

2024 | 2025

# EDUCATOR PREPARATION PROGRAMS

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Teacher Program (956) 984-6036 or Principal Program (956) 984-6104  
[www.esc1.net/services/teaching-learning](http://www.esc1.net/services/teaching-learning)



## Region One Educator Service Center

The Region One Education Service Center is part of a state-wide system of 20 regional education service centers created in 1965 by the 59th Texas Legislature to assist school districts across the state. Located in South Texas on the United States/Mexico border, Region One ESC serves 38 school districts and 10 charter school systems in the eight county areas of Brooks County, Cameron County, Hidalgo County, Jim Hogg County, Starr County, Webb County, Willacy County, and Zapata County.



# EDUCATOR PREPARATION PROGRAMS

## *Teacher and Principal Alternative Certification*

### *Program Handbook*

#### ESC VISION

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

#### PROGRAM MISSION

Our mission of the Educator Preparation and Development Program is to educate, prepare, and develop caring and innovative educational leaders that will create high-performing schools to empower students to transform their community.

#### PROGRAM CORE VALUES

Commitment  
Excellence  
Integrity  
Respect  
Service

DIVISION OF LEADERSHIP AND COMMUNITY IMPACT

## ABOUT OUR PROGRAMS

### *from our Director of Educator Preparation Programs*

The Region One Education Service Center, Educator Preparation Programs (EPP), provides training and supports for those interested in achieving alternative certification as Texas teachers and school district administrators.

The value of our non-traditional programs relies on more than 50 years of partnerships with Region One area school systems.

We currently offer two pathways to certification, the Project P.a.C.E., Preparing and Certifying Educators for teachers and ILP3, Integrated Leadership Principal Preparation Program for principals.

Each program offers admission to eligible candidates by cohorts throughout the year. The delivery of our services are a combination of online and face-to-face coursework coupled with mentorship and coaching during field-based practices.

We welcome you to the Region One Education Service Center Educator Alternative Certification Program!





## PROGRAM REQUIREMENTS

*from our Director of Educator Preparation Programs*

Program requirements are based on adopted rules of the Texas Education Codes and Texas Administrative Codes for Educator Certification. The Region One ESC educator preparation programs are approved by the State Board of Educator Certification (SBEC) to establish procedures and practices to deliver quality preparation and supports aspiring educators.

Our EPP requires specific criteria of all applicants seeking initial certification in any class of certificate prior to program admission.

Teacher and principal candidates must review and accept current state and the Region One ESC EPP program requirements, policies, and procedures upon admission.

*In accordance with TEA rule change, the publication of this handbook is subject to change.*

## CRIMINAL HISTORY

*TEC §22.083*

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

Candidates have the right to request a criminal history evaluation letter provided in Chapter 227, Subchapter B.

## PROGRAM SCHEDULES & CERTIFICATION PLANS

Our program schedules or certification plans provide our candidates with timelines for coursework, training, support, and field experiences. All program schedules and certification plans are available via program websites and are subject to change.

## Screening Criteria

Interested candidates shall:

- Submit an interest form
- Participate in a free information session
- Submit all official transcripts from accredited universities/colleges to:
  - [igutierrez@esc1.net](mailto:igutierrez@esc1.net) for the teacher program
  - [dhinojosa@esc1.net](mailto:dhinojosa@esc1.net) for the principal program
- Demonstrate basic skills in reading, mathematics, written and oral communication
- Demonstrate the English Language Proficiency Skills

### Teacher Program

- Submit statement of qualifications (SOQ) for all Career and Technical Education certification areas
- Pass TxPACT or NoCTI exam (if required)

### Principal Program

- Pass Watson-Glaser exam

## Admission Criteria

### Teacher Program Specific



- Admission essay
- Professional interview
- Minimum of a 2.5 GPA overall or of last 60 hours
- Minimum of 12 semester credit hours in subject specific content area or 15 hours for math and science
- Cannot have been previously employed as a teacher for 3 or more years on a permit, intern or probationary certificate

### Principal Program Specific



- Written response scenario
- Professional interview
- Oral case study presentation
- Leadership video submission
- Minimum of 3.0 overall GPA
- Master's degree or bachelor's degree with master's degree program acceptance
- Two (2) years of teaching experience
- District or campus leadership experience
- Valid teacher SBEC certificate
- Copy of service record
- Two (2) reference letters from campus principal and other campus administrator

## Out of Country Transcripts and English Language Proficiency Requirements

Out-of-country transcripts require an evaluation into U.S. degree equivalency by a TEA approved credential [evaluation service](#).

Visit the State Board of Educator Certification (SBEC) list of [approved IHEs](#) in which English is the official language for a degree earned in a country outside of the U.S. or in U.S. territories.

Receive a minimum score on the [Test of English as Foreign Language internet-Based Test \(TOEFL iBT\)](#) of:

- 24 Speaking
- 22 Listening
- 22 Reading
- 21 Writing

## *Career and Technical Education Admissions*

Not all Career and Technical Education (CTE) certificates require a degree, but all require specific trade licenses, registrations, or certifications, years of full-time wage earning experience within the preceding ten (10) years, and a statement of qualifications (SOQ) to ensure alignment toward the certification area being sought.

CTE certification that does not require a bachelor's degree may satisfy the English Language Proficiency skills requirement with an associate degree or high school diploma.



## *Military and Non-Military Candidates*

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

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

# CERTIFICATES WE OFFER

## Early Childhood - Grade 12

- American Sign Language
- Deaf and Hard of Hearing
- Health
- Music
- Physical Education
- **Principal as Instructional Leader**
- Special Education
- Theatre Arts

## Early Childhood - Grade 6

- Core Subjects with Science of Teaching Reading

## Grades 4 - 8

- Core Subject with \*STR
- English Language Arts and Reading with \*STR
- \*ELAR and Social Studies with \*STR
- Mathematics
- Mathematics and Science
- Science
- Social Studies

## Grades 6 - 12

- Dance
- Physical Science
- Reserve Officer Training Corps (JROTC)

## Grades 7 - 12

- Chemistry
- English Language Arts and Reading
- History
- Journalism
- Life Science
- Mathematics
- Physics and Mathematics
- Science
- Social Studies
- Speech

## Career and Technical Education

- Family & Consumer Science
- Health Science
- Hospitality, Nutrition, & Food Services
- Human Development & Family Studies
- Marketing
- Trade and Industrial

*\*ELAR - English Language Arts and Reading*  
*\*STR - Science of Teaching Reading*

*BIL - Bilingual Supplemental*  
*ESL - English as a Second Language*



## TRANSFER CANDIDATE

*Transfer candidates from another EPP requesting admissions approval will be reviewed on a case by case basis. Maximum number of clock hours for coursework, training, clinical teaching, internship, and practicum will be determined upon program transcript evaluation. If an applicant is seeking examination approval, candidate will be referred to initial EPP for exam approval and standard certification.*

*Candidates seeking transfer to another EPP must pay services rendered by the Region One ESC EPP program prior to release.*

## CONTINGENCY ADMISSION

*A teacher applicant who is expected to complete requirements for obtaining a bachelor's at the end of the semester in which he/she was admitted into the EPP program may be admitted on a contingency basis. A graduation confirmation letter from university/college will be required prior to admission.*



## DEFICIENCY ADMISSION

*A principal applicant expected to obtain a master's degree at the end of the EPP program and prior to applying for standard certificate may be admitted on a deficiency plan. An acceptance letter from a university master's program will be required for admission.*



# Teacher Program    Principal Program

## Program Exit/Withdrawal Policy

**CANDIDATES OF THE REGION ONE EDUCATION SERVICE CENTER EDUCATOR PREPARATION PROGRAM (EPP), SHALL REFER TO THEIR RESPECTIVE SIGNED EXIT/WITHDRAWAL POLICY DOCUMENT PROVIDED ON THE INITIAL DATE OF ADMISSION.**

## PRE-SERVICE REQUIREMENTS

A teacher candidate shall complete the following pre-service requirements prior to any clinical teaching, internship, or residency experience:

- 50 clock hours of field-based experiences
- 150 clock hours of coursework and/or training as prescribed by the EPP

A principal candidate shall complete the following pre-service requirements prior to any practicum or internship experience:

- 56 clock hours of coursework and/or training as prescribed by the EPP
- T-PESS certification training is highly recommended by the EPP



# SUPERVISED EDUCATOR ASSIGNMENT

## *Program Specific*



### CLINICAL TEACHING ASSIGNMENT

#### ***(Available for teacher program)***

Is an unpaid supervised teacher assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA. Prior to clinical teaching, the teacher candidate must complete 50 clock-hours of field-based experiences, 150+ clock-hours of coursework/training, and co-teaching strategies training. This type of teacher assignment requires the completion of 490 hours of co-teaching and increased instructional responsibility over the course of the assignment and demonstrate mastery of educator standards. A cooperating teacher from the campus will be assigned to the candidate to serve as a teacher mentor.

*\*Field-based experiences must consist of 25 hours of active engagement in a classroom with students and 25 hours of observation or service as a teacher of record, educational aide, or substitute teacher.*

### PRACTICUM ASSIGNMENT

#### ***(Available for principal program)***

Is an unpaid supervised principal assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA. Prior to the start of practicum, candidate must complete 55+ clock hours of coursework. During the full year practicum experience, a candidate must also complete 200 clock-hours of educational activities and demonstrate proficiency of principal standards. A site supervisor, as known as the campus principal, will be assigned to the candidate to serve as a campus leader mentor.

### INTERNSHIP ASSIGNMENT

#### ***(Available for teacher and principal program)***

Is a full year paid supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA.

Prior to a teacher internship, the candidate must complete 50 clock-hours of field-based experiences, 150+ clock-hours of coursework/training and pass content and supplemental exams prior to seeking employment. A teacher mentor will be assigned to the candidate. Upon completion of the full year of internship, the teacher candidate may be recommended for standard certificate having demonstrated mastery of educator standards.

A principal internship requires a candidate to complete specific coursework/training and must pass the TExES 268 exam prior to seeking employment. A site supervisor, as known as the campus principal, will be assigned to the candidate to serve as a campus leader mentor. Upon completion of the full year of internship, the principal candidate may be recommended for standard certificate having demonstrated mastery of principal standards.



## COOPERATING TEACHER OR MENTOR

A trained **cooperating teacher** or **mentor** is a certified educator who is assigned by the EPP and campus administrator or district personnel to provide guidance, assistance, and support to the teacher candidate during clinical teaching or internship experience in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the teacher candidate's progress to the candidate's campus principal, field supervisor, and EPP staff.

## CAMPUS ADMINISTRATOR OR SITE SUPERVISOR

A trained **campus administrator** (teacher program) or **site supervisor** (principal program) is a certified campus principal who is assigned by our EPP and campus or district administrator to provide guidance, assistance, and support to the candidate during clinical experience; and who reports the candidate's progress to the candidate's field supervisor and EPP staff.

A **site supervisor** must conduct 2 formal observations during principal candidate practicum or internship.



## FIELD SUPERVISOR

A trained **field supervisor** is a certified educator hired by the EPP to observe candidates, monitor their proficiency of educator standards, and provide constructive feedback to help candidates improve their effectiveness as entry-level teachers and principals. Program candidates require a specific number of formal and informal observations. Candidates who demonstrate proficiency in each of the educator or principal standards may be recommended for a standard certificate.



# Educator Preparation Program

## Applying for Certifications



### Intern or Probationary Certificate



#### State Board for Educator Certification

The State Board for Educator Certification (SBEC) was created by the Texas Legislature in 1995 to recognize public school educators as professionals and grant educators the authority to govern the standards of their profession. The board oversees all aspects of the preparation, certification, and standards of conduct of public school educators.

A candidate must meet the degree, certificates and/or experience requirements in subject matter knowledge for issuance of a certificate to serve an internship as a classroom teacher or principal assignment. Intern certificates are limited to one 12-month period and probationary certificates are limited to two 12-month periods. Application fees are paid to TEA. Certificate conditions and testing requirements apply.

### Standard Certificate



For educator certification (any questions related to educator certificates and renewals, TEAL account access, name changes, address updates), educator testing, educator preparation programs or fingerprinting questions please call (512) 936-8400.

Initial standard certificate shall require a candidate to meet degree, recommendation by EPP, passing scores on state exams, and CTE candidates also require licensure and experience. Application fees are paid to TEA. Certificate conditions and testing requirements apply. In addition, all applicants must complete an exit survey for the purposes of evaluating the effectiveness of the EPP program.

# ADHEREANCE STATEMENTS

*EPP Staff and Consumer Responsibilities*



## TEA Standard Practices

*by Director of Educator Preparation Programs*

WHAT YOU NEED TO KNOW

### EDUCATOR CODE OF ETHICS

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

### COMPLAINT PROCEDURES

We strive to provide direct assistance that may alleviate your concerns. We encourage you to connect with our specialists or staff members as a first step. If you feel others should be involved, protocols are established and should be followed. If you have a complaint against Region One's educator preparation program that you feel is not resolved, please follow the Region One ESC-EPP Complaint Process. The Texas Education Agency (TEA) has a formal complaint process for candidates in educator preparation programs. You may submit a complaint to the Texas Education Agency by fax (512-475-3665), e-mail ([complaintsmanagement@tea.texas.gov](mailto:complaintsmanagement@tea.texas.gov)).

### CANDIDATE RECORDS

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

### ACCOUNTABILITY ANNUAL REPORTS

The most recent information about the Region One Educator Preparation Program data can be found at: [ASEP Annual Reports](#).



# REGION ONE ESC

Your premier partner for your career needs!

## EPP STAFF

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## CALENDAR OF ACTIVITIES

Project P.a.C.E., teacher alternative certification program accepts new candidates in September, November, February, and May.

The Integrated Leadership Principal Preparation Program - ILP3, principal alternative certification program accepts new candidates at the start of February and October.

Our recruitment processes are continuous for both programs throughout the year.

## WE ARE THE DIVISION OF LEADERSHIP AND COMMUNITY IMPACT

The Division of Leadership and Community Impact contributes to Region One ESC's primary purpose of assisting school districts in improving student performance, assisting school districts in operating more efficiently and economically, and implementing initiatives assigned by the Texas Legislature or the Commissioner of Education.