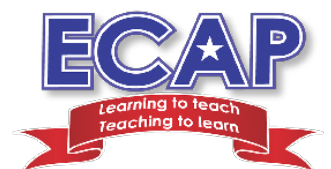




2021 - 2022 Program Handbook

**Learning To Teach
Teaching To Learn**

www.ecapteach.com



Contents

	Mission and Values	3
	Overview Of Requirements	4
	Training	5-8
NEW***	Testing	9-15
	Teaching	16-18
	Financial Requirements	19
	General Expectations	20-23
	Policies	24-26

Our Mission

The mission of ECAP is to partner with independent school districts and approved private schools to identify, train, and support classroom teachers who exhibit character traits of integrity, abundance mentality, and maturity so that the school children of Texas receive an exemplary education.

Our Values

Excellence: We are committed to excellence by continuously improving the quality of the training provided. This is done through a commitment to competent staff and instructional personnel, effective leadership, and responsible stewardship of resources.

Integrity: In building partnerships with school districts and universities, we are committed to and accountable for conducting our professional and personal lives with integrity. Our goal is to build relationships founded on loyalty and trustworthiness.

Respect: We are committed to respecting the dignity of all persons and to foster an educational culture characterized by accountability for requirements, dates, places and deadlines. Our expectation is that ECAP staff, training consultants and teacher-interns will enjoy mutual respect.



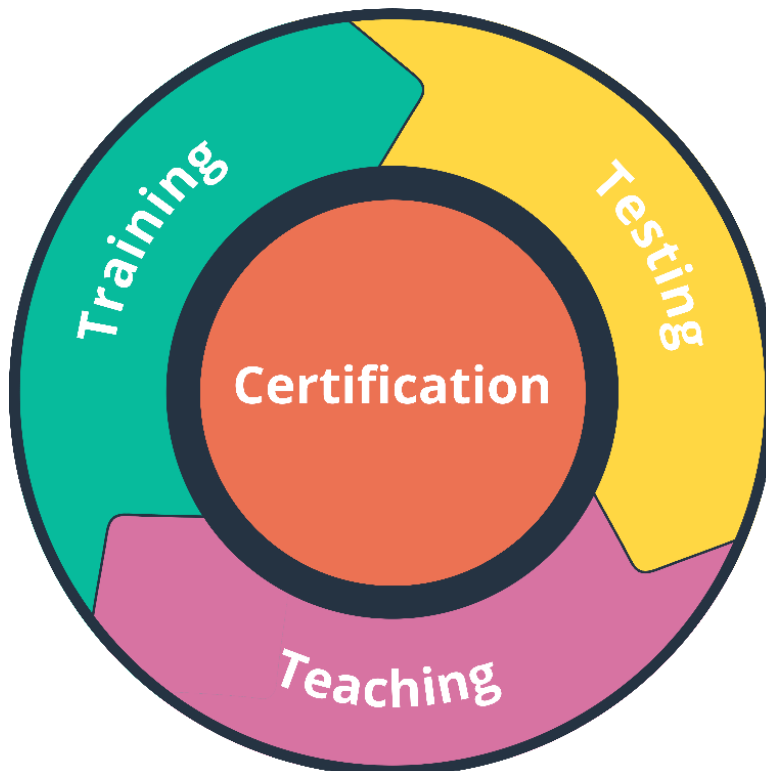
Program Timeline

One of the most requested items from ECAP applicants is a program timeline, or a chronological checklist. A better approach to program completion is to treat each of the three program components as its own progress ring. These three components are:

- **Training**
- **Testing**
- **Teaching**

The ECAP Intern Teacher will work on these components simultaneously. Enforcing a chronological approach to the program creates issues and sometimes unnecessary delays in completing program components.

The Three T's Of Certification



Your program schedule will be custom and specific to you. ECAP's prioritizes and assigns items in the order that both complies with the state and that encourages your growth as a teacher throughout your first year. It is important though, that you check your 'progress rings' frequently, and make sure that you are, in a general sense, on schedule to complete your three program components.

To understand these three components (Training, Testing and Teaching) read each corresponding section in this handbook.

Training Overview

Academy Coursework (ACA)

Designated by the prefix 'ACA' in the course titles, ECAP Academy is our foundation training so it's important to get it done early. Therefore, these courses must be completed prior to the teaching experience, or in the case of a late hire, by the end of the first semester in the classroom. This group contains about 200 - 250 hours depending on your area of certification.

State Mandated Coursework (STA)

These courses, designated by the prefix 'STA' in the title are to be completed after the Academy coursework has been satisfied. Many school districts replicate items in the STA training, so while it is still a required component, we will accept transfer credit from your employing district if you have already completed this curriculum. This group contains about 30 hours

Internship Coursework (INT)

Designated by the prefix 'INT', these courses are to be completed during the internship (teaching) phase of the program. The courses are delivered in online format and cover a broad range of topics including classroom management, lesson planning and using technology in the classroom. Participants will receive this course set upon acquiring a qualifying teaching position. They are due by the end of the first teaching semester. This group contains about 70 hours.

Late Hire Policy

If an intern is hired for a qualified teaching position after June 14 coursework will be required as follows:

- Due by the end of your first teaching semester: All courses with "ACA" in the course title
- Due by the end of your first teaching year: All 300 hours of required coursework



Required Courses for Elementary Teachers

Elementary Interns will be assigned the following coursework:

Academy Courses - To be completed prior to the teaching experience

ACA101 - Connections
ACA102 - Teach to Your Strengths
ACA103 - Poverty
ACA104 - Surviving the First Year
ACA105 - Legal Issues
ACA111 - Elementary Parent Conferencing
ACA221 - Elementary Math and Science
ACA222 - Lesson Planning in Elementary
ACA223 - Reading in Elementary
ACA301 - Field Based Experience
ACA322 - Pedagogy
ACA330- PPR Face to Face Review
ACA340- Field Based Experience

State Mandated Courses - To be completed prior to or during the first semester of the teaching experience

STA100 - Know Your Teacher Standards
STA101 - TEKS/STAAR
STA102 - Legal Issues PreStudy
STA103 - Dyslexia Training
STA104 - Mental Health

Internship Courses - To be completed during the first semester of the teaching experience

INT310 - Lesson Planning: Elements
INT342 - Web 2.0: Legal Issues in Technology
INT346 - Techtactics

*Course titles may change at any point during the program

**Any course not completed by the end of the first teaching year will be repeated

***Courses may be added to or omitted from your online requirements as required by state rule, ECAP policy, or for purposes of remediation.

Legal note:

Prior to recommendation of the standard certificate an intern must complete a minimum of 300 hours of training. In addition, specific curriculum must be addressed during the course of this training as mandated by TAC 228.30.

Required Courses for Secondary Teachers

Secondary Interns will be assigned the following coursework:

Academy Courses - To be completed prior to the teaching experience

ACA101 - Connections
ACA102 - Teach to Your Strengths
ACA103 - Poverty
ACA104 - Surviving the First Year
ACA105 - Legal Issues
ACA134 - Special Ed Issues
ACA231 - Teaming and Communication
ACA232 - Parent Conferencing
ACA233 - Teaching in Urban Schools
ACA234 - Teaching for Critical Thinking
ACA235 - Reading in the Content
ACA301 - Field Based Experience
ACA322 - Pedagogy
ACA330- PPR Face to Face Review
ACA340- Field Based Experience

State Mandated Courses - To be completed prior to or during the first semester of the teaching experience

STA100 - Know Your Teacher Standards
STA101 - TEKS/STAAR
STA102 - Legal Issues PreStudy
STA103 - Dyslexia Training
STA104 - Mental Health

Internship Courses - To be completed during the first semester of the teaching experience

INT310 - Lesson Planning: Elements
INT342 - Web 2.0: Legal Issues in Technology
INT346 - Techtactics

*Course titles may change at any point during the program

**Any course not completed by the end of the first teaching year will be repeated

***Courses may be added to or omitted from your online requirements as required by state rule, ECAP policy, or for purposes of remediation.

Legal note:

Prior to recommendation of the standard certificate an intern must complete a minimum of 300 hours of training. In addition, specific curriculum must be addressed during the course of this training as mandated by TAC 228.30.

Required Courses for Special Education Teachers

Special Education Interns will be assigned the following coursework:

Academy Courses - To be completed prior to the teaching experience

- ACA101 - Connections
- ACA102 - Teach to Your Strengths
- ACA103 - Poverty
- ACA104 - Surviving the First Year
- ACA105 - Legal Issues
- ACA141 - Pre-Study Intro to Special Education
- ACA241 - Introduction to Special Education
- ACA242 - ARD / IEP
- ACA244 - Behavior Management
- ACA245 - Reading in Special Education
- ACA301 - Field Based Experience
- ACA322 - Pedagogy
- ACA330- PPR Face to Face Review
- ACA340- Field Based Experience

State Mandated Courses - To be completed prior to or during the first semester of the teaching experience

- STA100 - Know Your Teacher Standards
- STA101 - TEKS/STAAR
- STA102 - Legal Issues PreStudy
- STA103 - Dyslexia Training
- STA104 - Mental Health

Internship Courses - To be completed during the first semester of the teaching experience

- INT310 - Lesson Planning: Elements
- INT342 - Web 2.0: Legal Issues in Technology
- INT346 - Techtactics

*Course titles may change at any point during the program

**Any course not completed by the end of the first teaching year will be repeated

***Courses may be added to or omitted from your online requirements as required by state rule, ECAP policy, or for purposes of remediation.

Legal note:

Prior to recommendation of the standard certificate an intern must complete a minimum of 300 hours of training. In addition, specific curriculum must be addressed during the course of this training as mandated by TAC 228.30.

Testing Overview

There are two important benchmarks to pass with regard to testing:

Benchmark 1: To become hireable (eligible for the first certificate) one must pass all non-PPR TExES exams for the chosen area of certification. The first certificate (Intern Certificate) is only active for the first year, after which it expires.

Benchmark 2: To advance to your second year certificate (either Probationary or Standard) one must have passed all TExES exams for the chosen area of certification. This includes the PPR exam.

Read below for descriptions of the various exams related to teacher certification in Texas.

TxPact Exams - For program enrollment only

Available to the public, content specific TxPact exams are used as a tool to qualify an applicant for program enrollment. Typically, ECAP does not accept the TxPact exam for this purpose, however, we may require a TxPact exam in cases where transcripts are aged, or content demonstration via transcripts is within a narrow margin of the normal requirement.

More information can be found at www.tx.nesinc.com

Content Specific TExES Exams

Once accepted, you will begin preparation for your content specific TExES exam(s). ECAP will provide a test review from an external vendor at our expense for your first TExES exam. If you require additional reviews we will provide a discount code that allows you to get our pricing where that is available. In addition to the review, your consultant will select specific titles from your Academy courses and provide them in advance to help you with the content or pedagogy related to your required TExES content exam.

***While ECAP does assist with exam prep, it is expected that applicants exhibit prior content knowledge in the area pursued. Failing a state content and/or pedagogy exam by 10 points or more will result in either a required change in the content area, or dismissal from the program (by transfer form).**

More information regarding testing and registration at www.tx.nesinc.com

Pedagogy and Professional Responsibilities Exam

The following conditions must be met in order to receive permission to register for the PPR exam:

- Program participant must have completed all Academy coursework (except Field Based Experience)
- Program participant must attend and complete the PPR Face to Face review held by ECAP. This includes passing all related assessments.

Once these conditions are met, ECAP will approve your exam registration. Register for your exam at www.tx.nesinc.com

***Failing a state content and/or pedagogy exam by 10 points or more will result in either a required change in the content area, or dismissal from the program (by transfer form).**

Testing Requirements by Area

Your first task upon acceptance to ECAP will likely be to prepare for and pass your content specific (non-PPR) TExES exams. This is the final step in your eligibility to be placed on an Intern Certificate and allows you to teach for one year.

Before a Standard Certificate, or any second year certificate, can be issued, the intern must pass all appropriate content and pedagogy exams.

While ECAP does assist with exam prep, it is expected that applicants exhibit prior content knowledge in the area pursued. Failing a state content and/or pedagogy exam by 10 points or more will result in either a required change in the content area, or dismissal from the program (by transfer form).

The most common testing requirements are displayed in the table below. This table should be used only as a guide to inform you of your probable testing requirements. Please consult with your school's certification officer or with ECAP to determine your official requirements.

Agriculture, Food and Natural Resources 6-12

Agriculture, Food and Natural Resources 6-12 (272)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

American Sign Language

American Sign Language (ASL) (184)
Texas Assessment of Sign Communication - ASL (TASC-ASL) (073)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Art EC-12

Art EC-12 (178)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Business and Finance 6-12

Business and Finance 6-12 (276)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Chemistry 7-12

Chemistry 7-12 (240)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Computer Science 8-12

Computer Science 8-12 (141)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Testing Requirements by Area

Core Subjects EC-6

Core Subjects EC-6 (291)

New* Science of Teaching Reading (293)**

Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects EC-6 Bilingual

Core Subjects EC-6 (291)

New* Science of Teaching Reading (293)**

Bilingual Education Supplemental (164)

Bilingual Target Language Proficiency Test (BTLPT) Spanish (190)

Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects EC-6 ESL

Core Subjects EC-6 (291)

New* Science of Teaching Reading (293)**

English as a Second Language/Supplemental (154)

Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects 4-8

Core Subjects 4-8 (211)

New* Science of Teaching Reading (293)**

Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects 4-8 Bilingual

Core Subjects 4-8 (211)

New* Science of Teaching Reading (293)**

Bilingual Education Supplemental (164)

Bilingual Target Language Proficiency Test (BTLPT) Spanish (190)

Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects 4-8 ESL

Core Subjects 4-8 (211)

New* Science of Teaching Reading (293)**

English as a Second Language/Supplemental (154)

Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Dance 8-12

Dance 8-12 (179)

Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Testing Requirements by Area

English Language Arts and Reading 4-8

English Language Arts and Reading 4-8 (117)
New*** [Science of Teaching Reading \(293\)](#)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

English Language Arts and Reading 7-12

English Language Arts and Reading 7-12 (231)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

English Language Arts and Reading/Social Studies 4-8

English Language Arts and Reading/Social Studies 4-8 (113)
New*** [Science of Teaching Reading \(293\)](#)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Health EC-12

Health EC-12 (157)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Health Science 6-12

Health Science 6-12 (273)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

History 7-12

History 7-12 (233)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Journalism 7-12

Journalism 7-12 (256)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Languages Other Than English French

Languages Other Than English (LOTE) French (610)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Languages Other Than English German

Languages Other Than English (LOTE) German (611)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Testing Requirements by Area

Languages Other Than English Latin

Languages Other Than English (LOTE) Latin (612)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Languages Other Than English Spanish

Languages Other Than English (LOTE) Spanish (613)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Life Science 7-12

Life Science 7-12 (238)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Marketing 6-12

Marketing 6-12 (275)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Mathematics 4-8

Mathematics 4-8 (115)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Mathematics 7-12

Mathematics 7-12 (235)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Mathematics/Physical Science/Engineering 6-12

Mathematics/Physical Science/Engineering 6-12 (274)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Mathematics/Science 4-8

Mathematics/Science 4-8 (114)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Music EC-12

Music EC-12 (177)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Testing Requirements by Area

Physical Education EC-12

Physical Education EC-12 (158)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Physical Science 6-12

Physical Science 6-12 (237)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Physics/Mathematics 7-12

Physics/Mathematics 7-12 (243)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Science 4-8

Science 4-8 (116)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Science 7-12

Science 7-12 (236)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Social Studies 4-8

Social Studies 4-8 (118)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Social Studies 7-12

Social Studies 7-12 (232)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Special Education EC-12

Special Education EC-12 (161)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Special Education Supplemental

Special Education Supplemental (163)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Speech 7-12

Speech 7-12 (129)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Testing Requirements by Area

Technology Applications EC-12

Technology Applications EC-12 (142)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Technology Education 6-12

Technology Education 6-12 (171)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Theatre EC-12

Theatre EC-12 (180)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Trade and Industrial Education 6-12

Statement of Qualification replaces content exam
Pedagogy and Professional Responsibilities for Trade and Industrial Education 6-12
(270)

*** Call ECAP for test requirements**



Teaching Overview

Prior to recommendation of the standard certificate an intern must successfully complete a full contract year of teaching as the teacher of record in a TEA accredited school.

Success is determined by teaching performance as observed by the teacher's campus principal and the Field Supervisor (aka ECAP Advisor).

Since a full contract year is required, certification will not be recommended prior to the end of the first contract year in which an intern is being monitored.

The teaching assignment must be in the area of certification being pursued.

General Requirements

- Secure a contract as a Teacher of Record with a TEA accredited public, private or charter school
- Teach the equivalent of one school year (180 days)
- Score proficient on the Professional Development and Appraisal System (PDAS) or the alternative district teacher appraisal instrument.
- Consistently provide a supportive physical, emotional and academic environment for children
- Provide a professional presence in the classroom and on campus that exemplifies a good employee
- Adhere to the Educator's Code of Ethics and to his/her published school policies
- Receive a positive recommendation from his/her principal and ECAP advisor.

ECAP Field Advisors

The Education Career Alternatives Program participant typically has two levels of mentor assistance available. The campus mentor, assigned by the building principal, is available for immediate assistance and the ECAP Field Advisor is available for a second level of assistance. Field Advisors are educators who have had several years of experience both in classrooms and in administrative positions. The outstanding work of field advisors is a major contribution to the success of ECAP.

A Field Advisor will be assigned to each intern. They are an integral part of the program and are available to guide interns through the first year of training. They are one of the strongest advocates for interns. Please consider your Field Advisor as your "best friend" during this school year and feel free to go to him or her with your concerns or questions.

It is important to make your Field Advisor aware of any situation that could affect your status. Because the Field Advisors stay in close contact with ECAP staff, you will receive prompt support if we are aware of situations.

Performance Evaluation

During the final weeks of the internship year ECAP will petition your advisor and your campus administrator for an evaluation of your professional and classroom performance. These evaluations will play a key role in determining whether the intern has satisfied the performance requirements required prior to recommendation of the Standard Certificate.

Communication

If the status of your employment changes in any way that affects your certification - this includes but is not limited to changes in teaching assignment area, leave of absence, administrative leave, resignation or removal from the classroom - you must notify ECAP immediately. Failure to do so could result in removal from the program.

The Intern Certificate (Preliminary)

Each new teacher must obtain an Intern Certificate as they enter the classroom. The Intern Certificate expires one year after the issue date, therefore ECAP does not issue an Intern certificate until a teaching contract is offered by a qualified district.

All related content exams must also be passed prior to the issuance of an Intern Certificate. Once an accepted candidate has passed his/ her content exams, a Statement of Eligibility will be issued. This statement indicates that upon the offer and acceptance of a teaching contract, ECAP will recommend that a Intern Certificate be issued by the state.

The intern must apply for the intern certificate through the TEA website using the instructions provided by ECAP, and then notify ECAP that the application has been made. ECAP will verify the teaching contract with the school district and recommend the certificate. Further instructions are available via logging in at www.ecapteach.com.

It is also important to complete the fingerprinting/background check payment and process when you apply. TEA will not issue a certificate without a completed background check.

The Probationary Certificate (Extension)

A Probationary Certificate is only necessary if program requirements are not completed prior to the expiration of the Intern Certificate. Probationary Certificates also expire one year from the issue date.

All certification exams including the PPR must be passed prior to the issuance of a Probationary Certificate. Extensions due to classroom performance will be granted at the same fee as the preliminary internship and require a full repeat of the internship year for reevaluation of teacher performance prior to program completion.

Extensions based on incomplete coursework will be granted at a rate of 50% of the full program fee per semester until certification requirements have been met.

First Year Advice

ECAP is made aware of each intern's performance as the internship year progresses. As a result, we are acutely aware of the common pitfalls to the certification process. Believe it or not, classroom performance is not the most common undoing of our interns.

The problem most commonly encountered is the intern's relationship with campus personnel and administration. You should have a healthy, respectful and professional attitude toward all campus personnel. Be careful to remember that you are the newbie in the eyes of the other teachers and don't disrespect the methods, nor refuse the advice of your more experienced co-workers (no matter how wrong they are). Always be polite, even when they are not. Always be professional, even when they are not. And always know that they are testing you, even when it appears that they are not.

Without seeming arrogant or rude, avoid the break room. That is where careers are destroyed. You should be busy enough that lunch in your room seems appropriate anyway. Never engage in campus gossip. Teachers are often politically minded and unfortunately many teachers have grown bitter. Find the ones that really love kids and make them your best friends.

Finally - NEVER, NEVER, NEVER be late to school!



Fee Schedule and Conditions

In addition to the conditions set out in the Intern Agreements document, the following conditions apply.

To obtain a recommendation for a Standard Certificate, ECAP interns must complete the payment of all fees. In addition, to obtain a Probationary certificate during the internship process, Interns must be in good financial standing with ECAP. This includes Training and Support fees in cases where a school doesn't allow payroll deduction or where a school or ECAP fails to initiate the appropriate payroll deduction from the interns salary. In these cases it is the interns responsibility to send payment(s) directly to ECAP as scheduled.

The following fees apply to all interns

Fee Schedule:

Application:	\$0	Upon Application
Training Fee:	\$400	Upon Enrollment (may be submitted in payments of \$100/month)
Program Support Fee:	\$3900	Payroll Deduction

Total Fees: \$4300

* Program Support fees are payroll deducted at a rate of \$390 per month once a teaching position is accepted by the intern.

Conditions:

- **All fees paid to ECAP are non-refundable.**
- For any items returned unpaid a \$25.00 NSF fee will be assessed.
- For Training and Support payments received after the due date a \$25.00 late fee will be assessed

Communication and Information Dissemination

This Handbook is provided for the purpose of disseminating pertinent information about the Education Career Alternatives Program. Candidates in ECAP are ultimately responsible to read the Handbook and complete requirements for Standard Certification.

Information about the program will be disseminated in the following ways:

- Your Personal Online Account at www.ecapteach.com
- ECAP Online Course System
- ECAP web site announcements
- Oral instructions at meetings
- Written communication to individual interns
- E-mail
- Phone calls

If an intern is not sure about dates or activities, it is his or her responsibility to get in touch with the ECAP staff member assigned to him or her for clarification.

Please be responsible to check the online course system, email and posted announcements to learn about requirements, dates, places, and deadlines as these are the primary means of communication.

The IPIP has been established on the ECAP website and will be updated regularly. Interns should log in to their IPIP to confirm requirements and deadlines at least once each week while completing the certification program.

The intern online account has been established on the ECAP website and will be updated regularly. Interns should log in to their account to confirm requirements and deadlines at least once each week while completing the certification program.

If an intern has a name, address or phone number change, it is his or her responsibility to notify the ECAP office. A change of address and change of name can be updated on the IPIP. It is also the responsibility of the intern to notify the ECAP office of change of teaching status (i.e. resigned, transferred, etc.). Failure to comply makes adequate communication difficult and failure to notify ECAP of a change in teaching status may result in fee forfeiture under certain conditions

Each intern is also required to read and respond to (when appropriate) all email, telephone and course-based communications from ECAP in a timely manner.

Americans with Disabilities Act: It is the intent of ECAP, Ltd. to comply with the "Americans with Disabilities Act" and all other applicable statutes. ECAP, Ltd. participants should make ECAP, Ltd. aware of impairments or disabilities by filing a formal request for accommodations. Participants should not assume that ECAP is aware of disabilities or impairments without prior notification. Such notification should be addressed to the ECAP, Ltd. Executive Director. In some instances documentation of needs may be required in order for proper assessment and arrangement of accommodations to be made. Notification to ECAP, Ltd. should be made as early as possible after acceptance into the program.

Due Diligence

As a teacher, you should hold your students to high standards. You will require that they read your directions, follow your procedures and become self-motivated learners as they make their way through your course of instruction. ECAP holds the same expectation of our interns. We have endeavoured over the years to improve our information delivery systems so that our interns have access to important information when they need it. In turn, interns are expected to show due diligence in becoming familiar with the process.

Actively investigate all of the steps and requirements and learn how to navigate to the information you require. Interns should always feel free to contact our office when they have questions, but we will expect them to have some familiarization with the process when they do so.

It is the interns responsibility to study and understand the following ECAP publications and online resources:

- Procedural Handbook
- ECAP Agreements
- Intern Personal Information Page (IPIP)
- Moodle Online Courses and Assignments

Note that the Intern Personal Information Page and Moodle Online Courses and Assignments will be adjusted periodically as the intern progresses toward certification. It is therefore required that each intern monitor these online resources on a regular basis while participating in any ECAP certification program.

ECAP participants must make minimal progress in each area defined below to demonstrate due diligence.

Training: Progress is defined as completion of 150 training hours prior to the teaching experience or, in the case of a late enrollment (within 2 weeks of teaching assignment), by the end of the first semester of teaching.

Testing: Progress is defined as passing all required certification exams by the end of the first semester of teaching.

Teaching: Progress is defined as appropriate performance or improvement of performance as prescribed by the Field Advisor and/or campus supervisor of the intern. Progress in this area will be measured in intervals throughout the school year. Improvement or adequate performance is expected during each documented interval. Growth plan or improvement plan requirements will be considered in these interval evaluations.

Financial: It is the Intern's responsibility to verify that payments are made in a timely manner. If payments are in arrears for a period of 30 days or more, ECAP may discontinue service, including the removal of any existing teacher certificate.

An intern in violation of the Due Diligence policy will be notified of pending action, and given a time frame for correction by ECAP.

Educators Code of Ethics

ECAP program participants and representatives are expected to read, understand and abide by the Educator's Code of Ethics found in TAC 247.2

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 knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not 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.

Texas Administrative Code, Continued...

(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.

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.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Demonstration of English Proficiency

Effective October 17, 2017, 19 Texas Administrative Code §227.10 and 19 Texas Administrative Code §230.11 require that, as a condition of acceptance to an EPP such as ECAP, and as a condition of certification, an applicant must provide one of the following as documentation of English proficiency.

- Official transcripts showing a Bachelor's degree or higher degree from an accredited institution of higher education in the United States
 - * Applicants in CTE areas that do not require a Bachelor's degree may submit a high school diploma from an accredited high school in the United States or transcripts with a posted Associate's degree or higher from an accredited institution of higher education in the United States.
 - An original detailed report or course-by-course evaluation for professional licensing of all college-level credits prepared by a foreign credential evaluation service recognized by the TEA staff from any of the countries listed here: http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/19_0230_0011-1.pdf indicating the U.S. equivalent of a bachelor's degree or higher. Go to https://tea.texas.gov/Texas_Educators/Certification/Out-of-State_Certification/Foreign_Credential_Evaluation_Services/ for a list of TEA recognized foreign credential evaluation services providers.
 - TOEFL exam scores as follows from one or more TOEFL iBT exam attempts within 2 years of the application date with ECAP:
 - 24 for speaking,
 - 22 for listening,
 - 22 for reading, and
 - 21 for writing.
- * TOEFL iBT instructions can be found at <https://www.ets.org/toefl/ibt/register>.
- ** TOEFL exam scores must be submitted to ECAP by ETS using our entity code: B054. Our entity name in the TOEFL registry is Education Career Alternatives Program.
Score sheets issued directly to the test taker cannot be accepted by ECAP.
- *** Instructions for ordering TOEFL exam scores from ETS can be found at <http://www.ets.org/toefl/ibt/scores/send/>

Complaint/ Grievance Resolution Process

The policy for complaints and grievances is intended to provide an orderly process for the prompt and equitable resolution when a concern arises. This process is designed with the intent to address and resolve grievances at the lowest administrative level where possible.

Level 1 (Informal) – All grievances must begin with an officer of ECAP. This will be an informal meeting via phone, email or personal conference to bring to the attention of ECAP any issue of concern. An informal response via phone, email or conference will be provided within ten (10) working days pertaining to the remedy of the concern. If the response is unsatisfactory the grievance may be moved to Level Two.

Level Two – The grievance must be presented in writing to the Executive Director or the Executive Director’s representative within ten (10) working days after receipt of the Level One decision. The written grievance must provide the following:

- The concern to be addressed (please include your full name)
- Classification of concern; Statutory or Local *
- Facts related to the concern
- Any documentation supporting the facts of concern
- People involved with the concern (i.e. ECAP staff, ECAP Field Advisor, Campus Mentor and/or Campus Administrator)
- Any other pertinent information to the issue

A formal response in writing will be provided within ten (10) working days pertaining to the remedy of the concern. If the response is unsatisfactory the grievance may be moved to Level Three.

***Statutory-** Issues involving Texas Education Agency (TEA), Education code (TAC) or other rule.

Local – Issues involving

- Support from ECAP (i.e. Field Advisors, ECAP Staff, etc.)
- Financial
- Systems (i.e. Technology, service level, courses)
- Grades

Level Three – The request for Level 3 grievance must be presented in writing to the Executive Director or the Executive Director’s representative within ten (10) working days after receipt of the Level Two decision. The statement must provide:

- A request for review of the Executive Director’s decision, by the ECAP Advisory Committee
- The written grievance provided at Level Two of the complaint process
- The decision by the Advisory Committee will be provided in writing to the complainant within 21 business days.

If the complaint falls under the Jurisdiction of Texas Education Agency (TEA) the complaint may be referred to them in writing.

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select “Educator Preparation Programs”.

You may fax your submission to **(512) 463-9008** or email it to generalinquiry@tea.texas.gov.

Inactive Participant Policy

Participants may retain credit for completed training for a period of three years. Training aged more than three years may not be counted toward certification.

If no progress toward certification is achieved within a one year period (from the date of acceptance) the Participant will be unenrolled from the program. At this point reapplication will be required and re-admittance will be considered on a case by case basis.

Dismissal Policy

Participants are expected to adhere to the Educator's Code of Conduct and to present a professional demeanor during training events, in the classroom and on campus. Severe infractions to this policy could result in dismissal from the program. Examples include, but are not limited to, repeated tardiness or absences, insubordination, and failure to provide a safe academic, emotional and physical environment for children.

Withdrawal/ Transfer Policy

Participants wishing to withdraw from ECAP, may do so in writing via email or physical mail. ECAP will reply via email upon executing the withdrawal. Once withdrawn, participants may not reapply to ECAP.

Transferees to and from ECAP are required to fill out a transfer form. This form can be requested via email from any ECAP representative or by calling 817-284-7731. The candidate and releasing Educator Preparation Program must complete their respective sections first. The Admitting Educator Preparation Program will complete the form and indicate the transfer in the candidate record.

Supporting Curriculum through Technology and Data Management

Below are some of the activities offered by ECAP which are designed to prepare teachers to integrate technology effectively into curriculum and instruction, activities are consistent with the principles of universal design for learning.

- Participate in on-line open ended forum topics about the ethical uses and importance of technology in the classroom
- Demonstrate the ability to use Texas Gateway as a resource for embedding content and technology TEKS into lesson plans and project learning
- Conduct an advanced Google, Flickr, and Morgue File image searches and upload images to a course platform.
- Develop web based instructional videos for classroom instruction.
- Study Music and Sound Sources for the classroom that are not copyright protected.
- Conduct searches using the top 15 search engines.
- Develop a plan to keep students safe on the internet.
- Develop an online learning game.

Below are some of the activities offered by ECAP which are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

- Study documents related to Using Technology to Assess Students
- Study documents related to Data Driven Practice and Technology
- Develop and submit a five point plan for using technology to assess student learning
- Develop and submit a plan to create a student project that is technology based