With Advisory Board approval, an intern may continue the process on a probationary certificate. Additional fees apply.

Texas Standard Certificate - Interns who successfully complete all program requirements are eligible for a Texas Standard Certificate. This certificate must be renewed every five years. In addition, verification of 150 clock hours of professional development must be submitted with renewal. Failure to complete the renewal process will result in the Standard Certificate becoming inactive.

Option 2 - Clinical Teaching Experience

Clinical Teaching Experience - This option requires a 15-week unpaid teaching practicum. To be eligible for a CTE placement, coursework and tests must be completed prior to the placement.

Commitments to Districts/Schools - Seek as much information as possible about the expectations and responsibilities during the CERTification Program interview process. Once a verbal commitment is given and the placement is made by the district/school; the commitment is final. A broken commitment will result in dismissal from the program.

Cooperating Mentor Teacher - The district/school administrator assigns a campus mentor to support, observe and give ongoing feedback to the clinical teacher. A mentor must be a certified teacher, have three years of teaching experience and complete mentor training.

Field Supervisor - The Region 10 CERTification Program assign a field supervisor to support and observe the clinical teacher throughout the 15-week experience. The field supervisor communicates regularly with the clinical teacher and cooperating mentor to discuss observation feedback and the clinical teacher's progress. The field supervisor and cooperating mentor make a final recommendation regarding certification.

Professional Action Plan - This remediation/intervention plan is designed and implemented to support a clinical teacher experiencing difficulties. The plan addresses deficient areas of teaching performance with goals, activities and timelines for improvement. Once initiated, improvements must be observed immediately and consistently.

Clinical Teaching Experience Extensions - Occasionally, a clinical teacher needs additional classroom experience and coursework to develop requisite knowledge and skills of an effective educator. The CERTification Program field supervisor and the district/school cooperating mentor teacher may recommend an extension to the CERTification Program Advisory Board. With Advisory Board approval, a clinical teacher may continue the process of seeking teacher certification. Additional fees apply.

Texas Standard Certificate - Clinical teachers who successfully complete all program requirements are eligible for a Texas Standard Certificate. This certificate must be renewed every five years. In addition, verification of 150 clock hours of professional development must be submitted with renewal. Failure to complete the renewal process will result in the Standard Certificate becoming inactive.

CERTification Program Probation and Dismissal

Program Probation - The Region 10 CERTification Program is a rigorous route toward certification that requires adherence to the program agreement and guidelines. If a candidate/intern/clinical teacher is placed on probation, corrective actions must be observed immediately and consistently. If not, a participant's program status may be presented to the CERTification Program Advisory Board for a program status decision.

Criteria for Probation - The following actions may justify program probationary status:

- Failure to complete coursework, documentation, and/or state test(s) within designated timelines
- Failure to update communication sources or to respond to communication from Region 10

CERTification Program staff

- Failure to inform Region 10 CERTification Program of the implementation of a district/school professional growth plan
- Failure to implement Region 10 staff and/or school personnel recommendations
- Unsatisfactory evaluation from district/school appraiser and/or Region 10 CERTification Program field supervisor

Unprofessional Conduct - The Region 10 CERTification Program Director may dismiss a participant for the following actions:

- Violations of the Texas Educator's Code of Ethics
- Falsification of information/documentation and/or plagiarism
- Failure to follow district/school/ CERTification Program directives and policies
- Insubordination to district/school/ CERTification Program staff
- Resignation/Termination/Non-renewal of teaching contract
- Failure to address the requirements of CERTification Program Action Plan or a district/school growth plan
- Failure to maintain a positive, safe learning environment and act in the best interest of children

Dismissal Refund - There is no refund of fees paid if a participant is dismissed from the Region 10 CERTification Program.

Appeal Process - To appeal a dismissal or intern/clinical teaching experience extension, a participant must contact the Region 10 CERTification Program Director in writing with documentation and rationale for the appeal. The letter will be submitted to the CERTification Advisory Board at the next scheduled meeting.

Transfers, Resignation and Return to the Program

Transfer - A candidate in a TEA- approved educator preparation program may transfer into the CERTification Program if the following stipulations are met:

- The candidate may be required to pass the appropriate content test(s) before being admitted into the program.
- Field-based experience and coursework that is within two years may be accepted with appropriate documentation (signed field experience records, transcripts, CPE certificates, etc.).
- The participant must pay the admission fee and the TEA Technology Fee. The training fee may be adjusted to reflect coursework to be completed with the CERTification Program.

Resignation -

- A participant may resign from the CERTification Program at any time.
- Tuition and internship fees must be current to withdraw in good standing.
- Resignation before the end of the certificate will result in the cancellation of the intern or probationary certificate. A letter is submitted to TEA and the certificate is nullified by TEA in 30 days.

Return to the Program

- A participant who resigned from the program in good standing may return at any time.
- Coursework completed with the program may remain valid for two years after completion.
- Payments made to the program may be honored for two years.
- A participant who returns after two years or more will not receive credit for any coursework completed.
- A participant who returns after two years or more will not receive credit for payment.

Practicum Requirements

Each Intern must teach in a district or accredited school for a full school year, to complete the internship. Clinical Teachers must complete a 15-week clinical teaching assignment (28 weeks for paraprofessionals enrolled in the CTE program.)

Although the CERTification Program cannot guarantee employment, every effort is made to assist the participant obtain a position. Notification is sent to participants via email, telephone, and/or in person as employment opportunities arise. It is the responsibility of the participant to secure an interview for the position.

The teaching practicum may be conducted only in the area for which certification is being sought. In instances of dual assignments, such as classroom teacher/coach, the intern must be assigned to his/her area of certification for an average of at least four hours each school day. Coaching and other extracurricular duties must not interfere with CERTification Program requirements.

The Practicum

CERTification Program participants complete a practicum - a clinical teaching experience or an internship. Completion of 30 hours of field based experience, at least 150 hours of coursework, and a passing score on the appropriate content test(s) are required for practicum eligibility. The practicum may be completed at any TEA accredited district, charter or private school.

Clinical Teaching Experience is a 15 week, full-time unpaid placement in a cooperating teacher's classroom. The cooperating teacher remains the teacher of record. Over the 15-week period, the cooperating teacher provides opportunities for the clinical teacher to plan and deliver lessons to students. Ideally, the clinical teacher will have full teaching responsibilities for at least four weeks.

Clinical Teacher candidates must complete all 300 hours of coursework or have the next available face-to-face sessions scheduled and pass all content tests before the CTE begins. Paraprofessionals, who are Clinical Teachers, must complete 28 weeks in one classroom with one cooperating mentorteacher.

An internship is a full school year, 75,600, with an average of at least four hours per day in the certification area. The candidate is hired as a full-time employee and serves in a teaching capacity, just as any other first year teacher.

The intern must be recommended for an intern or a probationary certificate when a teaching position is secured and practicum eligibility requirements are met. Either certificate enables the participant to be considered the "teacher of record," with all rights, privileges, benefits and responsibilities of a teacher.

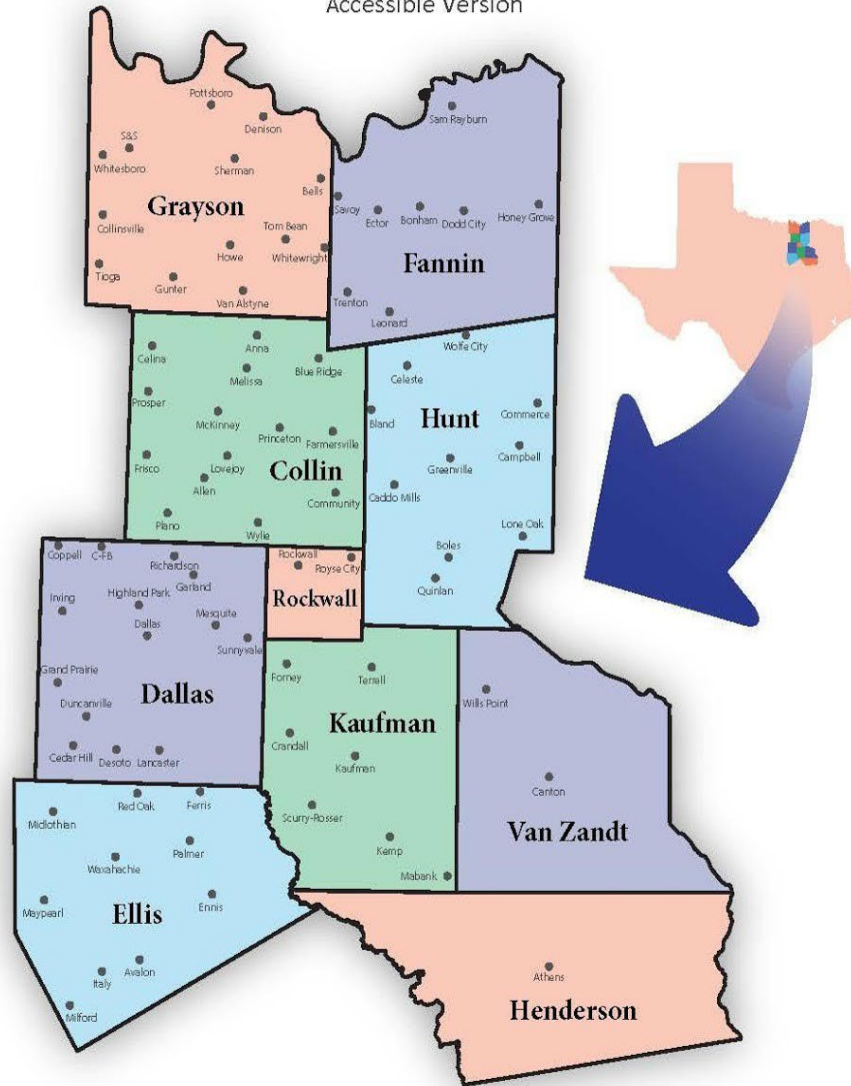
An internship may be extended for the following circumstance, assuming the school district is willing to continue employment of the participant.

- The intern has not performed satisfactory in the classroom and has been approved by the Advisory Board for another year of internship.
- A participant requiring an extension of the internship will pay \$425 a month until completion of internship.

Region 10 Service Area

Students | Service | Solutions

Accessible Version



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.

I. 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.

II. 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 1

Rubric for Online Coursework

Dimension	Excellent 90-100	Competent 89-80	Needs Work 79-70
Content	The response demonstrates a depth of understanding by using relevant and accurate detail.	The response includes knowledge which is generally accurate with only minor inaccuracies.	The response uses little relevant or accurate information.
Organization	The response has a clear beginning, middle and end. There are concise connections that link to the topic.	The response includes information in logical sequence with few uncoordinated thoughts.	The response does not reflect clear, accurate, and thorough coordination.
Creativity	The response reflects authenticity and uniqueness of effort. Also includes thought provoking expressions.	The response includes a few facts and creative expressions.	The response rarely supported the text. Obvious efforts were not present.
Conventions	The response has no misspellings or grammatical errors. The tone is sincere and intelligent.	The response has few misspellings and grammatical errors. The tone appears somewhat detached, yet sincere.	The response has more than five misspellings and grammatical errors. The tone included slang and informal words or phrases.
Reflection	The response indicates positive perceptions of teaching and learning.	The response has some evidence of positive teaching perceptions.	The response does not indicate positive perceptions of teaching and learning.

Attachment 2

COLLEGE ACCESS LOAN (CAL) PROGRAM

The College Access Loan Program provides alternative educational loans to Texas students who are unable to meet the cost of attendance. The amount of federal aid that a student is eligible for (regardless of whether actually accepted) must be deducted from the cost of attendance in determining the CAL loan amount.

Eligibility Requirements

Students must

- be a Texas resident;
- be accepted for enrollment and enrolled at least half-time in:
 - a course of study leading to a certificate, an associate, bachelor's, graduate, or higher degree; **or**
 - an approved alternative educator certification program;
- meet the satisfactory academic progress requirements set by the institution;
- receive a favorable credit evaluation or provide a cosigner who has good credit standing and meets other requirements.

Annual Loan Amounts

- Students may borrow no less than \$100 and up to the cost of attendance minus any other financial resources
- An origination fee will no longer be assessed for all approved CAL borrowers

Cosigner Eligibility Requirements

Cosigners must

- be at least 21 years of age;
- have a regular source of income;
- not be the borrower or the spouse of the borrower;
- receive a favorable credit evaluation;
- be a U.S. citizen, or a permanent U.S. resident and reside in the U.S. or in a U.S. territory.

Favorable Credit Evaluation Requirements

Students or cosigners must

- have an Experian VantageScore of 650 or higher;
- not have public records such as tax liens or bankruptcy proceedings;
- have a minimum of four credit trade lines, excluding student loans or authorized user accounts;
- not have defaulted on any federal or private education loans.

In line with financial industry practice, Texas Higher Education Coordinating Board reports account obligations to the credit reporting agencies. The reporting is at the loan level, with each loan reported as a tradeline. Cosigners are equally responsible for the repayment of the loan if the student fails to meet his or her repayment obligation.

Interest Rate

- A fixed annual rate of 5.30%
- Interest is not capitalized

Repayment

- Loans have a six-month grace period from the date a borrower ceases to be enrolled at least half-time at an eligible institution
- Principal balances under \$30,000 have up to a ten-year repayment period with minimum monthly payments of \$50
- Principal balances of \$30,000 or more have a repayment period up to 20 years
- The loan will not be sold to another lender
- Postponements of loan repayment and income-sensitive or graduated repayment schedules are available

How Can I Apply?

You can apply at [Loans Online](#).

Where Can I Get More Information?

For more information, review [Coordinating Board Rules, Chapter 22, Subchapter C](#), and the [Texas Education Code, Chapter 52](#), or contact our Borrower Services Department at:

Toll Free: (800) 242-3062

Email: [Borrower Services](#)

Attachment 3

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	()								

Part C: To Be Completed by Admitting Educator Preparation Program

(place in candidate record)

Name of Admitting Entity			County-District Number		
			--		
Area and Level of Certification Sought (include language area if appropriate)			Anticipated Finisher Year		
Name and Title of Program Administrator or Certification Officer	Date MM DD YYYY		Fax # / Email	Signature	

Attachment 4



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 Teacher Preparation and Certification (TPC) Program intern/clinical teacher. The field supervisor agrees to represent the TPC Program and to adhere to the duties and responsibilities required by the Texas Education Agency.

Circumstances beyond the Region 10 TPC Program's control may prevent fulfillment of this agreement. Such circumstances may include intern/clinical teacher's withdrawal from the Region 10 TPC Program, reassignment of the intern/clinical teacher, 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 intern/clinical teacher for 45-60 minutes, collect data and provide written feedback to the principal, mentor and intern/clinical teacher.
- Complete a pre and post conference (approximately 15 minutes for each) and provide written feedback on the observation report form. Pre and post conferences do not have to be onsite; they may be completed by email, phone, etc.
- Submit the intern observation report (approximately 60 minutes for creation) to Region 10 TPC Program within 5-10 business days of each observation. The first formal observation must occur within the first six weeks of an internship.
- Submit the Clinical Teaching Experience (CTE) report within 5-10 business days during the prescribed teaching practicum timeline.
- Retain and submit required documentation for each observation. Read receipt or verification that each report was sent to the principal, mentor and intern/clinical teacher is required.
- Communicate regularly with Region 10 staff consultants regarding intern/clinical teacher performance.
- Provide assistance, support, suggestions and recommendations for improvement to the intern/clinical teacher throughout the internship or clinical teaching experience.
- Provide certification recommendation based on the Texas Teacher Evaluation and Support System (T-TESS).
- 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 5



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: _____

Attachment 6



Mentor Agreement School Year: ____ - ____

Mentor Name: _____

Assigned Intern Name: _____

Mentor E-Mail Address: _____

District: _____

Years of Teaching Experience: _____

Certification Area(s): _____

Have you mentored a Region 10 EPP participant? Yes _____

Yes _____

____ Education Preparation Program Intern

____ Education Preparation Program Clinical Teacher

As a mentor teacher for the Region 10 EPP, I agree to fulfill the following responsibilities:

- ❖ Complete the Region 10 EPP mentor online course. Access information will be emailed as soon as we receive your *Mentor Information Form* and this agreement.
- ❖ Observe the intern/clinical teacher for four, 45-60 minute observations.
- ❖ Email the observation report to **the intern, field supervisor and Region 10**, cynthia.rodriquez@region10.org within **two weeks** of each formal observation and conference.
 - Intern: Four observation reports are due by the end of the practicum (two consecutive semesters).
 - Clinical Teaching Experience (CTE): Four observation reports are due by the end of the practicum. (15 weeks)
- ❖ Communicate regularly with Region 10 staff regarding your intern/clinical teacher's progress. Your input is valuable for this beginning educator.
- ❖ Complete the Region 10 EPP annual evaluation survey.
- ❖ Region 10 Education Service Center EPP agrees to award 25 hours of professional development upon completion of the practicum. The Mentor recognizes that circumstances beyond the Mentor's or Region 10 EPP's control may prevent fulfillment of this Mentor Agreement. Such circumstances may include participant withdrawal from the Region 10 Educator Preparation Programs, reassignment of the participant, or factors which hinder the establishment of a successful cooperative relationship. Circumstances may result in prorating the mentor professional development hours and/or termination of this agreement any time prior to completion.

Note: In order to receive the professional development hours, responsibilities must be fulfilled within the established timelines.

Refer to online Mentor Training course for timelines and specific details

Mentor Signature – Electronic Signature Accepted

Date

Accepted by Region 10 Education Service Center
Original to Region 10 EPP

Date