PROGRAM HANDBOOK
2026 - 2027

WWW.ECAPTEACH.COM

CONTENTS

Mission and Values	3
Overview of Requirements	4
Training	5-8
Testing	9-15
Teaching	16-19
Financial Requirements	20
General Expectations	21-25
Policies	26-29
Notifications	30

OUR MISSION

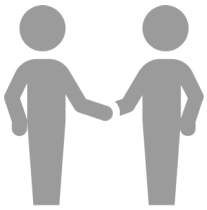
The mission of ECAP is to partner with independent school districts and approved private schools to identify, train, and support classroom teachers who exhibit character traits of integrity, abundance mentality, and maturity so that the school children of Texas receive an exemplary education.

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 2026-2027

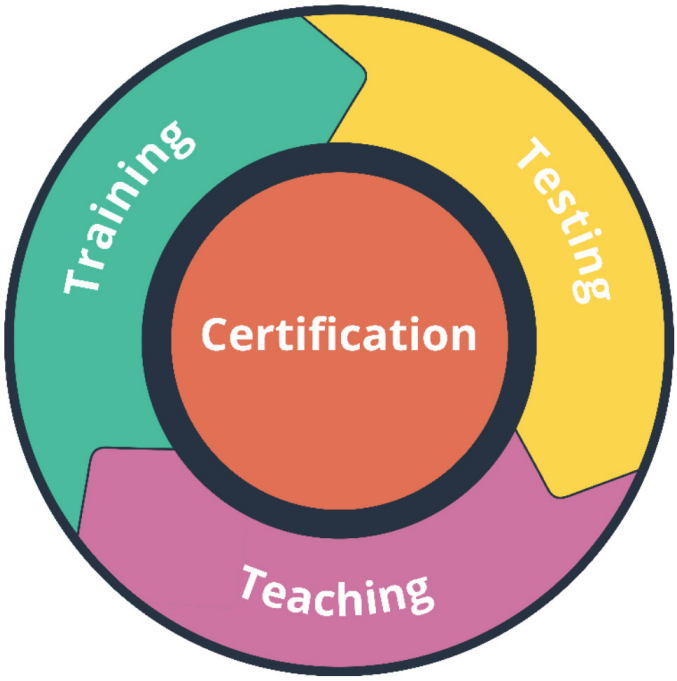
Enrollment deadline: June 16, 2026

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 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

Foundation Courses: Connections, Mastering Your Content, and Teacher Observations

It is important to complete ECAP's foundation courses first and 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 150 clock hours depending on your area of certification. ECAP does not accept transfer credit for courses.

Academy Coursework

Academy coursework is to be completed after the foundation courses. This is specific to your assignment. The three categories are: Elementary (EC-6), Secondary (7-12), and Special Education (EC-12). This group contains 50 clock hours.

Internship Coursework

Internship 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 50 clock hours. ECAP does not accept transfer credit for Internship Coursework.

State Mandated Coursework

These courses are to be completed after the academy coursework has been satisfied. Many school districts replicate items in the state mandated 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 50 clock hours. ECAP will accept comparable training provided by a school district as transfer credit for this coursework.

Late Hire Policy

If an intern is both enrolled in ECAP and hired for a qualified teaching position less than 45 days prior to the first day of school, coursework will be required as follows:

- Due by the end of your first teaching semester: Foundation Courses (150 hours)
- Due by the end of your first teaching year: All 300 hours of required coursework which includes: Foundation, Academy, Internship, and State Mandated

REQUIRED COURSES FOR ELEMENTARY TEACHERS

Elementary Interns will be assigned the following coursework:

Foundation Courses - Pre SOE, to be completed prior to the teaching experience

Connections
Mastering Your Content
Teacher Observations

Science of Teaching Reading Course

Elementary Academy Block (Module Titles)

Poverty
Surviving the First Year
Legal Issues
Elementary Parent Conferencing
Elementary Math and Science
Lesson Planning in Elementary
Reading in Elementary

State Mandated Block (Module Titles) - To be completed prior to or during the first semester of the teaching experience

Know Your Teacher Standards
TEKS/STAAR
Legal Issues PreStudy
Dyslexia Training
Mental Health

Internship Block (Module Titles) - To be completed during the first semester of the teaching experience

Mentor Collaboration
Lesson Planning: Elements
Pedagogy
PPR Face to Face Review
Legal Issues in Technology
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:

Foundation Courses - Pre SOE, to be completed prior to the teaching experience

Connections
Mastering Your Content
Teacher Observations

Secondary Academy Block (Module Titles)

Poverty
Surviving the First Year
Legal Issues
Colors
Parent Conferencing
Teaching in Urban Schools
Teaching for Critical Thinking
Reading in the Content
Special Ed Issues

State Mandated Block (Module Titles) - To be completed prior to or during the first semester of the teaching experience

Know Your Teacher Standards
TEKS/STAAR
Legal Issues PreStudy
Dyslexia Training
Mental Health

Internship Block (Module Titles) - To be completed during the first semester of the teaching experience

Mentor Collaboration
Lesson Planning: Elements
Pedagogy
PPR Face to Face Review
Legal Issues in Technology
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:

Foundation Courses - Pre SOE, to be completed prior to the teaching experience

Connections
Mastering Your Content
Teacher Observations

Special Education Academy Block (Module Titles)

Poverty
Surviving the First Year
Legal Issues
Pre-Study Intro to Special Education
Introduction to Special Education
ARD / IEP
Behavior Management
Reading in Special Education

State Mandated Block (Module Titles) - To be completed prior to or during the first semester of the teaching experience

Know Your Teacher Standards
TEKS/STAAR
Legal Issues PreStudy
Dyslexia Training
Mental Health

Internship Block (Module Titles) - To be completed during the first semester of the teaching experience

Mentor Collaboration
Lesson Planning: Elements
Pedagogy
PPR Face to Face Review
Legal Issues in Technology
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 hirable (eligible for the first certificate) one must pass all non-PPR TExES exams for the chosen area of certificaiton. The first certificate (Intern Certificate) is only active for two years, after which it expires.

BENCHMARK 2

To advance to your next 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. Please contact your assigned ECAP consultant before taking a TxPACT exam to verify that it will qualify for the area of certification you are pursuing.

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). You will complete a test review from an external vendor for your first TExES exam. 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 a required change in the content area to be determined by transcript evaluation or TxPACT exam.

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 the Connections course
- Program participant must complete the module named ‘Pedagogy’, located in the Internship course block
- 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

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 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 a required change in the content area to be determined by transcript evaluation or TxPACT exam.***

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 (391)
Science of Teaching Reading (293)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects EC-6 with Bilingual Supplemental

Core Subjects EC-6 (391)
Science of Teaching Reading (293)
Bilingual Education Spanish Supplemental (165) (BESS)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects EC-6 ESL

Core Subjects EC-6 (391)
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)
Science of Teaching Reading (293)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects 4-8 with Bilingual Supplemental

Core Subjects 4-8 (211)
Science of Teaching Reading (293)
Bilingual Education Spanish Supplemental (165) (BESS)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Core Subjects 4-8 ESL

Core Subjects 4-8 (211)
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 (279)
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 (217)
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 (331)
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 (213)
Science of Teaching Reading (293)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Health EC-12

Health EC-12 (257)
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 - Arabic

Languages Other Than English (LOTE) Arabic (605, 600)
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 - Hindi

Languages Other Than English (LOTE) Hindi (622, 623)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Languages Other Than English - Japanese

Languages Other Than English (LOTE) Japanese (607, 602)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Languages Other Than English - Latin

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

Languages Other Than English - Mandarin

Languages Other Than English (LOTE) Mandarin (606, 601)
Pedagogy and Professional Responsibilities (PPR) EC-12 (160)

Languages Other Than English - Russian

Languages Other Than English (LOTE) Russian (608, 603)
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)

Languages Other Than English - Vietnamese

Languages Other Than English (LOTE) Vietnamese (609, 604)
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)

TESTING REQUIREMENTS BY AREA

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 (258)
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)

TESTING REQUIREMENTS BY AREA

Special Education Specialist EC-12

Special Education Specialist EC-12 (186)
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 (242)
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 (SOQ) replaces content exam
Pedagogy and Professional Responsibilities for Trade and Industrial Education 6-12 (370)
*** 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 a rating of developing or better on the Texas Teacher Evaluation and Support System (T-TESS) 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 field advisor

ECAP FIELD ADVISORS and OBSERVATIONS

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.

Per TAC rule, the assigned field advisor will make formal visits to observe and document the intern teaching during their first year. Each formal observation will last a minimum of 45 minutes or longer. The visit schedule is as follows:

- Non-late hire intern -- 4 formal observations
- Late-hire intern -- 5 formal observations

PERFORMANCE EVALUATION

During the final weeks of the internship year ECAP will petition your field 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, maternity leave, administrative leave, resignation or removal from the classroom - **you must notify ECAP immediately.** Failure to do so could result in removal from the program.

CERTIFICATES DURING THE INTERNSHIP PROCESS

THE EMERGENCY PERMIT

An Emergency Permit is a temporary credential requested by an employing school district when it cannot fill an assignment with an appropriately certified individual. It may allow an accepted and enrolled ECAP candidate to begin teaching while completing the requirements for an Intern Certificate. The permit is issued through the district, is tied to that district and assignment, generally ends August 31, and cannot be transferred to another district.

Emergency Permit service is not an ECAP internship. ECAP provides Field Supervision during the Emergency Permit period; however, under Texas state rule, this period is not considered an internship and does not count toward completion of the required internship.

Move quickly to the Intern Certificate. The candidate must pass the required content examination(s) and complete 150 clock hours of preservice training, including 50 hours of Teacher Observations.These requirements can reasonably be completed within approximately 30 days in many cases when addressed immediately; timing depends on course progress, testing availability, examination results, and receipt of all documentation.

When the requirements are verified, ECAP will issue a Statement of Eligibility. The candidate must apply for the Intern Certificate, ECAP must verify the assignment and recommend the certificate, and the district must request that TEA end the Emergency Permit. **Emergency Permit payments apply only to the Emergency Permit product and timeframe. They are not applied or credited toward ECAP training fees or Program and Internship Support fees and do not count toward the normal ten-payment internship schedule.**

THE INTERN CERTIFICATE - TWO YEAR VALIDITY

For eligible candidates beginning assignments in the 2026-2027 school year, the Intern Certificate is issued with a two-year validity period. The required internship remains a minimum of one full school year; a two-year certificate does not mean that two internship years are normally required.

Before ECAP issues a Statement of Eligibility, the candidate must pass the required content examination(s), complete 150 clock hours of preservice training including 50 hours of Teacher Observations, and satisfy all other ECAP and TEA eligibility requirements. After accepting a qualifying assignment, the candidate applies through TEA, completes fingerprinting and background-check requirements, and notifies ECAP. ECAP verifies the assignment and recommends the certificate.

To minimize fees paid to ECAP, candidates should complete all program requirements within the normal ten-month internship schedule. Requirements that remain incomplete after ten months will result in additional monthly Program and Internship Support fees.

THE PROBATIONARY CERTIFICATE - 12 MONTH VALIDITY

A Probationary Certificate is a 12-month certificate that may be used when an additional internship or extension is necessary and the candidate remains eligible. All required certification examinations, including the applicable Pedagogy and Professional Responsibilities examination, must be passed before issuance.

A Probationary Certificate is not automatic. ECAP must determine that the candidate is in good standing, has an acceptable assignment, is making satisfactory progress, and can complete remaining requirements within the time permitted. Required support and applicable monthly fees continue as described in the Financial Requirements section.

THE STANDARD CERTIFICATE

A Standard Certificate is the final certificate that is issued once all required certification examinations, including the Pedagogy and Professional Responsibilities examination are passed, the completion of 300 hours of coursework, a successful year of teaching that is documented by visits made by your Field Advisor, and all ECAP fees are paid. The Standard Certificate is valid for 5 years and it is the responsibility of the teacher to renew the certificate henceforth.

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.**
- **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 teachers 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 stated in the ECAP Agreements, candidates must remain in good financial standing. All required fees must be paid before ECAP will recommend a Standard Certificate. When payroll deduction is unavailable or is not initiated, the candidate remains responsible for making payments directly to ECAP as scheduled.

The following fees apply to ECAP candidates:

Application:	**$0 Upon application**
Training Fee:	**$990 Upon enrollment; $165/month over 6 months**
Program & Internship Support:	**$350 Monthly once the Intern or Probationary Certificate begins**

Normal payment schedule: 10 monthly payments. ECAP's program is designed to be completed during the candidate's first ten months of qualifying teaching. Candidates who complete all requirements as scheduled should expect to make ten payments.

If additional time is needed, monthly payments continue until all program requirements are completed or the certificate ends, whichever occurs first. In exceptional cases, payments may continue for as many as 24 months.

If an emergency permit is necessary, those fees are additional. They apply only to the Emergency Permit product and timeframe and are not credited toward training fees, internship fees, or the normal ten-payment program schedule. When the Intern Certificate begins, Emergency Permit fees stop and Program and Internship Support payments begin.

CONDITIONS

- **All fees paid to ECAP are non-refundable.**

- Completion of ten payments does not end the payment obligation when program requirements remain incomplete.

- Fees do not continue beyond the expiration or earlier termination of the applicable certificate; previously incurred balances remain due.

- A $25 NSF fee will be assessed for any item returned unpaid.

- A $25 late fee will be assessed for Training or Program and Internship Support payments received after the due date.

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 profile at www.ecapteach.com, your email, and posted announcements to learn about requirements, dates, places, and deadlines as these are the primary means of communication.

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 online by loging in at www.ecapteach.com. 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)
- Canvas Online Courses and Assignments

Note that the Intern Personal Information Page and Canvas 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 45 days 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 resopnsibility 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.

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

TEXAS 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 intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or 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.
(N) Standard 1.14. The educator shall comply with the prohibitions on diversity, equity, and inclusion duties in Texas Education Code (TEC), §11.005.
(O) Standard 1.15. The educator shall comply with the prohibitions on assistance with social transitioning in TEC, §11.401.
(P) Standard 1.16. The educator shall comply with the restrictions on instruction regarding sexual orientation and gender identity in TEC, §28.0043.
(Q) Standard 1.17. The educator shall comply with the requirements to provide full information to a parent concerning a student in TEC, §26.008.
(R) Standard 1.18. The educator shall not promote, advocate, or encourage, in a manner that is reasonably accessible or visible to students, illegal conduct:

Texas Administrative Code, Continued...

(i) described by TEC, §22A.201(a); or
(ii) directly related to student behavior or school property.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. Factors that may be considered in context and on the totality of the circumstances in assessing whether appropriate boundaries were maintained include, but are not limited to:

(i) physical proximity or physical contact beyond the professional role or that the student has indicated is unwelcome, unless such contact is professionally required;
(ii) contacting or meeting the student beyond the professional role or making efforts

to gain access to or time alone with a student with no discernible professional purpose;
(iii) transporting the student without permission from the student's legal guardian or in violation of school board policy, unless for an emergency;
(iv) taking or possessing a photo or video of the student beyond the professional role or in violation of school board policy; and
(v) showing favoritism or isolation through gifts, rewards, or privileges.

(I) Standard 3.9. The educator shall refrain from inappropriate communicationwith a student or minor, including, but not limited to, electronic communicationsuch as cell phone, text messaging, email, instant messaging, blogging, orother social network communication. Factors that may be considered in contextand on the totality of the circumstances in assessing whether thecommunication 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;
(vi) whether the communication involved discussion(s) of the physical orsexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student; and
(vii)whether the communication could be reasonably interpreted as threatening the welfare and/or safety of the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018,43 TexReg 6839; amended to be effective August 2, 2026, 51 TexReg 4867.

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:

  - 20 for speaking
  - 17 for listening
  - 18 for reading
  - 17 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/**

CREDIT FOR PRIOR NON-MILITARY COURSEWORK

ECAP accepts prior coursework from regionally accredited universities for the purpose of admission. Field Based Experiences (observations) are also transferrable to the extent that the Texas Administrative Code allows.

ECAP does not accept transfer credit in lieu of coursework or internship requirements for teacher certification.

CREDIT FOR PRIOR MILITARY SERVICE/ TRAINING

For Program Acceptance

ECAP accepts military credit via the military transcript for the purpose of meeting program requirements for acceptance. This includes credit for college hours and/or credit for work experience as needed.

For Transfer Credit

ECAP does not accept military experience or coursework as transfer credit toward the completion of the certification program.

ROTC Exception

ECAP accepts military experience and coursework for ROTC Instructor certification as follows:

-The DD214, other military transcript or evidence of qualification received from the ROTC eligibility roster publication may be used to satisfy eliigibility requirements for the ROTC / JROTC certification area.

-The DD214, military transcript or other official military documentation may be used to satisfy content knowledge requirements for the ROTC/JROTC certification area

-Prior ROTC/JROTC teaching experience may be used to satisfy the internship requirement for certification in the ROTC/JROTC certification area

*Note: All exceptions are subject to the application of TEC 21.0487 and other related rules found both in TEC and TAC.

INACTIVE PARTICIPANT POLICY

A candidate may be placed on **Inactive Status** for multiple reasons, including, but not limited to, lack of testing or testing progress, insufficient progress toward program requirements, 90 days of inactivity, failure to make payments on time, or failure to provide required monthly progress updates and maintain communication with the ECAP Team. Candidates are responsible for maintaining regular communication with the ECAP Team and providing the required monthly updates.

An inactive file will remain on record for approximately one year. Completed coursework and program progress will generally be retained and remain on file during that period unless changes to program requirements or TEA rules and regulations require otherwise. While a candidate is inactive, ECAP will not actively contact the candidate. If circumstances change, the candidate may request to return and continue the program.

Candidates requesting to return to the program may be subject, but not limited, to updated program requirements or policies, updated program agreements, revised fees, a reactivation fee, or denial of reactivation. All requests for reactivation are reviewed and determined on a case-by-case basis, taking into consideration the candidate's individual circumstances and program history.

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.

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. ECAP will send the form to the Admitting Educator Prepartion Program via email. **The transfer form will not be sent back to the candidate once ECAP completes the required section.** The Admitting Program will complete the form and indicate the transfer in the candidate's record.

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**.

Criminal Background Check

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Individuals convicted of a disqualifying offense may be denied the issuance of a certificate, or final certification as prescribed in 249.16 of the Texas Administrative Code relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21).

You have the right to request a criminal history evaluation letter in advance of applying for a certificate through the Texas Education Agency as provided in Chapter 227, Subchapter B, of the Texas Administrative Code (relating to Preliminary Evaluation of Certification Eligibility).

Teacher Workforce (Supply and Demand)

Information regarding the effect of supply and demand on the Texas teacher workforce can be found at https://tea.texas.gov/reports-and-data/educator-data/educator-reports-and-data#newly-certified-new-hire-dashboard

EPP Performance Data

Information regarding the historic performance of ECAP and all EPP's in Texas can be found at https://tea.texas.gov/texas-educators/preparation-and-continuing-education/consumer-information-about-educator-preparation-programs/consumer-information-about-educator-preparation-programs

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.
- Create a classroom arrangement online using a third-party website called Gynzy

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