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Welcome to Teaching Excellence! Our goal is to make teacher certification as clear as possible for you. Because the path to certification can seem intimidating, our hope is that this guide breaks down for you the milestones you will accomplish and the steps you will need to take on your journey to becoming a Certified Teacher.

As you are making the decision to enroll in Teaching Excellence and as you navigate through our program, please use this guide—along with information from your Instructional Coach, the Teaching Excellence Certification Team, and your trainings—to help you gather the things you need to:

1. Enroll as quickly as possible
   and
2. Attain your Standard Certificate as quickly as possible

Once you have completed all admission requirements, you may be accepted into Teaching Excellence to begin programming. Once you have been accepted, it will be important for you to keep track of your progress through the program and have in mind the timeline for all state-required deliverables so that you may be certified in time.

We are excited to have you and welcome you into the Teaching Excellence family!
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Teaching Excellence Philosophy

For over a decade Teaching Excellence (TE) has existed to transform talent by providing exceptional coaching and professional development in order to accelerate teacher effectiveness. TE offers rigorous and relevant training, along with individualized coaching support, in order to increase teacher effectiveness and propel teachers’ classrooms to new levels.

Proven and adopted by schools aiming for higher standards, Teaching Excellence has been responsible for the development and certification of thousands of teachers across both Houston and Dallas/Ft. Worth.

Our Vision
Teaching Excellence will be the Educator Certification and Preparation Program of choice for teachers striving to achieve certification and professional excellence through exemplary coaching and development.

Our Mission
Teaching Excellence (TE) transforms teacher effectiveness in year 1 by providing exceptional coaching, professional development, and a certification pathway in order to accelerate teacher effectiveness.

Our Purpose
Our core purpose is to accelerate teacher effectiveness. We believe exceptional coaching and professional development—culminating in certification—are the catalysts for this accelerated growth. Teaching Excellence programming aligns with district and campus priorities, ensuring that teacher effectiveness impacts achievement of our most important stakeholders—our students.
The Teaching Excellence program is comprised of three main components: Instructional Coaching, Learning and Development, and Certification and Compliance.

Core Development Experiences
Teaching Excellence organizes its program around five core development experiences. These experiences serve as the vehicle for learning the foundational elements of effective teaching:

**Induction**
Induction is the foundation of teacher learning and development. This experience takes place in the summer and lasts two and a half weeks. The goal of Induction is for teachers to be prepared to set up a strong classroom culture, establish routines and procedures, and begin the work of planning and internalizing aligned lessons.

**Teacher Development Saturdays**
An immense amount of learning must take place to become an effective teacher. While Induction lays the foundation, this learning must continue over the course of the year. Teachers participate in Teacher Development Saturdays (TDS)
once a month, to continue developing their knowledge and skills around instructional best practices. These experiences provide opportunities not only for teachers to become aware of best practices but actually implement these practices in their work.

**Professional Learning Modules**
Online Professional Learning Modules (PLMs) provide teachers with exposure to a wide range of topics. These experiences are self-guided and may include reading and reflecting on an article, implementing high impact strategies into an upcoming lesson, or doing a case study on a student or group of students. PLMs do not follow a particular sequence, so teachers are able to choose experiences that match their current stage of development in the classroom.

**Instructional Coaching**
Instructional coaching is the cornerstone of the Teaching Excellence Program. Each Teaching Excellence Instructional Coach works with a cohort of about 17 teachers. The relatively small size of cohorts allows for frequent and regular touch points throughout the year. Through observations and debriefs and a variety of other methods, Instructional Coaches provide individualized support that is tailored to the specific needs of their teachers.

**Certification**
The core development experiences listed above serve two purposes: First, they provide multiple avenues for novice teachers to master the foundational elements of teaching. Second, with formal admission, each contributes to the requirements necessary to obtain a standard teaching certificate in the State of Texas. The certification team of the Teaching Excellence Program provides certification candidates with guidance around timelines, test preparation, and costs associated with certification. Additionally, individualized updates are provided throughout the year to inform candidates of their progress towards obtaining a Texas Standard Certificate.
COMPLETION OF TEACHING EXCELLENCE INCLUDES

SUCCESSFULLY COMPLETE AND FULFILL ALL REQUIREMENTS OF TEACHING EXCELLENCE COURSEWORK AND...

TEST IN THREE CATEGORIES

1. Content: This is your primary teaching field. This is chosen by Teaching Excellence based on your transcript and college coursework.
2. Supplemental: Tests such as the ESL, Bilingual, and Science of Teaching Reading (STR) are required for certain content areas. Content and Supplemental Exams are required for your Internship.
3. Pedagogy: All candidates are required to take the PPR exam prior to being issued their Standard Teaching Certificate.

INTERNSHIP

Obtain a teaching placement for one year and engage in Instructional Coaching and Observations as well as Teacher Development days.

GET YOUR CERTIFICATION!

Once you have started your internship year, you must complete all internship program requirements and state requirements before you earn your certification. This includes all instructional coursework, certification tests, successful field experience and balance paid in full.
Admission Requirements

- You must meet requirements for a certification area in addition to meeting basic admission requirements.
- You must have an email account and access to a computer.
- You must complete your Candidate Profile.

Bachelor’s degree from a regionally accredited institution of higher education as required by Texas Education Agency and the Texas Administration Code*

- You can view all regionally accredited institutions in the United States on the Council for Higher Education Accreditation (CHEA) website.

*You may be Formally Admitted before you receive your conferred degree, and Teaching Excellence must receive evidence of your conferred degree prior to the end of your first semester in our program. Failure to produce this artifact will result in removal from the program.

Official transcript and a conferred degree*

- Your graduating GPA must be calculated and posted by the university on your official transcripts. If your transcript does not reflect a graduation GPA, you will need to contact your college’s Registrar office to have a letter typed on university letterhead that includes your GPA sent in with your official transcripts

*You may be Formally Admitted before you receive your conferred degree, and Teaching Excellence must receive evidence of your conferred degree prior to the end of your first semester in our program. Failure to produce this artifact will result in removal from the program.

Minimum 2.50 grade point average, which will be determined in one of the following ways:

- Minimum 2.50 GPA (your undergraduate GPA as posted on conferred degree transcript) or

- Minimum 2.50 GPA in last 60 hours

In addition to meeting the basic admissions requirements, you must also meet requirements to be certified in a content area.

Teaching Excellence will determine in which content area you are eligible for certification during your application and transcript review. Only one content area may be identified for admissions. If you hold a degree in a specific content area,
Teaching Excellence will identify this before any other content areas based on state requirements:

- 12 – 15 transcript hours in identified content areas (hours required vary by content); or
- TXPACT Test*

*The PACT is not an instrument for content identification. However, TXPACT test may be required if transcript credits are inconclusive, or if your minimum GPA is not met.

If you take and pass the appropriate PACT exam, Teaching Excellence is not guaranteeing you pass your TExES Content Exam. Since these admission requirements are mandated by the state and affect all Educator Preparation Programs (EPPs), passing the PACT exam in the subject area that you are interested in teaching will bring your one step closer to your certification, and you will also need to engage in a Content Exam preparation program to learn the content knowledge needed for your TExES Content Exam.

Formal Admission is only final when communicated to you directly by your Certification Program, which has the ultimate discretion on which exams and credit hours will be accepted towards the Formal Admission requirements.

**Option 1**

Have a minimum GPA of 2.5 on a conferred degree (or last 60 hours of a conferred degree)

A minimum of 12 semester credit hours in the subject-specific content area for certification sought (unless math or science, which need 15 credit hours)

**Option 2**

Take and pass the PACT content exam assigned to you by Teaching Excellence in your initial email
"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

- Albert Einstein
The Steps to Certification

Application
You don’t need to pay anything to Teaching Excellence to start your application process. Follow the steps below to get going!

1. Complete your Candidate Profile - The Candidate Profile Form will be used to collect demographic and applicant information as part of the enrollment process and will be submitted to the Texas Education Agency (TEA). The TEA collects this information from every certification program as part of their mandated state reporting.

2. Submit an Official Electronic Transcript - In accordance with the TEA Code, a transcript is only considered official if it has a degree conferred/awarded date* and is issued out and sent directly to Teaching Excellence. Submit your official electronic transcripts to teaching.excellence@yesprep.org.

*If you are currently finishing your Bachelor’s degree, you do not have to submit a transcript with a degree conferred/awarded date, BUT you are still required to request an official electronic transcript from your university issued out and sent directly to Teaching Excellence.

Evaluation
After your application and transcript are received, you will receive notification of your program status by a Teaching Excellence TEam member. Upon acceptance into the program, you will receive a Formal Admission Packet.

Program Acceptance
In order to be officially enrolled and admitted into Teaching Excellence, you will need to complete and sign the Formal Admission packet. Once accepted into the program, you will have immediate access to test certification prep materials, as well as online learning modules that will count towards your 150 hours of pre-service requirements.

Instructional Courses
You will attend Induction in the summer of your first year in Teaching Excellence. Depending on when you are admitted, Induction may fall at the beginning or end of your first year.

Before induction, you have a series of TalentLMS courses you will be required to complete. You can get started on these as soon as you are Formally Admitted!

Certification Test(s)
A content area will be identified for you upon acceptance into the Teaching Excellence program. You are not required to seek certification in the identified content area. You may request to test (PACT) in any content area before hiring. Regardless of the content area for enrollment, all candidates must pass a content
test that matches their desired teaching assignment to be hired.

- If you are seeking special education certification, you may need to pass a specific content area test, i.e., EC-6 Core Subject or 4-8 Core Subject to indicate content mastery of a core content area.
- If teaching EC-6 Core, 4-8 Core, 4-8 English, Language Arts, and Reading and/or 4-8 English, Language Arts and Reading, and Social Studies, the Science of Teaching Reading test must be passed to be eligible for certification. If your primary area of certification is one of the aforementioned, please be aware that you must pass the STR exam in addition to content test.
- You take the TExES Pedagogy and Professional Responsibilities test (PPR) only after you:
  - Pass the appropriate content test (any Supplement Test, if applicable)
  - Complete all pre-service hours and courses and take the PPR preparation TalentLMS course.

**Field-Based Experience**

In order to begin your internship, you must complete 30 total hours of classroom observations and reflections. 15 of those hours may be completed via online observations. The other 15 must be completed via observing in-person teaching or 1:1 instruction, or through your own teaching experience.

If you have been placed in a teaching assignment for 30 consecutive days after your Formal Admission, or if you were placed in a teaching assignment for 30 consecutive days up to two years before your Formal Admission, this time can satisfy up to 15 hours of your Field-Based Experience requirement. Your Principal or school administrator will need to fill out paperwork confirming your eligibility!

**Your Intern (Teaching!) Year**

You must teach for one full year in a teaching assignment aligned with your certification area before you can become certified. During this time, you will fulfill many requirements including:

- 150 hours of learning and coaching
- 5 formal observations completed by your Instructional Coach
- Completion of a Teacher Mentor and Mentee program (you’re the Mentee!)
- Completion of the hours remaining of your 300 required learning and coaching hours
- Completion of payment for Teaching Excellence
Recommended for Certification

You are recommended for a Standard Certificate after successfully fulfilling the following program requirements:
Completing the instructional courses
- Passing the required certification tests: a content test or tests (and Bilingual Target Language Proficiency ESL Test [BTLPT] and Bilingual Supplement Test if applicable), and the Pedagogy and Professional Responsibilities test (PPR)
- Completing the field experience with recommendation from your Instructional Coach and campus administrator
- Completing all programming hours (that’s 300 hours!)
- Paying all program fees
- Submitting the evaluation exit survey
Requirements Checklist

On the path to certification

- Apply for Teaching Excellence
- Submit Official Transcripts
  teaching.Excellence@yesprep.org
- Complete Formal Admission Packet
- Complete pre-service requirements
- Take and pass Content Exam(s)
- Internship year! And complete all intern coursework
- Take and pass PPR

yes!
Our core purpose is to accelerate teacher effectiveness. We believe exceptional coaching and professional development are the catalysts for this accelerated growth. Teaching Excellence’s Instructional Coaches partner with system-wide staff and campus Instructional Leaders to align feedback and support. It is this aligned feedback that drives teachers to implement best practices, which results in student achievement. We focus on the Four Core Areas of Development:

**Classroom Culture**
We believe that a strong classroom culture is dependent on a strong behavior management system, consistent routines and procedures, and building transformative relationships with students and families.

**Instructional Planning & Delivery**
We develop teachers to utilize research-based planning and instructional methods, ensuring students are being exposed to and mastering content in the most effective way possible.

**Data Driven Instruction**
Instructional Coaches partner with teachers to assess their effectiveness based on how students are performing in their classrooms. By taking a data-driven approach, we ensure that teachers are aware of students’ needs and adjusting their instruction accordingly.

**Teacher Leadership**
Instructional Coaches assist teachers in building the skills needed to be a leader both inside and outside the classroom. We encourage teachers to advocate for themselves and their students. Over the course of the year, Instructional Coaches aid teachers in becoming reflective practitioners who propel their own growth in the classroom.

**Syllabus**

**Course Description Overview**
Teaching Excellence coursework is designed to first and foremost empower novice teachers. Candidates can expect to develop both personally and in their educational craft through the Teaching Excellence coursework with a focus on three domains: Instructional Planning and Delivery, Culture of Learning, and Teacher Leadership and Development. Within these three domains candidates will develop in areas such as Identity & Self-awareness, Pedagogy & Child Development, Classroom Culture of Learning, Effective Lesson Planning & Facilitation, Equity-Driven Classrooms, and Supporting Diverse Learners. What sets Teaching Excellence coursework apart is the strong emphasis on practice, feedback, reflection, and collaboration in order to
develop each candidate with excellence. Through your studies in the Teaching Excellence Coursework, you will develop the knowledge, skills, and mindsets necessary for developing engaging & rigorous instruction, creating an inclusive learning environment, and becoming a confident and student-centered teacher leader.

**Requirements**
Teaching Excellence coursework occurs both in-person and online. Candidates are required to attend all in-person learning, including Induction and Teacher Development Days. Any absences, late arrival to, or early departure from in-person learning will be documented and may impact a teacher’s path to certification. For online learning, candidates must have a work or personal computer that has access to Teaching Excellence’s TalentLMS program, where all asynchronous online learning modules are found. Candidates are required to complete all assigned asynchronous learning modules in addition to self-selected learnings.

**Courses**

**Instructional Courses**
Courses are split into three tracts:
- Pre-Service Course
- Semester One Course (Fall)
- Semester Two Course (Spring)

Courses contain both synchronous in-person learning and asynchronous online learning. Teachers are expected to complete all coursework for each course in order to gain certification approval by Teaching Excellence ACP. All courses have been designed to fulfill the state’s requirements for certification programming as outlined in the Texas Administrative Code (TAC).

**Observational Videos and Field-Based Experience**
A library of observational videos is available to our candidates throughout enrollment in the Teaching Excellence program. These videos represent a variety of grade levels, content areas, and programs teachers may be certifying in. The purpose of these videos is to lift up best teaching practices and allow teachers to see what is true of effective classroom practice. Additionally, in-person Field-Based Experience opportunities will be communicated to Formally Admitted candidates to be conducted over the summer months.

**Objectives**
The objectives of Teaching Excellence course are to Accelerate Teacher Effectiveness. Courses fall into three domains: Instructional Planning and Delivery, Culture of Learning, and Teacher Leadership and Development. Instructional
Planning and Delivery course work is designed for teachers to develop the skills they need to plan and deliver the academic content they are teaching. In Culture of Learning courses teachers develop and practice the skills and mindsets that allow them to lead their classrooms and foster a positive culture where students can invest fully in learning. Teacher Leadership and Development domain is where teachers enhance skills and mindsets necessary to have positive impact as a leader in and outside their classroom.

**Assignments**
Assignments from Teaching Excellence may be assigned via TalentLMS or from Instructional Coaches to teachers; assignments may also be given during Teacher Development Days. All assignments are aligned to state readiness standards for teaching and serve the purpose of deepening the candidate’s understanding of the art and craft of teaching.

At Teaching Excellence, we value quality work; it is critical to the successful completion of Teaching Excellence programming that any and all work be of the caliber required for graduate level coursework. Imagine you’re back in college or grad school—we expect your best work, here!

Any assignment not meeting the program’s high standards will be returned. Assignments will be graded within three to four business days. Once the requirements for a specific course are complete, you will be advanced to the next course at the appropriate time. While you wait to be advanced, please spend some time reflecting and conducting individual research on each course.

**Instructional Coaching**
Instructional coaching is the cornerstone of the Teaching Excellence Program. Each Teaching Excellence Instructional Coach works with a cohort of about 17 teachers. The relatively small size of cohorts allows for frequent and regular touch points throughout the year. Through observations and debriefs and a variety of other methods, Instructional Coaches provide individualized support that is tailored to the specific needs of their teachers.

**Mentor Teachers**
All Teaching Excellence candidates pursuing certification will be assigned a Mentor Teacher. The Mentor Teacher is a knowledgeable, experienced, highly proficient teacher who works with and alongside you as you learn the ropes of teaching. A mentor is not an instructor and the candidate is not a student – he or she is a colleague. Mentors know a great deal about teaching and learning, students, parents and the school, which often leads to a kind of practical wisdom that can’t be printed in a book – this knowledge and know-how is invaluable to new teachers. Mentor Teachers also act as a support system you can lean on when times get tough—and, knowing they’ve been through the certification process, too, means that your Mentor Teacher can help guide you through your journey!
“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD”

- Nelson Mandela
Certification Areas

Teaching Excellence offers teacher certification in the following content areas. View the content areas from the list below to view specific requirements and the subjects that can be taught by the specific certification. Please note: it’s always best practice to follow up with your campus administration and school leader to determine your teacher placement based on your certification area. These General Teacher Placements noted below are nonspecific to individual campuses and districts partnered with Teaching Excellence.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>General Teaching Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art EC-12</td>
<td>Art</td>
</tr>
<tr>
<td>Core Subjects 4-8</td>
<td>Middle School ELA, Science, Math, and Social Studies</td>
</tr>
<tr>
<td>Core Subjects EC-6</td>
<td>6th Grade ELA, Science, Math, and Social Studies</td>
</tr>
<tr>
<td>Dance 6-12</td>
<td>High School Dance</td>
</tr>
<tr>
<td>Early Childhood EC-3</td>
<td>Pre-Kindergarten, Kindergarten - 3rd Grade</td>
</tr>
<tr>
<td>ELAR 4-8</td>
<td>Middle School ELA, M.S. Reading Intervention (first choice is Core Subjects 4-8)</td>
</tr>
<tr>
<td>ELAR 7-12</td>
<td>High School ELA, Seminar, H.S. Reading Intervention, College Counseling</td>
</tr>
<tr>
<td>History 7-12</td>
<td>7-12 History (first choice is Social Studies 7-12)</td>
</tr>
<tr>
<td>LOTE French EC-12</td>
<td>MS or HS French</td>
</tr>
<tr>
<td>LOTE Mandarin Chinese EC-12</td>
<td>MS or HS Chinese</td>
</tr>
<tr>
<td>LOTE Spanish EC-12</td>
<td>MS or HS Spanish</td>
</tr>
<tr>
<td>Life Science 7-12</td>
<td>Grades 7-12 Biology or Ecology (first choice is Science 7-12)</td>
</tr>
<tr>
<td>Math 4-8</td>
<td>MS Math (not Algebra), MS Math Intervention (first choice is Core Subjects 4-8)</td>
</tr>
<tr>
<td>Math 7-12</td>
<td>High School Math, Algebra, HS Math Intervention</td>
</tr>
<tr>
<td>Music EC-12</td>
<td>MS or HS Music, Orchestra, Choir</td>
</tr>
<tr>
<td>Physical Education EC-12</td>
<td>MS or HS PE (this certification area does not cover Health electives)</td>
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<tr>
<td>Physical Science 6-12</td>
<td>MS or HS Physics or Chemistry (first choice is Science 7-12)</td>
</tr>
<tr>
<td>Science 4-8</td>
<td>Middle School Science (first choice is Core Subjects 4-8)</td>
</tr>
<tr>
<td>Science 7-12</td>
<td>High School Science</td>
</tr>
<tr>
<td>Social Studies 4-8</td>
<td>Middle School Social Studies (first choice is Core Subjects 4-8)</td>
</tr>
<tr>
<td>Social Studies 7-12</td>
<td>High School Social Studies</td>
</tr>
<tr>
<td>Special Education EC-12</td>
<td>Learning Lab Specialist, MS or HS Special Education Inclusion, Self-Contained Classrooms (ex: Life Skills)</td>
</tr>
<tr>
<td>Technology Applications EC-12</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>Theatre EC-12</td>
<td>MS or HS Theatre</td>
</tr>
</tbody>
</table>

**Supplemental Certificates for Specialized Teaching Areas**

Supplemental certificates fall into two categories:

1. For teachers seeking certification in Bilingual and Special Education, these supplemental certification areas are required.
2. For all other teachers, Bilingual, ESL, and Special Education certification areas may be added after issuance of the Standard Certificate upon completion of Teaching Excellence ACP.

Supplemental certificates are noted below.

<table>
<thead>
<tr>
<th>Supplemental Certification Area</th>
<th>General Teaching Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual</td>
<td>Bilingual education classrooms</td>
</tr>
<tr>
<td>ESL</td>
<td>Any placement may add the ESL supplement to their certification path</td>
</tr>
<tr>
<td>Special Education</td>
<td>SPED Inclusion, General Education teachers may choose to add the Special Education supplement</td>
</tr>
</tbody>
</table>

**TExES Content Exams by Certification Area**

The following content exam(s) are required for teachers to take and pass prior to issuance of intern certificate for the following certification areas.
Please note: If a teacher is not seeking their intern certification in a Bilingual Classroom or Special Education classroom, they may choose to add the Bilingual or Special Education supplemental after issuance of their initial Standard Certificate in their Certification Area. Teachers who are seeking their intern certification in Bilingual or Special Education classroom **must** pass their Bilingual Content Exams and Special Education Content Exams prior to issuance of their intern certificate.

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>TExES Content Exam(s) Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art EC-12</td>
<td>178 Art EC-12</td>
</tr>
<tr>
<td>Bilingual EC-3</td>
<td>190 BLPLT</td>
</tr>
<tr>
<td></td>
<td>164 Bilingual Supplemental</td>
</tr>
<tr>
<td></td>
<td>292 Early Childhood-3</td>
</tr>
<tr>
<td></td>
<td>293 STR</td>
</tr>
<tr>
<td>Bilingual EC-6</td>
<td>190 BLPLT</td>
</tr>
<tr>
<td></td>
<td>164 Bilingual Supplemental</td>
</tr>
<tr>
<td></td>
<td>293 STR</td>
</tr>
<tr>
<td></td>
<td>391 Core Subjects EC-6</td>
</tr>
<tr>
<td>Core Subjects 4-8</td>
<td>211 Core Subjects 4-8</td>
</tr>
<tr>
<td></td>
<td>293 STR</td>
</tr>
<tr>
<td>Core Subjects EC-6</td>
<td>391 Core Subjects EC-6</td>
</tr>
<tr>
<td></td>
<td>293 STR</td>
</tr>
<tr>
<td>Dance 6-12</td>
<td>279 Dance 6-12</td>
</tr>
<tr>
<td>Early Childhood EC-3</td>
<td>292 EC Childhood EC-3</td>
</tr>
<tr>
<td></td>
<td>293 STR</td>
</tr>
<tr>
<td>ELAR 4-8</td>
<td>217 English Language Arts and Reading (ELAR) 4-8</td>
</tr>
<tr>
<td></td>
<td>293 STR</td>
</tr>
<tr>
<td></td>
<td><strong>154 ESL</strong>: For YES Prep teachers, the YES Prep Talent team requests teachers take and pass their ESL Supplemental prior to the end of their first year in Teaching Excellence ACP.</td>
</tr>
<tr>
<td>ELAR 7-12</td>
<td>231 English Language Arts and Reading (ELAR) 7-12</td>
</tr>
<tr>
<td></td>
<td><strong>154 ESL</strong>: For YES Prep teachers, the YES Prep Talent team requests teachers take and pass their ESL Supplemental prior to the end of their first year in Teaching Excellence ACP.</td>
</tr>
<tr>
<td>History 7-12</td>
<td>233 History 7-12</td>
</tr>
<tr>
<td>LOTE French EC-12</td>
<td>610 Languages Other Than English (LOTE) French</td>
</tr>
</tbody>
</table>
### Certification by Exam

Upon completion of Teaching Excellence ACP programming and after a teacher receives their Standard Certificate from the state, a teacher may choose to add additional certification(s) by exam. The process for certification by exam is outlined on the state’s website [here](#).

The state does **not** permit teachers to seek certification by exam in Early Childhood (Prekindergarten)-Grade 3.

Once a teacher has received their Standard Certificate, the teacher will not be required to gain test approval by Teaching Excellence for additional certifications by exam.
Teachers Seeking Additional Certification While Enrolled in Teaching Excellence ACP

Teachers who seek an additional certification while enrolled in Teaching Excellence ACP (ex: A Science 7-12 teacher also wants to earn a certification in History 7-12) will **not** be granted test approval. Teaching Excellence programming does not support teachers seeking initial certification in multiple certification areas. Teachers may instead complete a certification by exam after issuance of their primary Standard Certificate (in this case, the teacher would gain certification in Science 7-12 and then take a History 7-12 certification by exam).
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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**Priorities**

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**Notes**

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Program Costs

Teaching Excellence fees are broken down below, including costs for programming and certification.

Our Program Fees
Teaching Excellence costs for the candidate is $5,500; the candidate’s district picks up additional costs for programming.

All program fees are non-refundable. This is the anticipated cost for a candidate who completes all Teaching Excellence program requirements according to the program timeline.

How our Payment Plan works
1) Semi-monthly Payment Plan of $275.00: Teaching Excellence costs are deducted from semi-monthly paychecks over a total of 20 deductions for Professional Learning and Coaching Support ($5,500 total).

2) Failure to complete programming will lead to accruing continued support costs, $750 per semester of continued programming paid through payroll deductions of $75.

Other Program Fees

Certification Fees
TExES (cost per examination) .................................................................$116
You must pass at least two certification tests (content area and PPR) prior to being recommended to the state for certification.
Examination fees payable to Education Testing Services.

Certification Fees – payable to SBEC (State Board of Education Certification)
Intern/Probationary Certificate Fee ..............................................................$78
Standard Certificate Fee ..............................................................................$78

Renewal Fees
If you do not complete the program requirements by the end of your internship year, you must apply for a continuation. If the continuation is approved, you must pay a Continued Support Fee to be eligible to participate in the program.

Continued Support Fee .............................................................................$750/semester
Professional Expectations

Teaching Excellence expects that all teacher candidates demonstrate the highest ethical standards at all times. This component of the Teaching Excellence Teacher Candidate Guide outlines Teaching Excellence’s position on ethical behavior and professional expectations. Failure to comply with these expectations may result in immediate removal from the Teaching Excellence ACP and its programming.

Code of Ethics

The Educators’ Code of Ethics is set for in Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community.

All educators pursuing certification and professional development through Teaching Excellence ACP shall comply with the following Code of Ethics from the Texas Educator Preamble:

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


Dress Code

Teaching Excellence ACP believes in deeply valuing a person’s right to express their individuality without the fear of unnecessary discipline, body shaming, or the confines of gender norms. Dress code enforcement at Teaching Excellence ACP will not create disparities, reinforce, or increase the marginalization of any group, nor will it be unfairly enforced more strictly against a staff member because of racial identity, ethnicity, gender expression, sexual orientation, cultural or religious identity, household income, body size or type, or body maturity. As such, all staff members are role models for our students and are expected to carry this philosophy forward by modeling professional dress and appearance that is authentic to an individual’s expression.
Teaching Excellence ACP’s expectations for dress code is business casual. Candidates and staff who are not dressed in accordance with Teaching Excellence ACP policies may be asked to change or be sent home for the day.

**Professional Dispositions**

Serving as a teacher is more than knowing your educational content, systematic planning, and instructing students. Serving as a teacher entails a wide range of responsibilities and roles. Teachers are not only facilitators of learning but also advocates for their students. They plan and deliver lessons, create educational materials, and assess student progress. They establish a positive and inclusive classroom environment, promoting a love for learning and encouraging student engagement. Teachers also collaborate with colleagues, parents, and the community to ensure the holistic development of their students. They provide guidance and support, address individual needs, and foster social and emotional growth. Additionally, teachers participate in professional development activities, stay updated with educational advancements, and continuously reflect on their teaching practices to improve their effectiveness.

All of these beliefs and practices can be summarized by the Council for Accreditation of Educator Preparation (CAEP) as **Professional Dispositions**. Professional dispositions are defined by the Council for Accreditation of Educator Preparation (CAEP) as “the habits of professional action and moral commitments that underlie an educator’s performance”. Professional dispositions refer to the attitudes, beliefs, and behaviors that are expected of educators in their professional practice. These dispositions are essential for creating a positive learning environment and fostering the academic and personal growth of students.

At Teaching Excellence ACP, we are focused on seven Professional Dispositions and the development of these dispositions in our Teacher Candidates. Please see the seven Professional Dispositions of Teaching Excellence ACP on the next page.
| Commitment to Learning | Educators should demonstrate a commitment to their own continuous learning and professional development. They engage in ongoing reflection and seek opportunities to enhance their knowledge and skills to improve their teaching practices. |
| Ethical and Professional Behavior | Educators exhibit integrity, honesty, and ethical behavior in all aspects of their work. They maintain confidentiality, respect diversity, and adhere to professional standards and codes of conduct. |
| Respect for Students | Educators value and respect the individuality, cultural backgrounds, and diverse needs of their students. They create a safe and inclusive environment that fosters mutual respect and dignity. |
| Collaboration and Collegiality | Educators collaborate with colleagues, parents, and the community to support student learning and well-being. They actively participate in professional learning communities and contribute to the collective goals of the educational institution. |
| Reflective Practice | Educators engage in self-reflection and assessment of their teaching practices. They seek feedback, analyze student outcomes, and make adjustments to improve instructional strategies and meet the diverse needs of their students. |
| Effective Communication | Educators possess strong communication skills, both verbal and written. They communicate effectively with students, parents, colleagues, and other stakeholders, maintaining open lines of communication to support student success. |
| Professionalism | Educators demonstrate professionalism by being punctual, prepared, and organized. They fulfill their responsibilities and commitments, meet deadlines, and maintain a positive and respectful demeanor in all professional interactions. |
During coursework and in campus and field experiences, Teaching Excellence ACP staff will assess the candidate’s demonstration of these professional dispositions and provide feedback to facilitate progress. Should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. **Initial Written Warning.** The candidate will receive a written warning by Teaching Excellence ACP, issued to the teacher. Campus leader or central office stakeholders may be copied on this written warning.

2. **Second Written Warning.** The candidate will receive a written warning by Teaching Excellence ACP, issued to the teacher. Campus leader or central office stakeholders may be copied on this written warning.

3. **Third and Final Warning.** The candidate will receive a third and final warning by Teaching Excellence ACP, issued to the teacher and copying their Principal and/or HR or Talent team. Upon the receipt of a third and final warning, teacher candidates are to indicate their understanding that further lack of adherence to the Professional Dispositions will result in removal from the Teaching Excellence ACP.

For more information about removal from ACP programming, you may view the Exit Policy subchapter found in the Policies chapter of this Candidate Guide.
Policies

**Leave of Absence and Certification**

Per the Texas Administrative Code (TAC), a prolonged (more than 30 school day) leave of absence—including maternity and paternity leave—may delay a teacher’s path to certification, depending on where that teacher is in their certification journey. See below for more details.

*Teachers on an Internship Certificate and serving in their Internship Year*

If a teacher is serving on their internship certificate for their intern year and misses more than 30 school days, the teacher must repeat their entire internship year. Per the 19 TAC 228.35(e)(2)(B) Internship. An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.

(i) An EPP may permit an internship of up to 30 school days fewer than the minimum if due to maternity leave, military leave, illness, bereavement, or if the late hire date is after the first day of the school year.

If the candidate is out longer, the entire year must be repeated. Should the teacher’s internship certificate expire prior to completion of the intern year, the teacher will need to apply and pay the fee for the internship certificate.

Teachers who anticipate a prolonged absence will need to contact Teaching.Excellence@yesprep.org and communicate their dates of absence. The Teaching Excellence Certification Team will determine the best path forward for the candidate based on information provided. Note: Continued Support Costs for the additional internship year may be accrued based on individual teacher circumstance. Teachers who would have required Continued Support Costs for Year 2 due to outstanding programming unrelated to their leave will be required to pay Continued Support Costs during their repeated internship year. Teachers who would not have required Continue Support costs for Year 2 outside of programming missed during their leave will not be required to pay Continued Support Costs during their repeated internship year.

*Teachers no yet on an Internship Certificate and not serving in their Internship Year*

Teachers who are not serving on an Internship Certificate will experience a delay in certification unless they are able to make up programming and coursework missed during their leave, prior to Year 1 in Teaching Excellence ACP. This may include—and not be limited to—delay of Intern Certificate issuance by one or two semesters.

**Continued Support Costs and Leave of Absence**

Teachers who anticipate a prolonged absence will need to contact Teaching.Excellence@yesprep.org and communicate their dates of absence. The Teaching Excellence Certification Team will determine the best path forward for the candidate based on information provided.
Continued Support Costs for the additional internship or programming year (Year 2) may be accrued based on individual teacher circumstance. Teachers who would have required Continued Support Costs for Year 2 due to outstanding programming unrelated to their leave will be required to pay Continued Support Costs during their repeated internship year or Year 2 of programming. Teachers who would not have required Continue Support costs for Year 2 outside of programming missed during their leave will not be required to pay Continued Support Costs during their repeated internship year or Year 2 of programming.

**Certification Switch Policy**

A formally admitted teacher enrolled at Teaching Excellence requesting to switch certification areas (e.g., Mathematics 4-8 to Science 4-8) must meet three requirements to gain approval for switching:

1. **The teacher must obtain written approval for the switch from the teacher’s current Principal.** This written approval must be submitted to Teaching.Excellence@yesprep.org by the Principal.

2. **The teacher must meet the content knowledge requirement for the new certification area in one or more of the following ways:**
   a. Credit Hours: Teacher’s Official Transcript shows successful completion of 15 credit hours for Math and Science certification areas or 12 credit hours for all other certification areas in the coursework related to the new certification area from an accredited Institute of Higher Education.
   b. PACT Exam: Teacher has a passing score on the PACT exam for the new certification area. You can find a list of PACT exams for certification areas on the Pearson site here (click PACT).
   c. Online Practice Exam: Teacher completes a practice exam via 240 Tutoring in the new certification area and scores a 225 or higher.

3. **The teacher must acknowledge via email confirmation that new programming and Professional Learning requirements will have to be completed as a result of the certification area switch.**
   a. A teacher switching certification areas will be communicated an overview of new or different Professional Learning and/or programming that will need to be completed under the new certification area.
   b. Final say of what programming will be required under the new certification area will be determined by the Director of Certification and Evaluation and the Director of New Teacher Development.
   c. Example: A teacher moving from a Mathematics 4-8 certification to a Science 4-8 certification would have to complete all Induction sessions in the Instructional Planning and Delivery Core Development Area related to Science 4-8 content (even if the teacher previously completed all Induction hours under the previous certification area).
Late Assignments and Learning Modules

It is imperative for candidates to stay on track with completing all assignments, including learning modules. Failure to complete assignments and learning modules by their deadline may result in a delay of certification. Any delay in certification due to a candidate’s failure to meet assignments and deadlines may result in Continued Support Costs to be paid by the candidate, or removal from the Teaching Excellence ACP.

Candidates who do not submit on-time assignments and learning module will be required to attend summer or weekend programming to account for missed learning hours and content. Missed or late assignments may also result in a Written Warning for lack of adherence to Teaching Excellence ACP’s Professional Dispositions.

Missed Synchronous Learning and Coaching Touchpoints

All missed synchronous learning (example: Induction, Teacher Development Sessions) will result in mandatory in-person synchronous make-up sessions. These make-up sessions will be communicated throughout the year. The state requires teachers meet both the minimum 300 learning hour requirement and fulfill all learning outlined per the TAC for their certification area. Missing synchronous learning jeopardizes a teacher’s ability to meet the learning requirements outlined by the state. Additionally, attendance to in-person synchronous learning will be communicated to Principals and other stakeholders invested in the teacher’s certification progress.

Teachers will engage in one-on-one coaching with their Instructional Coach throughout their Year 1 of Teaching Excellence ACP programming. It’s a professional courtesy to notify your Instructional Coach if you need to reschedule a coaching
session. Failure to notify your Instructional Coach of your absence will result in you forfeiting that coaching touchpoint with your Instructional Coach, and may result in required in-person attendance to make-up synchronous learning days to account for the missed development opportunity.

Missed synchronous learning and Coaching Touchpoints without prior communication or an approved plan for making up the professional learning opportunity may result in a Written Warning for lack of adherence to Teaching Excellence ACP’s Professional Dispositions.

**Exit Policy**

The state requires all educator preparation programs to have an exit policy for the dismissal of candidates that is published, reviewed, and signed by candidates when they are admitted to the program. The requirement is found in 19 TAC §228.20(h).

Teaching Excellence participants may be removed from the Teaching Excellence Alternative Certification Program (TE ACP) when candidates demonstrate behavior inconsistent with the knowledge, skills, and dispositions expected of teachers and leaders in Texas. Dismissal from the program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements
2. Failure to abide by policies and/or procedures established by the Teaching Excellence ACP and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to abide by the Teaching Excellence ACP’s Section B: TEacher Agreement policies and expectations.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators, and/or;
5. Any action deemed a violation of Teaching Excellence’s Code of Conduct; and/or;
6. Any action deemed a violation of school district and/or campus policy during field-based experiences, clinical teaching, internship, or practicum.
7. Failure to complete Teaching Excellence and TEA certification expectations after 6 semesters.

Should a Candidate be removed from the Teaching Excellence Alternative Certification Program (TE ACP):

1. The Candidate shall meet with his or her School Leader and the Managing Director of Teaching Excellence
2. The Candidate shall forfeit all sums of money paid to TE ACP during the 2023-2024 school year;
3. The Candidate shall not be eligible for certification through the Alternative Certification Program of Teaching Excellence, unless and until the Candidate is rehired, formally admitted, and successfully completes and pays for another full year of Teaching Excellence;
Candidates may be removed from the Teaching Excellence ACP before or after a First, Second, or Third Written Warning depending on the severity of the violation or offense.
Resources

Financial Aid
The Texas Education Agency has financial aid opportunities linked to their site. You can access that information here: https://tea.texas.gov/texas-educators/certification/initial-certification/financial-resources-for-teacher-training.

Teaching Excellence ACP does not currently offer scholarship or financial aid for candidates.

Important Links
- TEAL/ECOS Login
- TEA Help Desk
- TEA Testing Information
- Teaching Excellence ACP Candidate Portal