Region 5 TCP Candidate Handbook



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Preface

The Teacher Certification Program, which is approved and governed by the State Board for Educator Certification (SBEC), brings into education highly competent people who are degreed in a variety of academic areas. They transfer mature and rich experiences in diversified fields of study into their teaching and bring many new, professional attributes to the classroom.

The Region 5 Education Service Center welcomes the opportunity to serve the community and to work cooperatively with school districts in this endeavor to ensure that all children receive the quality education they deserve

Region 5 TCP Staff

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Region 5 Education Service Center Teacher Certification Program

Vision Statement

The Teacher Certification Program (TCP) at Region 5 Education Service Center is committed to training candidates to become educators who:

- are highly qualified teachers and improve student achievement by applying appropriate teaching techniques • conduct themselves professionally toward students, colleagues and parents
- assume responsibility for professional teaching practices and performance
- exhibit character traits of integrity, maturity, ethical conduct, and honesty
- seek additional professional growth activities
- contribute to or make a difference in the lives of children
- provide a safe environment for children both physically and emotionally

How will this be accomplished?

The certification process will be accomplished in two years by:

- meeting federal, state and local requirements
- meeting individual school district guidelines
- utilizing human, technical, financial and organizational resources: TCP consultants, campus mentors, ESC organization, campus principal, teachers, administration, professional growth opportunities and TCP alumni • completing TCP Professional Portfolio

How are outcomes measured?

The TCP staff measures success in the following ways:

- TExES results
- Teacher summative appraisal scores (T-TESS)
- Principal evaluation
- TCP consultant's observations and feedback
- Campus mentor's observations and feedback
- TCP attendance, class participation and products
- Implementation of the Educator's Code of Ethics
- Internalization and utilization of active teaching strategies, best practices and content presented in TCP classes
- Principal's recommendation for certification
- TCP Director's recommendation for certification
- Payment of TCP fees. **All fees are nonrefundable.**
- Completion of all assignments and requirements

Educator Workforce in Texas

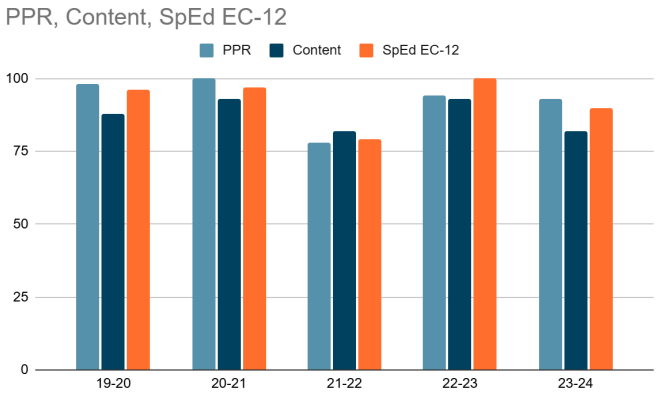
SUPPLY AND DEMAND FORCES ON THE EDUCATOR WORKFORCE

The following chart outlines the current employment and projected workforce on educator positions in the Region 5 ESC regional areas.

For more information, visit the Texas Labor Analysis webpage: TopStatistics - Texas Labor Analysis

	Current Employment	Job Postings	Projections (2032)
Elementary School Teachers	1,610	73	1,808
Secondary School Teachers	1,410	263	1,425
Middle School Teachers	930	23	896
Education Administrators	490	59	462

Consumer Information



For additional information on the performance of the Region 5 Educator Certification Program over time, visit the TEA website:

Consumer Information About Educator Preparation Programs | Texas Education Agency

TCP Requirements

Requirements for Admittance

- You must have a bachelor's degree in any area, or you expect to obtain your bachelor's degree at the end of the semester in which admission is sought.
- If you have ever been accepted into an Educator Certification Program, additional information will be required. Your file will be reviewed to determine acceptance into the Region 5 Teacher Certification Program. • You must have an overall GPA of 2.5 or higher OR a 2.5 in the last 60 semester credit hours AND a content GPA of 2.5 or higher OR pass the Pre-Admission Content Test (PACT).
- You must complete the TCP application and pay the $80.00 non-refundable application fee. • We must receive an official transcript (in sealed envelope or sent electronically from IHE) showing bachelor's degree conferred
- Three (3) references, using the TCP reference form.
- Complete a formal interview with the program director or coordinator.
- Must be able to pass the Nelson-Denny (reading comprehension/vocabulary assessment given in our office). • You must be able to attend a two-week (Monday thru Friday) training in July.
- You must agree to a Criminal History Background check

* There is a potential ineligibility of certification for an individual who has been convicted of an offense (on completion of the program). The current rules: State Board for Educator Certification (SBEC) rules prescribed in §249.16 of this title (opens external link in new window); relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21. The individual has the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (opens external link in new window); relating to Preliminary Evaluation of Certification Eligibility.

You WILL NOT be allowed to take your TExES (State Teacher Exam) until we have received all of the required documents.

Additionally, you must have access to a personal computer that has high-speed internet. Many school and public libraries have internet filters in place that will not allow the viewing of downloads from the internet. It is also your responsibility to check your personal email regularly (once daily) for announcements from the Educator Certification staff. Regular meetings between candidates and their mentor are required.

Content areas are determined by transcript hours or passing the Pre-Admission Content Test (PACT) examination. Please refer to the certifications offered at Region 5 and requirements for each content area in the following document.

TRANSFER CREDIT

Region 5 ESC will consider the following service, training, or education for educator certification requirements:

Military Service – Any verified service, training or education that is directly related to the certification being sought will be considered for credit towards certification requirements. Candidates are asked to submit verified documentation of military service, training, or education for review by the EPP Director. The EPP Director will notify the candidate if credit is awarded based on alignment of EPP coursework criteria and objectives.

Accredited University Credit – Any coursework that fulfills the 30-hour requirement of field experience within the past five years will be considered for credit towards certification requirements. Candidates are asked to submit transcripts, verified logs and other documents utilized in the field-based experiences. The EPP Director will notify the candidate if credit is awarded based on alignment of EPP coursework criteria and objectives.

Alternative EPP Credit - Any coursework within the past five years from an accredited Regional Education Service Center, including the 30-hour requirement of field experience will be considered for credit towards certification requirements. Candidates are asked to submit verified course credit and other documentation of completion of courses. The EPP Director will contact the other Regional ESC to verify alignment of EPP coursework criteria and objectives. The EPP Director will notify the candidate if credit is awarded.

Any coursework from other Alternative EPPs that fulfills the 30-hour requirement of field experience within the past five years will be considered for credit towards certification requirements. Candidates are asked to submit verified logs and other documents utilized in the field-based experiences. The EPP Director will notify the candidate if credit is awarded based on alignment of EPP coursework criteria and objectives.

TRAINING

Attendance and cooperation in all training sessions are required for successful completion of the program. Documentation of attendance, mastery of skills and participation at each session will be on file in the TCP office. Training has been designed to provide interns with experiences and information needed for the first year of teaching. Teaching strategies presented and modeled are appropriate for teachers of all grades and instructional arrangements.

The TCP staff maintains high standards of conduct during the training and expects interns to demonstrate professional behaviors during training and in their classrooms. This includes being **punctual** for the beginning of training sessions and after each break. Attendance for the entire training session is required.

An individual conference can be scheduled if there is a need to discuss any of the program expectations. **An intern may be asked to drop from the program if he/she cannot meet the expectations of the program. If an intern is experiencing difficulty in a specific area, the program facilitator and coordinator will meet with the intern to determine the course of action, which may include a corrective action plan; timelines for remediation will be established.** Those involved in the development of the corrective action plan will meet regularly to evaluate the implementation. Copies of the plan will be provided to the intern, principal, ESC advisor and kept in the intern's file.

Interns placed on a corrective action plan may not be given approval for the TExES test. In addition, interns scheduled for tutorials may not be given TExES approval until deficient areas are mastered.

PROGRAM REQUIREMENTS

Required Coursework:

Region 5 Teacher Certification Program Scope and Sequence	
Content Coursework -repeats Fall and Spring	Pedagogy and Professional Responsibilities (PPR) - July
Orientation Part 1	Unpacking Standards
Orientation Part 2 - Technology	Social Media & Copyright
Ethics for Educators	Ethics for Educators
Know Your Content	Emergent Bilingual/English Language Learners
ELAR: Phonics Foundations*	Legal Issues for Beginning Teachers
ELAR: Early Childhood Literacy*	Pedagogy Principles
ELAR: Small Groups & Differentiation*	Instructional Practices
Social Studies- Part 1*	Youth Mental Health First Aid
Social Studies - Part 2*	Data Driven Instruction
Fine Arts - Part 1*	Differentiation of Instruction
Fine Arts - Part 2*	GT Nature and Needs
Math- Part 1*	Behavior Management
Math- Part 2*	Instructional Planning & Delivery
Science- Part 1*	Texas Teacher Evaluation and Support System (T-TESS) for Teachers
Science -Part 2*	PPR Review and Post-Test
Health/PE*	Sustained Professional Development (SPD) for interns
Content Review and Post-Test	Harry Wong: Classroom Management Strategies

STR Review and Post-Test*	Intern/Mentor Training
Science of Teaching Reading - Introduction to Reading Research	Intern/Mentor Monthly Meetings
Science of Teaching Reading - Phonemic Awareness	Scope and Sequence
Science of Teaching Reading - Reading Comprehension	Student Learning & Social/Emotional Development
Science of Teaching Reading - Analysis of Student Data	Raising Rigor for Gifted/Talented Students
Science of Reading (Online Course)	Questioning Strategies
Spring Instructional Content - Spring	Differentiated By Design
Introduction to Educational Psychology	Data Driven Decisions
Integrating Technology in the Classroom	Computational Thinking
Let's Get That Job	Effective Teaching
Special Education Coursework - June	Trauma Training
Introduction to Special Education and the IEP Process	ELPS Academy
Low Incidence Disabilities	Dyslexia Training
Inclusion: Designing Strategies that Support All Learners	Teach Like a Champion Modules
Effective Communication Between Professionals in Establishing Successful Inclusive Environments	
Autism in the Classroom	
Identification Process/Child Find	
Writing PLAAFPs & Annual Goals	
Behavior Strategies	
Transition & Family Engagement	
Panel Discussion	

* Content specific courses may not apply to all certification areas.

300 minimum coursework hours are required

Additional Requirements: Performance-based Academic Coaching Team Professional Development, 30-hours of field based experience, three mentor observations and discussions, field supervisor observations (3-5)

ABSENCE FROM TRAINING

It is expected that all training sessions be attended. In case of emergencies, an intern may find it necessary to miss training. He/she must call the TCP office at 409.951.1826 or 409.951.1854. It is solely the intern's responsibility to secure all information (oral and written) disseminated on each training day. All assignments/products are due as scheduled. Interns will be required to meet with review committee to discuss the specific consequences of absences.

A student's internship may be extended for an additional year due to absences, failing TExES scores or lack of mastery of teaching skills. Interns extended for an additional year must be employed in the appropriate certification area and must complete a corrective action plan which may include and/or online courses. If extended, a fee of $1,700.00 for the additional year on a probationary certificate will be incurred. Internships cannot be longer than two consecutive years. The intern will
be responsible for paying for the second intern or probationary certificate due to an extended internship.

COMPLAINTS AND APPEALS:

Complaint Process:

The Region 5 Educator Certification Program (ECP) encourages stakeholders to discuss their complaints with appropriate program personnel who have the authority to address the concern. Complaints should be expressed as soon as possible to allow early resolution at the lowest possible level. Informal resolution shall be encouraged.

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by Region 5 Educator Certification Program employees. A formal written public complaint must include the facts based on the complaint. For a complaint, please provide a signed copy of the Region 5 ECP Complaint Form (you will need to download this form prior to completing) to the Region 5 ECP office in person or by mail or email to:

Region 5 Educator Certification Program
350 Pine Street
Beaumont, TX 77701
Phone: 409-951-1854
Email: cmoss@esc5.net

Region 5 ECP will not process anonymous or unsigned complaints. It is also essential to know that Region 5 ECP must verify the sender of complaints received by email. The sender must provide a full name, address, and phone number that matches the information found on the Region 5 ECP Complaint Form. Verification of the sender will be conducted by phone and documented in an email reply message to the sender.

Complaint Procedures:

1. Any complainant wishing to submit a complaint about the Region 5 ECP shall initially file a written formal complaint with the Director of the Region 5 ECP within 14 days of the alleged incident. The complainant must provide a signed copy of the Region 5 ECP Complaint Form.

2. The Director will acknowledge receipt of the complaint within 10 working days. After the complaint is received, an investigation will take place. The investigative period may last up to 30 business days; extenuating circumstances may cause a deviation from the defined time frames. The Director shall conduct the investigation. The Director will gather all facts pertaining to the complaint. This procedure ensures a thorough investigation, affording all involved parties an opportunity to submit evidence relevant to the complaint.
3. The Director shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, and any remedies afforded, if any, within 30 days of receipt of the complaint.

Appeals:

1. If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Director in writing with a copy of the initial Region 5 ECP Complaint Form and copy of the Director's written resolution. The written appeal must be signed by the complainant, and submitted within 10 business days of the Director's resolution.
2. An investigation shall follow the submission of the appeal. Within 30 business days of receiving the appeal, the ECP Review Committee shall submit a decision in writing to the complainant with the outcome(s), reason(s) for the decision, remedies afforded, if any. Extenuating circumstances may cause a deviation from the defined time frames.
3. The final step in the complaint process is the Associate Executive Director.

TEA Complaint:

If any complainant has an unresolved complaint and appeal decision regarding the Region 5 ECP and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on this website: Complaints Against Educator Preparation Programs | Texas Education Agency

OBSERVATIONS

TAC 228.2 (10)
Field based experiences—Experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with Early Childhood - Grade12 students, teachers, and faculty/staff members in a school setting that is part of regular classroom instruction. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant.

TAC 222.35 (A)
30 clock-hours of field-based experience (15 of the 30 must be engagement with the students) to be completed prior to clinical teaching or internship.

LATE HIRES

TAC 228.35 (c)
Late Hire Provisions. A late hire for a school district teaching position may begin employment under an intern or probationary certificate before completing the pre-internship requirements of subsection (a)(3) of this section and, if applicable, 15 clock hours of active, supervised experience, but shall complete these requirements within 90 school days of assignment.

RECOMMENDATION FOR CERTIFICATION

Interns must:

- be employed as a teacher for one school year in the area of your certification or complete 15-week clinical teaching experience in your area of certification
- complete all face-to-face sessions and perform to mastery level
- score proficient or its equivalent in a majority of domains on the district summative teacher appraisal instrument • pass the required TExES exams (content, special education, and PPR)
- complete Field Workbook – 30-hours of Field Experience
- complete google classroom requirements
- complete the on-line evaluation survey of Teacher Preparation and Certification Program (TPCP) • be recommended for certification by principal, TCP Field Supervisor, mentor and TCP Director • produce quality products required by individual TCP instructors
- complete mentoring requirements
- have TCP fees paid in full
- complete chapter quizzes, homework assignments, and other projects as assigned by program director

PROGRAM WITHDRAWALS

TCP interns who choose to withdraw from the program will need to submit a written statement or email the TCP Director. Re-entry into the program will be considered on an individual basis and may include additional coursework and/or fees.

CRITERIA FOR DISMISSAL

Accepted applicants will sign an Exit/Dismissal Policy during orientation. The agreement states that the candidate may be dismissed from the program. As stated in the handbook, the following are reasons for dismissal:

- ➢ insubordination to program and/or district personnel
- ➢ termination from a position under a district board policy
- ➢ unacceptable behavior identified in the Texas Educator's Code of Ethics
- ➢ failure to comply with school district's rule or policy which leads to concerns by the school administrator (this applies to actions outside the classroom as well as in the classroom)
- ➢ classroom incompetence based on appraisal results and evaluations by the building principal, and ECP consultant
- ➢ failure to pay fees on time
- ➢ failure to show consistent and timely progress in coursework
- ➢ falsification of information or documentation (including sign in/out sheets, observation reports, and other required documentation)
- ➢ failure to comply with instructional requirements
- ➢ resignation from the district position by the teacher intern
- ➢ documentation of concern
- ➢ failure to comply with Policies

The Region 5 Teacher Certification Program should be completed within two years. Inactive candidates will be dismissed from the program after six months of inactivity. Inactive candidates are those who are no longer completing coursework, training, and testing requirements.

The program director will investigate and determine if the candidate will be dismissed. Although the candidate may be placed on probation before dismissal, a candidate is not required to be placed on probation.

The candidate will submit a resignation/withdrawal letter in writing via mail or email within seven days. In the event of

withdrawal/dismissal from the program, any amounts paid toward the required fees are non-refundable.

TESTING

Interns must:

- take and pass our secure practice test with 75 or higher before test approval will be given • You must register within 30 days of given test approval. Failure to do so will result in removal of test approval and you will have to take the secure practice test again.
- take and pass TExES content, PPR EC-12 and Special Education EC-12, unless a district official request that you be exempt due to campus needs (applies to content and special education exams only)
- register for the approved test by deadline set by TCP Staff
- have access to a debit/credit card to register for tests
- have a current personal email address for testing confirmation
- notify a TCP administrator the following working day after failing to take a scheduled TExES exam for which the intern was registered
- if intern does not pass, they must take the secure practice test before they are approved to retest • intern will be responsible for Content, Special Education, PPR training and will meet all testing requirements or will not be recommended for an intern or probationary certificate.

TRANSFERS

TCP will accept individuals transferring from another alternative certification program only at the request of a Region 5 school district or charter school or from another Education Service Center. Transfer applicants must meet all program admission requirements before they will be allowed to enter the program. A candidate leaving another program will need to have a TEA Candidate Transfer Information Form completed when they apply/enter with TCP. This officially notifies each program that the intern is leaving and going into another program. TCP will not accept a transfer student who has been unsuccessful on a TExES with another program, unless reviewed and approved by ECP Director and ECP review committee. All transfer credit will also be reviewed and approved by the ECP review committee.

CRIMINAL HISTORY BACKGROUND CHECK

Candidates are required to sign and submit the Criminal Record Release form, which allows Region 5 ESC to run a criminal record search. Applicants who have a criminal record will be contacted individually by the TCP staff. Criminal records must be reported by the executive director to the State Board for Educator Certification (SBEC) as per Texas Education Code (TEC) 22.083 and Texas Administrative Code (TAC) 249.14. Region 5 ESC reserves the right to refuse entry to the program based on information reported by the Texas Department of Public Safety.

A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

TAC 227.103
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/

Responsibilities

Teacher Certification Program (TCP)

- implements TCP in accordance with the Texas State Board for Educator Certification.
- provides interns with verbal and/or written feedback regarding observations, products and class performance.
- contracts with, and provides appropriate training for campus mentors.
- reviews all interns, mentors, and campus administrators and facilitator reports.
- issues stipend payments to campus mentors via district paycheck.
- completes all the necessary paperwork for certification application including, but not limited to, application process, collection of TTESS evaluations, TExES scores, principal recommendations, program assessments and program recommendations.
- plans/facilitates on-going training of TCP interns.
- provides support and technical assistance for interns throughout the program.
- provides training space for program sessions.
- maintains accurate records of intern participation, progress and fee payment.
- provides timely and relevant communication to the candidates concerning their admission, academic progress, performance and status.
- observes and confers with interns a minimum of two times during the first semester and one time during the second semester if on a probationary certificate.
- observes and confers with interns a minimum of three times during the first semester and two times during the second semester if on an intern certificate.

School District

- employs the intern by contract, providing appropriate salary and benefits
- signs and returns Region 5 ESC's Statement of Eligibility for Internship/Verification of Employment form.
- signs and returns Region 5 ESC's Internship Agreement form
- assigns the intern to the content area and grade level in which certification is sought.
- assigns the intern a mentor teacher, preferably in the same teaching field
- facilitates intern observations of the mentor teacher and other exemplary teachers. (Scheduled conference periods may be used for these observations)
- facilitates the completion of mentor/intern activities (Mentor paid by ESC)
- facilitates weekly meetings of the mentor teacher and the interns for consultations

- facilitates the intern attending 45 hours of sustained professional development planned during the school year. Training (included in the program fee) will be held from 5:00 pm - 8:00 pm at Region 5 ESC.
- communicates immediately to Region 5 ESC any assignment changes of the mentor teacher or intern and/or situations which affect the intern's performance.
- appraises the intern using a state approved appraisal instrument (TTESS) and provide Region 5 ESC TCP with a copy of the summative conference. (TEC 21.351-352 and TAC 150.1001-100).

Intern

- reads procedural guidelines, signs and returns Internship Agreement Form, TCP Policies, TCP Guidelines, and other forms as requested by program
- attends all trainings (content, instructional content, special education, PPR)
- a missed training must be made up via video
- meets regularly with mentor

- is a model professional teacher
- dresses appropriately as a professional teacher on campus and at TCP training
- successfully teaches one school year as a teacher or completes clinical teaching as determined by the program • completes all assignments with mentor
- completes TCP assignments (Google Classroom) on time (to mastery level)
- achieves level of performance required to secure principal's recommendation for certification • attends scheduled mentor training with campus mentor

Professional Organizations

- Upon employment, it is strongly recommended that interns join a professional organization. e.g.. Texas State Teachers Association (TSTA) - www.tsta.org, Association of Texas Professional Educators (ATPE) - www.atpe.org,Texas Federation of Teachers (TFT) - www.tft.org, Texas Classroom Teachers Association (TCTA) - www.tcta.org.
- Teacher organizations provide professional growth opportunities and liability insurance.
- Most districts allow payroll deduction for organizational fees.

Region 5 Education Service Center
Teacher Certification Program (TCP) Fees

Payable to Region 5:

TCP Application Fee (due with application)	$80.00
*Program Fee: Installment #1 – Due at orientation……. Installment #2 - Due approx. 45 days later ……..…….... Installment #3 - Due approx. 45 days later ……..……... Internship Fee is paid out monthly once you begin your internship or clinical teaching. Fees must be paid in full by the end of your internship or clinical teaching assignment. If clinical teaching, you will pay personally each month. If an intern classroom teacher, fees will be payroll deducted. ……...… TEA Required Accountability System for Educator Preparation Programs Technology Fee (added to internship fee)……	$4,985.00 (see breakdown below) $650.00 $650.00 $650.00 $3,000.00 $35.00
Additional fees if internship is outside of Region 5	$1,500.00
Additional years teaching while in program (2nd or 3rd)	$1,700.00
Textbook(s)	cost varies

Payable to other entities:

TExES Exam (for content, special education, and PPR)	$116.00 each (price may vary by exam)
National Criminal Background check (payable when subbing or teaching)	$47.00*
Fingerprinting (payable when subbing or teaching)	$47.00 - $60.00*
Intern or Probationary Certificate (payable once hired by district)	$52.00*
Standard Certificate (due near end of internship)	$78.00*
*These are approximate, are not set by Region 5, and are subject to change.	

*Candidates may be subject to additional fees, including, but not limited to, required course material or textbooks. Payment options: Personal check, money order, debit/credit card.

All fees payable to Region 5 ESC are non-refundable

Region 5 Policy

As teachers, you are role models and should always behave in a professional manner.

You are expected to read, understand and adhere to 247.2 Code of Ethics and Standards Practices for Texas Educators. As an educator, you shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty. The following standards apply:

1. Region 5 ESC is a tobacco free environment (this includes smokeless tobacco). Therefore, please do not use tobacco products in the building. All school campuses are tobacco free; therefore, there should be no tobacco products on the entire school campus (before, during or after school).

2. Alcohol/drugs are not allowed at Region 5 ESC or on any school campus. Alcohol/drugs should not be consumed during any part of the training day, including lunch.

3. Any other conduct that is considered unprofessional or in violation of any rule of law or policy of the State Board for Educator Certification (SBEC), Texas Education Agency, State Board of Education (SBOE), or Region 5 ESC may be grounds for dismissal from the program.

Sanctions up to and including dismissal from the program may result from failure to abide by the standards stated in the TCP Handbook.

Texas Administrative Code

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) 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.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

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

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

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

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

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

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

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

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

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

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

(M) 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.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

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

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

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

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not 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.

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

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits

to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

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

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

(G) 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.

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

(I) 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.

Teacher Standards – TAC §149.1001

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and smallgroup instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus

community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records

Source: Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter AA

Region 5 ESC TCP GENERAL GUIDELINES

Assessments – Teacher candidates are expected to complete all class assessments as assigned.

Attendance – Attendance in all training sessions is required for successful completion of the program. Teacher candidates are expected to attend all training sessions as scheduled. If a teacher candidate is ill or cannot attend for any reason, the Teacher Certification Program (TCP) staff is to be notified of the reason prior to the training. Should an absence occur, candidates must to view the recorded training. Recorded trainings are a poor substitute for the interaction and group dynamics of the face-to-face training. For this reason, if a teacher candidate misses more than allowed hours (see below), the teacher candidate may be dismissed from the program. The sign-in sheets are auditable by the Texas Education Agency and are part of the requirements for certification.

Absences are allowed as follows:

- Content Training – 8 hours maximum
- Special Education Training – 8 hours maximum
- PPR – 8 hours maximum
- SPD/Instructional Content Training – 6 hours maximum
- This excludes district responsibilities, which will require an email from district personnel.

Teacher candidates are expected to attend the entire training session. It is expected that teacher candidates conduct themselves in a professional manner, which includes being punctual for the beginning of training sessions and after each break. Teacher candidates are expected to be active participants during training, and for this reason, breaks will be provided so that candidates may check electronic devices or take care of personal business. Electronic devices, such as iPads and Smartphones, should be used as needed for content or class assignments during trainings.

Benchmarks – It is extremely important that all required forms are completed and submitted by the due dates. This requirement is necessary for teacher candidate certification documentation.

Breaks – As stated previously, teacher candidates are expected to attend the entire training session. All training sessions include opportunities to take breaks. Excessive time out of training may result in the need for makeup training.

Remember, the training is planned to help the teacher candidate prepare for an instructional position and the certification test; therefore, it is in the best interest of the teacher candidate to give full attention to the training.

Children – Due to limited space, safety concerns, and the need for teacher candidates to focus on the training, children are not permitted in training. Please make other arrangements for them.

Communication – Teacher candidates need to stay abreast of all program activities. There are several means of communication available to the teacher candidate including the master calendar, e-mail, website, text messaging, and phone. Please do not hesitate to ask for assistance; the staff is here to support all teacher candidates.

Dress – Dress may be casual for training, but respectful. Shorts are **not** permissible. Caps or hats should not be worn in the building. Sessions are designed as professional educator training and Edison Plaza also has a

dress code. While in the schools, teacher candidates should dress as professionals as determined by their duties and assignments. Keep in mind, for supervising administrators to see the teacher candidate as a future teacher, he or she must envision it! Look the role to get the role!

Fees – All teacher candidates are expected to pay $650 at the day of orientation and the remaining fees as outlined for the Teacher Certification Program. Whether a teacher candidate chooses to teach in a paid position for a full year or complete clinical teaching for half a year, it is the responsibility of the teacher candidate to pay the remainder of his or her balance by the end of the teaching year or clinical teaching experience. If payroll deduction will be used for the working teacher, it is the teacher's responsibility to make arrangements with his or her school district. It is the responsibility of the teacher candidate to make monthly payments (unless another payment plan has been approved by the TCP Director) directly to Region 5 ESC if payroll deduction is not used. Accounts 90 days overdue will result in the possible dismissal of the teacher candidate. The complete program fee must be submitted prior to being recommended for the standard teaching certificate.

Food/Beverages – Teacher candidates may bring food or drinks into the training rooms provided they do not interfere with the learning process and teacher candidates are still able to participate in the training activities. Teacher candidates are expected to pick up after themselves. Food is not allowed while testing on computer/laptop.

Inclement Weather – In case of inclement weather or other events that may cause closure of ESC Region 5, information will be posted on the website at www.esc5.net. Additionally, a phone message will be available at 409-951-1826. The Edison Plaza (Region 5's location) was designed to withstand hurricanes; however, travel during severe weather may jeopardize safety. Please check our website or call our office.

Intern Certificate - The intern teaching certificate is a one-year certificate and may be not renewed. Without obtaining standard certification, an individual may not serve for more than three 12-month periods while holding any combination of intern certificate, probationary certificate or emergency permit.

Parking – Region 5 ESC participants are allowed to park behind Edison Plaza (facing the Neches River) between the hours of 8 and 4. After hours and on Saturdays, Region 5 ESC participants may park beside the Edison Plaza in spaces marked "Reserved for Entergy." For safety concerns, Region 5 ESC participants should never park in the spaces directly in front of Edison Plaza facing Crockett Street as those doors are locked and chained after hours causing individuals to walk around the building to access their vehicle.

Participation – Teacher candidates are expected to be **active** participants during training sessions; therefore, it is not appropriate to conduct other business. It is the teacher candidate's responsibility to come to class prepared with appropriate assignments, documents, or knowledge of assigned reading material.

Probationary Certificate – The probationary teaching certificate is a one-year certificate and may be renewed up to two times; however, additional fees are necessary to pay mentors and field supervisors and are the responsibility of the teacher if he or she is at fault and placed on an intern or probationary certificate longer than one year. Without obtaining standard certification, an individual may not serve for more than three 12-month periods while holding any combination of intern certificate, probationary certificate or emergency permit.

In order to be eligible for a probationary certificate, a candidate must have passed content and PPR TExES exams, be up-to-date on all training, benchmarks, projects, fees, and have submitted the proper documentation to the TCP office. Application for probationary certification is completed online by the teacher candidate with the Texas Education Agency/State Board for Educator Certification.

Professionalism – Teacher candidates are expected to conduct themselves as professionals at all times. Treat others with the same respect and courtesy with which you want to be treated. As stated earlier, for administrative supervisors to see and trust you as a teacher, you must conduct yourself as one.

Secure TExES Practice Test – In preparation for the state required Texas Examination of Educator Standards (TExES) exam, teacher candidates will be required to take the secure practice test at the beginning of the program and upon completion of all training and coursework. Pre-tests are designed to provide teacher candidates with an awareness of the content they will be responsible for learning and the kind of critical reading and thinking they must possess for success on the test. Post-tests are given to determine a candidate's readiness to take the state TExES exam and may be required to retest. Any teacher candidate scoring below 75% on the post-test may be required to attend additional review sessions or complete additional assignments. Non-attendance will prevent a candidate from registering for the test.

Signing-In – Each teacher candidate must sign in for each training session. Because Region 5 is located in a building guarded by Homeland Security, guests and visitors are often asked to sign in with the guards on the first floor. The sign-in sheets kept by the guards are not the property of Region 5 ESC, thus teacher candidates must sign in on the TCP sign-in sheets located in the training rooms to get credit for that day's training. If a teacher candidate is more than 10 minutes late, it is necessary to write the time of arrival. Consistent tardiness may result in dismissal from the program. Teacher candidates may only sign in for themselves and no one else. Your signature is a professional and ethical statement of your presence. The sign-in sheets are auditable by the Texas Education Agency and are part of the requirements for certification. Make-up training is required for absences, and sign-in sheets will be used to verify training sessions have been made up in a timely manner. *(Refer to Attendance for further clarification.)*

Standard Certification – Teacher candidates are eligible for their Standard Teaching Certificate upon:

1) successful completion of all benchmarks and assessments; 2) successful completion of the internship; 3) passing scores on the TExES content, Special Ed. EC-12, and PPR EC-12 exams; 4) recommendation of the mentor and principal; 5) recommendation of the field supervisor; 6) recommendation of the TCP Director; 7) required attendance and make-up of training sessions; and 8) payment of all fees.

Upon the completion of the above, and once all required documents and assignments have been submitted to the TCP office, the teacher candidate will be approved to apply for his or her Standard Teaching Certificate.

Tardies – Teacher candidates are expected to be on time for all training sessions. Allow extra time for traffic and parking. Teacher candidates are required to make up all tardiness (late 10 minutes or more) and early exits (10 or more minutes prior to the end of class).

TExES – Teacher candidates will be prepared for all TExES exams required through a variety of ways including but not limited to training handouts, rich class discussions, examples of test questions, and strategies for attacking scenario questions. It is the responsibility of the teacher candidate to spend quality time on his or her own to read relevant material and study to ensure content mastery and comprehension of material.

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