

## **Program and Policy Handbook 2026-2027**



### **Our Mission**

Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a real human being.

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# Education Service Center Region 13

## Educator Certification Program Overview

### Program Background

Alternative certification programs in Texas were established in 1984 by the 68th Legislature in House Bill 72. In this Bill, the State Board of Education (SBEC) was directed to provide for the certification of individuals who met specific requirements and who completed an internship in a public school, or a Texas Education Agency (TEA) approved charter or private school. The bill was originally implemented for non-certified teachers to fill shortages in critical need areas and to provide an alternative certification route for qualified individuals interested in making a career change.

The Region 13 Educator Certification Program (ECP) was established in 1989 to provide an opportunity for professionals from various careers to become teachers through an approved alternative route to certification. ECP is a rigorous field-based program that integrates theory with practice. In this program, teacher-interns make valuable contributions to accredited public, charter, and private schools as they draw upon their diverse past experiences to enhance student learning.

Texas Administrative Code requires that all students have the benefit of a qualified teacher knowledgeable in the content they are responsible for teaching. As a result, prospective teachers in all content areas are required to demonstrate content competency prior to internship. For teachers in Texas, this is accomplished by passing the Texas Examination of Educator Standards (TExES) content exam(s) that match(es) the area of certification the prospective teacher is seeking, completing pedagogy aligned coursework and field based experience hours.

### Program Timeline

Program participants begin Orientation after notification of meeting admission requirements into the Region 13 Educator Certification Program.

Program participants move into Pre Service training after completing orientation, preservice consists of content examination preparation, Field Based Experience and Pre Service Pedagogy coursework.

Program participants will complete their state content examination(s) in the spring and summer preceding their internship experience. Preparation for the TExES content exam is provided through online instruction for most certification areas. This requires a high level of personal discipline, as candidates are responsible for managing their time, completing all readings, assignments, and course tests in a timely manner.

After Pre Service participants move into In Service during In Service coursework participants receive just in time training to build on concepts learned during pre-service and receive Pedagogy and Professional Responsibilities (PPR) exam preparation.

Upon successful completion of pre-service instruction and related program and state requirements and demonstration of a commitment to ongoing instruction during the school year, participants are eligible to be employed as a teacher for the internship year. Once a full-time teaching position is secured, participants are placed on an intern or probationary teaching certificate (*see types of certificates*). During the internship year, the teacher-intern is hired by a district as the teacher of record with full pay and benefits.

Upon successful completion of the internship year and related program and state requirements, participants earn a standard teaching certificate specific to their teaching assignment/area of certification.

# Region 13 ECP Contacts

Amy Walsh, Program Coordinator

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Contact me for questions or information regarding Field Support, District Referral Program, and certification requirements.

Jill Abernathy, CTE/ASEC Certification Program Manager

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Contact me for questions or information regarding CTE and Accelerated Secondary programs and the CTE/ASEC Statewide Cohorts.

Elisha Grossenbacher, Special Education & Paraprofessional Certification Specialist

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Contact me for questions or information regarding the Accelerated Elementary certification program, Special Education program, and paraprofessional training.

Dr. Gabriela Lara, Elementary Education Certification Specialist

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Contact me for questions or information regarding the Elementary certification program and bilingual education.

Pamela Pate, Program Manager of Secondary Certification

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Zenaida Peña, Program Assistant

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Contact me for questions or information regarding program admissions or if you need to change your personal contact information while in the program.

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Contact me for questions or information regarding online courses or technology assistance.

Sarah Jones, Certification Specialist

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Contact me for questions or information regarding all things pertaining to certification applications.

# **Certification Areas Offered by Region 13 ECP**

The Region 13 Educator Certification Program is accredited by the Texas Education Agency/ State Board for Educator Certification. The program has been approved to offer the following certificate areas.

## **Elementary and Middle School Areas**

- EC-6 Core Subjects + Science of Teaching Reading (STR)
- EC-6 Bilingual Core Subjects + STR
- EC-6 ESL Core Subjects + STR
- 4-8 Core Subjects + STR
- 4-8 Bilingual Core Subjects + STR
- 4-8 ESL Core Subjects + STR
- 4-8 Math
- 4-8 Science
- 4-8 Social Studies
- 4-8 English/Language Arts/Reading + STR
- 4-8 Math/Science
- 4-8 English/Language Arts/Reading/Social Studies + STR

## **Secondary Certification Areas**

- 6-12 Agricultural, Food and Natural Resources
- 6-12 Health Science
- 6-12 Marketing
- 6-12 Business and Finance
- 6-12 Trades and Industrial Education
- 6-12 Technology Education
- 6-12 Computer Science
- 6-12 Family and Consumer Sciences (composite)
- 8-12 Human Development & Family Studies
- 8-12 Hospitality, Nutrition and Food Science
- 6-12 JROTC
- 7-12 Math
- 7-12 Math/Physics
- 7-12 Science
- 6-12 Math/Physical Science/Engineering
- 7-12 Social Studies
- 7-12 English/Language Arts/Reading
- 6-12 Dance
- 6-12 Speech

## **All Grade Levels**

- EC-12 Reading Specialist
- EC-12 Languages Other Than English
- EC-12 Special Education + STR
- EC-12 Technology Applications
- EC-12 Music
- EC-12 Art
- EC-12 P.E.

- EC-12 Theatre Arts



# Region 13 Educator Certification Program Cohorts

The Region 13 Educator Certification Program offers three distinct Cohort Models to ensure each candidate has an option that aligns with their learning style and location in Texas. While each cohort has a designated Cohort Specialist and follows the same phases of the Region 13 ECP Program—including similar coursework and performance-based assessments—the mode of delivery and associated costs vary by cohort.

## Structured In-Person Cohort –

This cohort provides a highly structured and interactive learning experience with consistent face-to-face engagement. It allows candidates to form strong connections with instructors and peers, receive immediate feedback, and establish a clear routine throughout the program.

- **Best for:** Candidates who can attend classes at Region 13 ESC and prefer traditional classroom learning, benefit from live interaction, and thrive with structure, accountability, and in-person collaboration.
- **Format:** Coursework is delivered primarily through in-person classes at Region 13 ESC, with additional learning completed through self-paced online modules and occasional live Zoom sessions. Most coursework is completed before the internship, with supplemental 'just-in-time' sessions offered during the internship to address immediate classroom needs.
- **Schedule:** When there are live classes, they are held on Tuesday and Thursday evenings (6:00–9:00 PM) and Saturdays (9:00 AM–4:00 PM).
- **Certifications Offered:** Elementary, Bilingual, Special Education, ESL, and Secondary.

## Balanced Hybrid Cohort –

This cohort blends in-person learning with the flexibility of online coursework, creating a balance between structured interaction and independent study. Candidates still benefit from face-to-face learning and the cohort model during the in-service classes.

- **Best for:** Candidates in or near the Region 13 area who are self-motivated but still value occasional in-person sessions for community building and hands-on activities.
- **Format:** Coursework is completed through a combination of self-paced online coursework and live classes at the Region 13 ESC. This format is best for candidates who are comfortable completing the majority of their coursework online, with occasional live classes during In-Service. Coursework is evenly split before and during internship, with “just-in-time” content provided to address challenges as they arise in the classroom.
- **Schedule:** Live classes held once a month on Saturdays during In Service (9:00 AM–1:00 PM).
- **Certifications Offered:** Secondary, ESL and Career & Technical Education (CTE).

## Live Online Cohort –

This fully remote cohort combines the flexibility of online coursework with the benefit of live, virtual instruction and community interaction. It allows for statewide access while still fostering connection through scheduled virtual sessions.

- **Best for:** Candidates across Texas who are self-driven, prefer the convenience of learning from home, and still want periodic live interaction with instructors and peers.
- **Format:** Coursework is completed through a combination of self-paced online coursework and live classes via Zoom. This format is best for candidates who are comfortable completing the majority of their coursework online, with occasional live, virtual classes during In-Service. Coursework is evenly split before and during internship, with “just-in-time” content provided to address challenges as they arise in the classroom.
- **Schedule:** Live classes held once a month on Saturdays during In Service (9:00 AM–1:00 PM) via Zoom.
- **Certifications Offered:** Elementary, Bilingual, Special Education, Secondary, ESL and CTE.

## Routes to Standard Certification

### Intern Certificate

- To be placed on an Intern Certificate, a program participant must pass all TExES content exams required for their certification area, complete at least 150 hours of pedagogy-related training and at least 50 hours of field-based experience requirements.
- An Intern Certificate is valid for a period of one year and will require five formal observations and six informal observations by the educator preparation program.
- Participants are allowed **ONE** Intern Certificate for their lifetime.

### Probationary Certificate

- To be placed on a Probationary Certificate, a program participant must pass all TExES content exams required for their certification area as well as the Pedagogy and Professional Responsibilities (PPR) exam. They must also complete at least 150 hours of pedagogy related training and at least 50 hours of field-based experience requirements.
- A Probationary Certificate is valid for one year with the option for one additional year if the internship was declared unsuccessful by the field supervisor or campus administrator. Five formal observations and six informal observations will be required by the educator preparation program for interns on this type of certificate.

### Clinical Teaching

- Clinical teaching is *not* an automatic option available to candidates. Procedures and required documentation for applying for clinical teaching will be discussed with eligible interns by their cohort specialist.
- To be considered for Clinical Teaching, a program participant must pass all TExES content exams required for their certification area, complete at least 150 hours of pedagogy-related training and at least 50 hours of field-based experience requirements.
- The Clinical Teaching component consists of 490 minutes of teaching in a placement aligned to the clinical teacher's area of certification. These 490 minutes promote understanding of students, classroom procedures, and campus expectations while the ECP Clinical Teacher assumes the daily responsibilities of the Cooperating Teacher.
- The ECP Clinical Teacher will complete the assigned performance tasks each week and maintain a Clinical Teaching Portfolio. An ECP Field Supervisor will document the Clinical Teacher's progress through regular classroom observations and assigned performance tasks.
- An ECP Clinical Teacher who successfully applies the knowledge and skills of the ECP curriculum will be recommended for standard certification upon completion of all program requirements. This success will be evident in classroom observations, recommendations from the Cooperating Teacher and ECP Field Supervisor, and in all performance, tasks completed throughout Clinical Teaching experience.

### Residency

- A teacher residency is where a teacher candidate is paired with an experienced, highly effective Host Teacher for a full year of clinical training/co-teaching in a K-12 classroom.
- Candidates may be offered an option to complete Residency. Residency is *not* an automatic option available to candidates. Procedures and required documentation for applying for Residency will be discussed with eligible interns by their cohort specialist.

- To be considered for a Residency, a program participant must pass all TExES content exams required for their certification area, complete at least 150 hours of pedagogy-related training and at least 50 hours of field-based experience requirements.
- The ECP Resident Teacher will complete the assigned performance tasks/gates each week and maintain a Teaching Portfolio. An ECP Field Supervisor will document the Resident Teacher's progress through regular classroom observations, campus meetings and assigned performance tasks.
- An ECP Resident Teacher who successfully applies the knowledge and skills of the ECP curriculum will be recommended for an enhanced standard certification upon completion of all program requirements. This success will be evident in classroom observations, recommendations from the Host Teacher, Campus Administrator and ECP Field Supervisor, and in all performance gates/tasks completed.

## **ECP Application Process**

### **Deadlines and Forms**

Consult the website <http://teach.esc13.net> to determine application and payment deadlines for the certification areas offered. The application and application fee payment must be completed online, and official professional reference forms will be sent out through the online application. Once the application and required documents

are submitted and reviewed, qualified applicants will be notified that entrance requirements have been met and will be provided instructions for beginning their participation in the program.

## **GPA**

For every certification area, except for CTE certifications requiring work experience, admission requires a baccalaureate degree earned from and conferred by an institute of higher education recognized by the Texas Higher Education Coordinating Board. Region 13 requires that the candidate have an overall grade point average (GPA) of at least 2.5 or a GPA of at least 2.75 in the last 60 semester credit hours. A candidate must have a minimum of 60 hours associated with a GPA on their transcript or obtain a passing score on the Pre-Admission Content Test for the certification area they are seeking.

For the Secondary and Elementary programs, candidates must also have a 2.5 in the coursework required for the designated certification area or demonstrate proficiency in their certification area.

TEA requires Educator Preparation Programs compute the GPA based on all transcripts. Therefore, official transcripts from ALL institutions of higher education the applicant have attended must be submitted to the ECP office.

Candidates seeking certification in the area of Trade and Industrial Education and Health Science will be expected to document work experience in lieu of the required GPA.

## **GPA 10% Exception Rule**

Consideration by the program coordinator may be granted to individuals with a GPA less than a 2.5. This exception to the minimum GPA requirement will be provided only in extraordinary circumstances, such as illness or deployment, and may not be used by a program to admit more than 10% of any cohort of candidates. All candidates in the 10% Exception Rule category must provide a passing score on a Pre-Admission Content Test (PACT) in their content area to be considered for acceptance. For information about taking a PACT, please see <http://www.tx.nesinc.com/>.

A list of required coursework for each certificate offered can be found at this link: <https://teach.esc13.net/path-to-certification/requirements>

## **Proficiency in Reading, Math, and Writing**

Candidates are required to demonstrate proficiency in reading, math and writing or meet at least one criteria for exemption or exception from this requirement. The following are common qualifications that allow a candidate to be exempt from this requirement. For a full list of exemptions and exceptions, see [Texas Administrative Code](#).

- Earned associate's degree or higher
- Previously attended any institute of higher education
- Active-duty military
- Honorably discharged, retired, or released from the military on or after August 1, 1990

## **Second Language Proficiency Screening**

Applicants for Languages Other Than English (Spanish) and Bilingual Education (Spanish) will be required to demonstrate language proficiency in reading, writing, listening, and speaking by participating in a language screening during their interview for program admission.

## Credentials from Outside the United States

Transcripts from institutions outside the United States must be evaluated by a TEA approved credential evaluation service. Evaluation must include semester hour equivalent, grade point evaluation and a statement confirming that the degree is equivalent to at least a bachelor's 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 the [TEA website](#) for a list of credential evaluation services).

Applicants with a transcript from outside the United States must also provide TOEFL iBT test results with a minimum score of High Intermediate in Speaking, Writing, Reading and Listening. If you have a degree from a country where English is the official language, a TOEFL score is not required. [See approved list.](#) TOEFL scores are only valid for two years.

## Military Service

Applicants who currently or previously served in the military will be asked to provide a Joint Services Transcript or equivalent as part of their application materials. Cohort specialists will review Joint Services Transcripts to determine if coursework aligns with certification preparation coursework for their specific content area.

For CTE applicants, Joint Services Transcripts can be submitted along with the Statement of Qualifications (SOQ) for consideration when calculating work experience within the required time range. For CTE applicants, a Joint Services Transcript may count in lieu of the required industry license or certification. *Health Science applicants must hold an active license/certification.*

For all content-tested teachers the Joint Services Transcript will be evaluated for content specific coursework for admission purposes.

## Interview

Applicants participate in a face-to-face or zoom interview developed by ECP to determine their aptitude for teaching, as applicable for the program for which the application was submitted.

## Reapplication

Applications are valid for six months. If an applicant does not complete the admissions process and gain acceptance into ECP within that time frame, they will be required to reapply to the program.

If an applicant reapplies within one cohort year of the previous acceptance, and did not previously attend orientation, no additional application fee is required.

Applicants who were previously accepted and withdrew or were dismissed before program completion may reapply to the program. A new application and payment must be completed.

If readmission occurs within one cohort year from original acceptance, fees paid for registration and pre-service will be applied to the new cohort year, if applicable. Credit for coursework completed prior to withdrawal or dismissal may be awarded upon readmission at the discretion of the cohort specialist.

In all other circumstances, a candidate considering reapplication would be starting from the beginning of the certification process and responsible for all program fees and coursework requirements.

The ECP reserves the right to deny program readmission based on prior program performance. No guarantees are made about reacceptance into the program.

## Contingent Admission

Applicants who have not earned an undergraduate degree may be eligible for contingent admission into the ECP if their degree is expected to be conferred within the same semester in which the application is submitted. To qualify for this admission status, the candidate must supply their current transcript showing courses in progress and a letter from the registrar's office stating the expected graduation date.

An official transcript showing the degree conferred must be submitted within one month of the graduation date or the candidate could be dismissed from the program. *Communication with ECP program support through the process is crucial to remain in good standing in the program.*

## Conditional Acceptance

Occasionally, an applicant is accepted into the program with conditions. These conditions are limited to official transcripts, recommendations, licenses for Trade and Industrial Education teachers or licenses/certifications for CTE that expire within the program year. Due dates will be set for conditions and provided in the notification letter. A candidate cannot be recommended for standard certification until all conditions are met.

## Selection

Candidates are selected for the program based on their qualifications as set out in the screening process. Not all applicants who meet minimum requirements are selected for the program. Each year program staff identifies a maximum number of applicants who will be accepted into the program, and those applicants whose qualifications rise to the top of the applicant pool are selected.

The selection criteria include:

- overall GPA
- coursework requirements per certification area
- GPA on coursework
- rubric score from face-to-face or zoom interview
- quality of references
- work experience
- experience working with students in an educational setting
- a writing sample
- previous testing history
- a passing score on the Pre-Admission Content Test (PACT Exam), if applicable
- other criteria, such as language proficiency for applicants for Languages Other Than English and bilingual applicants as well as applicants with transcripts from outside the United States, are also used.

Region 13 ECP seeks a diverse applicant pool and strongly encourages all to apply. Region 13 shall not discriminate against any individual on the basis of any of the following characteristics: race, color, national origin, sex, religion, age (applies to individuals who are 40 years of age or older), disability, or genetic information.

## Criminal History Checks

Per Texas Administrative Code 227.1. (b), Educator Preparation Programs should inform all applicants that: (1) Pursuant to the Texas Education Code (TEC), § 22.083, all candidates must undergo a criminal history background check prior to employment as an educator.

If you feel this is a concern and you have questions about eligibility for a Texas educator certificate, TEA staff may perform an evaluation for a non-refundable fee of \$50. Visit the [Texas Education Agency](https://tea.state.tx.us/) for more information regarding these procedures.

If convicted of an offense, there is a potential for ineligibility for issuance of a certificate from the Texas Education Agency and/or completion of the EPP.

## Transfers

Individuals wishing to transfer from another alternative certification program must complete all steps of the application process. In addition, they must submit a TEA Candidate Transfer form with their online application. Transfer acceptance will be at the discretion of the ECP (see Selection criteria above). If the intern is indicated as a "finisher" in the previous program, please see the finisher admission program information section in the handbook.

Candidates transferring from other programs will be required to start ECP coursework from the beginning. Credit will not be given for pedagogy-specific coursework completed in another program. ECP will evaluate the following items from a transfer candidate's previous program to determine if the item(s) can be counted towards certification requirements with ECP:

- Field Based Experience completed in a Texas approved school setting including signed reflection forms
- Dyslexia Training through TEALearn
- Suicide Prevention Course through TEA Approved Provider
- Substance Abuse Course through TEA Approved Provider
- Mental Health Course through TEA Approved Provider
- Work Based Learning through TEALearn or Education Service Center
- TEALearn courses specific to the Scope and Sequence of the Cohort

## Revoked Certificate

Candidates who have had a certificate revoked by TEA will not be considered for admission into the ECP.

## Suspended Certificates

Region 13 will comply with TEA guidelines for admission or readmission of candidates with suspended certificates. Acceptance of candidates with suspended certificates will be at the discretion of the ECP (see Selection criteria above).

## TExES Testing History

If a candidate has five or more failures of an individual TExES test matching the certification area for which the candidate has applied or combined ten TExES failures overall, then a candidate would not meet admission standards for ECP. *If a candidate is a Finisher confirmed by TEA from a closed program, their testing history would not impact them completing certification requirements with ECP.*

## Candidates with Disabilities

If you have a documented disability (physical, psychological, learning, or other disability that affects your academic performance) and would like to receive academic and/or testing accommodations, you must notify your cohort specialist upon admittance into the program.

To request testing accommodations with Pearson the process includes working with your Cohort Specialist to

have early access to test approval, then requesting accommodations with Pearson ([https://www.tx.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_AlternativeArrangements.html](https://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html)) these requests typically take 30 days to process, then you can schedule your test once showing you have met ECP's Testing Criteria.



# ECP Standards of Conduct

The ECP staff maintains high standards of conduct and expects candidates admitted into the Region 13 Educator Certification Program to demonstrate professional behavior during training classes, throughout coursework and in their own classrooms. This includes punctuality for all ECP class sessions and coursework. Attendance and other professional behavior are required at all class sessions (online and on-site) for successful completion of the program. The curriculum taught in courses is aligned to the Texas Educator Standards, and instruction has been designed to provide candidates with experiences and information needed for the first year of teaching.

## Punctuality

Attendance during each entire class session is required. When a candidate's cumulative tardy minutes reach 30 minutes, the candidate will receive an absence. A tardy is defined as late to class, late returning from a break, late returning from lunch, or leaving class early. Tardy minutes will accumulate throughout the program.

## Absences

**Attendance for all class sessions is required.** In case of an emergency, a candidate may find it necessary to miss a class. All absences must be made up with learning experiences similar to the instruction missed and must be approved by the ECP cohort specialist in advance of completing a make-up session. When a candidate misses a class session, they must notify the cohort specialist in advance of the absence and return the approved/assigned make-up work within 30 days of the absence. **NOTE: Attendance at ECP class sessions takes precedence over campus or district instructions, meetings, or activities.**

After the third absence, a letter may be sent to the candidate and the candidate's principal. If necessary, a staff advisory committee will meet to discuss the absences and determine whether or not the candidate will continue in the program. Options for the staff advisory committee to consider include placing the candidate on program probation with an individual growth plan, denial of eligibility to take a TExES exam(s), or dismissal from the program. If a program extension is necessary due to absences, the candidate will be charged fees in accordance with the extension policy. If a candidate is dismissed from the program due to absences, no fees will be refunded. See *Growth Plans, Extensions, and Dismissals & ECP Exit Policy*.

## Coursework

Candidates are expected to complete all coursework within the time allotted. Failure to complete all course requirements (discussion assignments, readings, performance-based assessments, tests, etc.) in the allotted time will result in an "Incomplete" status. Candidates must complete all coursework with at least 80% proficiency for the assignment to be considered complete.

## Children

Due to safety concerns, children of any age are not permitted at Region 13 ESC or satellite locations during class sessions. Candidates need to make other arrangements for childcare. If a child is brought to a class session, the candidate will be asked to leave the class session and make up the class session at a later date.

## Updating Contact Information

It is the responsibility of each candidate to ensure the ECP has their current contact information. Please contact our ECP office at [ecp@esc13.txed.net](mailto:ecp@esc13.txed.net) to update all contact information.

## Changing Certification Areas

If a candidate wishes to change certification areas after admission into the program, a written request must be sent to the cohort specialist. Upon receiving the request, program staff will evaluate the following to determine if the candidate is eligible to change certification areas:

- current program status and progress
- Texas Administrative Code requirements for qualifications for the requested certification area
- current employment status and courses being taught, if applicable

If a candidate does not meet entrance requirements for the requested certification area, a passing score on the Pre-Admission Content Test (PACT) is required prior to the approval of a change. Following approval of a change in certification area, the candidate will be required to complete test preparation for all content exams associated with the new certification area in order to gain approval to take the related TExES exam(s).

Approval of a change in certification areas is not guaranteed. Changing certification areas may result in additional coursework, an extended timeline, and additional testing requirements, depending on the original certification area and the area being requested.

## Changing Cohorts

If a candidate wishes to change cohorts after admission into the program, a written request must be sent to the cohort specialist. Upon receiving the request, program staff will evaluate the following to determine if the candidate is eligible to change certification areas:

- current program status and progress
- Texas Administrative Code requirements for qualifications for the requested certification area
- current employment status and courses being taught, if applicable

The Cohort Specialist will work with the Budget Manager to provide an updated fee schedule and steps for changing cohorts. Approval of a change in cohorts is not guaranteed. Changing cohorts may result in additional coursework, additional fees, an extended timeline, and additional testing requirements, depending on the original certification area and the cohort being requested. Orientation for the new cohort will be provided and is required to successfully move cohorts.

## Deadlines

All deadlines for the ECP application process are posted on the ECP website. Deadlines regarding coursework will be provided by the cohort specialist once accepted into the program. The deadline for finding a teaching position is the first day of the school year. Cohort Specialists will review ECP Options Form with the candidates during July or August depending on their certification area.

## Professionalism

Professionalism is a critical part of the teaching profession. As teachers work with their colleagues, campus administration, parents, and community members, exhibiting professional behavior is very important. When an applicant becomes a member of ECP, professionalism will be modeled and taught. Candidates are expected to comply with the ECP requirements and expectations, including the standards of professionalism as described in the ECP handbook and coursework. Candidates should maintain a professional demeanor and exercise sound judgment at all times while representing a school, a district, and the ECP.

Professionalism includes being on time for all classes, participating in class discussions, treating fellow candidates, field supervisors and specialists with respect, academic integrity as well as other relevant practices and procedures. School districts hire and maintain faculty who are models for their students and their community. Professionalism is a vital part of the ECP instructional program and is a non-negotiable

requirement for participation in the ECP. **Failure to adhere to these provisions is grounds for dismissal from the program.**

## Plagiarism

The Region 13 ECP expects all program participants to model ethical and professional behavior in all aspects of their teaching career. Modeling professional behavior begins with modeling academic integrity in completing assignments done during training. Plagiarism is defined as the representation of another person's work, words, thoughts, or ideas, as one's own. Plagiarism includes copying materials from a source such as a book or an internet site without including documentation of references. It is important that ECP program participants have a full understanding of material covered in program coursework in order that they may internalize this knowledge and be able to apply it in their classroom. Therefore, plagiarized work will not be accepted in online courses, class assignments or any other coursework done as a part of the ECP curriculum.

## AI Policy

The Region 13 Educator Certification Program (ECP) recognizes the potential benefits of Artificial Intelligence (AI) in education and professional settings. However, to ensure the integrity of candidate work and adherence to program standards, the submission of work created by AI tools is prohibited when completing Performance-Based Assessments (PBAs) or any other assigned coursework.

If a Cohort Specialist identifies or suspects that AI was used in the completion of an assignment, the following steps will be taken:

- The Cohort Specialist will reach out to discuss the assignment with the candidate.
- If determined the Cohort Specialist will ask the candidate to revise and resubmit the assignment without the use of AI assistance.
- The candidate may be provided additional guidance or resources to complete the work independently if necessary.

This policy is in place to uphold the authenticity of candidates' work, promote skill development, and maintain the credibility of the certification program.

## Technology Requirements

The ECP integrates technology into the program for communication and online course delivery along with in-class activities and assignments. All program participants must own or have daily access to a portable electronic device (laptop or tablet with keyboard) and a high-speed Internet connection. A mobile phone will not meet this requirement. A personal email address is also required. Minimum system requirements:

- High-speed Internet connection
- Personal computer with Windows 7 or higher, or MacOS X 10.9 Mavericks or higher
- Web browsers: Be sure you are on the most modern version of your favorite web browser; Chrome, Firefox, Safari, or Edge. <https://updatemybrowser.org/>
- Most recent version of Adobe Acrobat Reader
- Access to Microsoft Word 2010 or higher

## Release of Information

In order to participate in the Region 13 Educator Certification Program, candidates will be asked to give consent to disclosure of records related to program performance and performance in the field to school administrators, school human resources and program representatives for the purpose of reviewing performance, acquiring feedback or procuring required signatures.

# ECP Curriculum

## Texas Standards for Educators

The ECP curriculum is aligned to the Texas Standards for Educators established by the Texas Education Agency/ State Board for Educator Certification and the state curriculum established for Texas public schools, Texas Essential Knowledge and Skills (TEKS).

There are four domains included in the Pedagogy and Professional Responsibilities Exam:

### Domain 1

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

### Domain 2

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

### Domain 3

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

### Domain 4

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Texas Administrative Code Chapter 235, Subchapter C includes the revised Classroom Teacher Pedagogy Standards implemented in May 2025.

- Instructional Preparation: Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.
- Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research and evidence-based and informed by student work.
- Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy, and the appropriate grade-level Texas Essential Knowledge and Skills (TEKS).
- Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.
- Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with federal, state, and local laws, and conduct themselves ethically and with integrity.

## Performance Based Assessments

Candidates are assessed throughout the program in many different ways. Proficiency on performance-based

assessments is required in order to advance through the program.

# Phases of the Region 13 Educator Certification Program

## Orientation

After an applicant receives notification that they meet admission requirements, they will be provided with instructions for setting up an Ecampus account and paying the registration fee. Once the fee has been paid, they will be enrolled in an Orientation course. This course introduces candidates to the ECP program and includes a copy of the ECP Handbook, a review of program schedules, an introduction to the ECP team, and an opportunity to accept ECP's offer by signing the Orientation Agreement.

## Pre Service

After completing Orientation, candidates begin the Pre-Service portion of the program. This includes pedagogy coursework aligned to the Educator Standards in preparation for their first year of teaching. Candidates will also participate in Field-Based Experiences (FBEs), which involve interactive and reflective observations of certified teachers. Additionally, candidates receive support for content test preparation and are expected to complete all required content exams. During this phase, candidates are also required to secure a teaching position in preparation for the Internship. *Residency and Clinical Teaching are alternative pathways available to specific cohorts.*

## In Service

In the In-Service phase, candidates continue pedagogy coursework aligned to the Educator Standards, with a focus on practical application during their first year of teaching. They also receive preparation and support for the Pedagogy and Professional Responsibilities (PPR) exam. Once candidates begin their internship, they will be supported by an assigned Field Supervisor and Campus Mentor.

## Standard Recommendation

At the end of the internship year, candidates are eligible for a standard teaching certificate recommendation if all program and state requirements have been met.

## Extension

In some cases, a candidate may need additional time beyond the In-Service portion of the program. Extensions may be granted due to incomplete testing, pending coursework, or delayed internship start date.

## ECP Fees

All fees submitted to the Region 13 ECP are non-refundable.

## Structured In Person Cohorts

- Registration Fee - \$150
- Pre-Service Fee - \$1500
- In-Service Fee - \$4626 (\$2626 for critical needs content areas as determined by the U. S. Department of Education)

## Balanced Hybrid and Live Online Cohorts – hired within Region 13

- Registration Fee - \$150
- Pre-Service Fee (certification areas requiring one content exam) - \$450
- Pre Service Fee (certification areas requiring two or more content exams) - \$900.00
- In-Service Fee - \$5051 (\$3051 for critical needs content areas as determined by the U. S. Department of Education)

## Balanced Hybrid and Live Online - hired outside of Region 13

- Registration Fee - \$150
- Pre-Service Fee (certification areas requiring one content exam) - \$450
- Pre Service Fee (certification areas requiring two or more content exams) - \$900.00
- In-Service Fee - \$5591 (\$3591 for critical needs content areas as determined by the U. S. Department of Education)

## All Count Area Extended Cohorts

- Registration Fee - \$150
- In-Service Fee Year 1 - \$150 a month
- In-Service Fee Year 2 (hired within Region 13) – \$5051 (\$3051 for critical needs content areas as determined by the U. S. Department of Education)
- In-Service Fee Year 2 (hired outside Region 13) – \$5591 (\$3591 for critical needs content areas as determined by the U. S. Department of Education)

## Other Fees - All Cohorts

- Application fee - \$100
- Intern certificate fee - \$78 (see more info below)
- Probationary certificate fee - \$78 (see more info below)
- TExES registration fee (per exam) - \$116 - \$138 (see more info below)
- Standard Texas certification fee - \$78 (see more info below)
- Criminal history check and Fingerprinting for SBEC \$37.75 - \$14
- Out of region fee - \$540

## Extension Fees (when necessary)

- For Coursework Extensions After a Successful Internship - \$150/month
- For Continuation Extensions - \$250/month
- For Growth plan Extensions (Candidates who had an unsuccessful Internship Year) - \$300/month

## Additional Fee Information

The Region 13 Educator Certification Program charges a \$100 application fee. No application will be processed until the fee has been received. The application fee covers transcript evaluation and processing of other items necessary to complete the application process.

All program fees are non-refundable and are subject to change without notice.

If accepted into the program, applicants must submit a non-refundable registration fee to the ECP to begin orientation and officially confirm their admission. [See website for due dates.](#)

A candidate must be in good financial standing and/or have communicated with the Cohort Specialist and Budget Manager in any specific situations to be eligible for the recommendation of their intern/probationary certificate.

The In-Service fee is payroll deducted over nine months during the internship year. Currently, candidates teaching in critical need content areas, as determined by the U. S. Department of Education, receive a \$2000 scholarship. There is no application for this scholarship; it is automatic for participants in the ECP program and is deducted from the In-Service fee.

If a candidate withdraws, is dismissed, or is recommended before 9 months of in-service payments have been made, the candidate is responsible for payments for all months in which services were provided. Please note that the ECP bills candidates for services provided in the month prior to payment. *These payments are required, regardless of if payroll deductions have not begun or did not begin in a timely manner.* If a candidate withdraws, is dismissed, or chooses to go on hiatus after September 15th, one month of in-service fees will be owed for the month of September.

If a candidate withdraws or is dismissed and would like to transfer to another Educator Preparation Program, they must be in good financial standing in order for the Region 13 Educator Certification Program Certification Officer to complete the required TEA Transfer form.

If a second-year hiatus is granted, additional pre-service fees may apply. Factors determining the need for a second pre-service payment include: unsuccessful completion of pre-service coursework, unsuccessful completion of test preparation, and/or failure to pass all required tests. The Coordinator and Specialist will determine pre-service fees upon returning from hiatus.

All ECP fees are non-refundable.

**NOTE:** *The Education Service Center Region 13 (Region 13) does not meet the IRS definition of an "eligible educational institution" in that we do not provide courses for which academic credit is offered. Therefore, we are unable to file or provide a 1098-T form to the candidates in our Certification Programs.*



# ECP Pre-Service Instruction

## Schedule

Live classes are held no more than two evenings a week and Saturdays. Class time is from 6:00pm – 9:00pm CST for evening instruction and 9:00am – 4:00pm CST for Saturday instruction. Class schedules vary by Cohort and will be provided to candidates through the website, information sessions and emails.

## Class Locations

Live In Person instruction is provided at the Region 13 Education Service Center main campus located at 5701 Springdale Road in northeast Austin. No smoking is allowed inside this building. Alcohol and drugs are not allowed at Region 13 or any of the Region 13 campuses.

Statewide CTE and ASEC candidates will receive instruction via video-teleconference at designated locations across the state or offered via zoom.

Some classes are hosted via Zoom based on the cohort and schedule provided.

## Field Experience

All candidates must complete a minimum of 50 hours of Field Based Experience prior to internship, unless the requirements for a late hire designation as defined by Texas Administrative Code (TAC) are met. Each cohort creates its own timeline and will provide a Field Experience Handbook outlining expectations set by TAC and the Region 13 ECP. According to TAC a late hire is: *An individual who has not been accepted into an educator preparation program before the 45th day before the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun. Late hire teachers have the first 90 days of instruction to complete the Field Based Experience requirements.*

### Field Experience for Structured In Person Program Cohorts

Candidates participate in a required Field Experience for a two-week period that is scheduled according to the cohort timeline. Times for field experience are the regular school hours of the campus where the candidate is placed. Field Experience is conducted on designated Region 13 campuses with cooperating teachers and field supervisors provided by ECP. Concepts learned during Pre-Service classes are expected to be implemented during this classroom experience. Successful completion of Field Experience is required before advancing into the internship phase of the program.

### Field-Based Experience for Balanced Hybrid and Live Online Programs

Candidates enrolled in Balanced Hybrid and Live Online Programs cohorts must complete a minimum of 50 clock hours of field-based experience. Up to 25 clock hours of this field-based experience may be provided by the use of electronic transmission, or other video or technology-based methods. A candidate who does not qualify as a late hire (*an individual who has not been accepted into an educator preparation program and is hired 45 days or less prior to the first day of instruction for a school year*) must complete the field-based experience requirement prior to internship.

Instructions regarding field-based experience will be provided to program participants by their cohort specialist at orientation sessions.

# Testing

## Texas Examination of Educator Standards

The Texas Examination of Educator Standards (TExES) tests knowledge and skills that a beginning educator should possess for an entry-level position in Texas public schools. Passing one or more TExES tests is required for the issuance of an Intern Certificate for all certification areas except Trade and Industrial Education (TIE). These tests are sometimes referred to as “content tests” or “content exams”.

## PACT Exam

If an applicant does not have the required minimum number of college course hours or the applicant's GPA is below 2.5, a passing score on a Pre-Admission Content Test (PACT) will be required for admission into the Region 13 Educator Certification Program.

## Content Exam

To qualify for the issuance of an Intern Certificate, an applicant must pass all required content certification exams.

- Elementary Candidates must pass the EC-6 Core Subjects Content Exam and the Science of Teaching Reading Exam, along with any other exams necessary for the certification they are seeking.
- Core Subjects 4-8, ELAR 4-8 and ELAR/SS 4-8 Candidates must pass their Core Content Exam and the Science of Teaching Reading Exam, along with any other exams necessary for the certification they are seeking.
- Special Education Candidates must pass the Special Education Exam and their Content Exam(s) for their certification area.
- EC-12 and Secondary candidates must pass the Content Exam for their certification area.

## Pedagogy Exam

In order to be recommended for a Standard Certificate, an applicant must complete all certification requirements and pass the applicable Pedagogy and Professional Responsibilities exam (PPR EC-12 or PPR for TIE).

All participants have the opportunity to gain test approval for the PPR in the spring of their In-Service year based on readiness.

## Additional Exams

Based on certification area, some candidates must pass additional exams to meet requirements for an Intern Certificate:

- Candidates for Bilingual Certification must also pass the Bilingual Supplemental (theory/law/practice) and BTLPT TExES exams prior to being placed on an intern certificate.
- Some candidates might be directed to take the English as a Second Language Supplemental Exam based on their certification area.

## Exam Registration Criteria

According to Texas Administrative Code an EPP is responsible for ensuring that each *candidate is adequately prepared to pass the appropriate content pedagogy examination(s)* required for certification. The Region 13 Educator Certification Program uses the following criteria for determining exam readiness for each required exam:

- Completing test preparation as directed by the Cohort Specialist (*indicated on the scope and sequence/calendar*)
- Passing a practice test

- Showing readiness to test by passing a combination of the test preparation and/or practice test depending on the certification area

## Exam Retesting

Registration approval is facilitated by the ECP, and scores are provided by Pearson to the candidate and the ECP. Texas Administrative Code requires a candidate to pass the appropriate TExES content exam(s) before the issuance of an Intern Teaching Certificate.

If a candidate fails any of the required exams, they must complete a study plan and show readiness in order to receive test registration in order to retake the exam. If the PPR has not been passed by August 30 of the internship year, a program extension will be required (*see Testing-Based Extension After the Completion of a Successful Internship*). If the required content exam(s) are not passed by the program deadlines, an extension will be required (*see Continuation Extension*).

# Securing Employment

## Obtaining a Position

It is the responsibility of the candidate to find a full-time teaching position before the beginning of the school year. The candidate is responsible for finding a teaching position aligned to their area of certification. It is important that the position accepted be a match between the campus and the candidate; therefore, the ECP does not “place” candidates.

The ECP notifies schools of candidates seeking employment along with providing them with candidate contact information. ECP also provides guidance to the candidate in developing resumes and participating in interviews. The deadline for obtaining a position is the first day of the school year. If a position is not found by that time, the candidate is offered an ECP Options Form (see “Non-hired,” below). The specialist will meet with the candidate to offer options for which the candidate is qualified and develop an individual plan.

**NOTE:** *If a candidate is in a local cohort and offered a position outside the districts served by Region 13, approval to accept the position must first be given by the ECP coordinator. If approved, an out-of-region fee will be added to the In-Service fee.*

## Acceptable Positions

Candidates must accept a position as a teacher of record in a public, accredited private, or charter school. The position must be a full-time position in the area for which the intern is being certified, or a position in which the candidate is teaching at least four hours of their day in their certification area. At any point that the candidate has questions about the assignment being offered by a district, a conference with the cohort specialist is highly recommended prior to accepting the position.

## Out of Region Positions

Approval of a teaching position outside of the Region 13 service area is required by the ECP *before* accepting the position. If the position is approved, a minimum \$540 out-of-region fee for campuses outside of the Region 13 area is added to the In-Service fee and payroll deducted. Prior approval is not required for candidates enrolled in the statewide programs; however, the out-of-region fee does apply.

Public Schools located in and serviced by Region 13 can be found [here](#). There are also numerous charter schools and accredited private schools within the Region 13 service area that are approved for the internship year.

## Non-Hired

If a candidate has not been hired by the deadline (see “Deadline” in the General Information section), they must meet with the ECP cohort specialist to review options and develop an individual plan using the ECP Options Form. The specialist will determine which options are available to the candidate based on performance and develop an individual plan with the candidate. Options may include moving to the All-Content Extended Cohort, hiatus, withdrawal, or clinical teaching (*prior approval before finding a position is required*).

If a candidate chooses to withdraw from the program and reapply for the following cohort year, a new application must be completed, and a new application fee must be paid. Applications will be evaluated based on current admission requirements, and readmission into the program is not guaranteed. Upon readmission, prior coursework will be evaluated, and the cohort specialist will design a pre-service plan for the candidate. Successfully completed coursework is valid for one year, at the discretion of the cohort specialist.

## Clinical Teaching

Clinical teaching is *not* an automatic option available to candidates. Procedures and required documentation

for applying for clinical teaching will be discussed with eligible interns by their cohort specialist. Candidates must discuss Clinical Teaching with their Cohort Specialist during the summer before the school year begins and the Cohort Specialist must approve the candidate searching for a clinical teaching opportunity.

### **Delays In Certification**

If a candidate has not met the testing requirements for the issuance of an Intern Certificate by the first day of the school year set by the district, a Continuation Extension will be required (*see Continuation Extension*). Candidates requiring a Continuation Extension will complete the program on an extended timeline and will owe additional fees (*see Fees*). If the candidate does not obtain standard certification within two years, additional coursework may be required at the discretion of the cohort specialist.

If a candidate has not met the testing and/or coursework requirements for the issuance of a Standard Certificate by the expiration date of their Intern Certificate, a Testing/Coursework Based Extension will be required (*see Testing Based Extension After a Successful Internship*). Candidates requiring a Testing/Coursework Based Extension will complete the program on an extended timeline and will owe additional fees (*see Fees*). If the candidate does not obtain standard certification within two years, additional coursework may be required at the discretion of the cohort specialist.

Candidates requiring either type of extension must continue to communicate with their cohort specialist at least monthly and attempt any remaining tests at least once a semester.

### **Statement of Eligibility**

A Statement of Eligibility (SOE) for Internship will be provided to all candidates in good standing once the required content TExES exam(s) are passed and all requirements for Internship have been met. TEA requires candidates to have all required content exams passed, 150 hours of pedagogy coursework completed and 50 hours of field-based experience complete before an EPP can issue a SOE.

### **Fingerprinting and Applying for an Intern Certificate**

Once eligible, candidates are responsible for the creation of a TEAL account, applying and paying for the Intern Certificate with Region 13 ECP listed as the entity, and scheduling and completing the fingerprinting process. More detailed instructions for completing these items are provided by the cohort specialist.

# Hiatus

## Taking a Program Hiatus

A program hiatus is an option for accepted candidates in specific circumstances who wish to pause their participation in the Educator Certification Program. A hiatus is allowable for candidates that have successfully completed Orientation, Pre-Service and passed all required content tests but were unable to find a teaching position for the cohort aligned school year.

A candidate's status will be changed to "Hiatus" only after the candidate has completed the Hiatus form and the request has been approved by the Coordinator after a review of the candidate's progress and standing in the program.

The following conditions apply to taking a program hiatus:

1. The candidate must be in good financial standing prior to being approved for a hiatus.
2. Any coursework not completed prior to taking a hiatus must be completed upon return. Successfully completed coursework remains valid for up to one cohort year.
3. The candidate may be required to repeat coursework that was not completed satisfactorily or that was updated while the candidate was on hiatus, at the cohort specialist's discretion.

A hiatus may be granted for one cohort year, with the option to extend by one additional cohort year, at the cohort specialist's discretion. Continued, regular communication with the cohort specialist is necessary in order to remain on hiatus and in good standing with the program. Non communication with the Cohort Specialist during hiatus could result in program dismissal.

# ECP In Service

## Curriculum

During the In Service phase of the program, the curriculum remains aligned to the state standards for educators. Instructional topics include instructional practices in the classroom, needs that have arisen because of these practices, the development of effective lessons, and classroom management. Instruction occurs evenings and weekends with self-paced coursework to allow candidates time to further explore and apply pedagogical best practices.

## Observations

During the internship year, candidates will conduct classroom observations and will observe master teachers other than their mentor teacher. An observation record form will be completed and submitted to the candidate's assigned cohort specialist by the designated deadline. The candidate is responsible for scheduling arrangements and obtaining approval from their campus administrator to arrange for a substitute or conduct observations during the candidate's conference or planning periods.

## Field Supervisors

Region 13 ECP field supervisors and other experienced educators contracted by ECP provide intern support and monitor intern classroom progress.

A minimum of five formal observations and six informal observations are made during the year with feedback following each observation for program participants placed on an Intern or Probationary Certificate.

Interns are required to follow the Field Support Timeline communicated by Region 13 ECP for their internship to remain in compliance with TEA requirements. Time out of the classroom and/or failure to meet these deadlines must be communicated with the ECP Cohort Specialist in advance. Failure to communicate in advance to the Cohort Specialist or failure to follow these established timelines may result in a dismissal from ECP.

- Interns must complete a pre-conference set up by their field supervisor.
- Lesson plans must be made available to the field supervisor before each observation within the established timeline.
- Interns must teach at least 45 minutes during formal observations and participate in an interactive post conference.
- Interns must teach at least 15 minutes during informal observations and participate in an interactive post conference.
- Interns are expected to show growth across Educator Standards throughout the internship year by implementing strategies from ECP coursework and field supervisor reports.
- Field Reports created by the Field Supervisors documenting the observation and the feedback are made available to the intern and shared with the campus administrator and mentor through the ECP Field App.

## Mentor

Research has shown that mentoring is an important component in the success of a first-year teacher. Texas Administrative Code supports this research by requiring the campus to appoint a mentor for each intern.

When a candidate begins their internship, they will be assigned a mentor by their campus or district. The

mentor is required to participate in professional development training about mentoring a Region 13 ECP beginning teacher. This training is provided by the Region 13 Educator Certification Program through the ECP Mentor Handbook.

Mentors and interns also participate in observations and structured conversations during the school year.

Texas Administrative Code requires that the assigned mentor is an educator who meets the following criteria:

1. has at least three years of teaching experience;
2. is an accomplished educator as shown by student learning;
3. has completed mentor training, including training in how to coach and mentor teacher candidates, by an EPP within three weeks of being assigned to the intern;
4. is currently certified in the certification category in which the internship candidate is seeking certification;
5. 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;
6. reports the candidate's progress to that candidate's field supervisor.

### **District/Campus Responsibilities**

When a candidate begins their internship, Region 13 ECP will send a Campus Agreement to the candidate's administration. This agreement outlines the campus's responsibilities during the internship year, including assigning a qualified mentor who meets state standards and has demonstrated a positive impact on student achievement. ECP will ask for support from candidates whose administrators have not completed the agreement.

Region 13 ECP and the district will follow the Payroll Authorization Agreement policies and forms signed by the candidate and provided to the district by the Budget Manager.

### **Teaching Assignment Changes**

Once an Intern Certificate is active, candidates must complete their internship at the same district and campus for the entirety of the internship certificate. If the Internship begins mid-year, it must continue at the same campus into the following school year. Interns must notify their cohort specialist in the case of district assignment change.



# Certification Requirements

## Steps to be recommended for Standard Certification

In addition to passing the required TExES exams, an intern must meet the following requirements to be recommended for Standard Certification:

1. Satisfactory completion of all ECP class and coursework requirements including attendance, completing required modules, performance-based assessments, field supervisor observations, and mentor dialogues;
2. Submission of all required forms and application materials;
3. Satisfactory/proficient campus evaluation, such as the T-TESS (or district equivalent), from the supervising administrator;
4. Completed one full school year on their intern or probationary certificate
5. A recommendation for certification from the campus administrator;
6. A recommendation for certification from the field supervisor;
7. A recommendation for certification from the ECP program;
8. All fees must be paid in full.

If the Region 13 ECP Staff determines that the intern has not demonstrated professionalism in their roles and responsibilities and/or has not adhered to the legal and ethical requirements of the profession, recommendation for certification will be withheld.

## Applying for Standard Certification

Upon completion of all requirements for the issuance of a Texas Standard Teacher Certificate, the ECP will provide instructions for applying for the certificate in TEAL/ECOS. The candidate is responsible for applying for the certificate and paying the applicable fee. The ECP will verify that the candidate has completed all necessary requirements and recommend the candidate for certification in TEAL/ECOS.

The candidate will be notified by email once their application has been processed, and their certificate has been posted. The verification and recommendation process may take several days to several weeks, depending on if the ECP has received all necessary documentation from the candidate, candidate's district and administrators, and field supervisor and if all payroll deductions have been received and/or verified.

*Please note recommendations cannot be made by an EPP until the entire internship is complete, meaning the candidate has taught for one full school year.*

# Growth Plans, Extensions, and Dismissals & ECP Exit Policy

## Growth Plans

If a candidate is not meeting program expectations, they may be placed on a growth plan and ultimately may be dismissed from the program. If a candidate is experiencing difficulty in a specific area, including participation in ECP classes, attendance, performance in field experience, or performance during internship, the ECP Specialist and/or Coordinator will meet with the candidate to determine the course of action. This may include a growth plan. Timelines for meeting the expectations of the growth plan will be established. Failure to meet those deadlines may result in a dismissal from the ECP. Those involved in the development of the growth plan will meet regularly to evaluate progress. Copies of the growth plan will be provided to the candidate, principal (if during internship), field supervisor (if during internship), and ECP Specialist; a copy will also be placed in the candidate's ECP file.

## Performance-Based Extension

If the candidate does not perform in a proficient manner by the designated deadline, an extension of one year in the program is possible (but not guaranteed). Decisions about extensions are made by the ECP Coordinator, Cohort Specialist, and Field Supervisor.

Please note these three guidelines regarding extensions:

1. A program participant on an Intern Certificate may not be extended for a second year on a Probationary Certificate unless the Pedagogy and Professional Responsibility (PPR) exam has been passed.
2. If a candidate does not receive an unconditional recommendation from the campus administrator, field supervisor and the ECP, a performance extension is possible but not guaranteed.
3. The candidate must complete a petition for extension and submit it to their cohort specialist by the end of June.
4. ECP will meet to determine if the petition for extension will be approved and notify the candidate of the decision.
5. The candidate must show progress toward meeting the certification performance requirements and must be employed for the extension year and teach on the Probationary Certificate for one full school year.
6. All current program fees must have been paid prior to the beginning of the extension in the next cohort year.
7. Performance-based extension fees are \$300 a month.

If the candidate has not received a contract renewal from the current district, they must notify any district considering the candidate for employment with information about the extension.

If granted an extension, the candidate will start the second internship year on a growth plan developed by the ECP staff and/or campus administrator. The growth plan must be successfully completed prior to recommendation for Standard Certificate. The candidate may also be required to attend additional ECP classes as deemed necessary for their professional growth and performance success.

## Testing/Coursework - Extension After a Successful Internship

If a candidate does not pass the required TExES exams and/or complete all required coursework by the designated deadline, an extension of up to one year in the program is possible (but not guaranteed). Decisions about extensions are made by the ECP Coordinator and the Cohort Specialist.

Once a program participant's Intern Certificate has expired, no additional certificates will be issued during an extension for coursework or testing purposes.

Once a program participant has passed all state-required exams and successfully completed all ECP coursework, a recommendation for a Standard Certificate will be processed.

All extension fees must be paid in full prior to the recommendation.

## Continuation Extension

If a candidate does not pass all required content tests by the first day of instruction of the start of the school year, a Continuation Extension will be required for the following cohort year.

To be eligible for an Intern Certificate at any time during the program year, the following conditions must be met:

- Successful completion of all ECP content preparation
- Successful completion of at least 150 hours of pedagogy coursework and 50 hours of field-based experience. *Late hire teachers have the first 90 days to complete this requirement.*
- Passing required content tests

Once the Intern Certificate begins, the intern must continue in the ECP throughout their internship year, extending their participation in the ECP program and remain on the same campus. For example, an Intern Certificate issued in January requires the intern to teach until January of the following year on the same campus.

During the extension, interns will continue to have field supervisor observations and complete program activities at the discretion of the Cohort specialist.

*See Certificate Requirements for the requirements to obtain Standard Certification.*

## Dismissals and ECP Exit Policy

Under certain circumstances, a candidate may be dismissed from the Region 13 ECP. Although the candidate may be placed on a growth plan prior to dismissal, there is no requirement to do so.

The following are reasons for automatic dismissal *with no growth plan*:

- Termination from a teaching position under policy governing the hiring entity
- Unacceptable behavior identified in the Texas Educator Code of Ethics
- Falsification of information or documents
- Resignation by the intern on an Intern or Probationary Certificate prior to completion of internship

The following are reasons for dismissal or a growth plan:

- Insubordination to ECP, Field Supervisors and/or district personnel
- Failure to comply with a hiring entity's rules or policies which leads to concerns by the school administrator (this applies to actions outside the classroom as well as in the classroom).
- Unsatisfactory classroom performance on appraisal results, evaluations, or Standard Recommendation Form by the building principal and/or ECP staff
- Failure to pay fees or submit required paperwork in a timely manner
- Excessive absences or tardiness
- Failure to meet ECP requirements/standards during Pre-Service or In Service
- Failure to meet ECP requirements/standards during Internship
- Failure to return the withdrawal form within 30 days as indicated on the withdrawal form
- Contract abandonment

Per TAC 228, the exit policy must identify a point of dismissal for inactive candidates after no more than two years of inactivity, or university-based EPPs may adopt their institution's policy. An inactive candidate is one who is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.

The Region 13 Educator Certification Program will ask a candidate to withdraw from the program if they have been inactive for one full Cohort Year. ECP defines inactivity as a candidate who is not completing coursework, testing requirements, or attending training classes as determined by the Cohort Specialist. If the candidate does not complete the Withdrawal Form within 15 days of receiving the form, they will be dismissed from the ECP.

ECP must notify the Texas Education Agency if a dismissal happens for any of the following reasons while a candidate is on an intern or probationary certificate:

- Resignation, non-renewal or termination by the school or district
- Discharge or release from ECP
- Withdrawal from ECP
- The internship assignment does not meet the requirements described in Texas Administrative Code

The following is an outline of the notification process:

- ECP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment; and
- TEA must receive the certificate deactivation request with all related documentation from ECP within two calendar weeks of the candidate's last day of the assignment in a format determined by TEA.

If a candidate who has been dismissed or withdrawn requests that ECP sign a TEA Transfer Form to move to another Educator Preparation Program, they must have paid all required program fees for this form to be provided.

# ECP Appeals and Complaint Policy

## Dismissals

To appeal a dismissal, a candidate must contact the ECP Coordinator with a written explanation of the reasons for the appeal within 10 business days of the decision. Documentation supporting the written explanation may be submitted for consideration but is not required. The ECP Coordinator will review the information, and if necessary, a face-to-face conference may be requested with the candidate.

If the candidate is not satisfied with the decision of the ECP Coordinator, the intern can appeal the decision to the Director of Leadership Initiatives following the same process above.

If the candidate is not satisfied with the decision of the Director of Leadership Initiatives, the intern can appeal the decision to the Deputy Director of Academic Services following the same process above.

The final appeal would be to the Executive Director of the Region 13 Education Service Center.

## Timeline

The candidate must appeal against the dismissal in writing within 10 business days of receiving the dismissal notification. The ECP must respond to the appeal within 30 business days of the filing of the appeal.

## Complaint Policy

The Region 13 Educator Certification Program encourages all stakeholders to discuss their concerns with the candidate's cohort specialist. If concerns are not addressed, ECP encourages stakeholders to contact the Coordinator. Anyone can make a complaint without fear of retaliation.

A copy of the ECP Complaint Policy and process can be found here: <https://teach.esc13.net/complaints>

# Finisher Program Information and Fees

## Admission

A finisher (TEA term regarding a candidate who has finished all program pieces except state-mandated testing requirements) may be admitted into the Educator Certification Program at Region 13, although they will not be responsible for completing the same program requirements or timeline as a current cohort.

## Admission Requirements

- A finisher may be admitted if ECP admission requirements are met, including:
  - Online application; <https://teach.esc13.net/>
    - Follow-up email should be sent to [amy.walsh@esc13.txed.net](mailto:amy.walsh@esc13.txed.net) and [sarah.jones@esc13.txed.net](mailto:sarah.jones@esc13.txed.net) once the application is complete
  - College transcripts
  - Transfer form from original program
  - TOEFL scores, if applicable
- Documentation of completing all teacher preparation requirements, except testing requirements
- Status of good standing upon exit as a finisher from the previous program

## Finisher Program Requirements

- Monthly 30-minute check-ins with assigned cohort specialist
- Structured test preparation plan prepared by cohort specialist plan including but not limited to:
  - Reading of key textbooks aligned with the exam content
  - Online content course preparation
  - Attendance at pre-service training classes during the summer
  - Attendance at in-service training classes during the school year
  - Performance task completion
  - Practice Tests provided by the ECP
  - Pearson Online Practice Exam
- Note: Finisher candidates may be required to pay for the cost of a monthly subscription to 240 Tutoring, or other test prep service, if mastery levels are not met by the second practice exam provided by the ECP.

## Program Fees by Status

- \$100 Application fee
- Testing Only: \$150 Monthly Testing Extension Fees until the certification process is complete
- Field Support Necessary: \$250 Monthly Extension Fees until the certification process is complete

## Additional Notes

- It is recommended that the transfer candidate complete required testing necessary for recommendation for standard certification within one year of the upload admission transfer date to the ECP.
- Fees are subjects to change