

# Education Career Alternatives Program

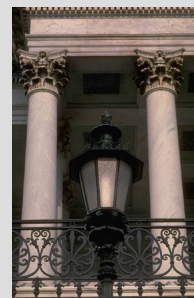
# ECAP

*Learning to teach  
Teaching to learn*

**2019-2020  
Program Handbook**

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## Our Mission

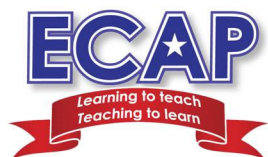
The mission of ECAP is to partner with independent school districts and approved private schools to identify, train, and support classroom teachers who exhibit character traits of integrity, abundance mentality, and maturity so that the school children of Texas receive an exemplary education.

## 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.



ECAP STAFF



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## **Educator's 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**

## **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 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.

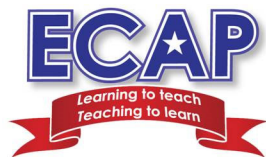
(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(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.



## Texas Administrative Code, continued...

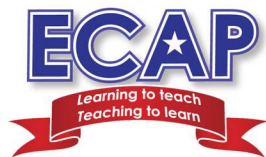
### (2) Ethical Conduct Toward Professional Colleagues.

- (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.

### 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



### **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 endeavored 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.

See ECAP 's Due Diligence Policy within the Policies section of this handbook for more information.

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It is the intern's 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
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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.





# GENERAL EXPECTATIONS FOR ECAP PARTICIPANTS

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## 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](http://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.





## Training

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.

Training requirements are addressed in detail under each program type heading.

## Testing

Prior to recommendation of the standard certificate an intern must pass any required content exam (usually TExES exams) and the appropriate Pedagogy and Professional Responsibilities (PPR) exam.

Content exams must be taken prior to acceptance in most cases.

The PPR exams have two prerequisites:

- Completion of Pedagogy course (online)
- Attendance and completion of PPR Face to Face review and demonstration of content mastery

Specific testing requirements are addressed under the Areas of Certification heading

## Teaching

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.



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## DESCRIPTION OF COURSEWORK

### **PROB101 - Field Based Experience**

The course incorporates a structured workbook to document the identification, understanding and observation of specific classroom activities, tools techniques, classroom management, assessment, and differentiated instruction. Interns complete a 32 page workbook and submit it in a digital format to ECAP.

This course is delivered online and 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.

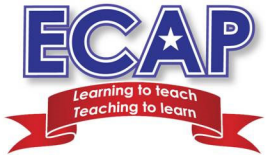
### **ACAD101-399: Academy Coursework**

These courses contain a pre-study component as well as assessments that cover the content delivered during ECAP Academy. Interns will be expected to log in and complete the pre-study prior to academy and the academy assessments each day during the face to face academy training. Specific course titles and requirements will be distributed to ECAP Academy participants.

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.

### **INTN300-399: Internship Coursework**

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 with due dates upon acquiring a qualifying teaching position.



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## Required Exams

Before a Standard Certificate can be issued, the intern must pass all appropriate content and pedagogy exams. In most cases, these exams come from a family of tests called TExES exams.

ECAP advises that interns pass their content specific TExES exams as early in the process as possible. These tests are available to degreed individuals through PACT (Pre-Admission Content Testing) at the [www.texas.ets.org](http://www.texas.ets.org) website. The most common required 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)

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

### **Art EC-12**

Art EC-12 (178)

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

### **Braille**

Braille (183)

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**

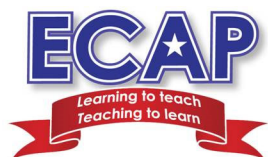
Chemistry 7-12 (240)

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)



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## Required Exams

**Core Subjects EC-6**

Core Subjects EC-6 (291)

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

**Core Subjects EC-6 Bilingual**

Core Subjects EC-6 (291)

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)

English as a Second Language/Supplemental (154)

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

**Core Subjects 4-8**

Core Subjects 4-8 (211)

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

**Core Subjects 4-8 Bilingual**

Core Subjects 4-8 (211)

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)

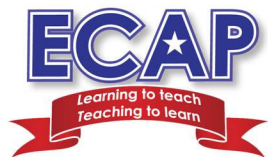
English as a Second Language/Supplemental (154)

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

**Dance 8-12**

Dance 8-12 (179)

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



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**Required Exams****English Language Arts and Reading 4-8**

English Language Arts and Reading 4-8 (117)

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)

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)

**Health Science Technology Education 8-12**

Health Science Technology Education 8-12 (173)

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**

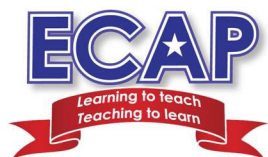
Languages Other Than English (LOTE) French (610)

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)



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## Required Exams

**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)

**Marketing Education 8-12**

Marketing Education 8-12 (175)

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)



**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)





**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**

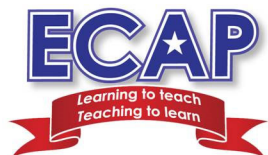
Theatre EC-12 (180)

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

**Trade and Industrial Education 6-12**

Pedagogy and Professional Responsibilities for Trade and Industrial Education 6-12 (270)

\* call ECAP for test requirements



## Pedagogy and Professional Responsibilities Exam

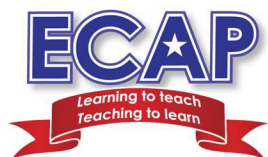
The following conditions must be met in order to receive permission to register for the PPR exam:

- Program participant must be in a teaching position as teacher of record or in the classroom setting as a student teacher,
- Program participant must complete the online course titled Pedagogy, and
- 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, please contact ECAP to obtain permission to register for your exam at [www.texas.ets.org](http://www.texas.ets.org).

## TOEFL

Graduates from any university within any country not included on the TEA list of English speaking countries must provide proof of English language proficiency by passing the TOEFL (an internet based Test of English as a Foreign Language) prior to program acceptance. For passing score requirements, contact ECAP.



## Content Exams

Normally it is required that all related content exams be passed prior to acceptance by ECAP.

**Performance Requirements:****In addition to the training , testing and financial requirements, each intern must:**

- 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.

**Evaluation and Determination:**

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.



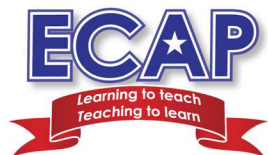
**Advice for the first year:**

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 intern's salary. In these cases it is the intern's 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	\$250	Upon Enrollment
Program Support Fee	<u>\$4250</u>	Payroll deduction
<b>Total Fees</b>	<b>\$4500</b>	

\* Program Support fees are payroll deducted at a rate of \$425 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



## The Intern Certificate (preliminary)

All content exams must be passed prior to the issuance of an Intern Certificate. Once a candidate is considered highly qualified and has been fully accepted to ECAP, 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](http://www.ecapteach.com)

## The Probationary Certificate (extension)

All 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 requires a full internship year.

Extensions based on incomplete coursework will be granted at a rate of \$2,125 per semester until certification requirements have been met

## 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:**

PROB101 - Field Based Experience (40 hours)

All courses with "ACAD" in the course title

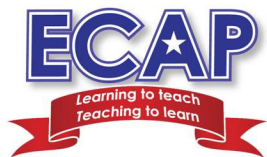
INTN330 – PPR Face to Face Review (6 hours)

### **Due by the end of your first teaching year:**

All 300 hours of required coursework

## Transfer Policy

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.



## Inactive Participant Policy

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

If no progress toward certification is achieved within a two 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.

## Due Diligence Policy

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 by the end of the first semester of teaching.

**Testing:** Testing progress is defined as passing all required certification exams by the end of the first year of teaching.

**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.

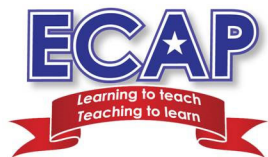
An intern in violation of the Due Diligence policy will be notified of pending action, and given a timeframe for correction by ECAP.

## 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 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.





## 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](http://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](mailto:generalinquiry@tea.texas.gov).

