



Region One Education Service Center

Educator Preparation Program Handbook

2020 – 2021

Update January 2021



**EDUCATOR
PREPARATION
PROGRAMS**

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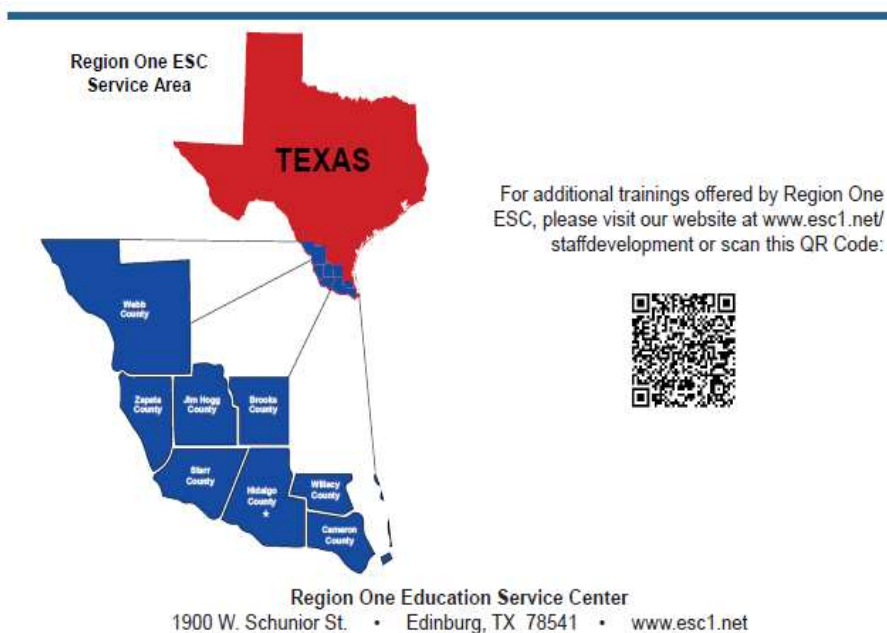
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Component I: Governance

Educator Preparation Program: Governance

EPP Advisory Committee

The purpose of the Educator Preparation Programs Advisory Committee is to advocate for [§TAC 228.20(b)] the preparation of educators in a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. The advisory committee shall be composed of members representing as many as possible of the groups identified as collaborators in this subsection to assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee and shall meet a minimum of once during each academic year.

Advisory Committee meetings require:

- Email invitation outlining roles and responsibilities of committee members as an accept or decline invite
- Record of advisory committee membership
- Advisory committee attendance records
- Advisory committee input reflected in the committee minutes
- Training material
- Updated/revised Region One ESC EPP handbook and EPP calendar of activities

Retention of Candidate Records

Candidate records are retained for a period of five (5) years after candidate completes, withdraws from or is discharged or released from the EPP program.

Program Schedules

Our program schedules provide a timeline of coursework, training, program delivery and ongoing support. The coursework is organized in a scope and sequence aligned with educator Code of Ethics, educator standards, and knowledge and skills of the required subject matter. Program schedules are available via program websites and course syllabus. All program schedules may be subject to change and participating candidates will be notified by email regarding unforeseen changes and revised program schedules will be updated via program websites.

Additional Service Center Locations

- Brownsville Extension Office at 405 E. Levee, Brownsville, Texas 78521
- Laredo Extension Office at 4815 Thomas Ave. Laredo, Texas 78041



Calendar of Activities

Teacher Alternative Certification Program – Project P.a.C.E.

Formal & Contingency Admission Program Cycles – Project P.a.C.E.				
Program Cycle Year	Admission Date	7-Day TEA Notification Date	Coursework Start Date	Contingent Semester End Deadline
2020-2021	January 30, 2021	By February 6, 2021	February 3, 2021	Spring 2021 Commencement
	May 29, 2021	By June 4, 2021	June 2, 2021	Fall 2021 Commencement
2021-2022	January 29, 2022	By February 5, 2022	February 2, 2022	Spring 2022 Commencement
	May 28, 2022	By June 3, 2022	June 1, 2022	Fall 2022 Commencement

Principal Alternative Certification Program – ILP³

Formal & Deficiency Admission Program Cycles – ILP ³				
Program Cycle Year	Admission Date	7-Day TEA Notification Date	Coursework Start Date	Deficiency Degree and Experience Deadline
2020-2021	October 3, 2020	By October 10, 2020	October 10, 2020	October 3, 2021
	June 5, 2021	By June 12, 2021	June 12, 2021	June 5, 2022
2021-2022	October 2, 2021	By October 9, 2021	October 9, 2021	October 2, 2022
	June 4, 2022	By June 11, 2022	June 11, 2022	June 4, 2023

Component II: Admission

Educator Preparation Programs: Admission

Division of Instructional Leadership, School Improvement, and College Readiness

Program requirements are based on adopted rules of the Texas Education Codes and Texas Administrative Codes for Educator Certification. Teacher and principal applicants must accept and must current state and Region One ESC EPP program requirements, policies, and procedures. In accordance with TEA rule change, this handbook is subject to change and to be included as an addendum.

Region One ESC Mission

To serve educators, students, and parents by providing cutting-edge professional development, customized technical assistance, innovative products, and excellent services to improve student outcomes, enable districts to operate efficiently and economically, and implement state initiatives.

Region One ESC Vision

Region One ESC will be the premier partner, providing leadership and innovation, transforming learning communities toward excellence.

Region One Core Values

Commitment, Excellence, Integrity, Respect, and Service.

About Us

At Region One ESC, the Educator Preparation Program provides services for those interested in achieving alternative certification as Texas educators and administrators. The value of our programs relies on more than 50 years of partnerships with Region One area school systems.

We currently offer two alternative certification programs. Project P.a.C.E., Preparing and Certifying Educators, is a rigorous, fast-paced teacher alternative certification program designed to prepare and certify highly qualified individuals to teach in Texas public schools. Our candidates learn by field experiences and critical supports throughout the program. We offer two (2) admission cohort cycles each year, one beginning every January and June.

The Integrated Principal Preparation Program, ILP³, is an accelerated alternative certification program designed to recruit, prepare, and support aspiring leaders of instruction to obtain a standard principal certificate. We offer two (2) admission cohort cycles each year, one beginning every June and October. During each program cycle, all principal candidates acquire AEL, T-TESS, and T-PESS appraiser certification.

The following information applies to all program candidates admitted into our EPP:

Criminal History

TEA conducts a national criminal history check on all applicants for certification, Texas Education Code (TEC) §22.0831.

- Candidates must undergo a criminal history background check prior to clinical teaching, internship and employment as an educator
- Candidates have the right to request a preliminary criminal history evaluation from TEA
Link for preliminary background form:
https://helpdesk.tea.texas.gov/hc/en-us/requests/new?ticket_form_id=360000135468
- Candidates have the opportunity to determine ineligibility of an individual who has been convicted of an offence for issuance of a certificate from TEA
Link for Preliminary Criminal History Evaluation – FAQs
<https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs>

Military Experience

Military service member or military veteran candidates may verify military service, training, or education toward the training, education, work experience, or related requirements for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought.

Non-Military Experience

Candidates who are not military service members or veterans may substitute prior or ongoing service, training, or education, provided that the experience, education, or training that is not also counted as a part of the internship or clinical teaching requirements. Education shall be from an accredited institution of higher education within the past five years and directly related to the certificate being sought.

Attendance and Participation Measured

- For full course hour credit, arrive on time/log in to virtual session and leave at the end of each full day and half day course/session.
- On-site attendance will be confirmed via Kiosk and official sign-in sheets during face-to-face training.
- Virtual attendance will be confirmed by remote check-in via the Region One ESC Professional Development site and Zoom attendance report.
- Attendance is required to receive assignment and assessment task links/invites.
- Coursework may require pre-assigned tasks to prepare for full course engagement.
- Participation before, during and after course may require grouped activities or independent practice; a combination of these tasks may vary depending on course title and expectations.
- Active engagement during each training course is expected by program candidates.

Session Norms

- Follow norms established by the presenter during each session.
- Work together and actively participate.
- Engage in session content and hold yourself accountable to scholar expectations.
- Provide initial responses to discussion questions.
- Share career experiences and encourage colleagues to think.
- Be positive in your approach and respectful to others during class discussions.
- Use technology professionally as it relates to the course.

Non-Creditable Coursework (*reasons*)

- Arrival to professional learning session 15 minutes late, the candidate shall receive ½ credit hours for AM session or arrives 30 minutes late for full day course/session.
- Leaves professional learning session 30 minutes early, the candidate shall receive ½ credit hours for PM session or leaves 30 minutes late for full day course/session.
- Being absent from a profession learning session.
- Makeup coursework is not available within candidate's program schedule timelines.

Assignment/Assessment Grading Formula and Feedback

- Assignments/assessments may be assigned before or after a course.
- The candidate shall submit all assignments on time and as specified by EPP.
- Assignments and scoring rubrics will be provided to the candidates and used for grading.
- Late assignments will be reviewed at the discretion of educator preparation program staff.
- Assignments/assessments submitted on time will receive feedback within 7 business days.
- Frequent email check for feedback communication.
- Private feedback will be sent via email or by phone call and which may be summarized in a follow up email.
- Late submission may be considered for feedback at the discretion of EPP staff.
- When directed to redo an assignment/assessment, the candidate will revise only the section indicated for refinement.

Academic History

- Academic history is highly valued.
- Program assignments/assessments are intended for only the Region One Education Service Center program candidates.
- Each candidate must always submit work that represents original words or ideas.
- If words or ideas are used that do not represent the candidate's original thought, the candidate must cite resource(s) used.

- Academic dishonesty in submitting assignments and assessment tasks could involve:
 - Having a tutor or friend complete a portion or all your work.
 - Having a reviewer make extensive revisions to your work.
 - Copying work submitted by another program candidates currently attending or former cohort.
 - Using information from online or textbook without proper citation.

Exit or Withdrawal Policy for All Participating Candidates

Extraordinary circumstances will be considered on a case-by-case basis and approved by EPP Director and/or may require guidance from the Texas Education Agency.

As a candidate of the Region One Education Service Center Educator Preparation Program (EPP), the candidate shall:

- Comply with EPP, employer's rules, directives and/or policies associated to program delivery.
- Adhere to behaviors as identified in Texas Administrative Code (TAC) 247 Educators' Code of Ethics.
- Be respectful to program staff, school staff, and other agents.
- Not falsify records or documents.
- Adhere to contingency basis admission requirements (*teacher program*) or deficiency admission requirements (*principal program*).
- Attend training sessions as indicated in the EPP program schedule to ensure the completion of the Texas Education Agency required coursework hours and follow certification plan.
- Successfully complete clinical teaching, internship or practicum based on observations and/or evaluations by the campus principal/designee, field supervisor and EPP staff.
- Avoid disruption of the learning environment during professional learning held by Region One, virtual learning platform, and any other professional training course.
- Complete and submit assignments and performance-based assessments as assigned.
- Participate in self-tracking test preparation and practices with Certify Teacher or 240 Tutoring as assigned by EPP staff.
- Acquire an 80% or higher on **all** competencies on three (3) consecutive practice exams along with assigned study plans prior to being released to take state exam(s) in accordance to certificate area being sought.
- Complete all program requirements and receive standard certificate two (2) years from the date of initial program admission.
- Notify the EPP if a candidate voluntarily leaves or resigns their position with the EPP program.
- Notify the EPP if a candidate voluntarily leaves or resigns their position with a Local Education Agency (LEA) or is asked to leave by the LEA as the EPP must immediately report the candidate's certification status change.
- Provide a written resignation letter to both the school administrator prior to effective date of resignation. In addition, a resignation letter must be provided to EPP.
- Maintain scheduled payment(s) including auto bank drafts for program services.

Inactive Candidates

Candidates who have not completed program requirements within two (2) years from the date of admission into our EPP shall receive a withdrawal notification letter by email. If the candidate responds within seven (7) calendar days expressing interest in completing program requirements, he or she must seek approval from the program specialist or program director to participate in an extension program. If the candidate is approved to participate in an extension program, he or she will receive an offer to accept or decline an individualized action plan. The program extension may cost up to \$2,000 contingent upon the specific requirements the candidate may need to successfully complete the program.

If an inactive candidate does not respond to the notification letter or declines the extension program offer, the EPP shall conclude the inactive candidate is no longer interested in completing certification and therefore, the EPP shall proceed with withdrawing candidate from program and report withdrawal to the Texas Education Agency. The withdrawn candidate may reapply to the EPP program at a future date.



Teacher Program – Project P.a.C.E. Preparing and Certifying Educators

Eligibility, Screening, and Admission Criteria

- ✓ Official transcript confirming date of graduation, at a minimum, a bachelor's degree earned from and conferred by an accredited institute of higher education (transcript evaluation shall be completed within 5-7 days), or
- ✓ An applicant must currently be enrolled in and expected to complete requirements for obtaining a bachelor's degree at the end of the semester in which admission to the EPP program is sought pending receipt of an official transcript showing degree conferred; also known as contingency basis admission
 - Coursework and/or training shall not begin prior to contingent and formal admission
 - The candidate shall provide the EPP with a letter from an accredited institution of higher education (IHE) confirming graduation date and grade point average (GPA)
 - Admitted applicant shall not be recommended for a probationary certificate until bachelor's degree or higher from an accredited IHE has been conferred
 - The EPP shall inform the applicant in writing of any deficiency prior to admission
- ✓ At a minimum, 2.75 GPA or 3.0 GPA in last 60 hours of all transcript coursework
- ✓ At a minimum of 12 semester credit hours in subject specific content area **except** math and science at or above Grade 7, or
- ✓ At a minimum of 15 semester credit hours in subject specific content area **in** math and science at or above Grade 7
 - If the applicant does not meet the minimum semester hours, the applicant must take and pass **TX PACT** in the content area the applicant seeks
- ✓ Demonstrate basic skills in reading, written and oral communication and mathematics
 - 6 semester hours of ELA coursework from an accredited university whose language of instruction is English and 3 semester hours of college level mathematics or equivalent from an accredited university whose language of instruction is English

- ✓ Not all Career and Technical Education (CTE) certificates require a degree, but all require to submit a Statement of Qualifications (SOQ) to ensure alignment toward the certification area, verification of licenses, registrations, or certifications with required years of full-time wage earning experience within the preceding 10 years.
- ✓ Applicant must demonstrate the English Language Proficiency skills specific as being able to communicate, listen, read, write, and comprehend the English Language sufficiently to use it easily and readily in daily communication and teaching (§230.11)
 - CTE certification that does not require a bachelor's degree may satisfy this requirement with an associate degree or high school diploma, or
 - Completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States, or
 - Verification of minimum scaled score on the Test of English as Foreign Language internet-Based Test (TOEFL iBT) of 24 in speaking, 22 in listening, 22 in reading, and 21 in writing; access test information at www.ets.org/toefl/, or
 - If an undergraduate or graduate degree was earned at an IHE in a country outside of the United States listed in 19 TAC §230.11(b)(5)(C)
http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/19_0230_0011-1.pdf
- ✓ Out-of-Country candidates shall seek a transcript evaluation into U.S. degree equivalency by a TEA approved credential evaluation service http://tea.texas.gov/Texas_Educators/Certification/Out-of-State_Certification/Foreign_Credential_Evaluation_Services/
- ✓ Cannot have been previously employed for 3 years or more on a teaching permit or intern/probationary certificate
- ✓ Cannot have been admitted to another Educator Preparation Program (EPP) or University or Alternative Certification Program (ACP)
 - *Transfer from another EPP will be reviewed on a case-by-case basis*
 - *If applicant completed all EPP requirements by another EPP in the same certification and is seeking examination approval will be referred to initial EPP for exam approval and standard certification*
- ✓ Participate in advisement and screening to determine applicant's knowledge, skills and aptitude
 - **Watson Glaser** online exam (2 hours) and meet passing percentile criteria
 - Written response scenario (determined by a rubric cut score)
 - Professional interview with EPP staff (determined by a rubric cut score)
- ✓ If admission requirements are not met, applicant shall receive a letter of notice
- ✓ Upon determination of eligibility, candidate shall submit an application for admission
- ✓ Applicant shall accept or deny the invitation to join the program via a formal offer letter
- ✓ Upon applicant acceptance, the EPP shall report admission within 7 calendar days of admission date.

Component III: Curriculum

Educator Preparation Program: Curriculum

EPP Program Designs

Our number one priority is to provide a robust curriculum and customized training sessions to ensure effective preparation during your experience while participating in the alternative certification programs: Project P.a.C.E. – Preparing and Certifying Educators Program (teachers) and ILP³ - Integrated Leadership Principal Preparation Program (principals).

Project P.a.C.E. Teacher Alternative Certification Program

Project P.a.C.E. program's curriculum provides a combination of online modules for specific and supplemental content and traditional face-to-face coursework/training for pedagogy and professional responsibilities preparation. Our curriculum also references material from the Texas Instructional Leadership Program, Teach Like a Champion, and The First Days of School.

All content and supplemental curriculum is offered via **online modules** through Region 4 and 13. *Candidates must create accounts to participate in online coursework/training.*

- Project P.a.C.E. Preparing and Certifying Educators Course Syllabus – *See Appendix A*
- Educator Standards: Teacher Standards, Chapter 149, Subchapter AA
- Texas Essential Knowledge and Skills – TEKS
- Subject matter for initial certification class and teacher certification areas
- TExES assessment framework

Component IV: Coursework, Training, Program Delivery, and Ongoing Support

Educator Preparation Program: Coursework, Training, Program Delivery, and Ongoing Support

Project P.a.C.E. Teacher Alternative Certification Program

Our EPP provides ongoing support to candidates to meet program requirements in accordance with EPP policies and TEA educator codes. All teacher candidates must complete a clinical teaching assignment or an internship upon successfully completing pre-service hours required for the certificate being sought.

Cooperating teachers and mentor teachers must participate in mandatory training approved by TEA.

Candidate(s) will be required to participate in clinical or internship teaching assignment orientation with our EPP prior to the start of the experience.

Clinical Teaching Assignment (*Clinical Teaching Experience*)

Is an **unpaid** supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching. Clock hours of clinical teaching are hours spent in the required educational activities and experiences.

For a clinical teacher candidate, a trained cooperating teacher who is a certified educator and assigned by our EPP and campus administrator will provide guidance, assistance, and support to the teacher candidate during the weeks of clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the teacher candidate's progress to the candidate's field supervisor.

For a clinical teacher candidate, a trained field supervisor hired by the EPP who is a certified educator will observe teacher candidates, monitor their performance, and provide constructive feedback to help candidates improve their effectiveness as educators.

A clinical teacher candidate must complete 30 clock-hours of field-based experiences and 150 clock-hours of coursework and/or training. A candidate must have a clinical teaching assignment for the subject in which the candidate is seeking initial certification. Clinical teaching must meet the following requirements:

- shall not be less than an average of four hours each day in the subject area and grade level of certification sought; and
- a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day; **or**
- a minimum of 28 weeks (no fewer than 140 half days), with a half day being 50% of the school day.

Additional clinical teaching assignments in other subject areas is required, it may be less than an average of four hours each day during the 14 weeks of clinical teaching if:

- The primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought.
- The campus administrator agrees to assign a qualified cooperating teacher appropriate to each assignment.

Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for each subject area in which the candidate is seeking initial certification. If either the field supervisor or cooperating teacher do not recommend that the candidate be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

Internship Teaching Assignment

Is a **paid** supervised educator assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate. Clock-hours of internship are actual hours spent in the required educational activities and experiences.

For an internship candidate, a trained mentor teacher who is a certified educator and assigned by our EPP and campus administrator will provide guidance, assistance, and support to the teacher candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the teacher candidate's progress to the candidate's field supervisor.

For an internship candidate, a trained field supervisor hired by the EPP who is a certified educator will observe teacher candidates, monitor their performance, and provide constructive feedback to help candidates improve their effectiveness as educators.

An internship teacher candidate must complete 30 clock-hours of field-based experiences and 150 clock-hours of coursework and/or training. A candidate must have a teaching assignment for the subject area in which the candidate is seeking initial certification. An internship assignment must meet the following requirements:

- shall not be less than an average of four hours each day in the subject area and grade level of certification sought;
- candidate must hold an intern or probationary certificate in the subject area and grade level; and
- the beginning date for an internship is the first day of instruction with students in the school or district in which the internship takes place.

An internship is successful when the candidate demonstrates proficiency in each of the educator standards for each subject area in which the candidate is seeking initial certification. If either the field supervisor or mentor teacher do not recommend that the candidate be recommended for a standard certificate, the person

who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or mentor teacher.

Late Hire

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. A late hire candidate shall adhere to the following:

- individualized program calendar dates and deadlines set by EPP program,
- completing the pre-internship requirements within 90 school days of assignment,
 - a minimum of 30 field-based experience clock hours, and
 - 150 clock-hours of coursework and/or training
- With appropriate documentation such as a certificate of attendance, sign-in sheet, or other written school district verification, 50 clock hours of training may be provided by a school district and/or campus that meets the provider criteria described in the TEC §21.451 and must be directly related to the certificate being sought.

Field Supervisor Observations During Clinical Teaching and Internship Assignments

§ TAC 228.35 (f-h) Formal observations by the field supervisor conducted through collaboration with school or district personnel can be used to meet the requirements. Field supervisors provide ongoing support to a candidate for the full term of the initial and any additional assignments unless the assignment is ended early. Informal observations and coaching shall be provided by the field supervisor and EPP staff as appropriate and as needed.

The requirement that formal observations of teacher candidates must occur in a face-to-face setting has been suspended. This allows the field supervisor to observe by way of synchronous or asynchronous setting. However, observations are still required and reported to TEA.

Teacher Candidate Transferring from Another EPP

Upon receiving a completed TEA Candidate Transfer Form and candidate records, the EPP will review and advise candidate of eligibility. Acceptable and transferable coursework shall not exceed 50 hours and shall be determined acceptable by program specialist.

- ✓ *If applicant completed all EPP requirements by another EPP in the same certification and is seeking examination approval, the candidate will be referred to the initial EPP for exam approval and standard certification.*

Component V: Assessment and Evaluation of Candidates and Program

Educator Preparation Program: Assessment and Evaluation of Candidates and Program

Program Evaluation

At the end of each session, all candidates shall complete the coursework training session evaluation via the Region One ESC Professional Development site. Data from these evaluations shall be used to adjust the delivery of our program coursework.

Benchmark Requirements

Benchmarks are program targets established to ensure that candidates are progressing through the certification program, measure candidate's progress to be successful on their certification exams and are on track to receive their standard certificate.

- ✓ (1) Admissions
- ✓ (2) Programs
- ✓ (3) Other Requirements, and
- ✓ (4) Certifications

Measuring Candidate's Progress, Test Preparation and Practice

Candidates shall actively engage in coursework/training, clinical teaching, internship, or practicum experiences during the program. Assignments and/or assessments with scoring rubrics that are aligned to the program's curriculum will be used to measure candidate mastery of content. In addition, Pearson practice exams and Certify Teacher or 240 Tutoring practice exams shall be used to measure candidate mastery of knowledge and skills from the TExES test frameworks and determine test readiness prior to test approval by EPP.

Component VI: Professional Conduct

Educator Preparation Program: Professional Conduct

All EPP staff, field supervisors, and candidates shall read and sign the Educator's Code of Ethics document which states understanding and adherence statements. 19 TAC §228.50.

Code of Ethics and Standard Practices for Texas Educators Statement of Purpose:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Component VII: Complaint Procedures

Educator Preparation Program: Complaints Procedures

We strive to provide direct assistance that may alleviate your concerns. We encourage you to connect with our specialists or staff members as a first step. If you feel others should be involved, protocols are established and should be followed.

A complaint is a written claim that an organization does not follow school laws or rules that are under TEA's jurisdiction. If you have a complaint against Region One's educator preparation program that you feel is not resolved, please follow the Region One ESC-EPP Complaint Process.

The Texas Education Agency (TEA) has a formal complaint process for candidates in educator preparation programs. You may submit a complaint to the Texas Education Agency by fax (512-475-3665), e-mail (complaintsmanagement@tea.texas.gov).

Component VIII: Certification Procedures

Educator Preparation Program: Certification Procedures

- An intern or probationary certificate may be issued once a candidate has successfully passed the designated state exam.
 - Intern certificate – 12 months
 - Probationary certificate – two (2) 12 months
- A standard certificate may be issued once a candidate has completed all program requirements including having passed all state exams.

Component IX: Integrity of Data Submission

Educator Preparation Program: Integrity of Data Submission

The Accountability System for Educator Preparation (ASEP) was created by the Texas Legislature and is based on Texas Education Code (TEC) 21.045. EPP staff must submit data to the TEA for the Accountability System for Educator Preparation Programs (ASEP) and to the U.S. Department of Education for the Title II Institution and Program Report Card (IPRC).

The most recent information about the Region One Educator Preparation Program data can be found at:

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/consumer-information-about-educator-preparation-programs>

Accountability System for Educator Preparation Annual Reports

- 2017 – 2018 ASEP Annual Reports
- 2016 - 2017 ASEP Annual Reports
- 2015 – 2016 ASEP Annual Reports



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