



Teacher Certification Program Handbook 2026-2027



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ESC Region 11's Vision

Vision - To be an innovative community that builds trust, provides quality service, and collaborates with partners to support learning and growth.

Mission - To support stakeholders in preparing all learners for tomorrow's opportunities.

Values - Collaboration, Integrity, Quality Service, Responsiveness, Trust

- *Collaboration* — Fosters an environment of team support, loyalty, and care for one another.
- *Integrity* — Happens when we align everything to positive ethical values.
- *Quality Service* — Is listening to our customers, anticipating their needs, and creating value that exceeds expectations.
- *Responsiveness* — Results in identifying and effectively adapting to changes in education and our customers' needs.
- *Trust* — Is the confidence of our staff in the actions of our organization.

Purpose - To lead and to serve.

The Education Service Center does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law.



Teacher Certification Staff

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Welcome to the GoTeach11 program. We are excited to support you in your journey towards becoming a certified teacher.

Alternative certification was established in 1984 by the 68th Legislature in House Bill 72. In this bill, the State Board of Education was directed to provide an alternative route for the certification of individuals who meet certain requirements including a year's internship in a public school.

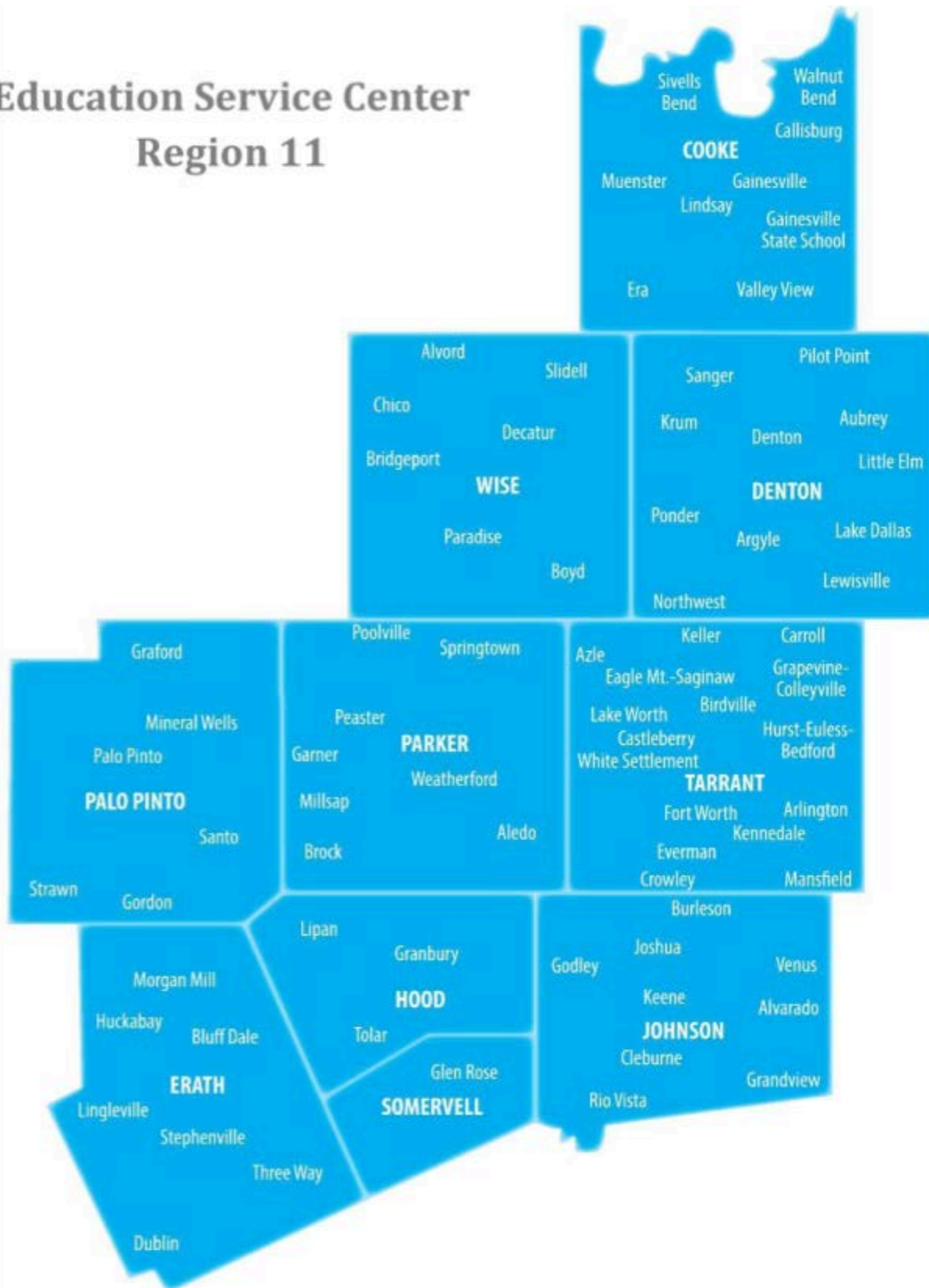
ESC Region 11 began our alternative certification program during the 1990-91 school year. The program has been successful in meeting many of the teacher needs in the school districts and charter schools it serves, especially in the critical shortage areas.

In 2004, the program began offering the clinical teaching option as an additional option for completion of standard certification requirements.

Please take a moment to review this handbook in its entirety and acknowledge receipt and agreement with its contents by signing your Offer Agreement. If you have any questions, please contact a member of our program staff at 817-740-7614 or via email at certservices@esc11.net. We stand ready to support you; therefore, please do not hesitate to reach out should you have any questions or concerns.

For issues or complaints about this educator preparation program, visit the following website:
[Complaints against an EPP](#)

Education Service Center Region 11



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Admission Requirements

To be considered for the GoTeach11 program, an applicant must have the following:

- 2.50 Overall GPA
- Candidates whose overall GPA falls below a 2.50 will only be accepted into the GoTeach11 program if they meet all of the following criteria:
 - A letter from a hiring district stating that they will hire the candidate upon acceptance into the program.
 - Successful completion of the TxPACT exam for the content area in which the candidate will be hired.
 - Approval from the Certification Coordinator or the Director of Leadership and Support.
 - Additionally, in accordance with 19 TAC §227.10(a)(3)(B), these exceptions may be used for no more than 10% of any incoming class.
- Submission of application essay with a minimum of 200 words
- 22 points or more on the screening video
- If the score of the initial screening video is lower than 22 points, the applicant will be given one opportunity to resubmit. If the second attempt is unsuccessful, the candidate will not be admitted into the program.
- TExES exam history will be reviewed in the application evaluation process. Three failed attempts on exams will result in denial of admission. The Coordinator has the final authority to accept or reject an applicant.

The following documents are required for admission into the GoTeach11 program:

- Official (conferred) transcripts sent from each college or university attended
- If a degree was earned from a foreign university, a passing score on the TOEFL iBT exam may be required in each language domain prior to admittance: Reading: 18-23; Listening: 17-21; Speaking: 20-24; Writing: 17-23. There may be some exceptions to this. Email certservices@esc11.net for more information.
- TOEFL registration link: [TOEFL iBT Test Registration](#)
- Two professional recommendations

Only complete applications will be evaluated. Complete applications include a submitted application with all transcripts received and at least two professional recommendations received.

After all admission requirements have been completed, the applicant will receive an acceptance letter or a denial letter. A denial letter will be sent electronically and will be issued in the following situations:

- Unacceptable or no subject-related coursework
- Overall GPA below 2.50
- An unacceptable score/rating on any of the admission requirements listed above

Please note: Applications that have been submitted will remain active for 30 days. After 30 days, if payment, transcripts, and recommendations have not been received, program staff will return the application status to “in progress” to give the applicant time to obtain the proper documentation.

Additionally, given that GoTeach11 is not an institute of higher education, we cannot provide 1098 documents for tax purposes. We are also unable to complete financial aid forgiveness forms.

CRIMINAL HISTORY

All Texas school districts, Charters, and TEA are authorized to obtain any criminal history information relating to an applicant for employment (TEC 22.083). Conviction of a crime is not an automatic bar to employment. All districts will consider the nature, date, and relationship of the offense to the position for which an applicant is applying. Acceptance into the GoTeach11 Program does not guarantee employment or certification. If a candidate has been convicted of a felony, misdemeanor, or an offense involving moral turpitude (including, but not limited to theft, rape, murder, swindling, and indecency with a minor) and/or received probation or deferred adjudication, or if a candidate is concerned about the existence of a criminal record and meets the eligibility criteria for an evaluation, as outlined on the website indicated below; the GoTeach11 Program advises that the teacher candidate request a Preliminary Criminal History Evaluation. This is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history by TEA's educator investigation staff. The evaluation is a service provided to the requestor for a non-refundable fee. The requestor will receive a preliminary criminal history evaluation letter by email from the agency advising the requester of a determination of potential ineligibility for educator certification. The evaluation is based solely on the information that is provided by the requestor. You can access more information about this at [Preliminary Criminal History Evaluation-FAQs | Texas Education Agency](#)

Attendance

Attending all training sessions is required for the successful completion of the program. Candidates are expected to attend all training sessions as scheduled. If a candidate is ill or cannot attend for any reason, the GoTeach11 staff should be contacted prior to the training and notified of the reason for absence. Due to the limited number of sessions, a doctor's note may be required.

Candidates are expected to attend the entire training session. It is expected that candidates conduct themselves in a professional manner, which includes being punctual for the beginning of training sessions and after each break. It is expected that candidates will keep their cameras on during live Zoom sessions.

All training sessions include scheduled breaks. Excessive time out of training (or excessive distractions) will result in the need for makeup training. Remember, the training is designed to help the candidate prepare to be an effective teacher; therefore, it is imperative that candidates give full attention to training.

Due to safety concerns, and the need for candidates to focus on training, children are not permitted in Zoom training sessions. Due to limited space and safety concerns, children may not be left unattended or in the common areas of ESC Region 11 during any in-person sessions offered at the center.

Certificates Offered

Level	Certificate
Early Childhood – Grade 6	Core Subjects with Science of Teaching Reading
Grades 4-8	Core Subjects with Science of Teaching Reading
Grades 4-8 Single Subject Area	ELAR with Science of Teaching Reading Mathematics Science Social Studies
Grades 4-8 Dual Content Area	ELAR/ Social Studies with Science of Teaching Reading Mathematics/ Science
Grades 7-12	English Language Arts and Reading History Life Sciences Mathematics Physical Science* Chemistry Social Studies Science Technology Education* *(6-12)
All Levels EC-12	Art Bilingual Education Spanish Supplemental English as a Second Language (ESL) Music LOTE Spanish LOTE French Physical Education (New for 26-27) SPED Specialist

Cohorts

GoTeach11 runs four cohorts each year, beginning with orientation in October, February, April, and July.

Candidates are expected to complete Phase 1 within 12 months of the Phase 1 Orientation date and begin Phase 2, either an internship or clinical teaching, within 18 months of the Phase 1 Cohort start date. Candidates must adhere to the timelines established in their offer/admission documents.

Monthly extensions may be granted when a candidate has not completed all required certification requirements by the established deadline. Extension fees will apply.

Candidates may not remain in Phase 1 beyond 24 months from the initial admission date, unless an extension is approved due to documented extenuating circumstances. Approved extensions must be documented in writing and include a specific completion date.

You may find information about the cohort start/end dates on the certification webpage of ESC Region 11.

Completing Phase 1 and Phase 2 | Overview

ESC Region 11 expects GoTeach11 teaching candidates to complete the program coursework and testing requirements in a timely manner to the best of his or her abilities.

The Texas Education Agency requires a minimum of 300 clock hours for all candidates in Educator Preparation Programs. The GoTeach11 program consists of two phases. Phase 1 provides approximately 200 of those hours, and Phase 2 (internship/clinical teaching experience) provides the other 100 hours. All GoTeach11 program coursework is aligned to the state standards and is primarily delivered online, with some face-to-face and Zoom meeting requirements. Please note that the new SPED Specialist certification is a hybrid option with several required in person sessions. Candidates selecting this certification area will be provided with additional information regarding requirements.

Phase 1 (approximately 200 hours)

Phase 1 of the program includes all training prior to entering a classroom as an intern or clinical teacher. The training is carefully planned and aligned with state standards. The GoTeach11 staff maintains rigid standards of conduct during Phase 1 of training. Phase 1 Candidates must complete Phase 1 pre-service coursework and testing requirements within 12 months of the orientation date (as outlined in their offer documents).

Admitted teaching candidates who do not meet the minimum Phase 1 pre-service coursework and testing requirements and who have not yet begun an internship may be placed on program probation. A candidate may be dismissed from the program if he or she cannot meet the program expectations.

Phase 1 consists of required pre-service work, including Field-Based Experiences, test preparation, and coursework to help you become eligible to accept a certified teaching position within your certification area. Phase 1 includes:

- Field-Based Experiences – 50 hours of classroom observations and additional hours for related activities focusing on the lesson cycle, classroom management, and effective teaching practices that the candidate

will be able to implement in his/her own classroom.

- TExES Exams and Test Preparation - Prepare for Texas Examination of Educator Standards (TExES) exams using test preparation resources. Successfully complete test preparation and request approval to register for, take, and pass TExES state-required exams.
- Online Coursework – Online coursework includes various courses developed to cover the material required in Texas Education Code and to prepare you for both the TExES exams and for Phase 2. The courses provide Candidates with 200-235 clock hours, depending on the certification area(s) being sought.
- Zoom Sessions – These sessions are designed to provide program candidates with training that will prepare candidates for both the TExES exams and for Phase 2. The live sessions are intended to give candidates the opportunity to develop their skills in classroom instruction as they are largely performance-based.

Phase 2 (approximately 100 hours)

This portion of training includes all GoTeach11 training after the candidate has received a full-time teaching position as a paid intern or has been placed in a semester-long clinical teaching assignment. Topics are carefully selected and are aligned with the state certification standards and best practices.

Phase 2 training is intended as a follow-up to Phase 1 training and to assist the intern and clinical teacher in strengthening and refining his/her teaching skills. This Phase includes online coursework, web-based meetings, and face-to-face sessions.

Phase 2 Candidates who choose the internship route must complete all coursework and testing requirements within 15 business days of the teaching assignment end date.

Phase 2 Candidates who choose the clinical teaching route must complete all coursework and testing requirements within 15 business days of the 490-hour clinical teaching experience end date.

If a Phase 2 candidate has not completed his/her work by that deadline, a monthly extension may be granted, which will allow the candidate an additional 30 days to complete the coursework and or testing requirements. Additional extension fees will apply as outlined in this handbook.

A candidate will not be recommended for a Standard Certificate until all requirements are met, including coursework, exams, payments, and all forms signed and returned.

Credit from Previous EPPs

If a candidate transfers to GoTeach11 from a university where he/she was majoring in education, GoTeach11 staff may, upon the request of the candidate, evaluate the education courses on the transcript to determine if credit can be awarded toward GoTeach11 coursework/training. Staff may request course descriptions and syllabi to make the determination. This process must be completed prior to admission.

No coursework from other alternative certification programs will be accepted as credit towards the GoTeach11 curriculum requirements, with the exception of progress toward or completion of Field-Based Experience requirements. The teaching candidate must provide all previously completed Field-Based Experience records for official review. Certification staff will approve Field-Based Experience credit within the past two years or deny the Field-Based Experience credit if the documentation does not meet all State Board of Educator Certification requirements, or occurred more than two years prior to the time of the official review. (19 TAC §228.35(a)(5)(B))

Required Educator Clinical Experience

Each candidate must complete an educator clinical experience as outlined in 19 TAC §228.61. Candidates may select either a one-year paid internship **or** complete 490 hours of an unpaid clinical teaching assignment. Successful completion of one type of educator clinical experience is a condition for meeting teacher certification requirements.

Please note: The GoTeach11 program does not guarantee employment and does not place candidates in internships. The candidate is responsible for securing employment with a public school, charter school, or accredited private school in Texas.

Additionally, should a candidate change place of employment, it is the responsibility of the candidate to notify their assigned GoTeach11 specialist and field supervisor **within 48 hours** of the change.

Internship

A candidate may attempt the internship a maximum of two times. Please note the following:

- A second internship will be necessary only if the principal, field supervisor, and/or GoTeach11 program staff recommends it or if a candidate has not successfully completed the program requirements and is thus not eligible for a Standard teaching certificate by the end of the internship.
- A candidate who does not successfully complete the second year of the internship will not be eligible for a third year and may not continue in the program.
- A candidate who does not complete a successful first or second internship may be eligible for a clinical teaching assignment, as determined by the GoTeach11 Review Committee.
- The candidate may appeal to the GoTeach11 Review Committee to be reinstated only in the case
- of documented extenuating circumstances.
- Per Texas Administrative Code, a candidate may not teach in Texas public schools for more than three years without obtaining a full state certification, except as allowed by the school district, teaching permit, waiver, or other provisions as described in Texas Education Code.
- A candidate who is suspended, placed on administrative leave, or reassigned to duties for which the current probationary/intern certificate is inappropriate, may request a Formal Review.
- A candidate who resigns at any time other than the end of the school year resigns from the GoTeach11 program as well and may not reapply.

Clinical Teaching Assignment

A candidate may attempt the clinical teaching assignment a maximum of two times. Please note the following:

- A second clinical teaching assignment will be necessary only if the cooperating teacher, field supervisor, and/or GoTeach11 program staff recommends it.
- The second placement, if necessary, may or may not be with the same school district as the first placement.
- If a candidate does not successfully complete the second clinical teaching placement, he/she will not be eligible for a third placement or an internship and may not continue with the program.

- The candidate may appeal to the GoTeach11 Review Committee to be reinstated only in the case of documented extenuating circumstances. A candidate who successfully completes a clinical teaching assignment but who has not passed all required certification exams may be eligible for an internship.
- A candidate who is accused or suspected of inappropriate behavior or actions that would result in suspension, leave, or reassignment if the candidate were a school employee will be referred to the GoTeach11 Review Committee for a Formal Review. A candidate who drops the Clinical Teaching assignment at any time other than the end of the 490 hours (75 days) drops the GoTeach11 program as well and may not reapply.

Please refer to the Phase 2 - Clinical Teaching and Phase 2 - Internship sections in this handbook for more detailed information.

Content Area Change

A candidate who decides to change content areas of certification from the area in which he/she was admitted into the program must submit a formal request to the GoTeach11 program staff. A determination will be made on whether or not the candidate's transcript allows him/her to change to the desired content area. The staff will provide the candidate with a response, either allowing or denying the request. If the request is approved after the candidate has already tested in another content area, the candidate will be approved (upon successful completion of exam preparation) for one exam attempt. If the candidate is unsuccessful in that attempt, he/she must return to the original certification area. Content change approvals will ultimately be approved or denied by the coordinator or the Director of Leadership and Support.

Exit, Withdrawal, Inactivity, and Dismissal Policy

In accordance with Texas Administrative Code (19 TAC §228.20(h)) and TAC §228.31(b), the GoTeach11 program maintains a published exit policy that candidates review and acknowledge upon admission. This policy establishes requirements for continued enrollment, program completion, withdrawal, inactivity, and dismissal.

1. CANDIDATE RESPONSIBILITIES

Candidates are responsible for:

- Meeting all coursework, training, testing, field experience, clinical, and documentation requirements by the deadlines established in their offer/admission documents and program calendar;
- Maintaining timely communication with GoTeach11 program staff (e.g., 48 hour response time or as indicated in correspondence with candidates);
- Making satisfactory progress toward program completion; and
- Meeting all financial obligations established in the signed Financial Agreement/FAF.
- Requesting a change in program status, by contacting their assigned GoTeach11 specialist
- Communicating changes to teaching assignments or campus assignments within 48 hours

Failure to meet established requirements or deadlines may result in probation, inactive status, withdrawal, or dismissal.

2. PROGRAM TIMELINE AND EXTENSIONS

Candidates must complete Phases 1 and 2 within the timelines established in their offer/admission documents and program requirements. Candidates may not remain enrolled indefinitely. Phase 1 may not extend beyond 24 months from the initial admission date unless an extension is approved due to documented extenuating circumstances.

Extensions:

- Are not automatic;
- Must be approved in writing by the Coordinator or designee;
- Must identify a specific new completion date; and
- Do not create an indefinite enrollment period.

3. STATUS CHANGES AND EFFECTIVE DATES

All changes in candidate status must be documented in the candidates' profile within Embark and when applicable or required, within the candidate's official EPP record (ECOS). The effective date for a status change will be the date identified in the official written electronic notification (e.g., by email), unless otherwise specified. Candidates may not self-designate their program status.

Candidate Action/Condition	Possible Status
Meeting program requirements and deadlines	Active
Temporary performance concern with written plan in place	Probation
Approved additional time with a specific end date (Coordinator or designee must approve)	Approved Extension
No longer actively completing program requirements, training, and/or testing requirements, and is not an EPP completer	Inactive
Voluntary request to leave the program	Dropped (Withdrawn)
Failure to meet program requirements resulting in dismissal <u>Fees paid by a candidate or on behalf of a candidate will not be refunded if the candidate is dismissed</u> from the GoTeach11 Program.	Dropped (Dismissed)
All applicable program requirements have been successfully completed	Completer
An individual accepted into the program, but who was dropped (dismissed) for lack of completion of the program requirements, not getting a job, or choosing to end or drop the program (withdraw), then later requests to re-enter the program within two years of their last training date.	Program Updater

4. INACTIVE STATUS

A candidate is Inactive when the candidate is no longer actively completing coursework, training, and/or testing requirements and is not an EPP completer.

GoTeach11 specialists will notify inactive candidates after 60 days and provide an opportunity to re-engage or submit a reactivation plan.

A candidate with extenuating circumstances may not remain inactive for more than two years. A candidate who reaches two years of inactivity will be dismissed in accordance with 19 TAC §228.31(b).

5. FINANCIAL OBLIGATIONS

Candidates are responsible for all fees established in the signed Offer Letter/Financial Agreement.

Candidates with delinquent accounts will receive written notice and an opportunity to cure the delinquency or establish an approved payment arrangement.

Failure to resolve delinquent balances may result in probation, denial of an extension, or dismissal.

Dismissal does not eliminate outstanding financial obligations.

6. PHASE 2: CLINICAL EXPERIENCE/INTERNSHIP

Candidates must successfully complete the required internship or clinical experience before being identified as an EPP completer or recommended for certification, as required by applicable law and rule.

A candidate may have a maximum of two attempts at the internship or clinical teaching assignment, subject to applicable requirements and GoTeach11 review.

Failure to successfully complete the maximum permitted attempts may result in dismissal. Documented extenuating circumstances may be considered by the GoTeach11 Review Committee.

7. INFORMAL INTERVENTION AND PROBATION/REMEDIATION STATUS

GoTeach11 is committed to supporting candidates in successfully completing program requirements and demonstrating the knowledge, skills, and professional dispositions necessary for educator certification. When concerns regarding a candidate's performance, conduct, progress, or compliance arise, the EPP may use one or more of the following responses based on the nature, severity, frequency, and circumstances of the concern:

- A. **Informal Intervention** – Coaching, feedback, clarification of expectations, additional support, or other corrective action intended to address a concern before it escalates.
- B. **Probation/ Remediation** – A formalized, written plan that identifies the concern, required actions, timelines, supports, and consequences for failure to demonstrate improvement.
- C. **Formal Review** – A review conducted when concerns are serious, repeated, unresolved, or otherwise warrant consideration of the candidate's continued participation in the EPP.

8. GROUNDS FOR INTERVENTION OR PROBATION/REMEDIATION

An Informal Intervention or Probation Plan may be developed (depending on the nature and severity of the concern) when a candidate requires additional assistance or fails to meet established program, professional, or performance expectations.

An Intervention Plan will be developed for a candidate who needs additional assistance for reasons that may include, but are not limited to the following:

- Classroom incompetence based on appraisal forms by the school or program staff
- Insubordination or unprofessional behavior
- Failure to comply with school and/or district rules and policies
- Failure to meet program timelines and/or complete assignments

An Informal Intervention or Probation Plan will identify the specific concern, expected outcome, required actions, available support, timeline for improvement, and consequences for failure to meet the requirements of the plan.

Probation/Remediation plans may be developed based on circumstances that may include, but are not limited to:

- Conduct that raises concerns regarding the candidate's suitability for continued participation in the EPP
- Demonstrated lack of classroom competence based on appraisal documentation, formal or informal observations, or other performance evidence from school, district, or EPP personnel
- Failure to comply with school, district, EPP, or applicable policies and procedures

- Failure to meet established program timelines, deadlines, or completion requirements
- Failure to complete required coursework, training, assessments, observations, or other program requirements including TExES exams within designated timelines
- Failure to demonstrate required progress following previously provided support or intervention
- Failure to update communication sources or to respond to communication from GoTeach11 staff
- Failure to inform GoTeach11 staff of the implementation of a district/school professional growth plan
- Failure to implement recommendations provided by GoTeach11 staff and/or school personnel
- Insubordination or unprofessional conduct
- Unsatisfactory evaluation from district/school appraiser and/or GoTeach11 Program field supervisor.
- Failure to make payments toward program fees. Excessive missed monthly payments may result in the candidate being placed on program probation until fees are current

9. FORMAL REVIEW

If a candidate or intern has failed to complete an intervention or probation/remediation plan, fails to honor a school district contract or other employment agreement, or is involved in any other serious incident with school staff, parents, students, or EPP staff, the EPP Review Committee will be convened. The committee will conduct the review during regular ESC business hours. The EPP Review Committee, comprised of Region 11 staff and chaired by the EPP program coordinator or designee, will meet to:

- Review the documentation,
- Interview the EPP program staff member(s) who have instructed and supervised the candidate/intern, interview the candidate/intern, and
- Decide on the candidate/intern's suitability for continued participation in the program.

The candidate/intern referred for review is expected to participate in the review process. Refusal to participate will not terminate the process. The candidate is afforded due process throughout the proceedings. Refer to the Appeal Process outlined in this handbook.

10. GROUNDS FOR DISMISSAL

A candidate may be dismissed for reasons including but not limited to:

- Failure to meet established program deadlines or completion requirements;
- Failure to make satisfactory progress;
- Failure to successfully complete required probation/remediation requirements;
- Failure to meet financial obligations;
- Inactivity for the maximum allowable period;
- Repeated failure to communicate or participate;
- Failure to successfully complete required clinical experiences (internships or clinical teaching assignments);
- Academic dishonesty, plagiarism, falsification, or misrepresentation;
- Falsification of information/documentation;
- Failure to follow district/school/ GoTeach11 Program directives and policies;
- Insubordination to district/campus/ GoTeach11 Program staff;
- Resignation/Termination/Non-renewal of teaching contract;
- Failure to address the requirements of a campus/district growth plan;
- Failure to maintain a positive, safe learning environment and act in the best interest of children;
- Violations of the Texas Educator's Code of Ethics;

- Violation of professional or ethical standards; or
- Other conduct or circumstances that warrant dismissal under GoTeach11 or applicable school district or school system policy.

Dismissal Refund

Fees that have been paid by a candidate will not be refunded if the candidate is dismissed from the GoTeach11 Program.

When dismissal is being considered, the candidate will receive notice of the concern and an opportunity to provide relevant information before a final decision is rendered, consistent with applicable EPP policy.

Appeal Process

To appeal a dismissal from GoTeach11, a candidate must follow the Appeal Process outlined in this handbook. Refer to Appendix C for additional information.

11. WITHDRAWAL, REAPPLICATION AND PROGRAM UPDATERS

A candidate may voluntarily drop (withdraw) by submitting a written notice to their assigned certification program specialist. Withdrawal does not eliminate outstanding financial obligations.

Withdrawal or dismissal does not guarantee re-admission. A former candidate seeking to return (e.g., Program Updater) must reapply by submitting an updated application, meet the current admission and certification requirements, resolve outstanding financial obligations, and receive approval for re-admission. A program updater fee of \$250 will be required in order to become active in the program.

Additional coursework may be required when an updater re-enters the program. A GoTeach11 specialist will communicate with the candidate regarding the required training to be completed and the timelines for completion. Individuals may apply to the GoTeach11 program no more than three times.

12. NO INDEFINITE ENROLLMENT

GoTeach11 is a structured educator preparation program. A candidate may not remain inactive indefinitely. Every candidate will have a documented status, established completion timeline, and defined exit point.

In accordance with applicable Texas Administrative Code requirements, the EPP will establish a point at which an inactive candidate is dismissed from the program. An inactive candidate is one who is no longer completing required coursework, training, or testing requirements with the EPP and has not completed the program.

The EPP will communicate applicable inactivity requirements, deadlines, and consequences to candidates and will document status changes in Embark and in the candidate's official EPP record.

Extensions, probation, inactive status, or repeated reviews may not be used to create indefinite enrollment. Extensions require approval at the coordinator level or above and may not be automatically granted.

Expiration of Training

Phase 1 training remains valid for a maximum of two years from the orientation date. Individuals who do not secure a teaching position or choose the clinical teaching option within two years of his/her last Phase 1 training will be required to complete Phase 1 again. Extension fees will apply.

Extension Fees

Extensions require approval at the coordinator level or above and may not be automatically granted. Extensions may not be granted until past due balances have been resolved.

Monthly Extension Fee (Phase 1) - After the established end date, if a candidate has not:

Completed all Phase 1 coursework and testing requirements, or began an official internship or student teaching, the candidate may request to remain in the program and pay a \$250 monthly extension fee. The extension fee allows for an additional 30 days of access to program coursework and support from certification staff.

A candidate may request up to (12) Phase 1 extension fees with active program progress. To remain in the program beyond the 18 month program end date, the candidate must pay an extension fee until the official assignment start date (1st day with students) of an official internship or clinical teaching assignment.

Monthly Extension Fee (Phase 2) - After the established Phase 2 end date, if a candidate has not:

Completed Phase 2 coursework, testing requirements, or signed required documents, the candidate may request to remain in the program and pay a \$250 monthly extension fee.

The extension fee allows for an additional 30 days of access to program coursework and support from certification staff.

Extension fees must be paid in full along with outstanding fees before the issuance of a Standard Teaching Certificate.

INTERNSHIP OR CLINICAL TEACHING EXTENSION

If an intern or clinical teacher does not receive a recommendation from both the field supervisor and principal or cooperating teacher and wishes to continue with an additional internship or clinical teaching, then the candidate must pay a \$1000 extension fee per semester for continued field supervision, access to coursework, and certification staff support.

Field-Based Experiences

The GoTeach11 program candidate will complete Field-Based Experiences (FBE) during Phase 1 of the program as a pre-service requirement. Texas Education Agency (TEA) requires that all teacher candidates complete a minimum of 50 hours of Field-Based Experiences prior to an internship. FBE is defined as “introductory experiences for a certification candidate involving reflective observation of Early Childhood through Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.”

Please note: Only candidates who enrolled in GoTeach11 before 9/1/2024 (identified by TEA as “Legacy 228 Candidates”) were eligible to complete a minimum of 30 field-based observation hours that adhere to Legacy TAC §228 rules up until 8/31/2026.

Field-Based Experiences must include a minimum of 25 clock hours in which the candidate, under supervision, is actively engaged in instruction or educational activities that include:

- Authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
- Instruction by content certified teachers;
- Actual students in classrooms/instructional settings with identity-proof provisions;
- Content or grade-level specific classrooms/instructional settings; and
- Reflection of the observation.

Field-Based Experiences must be documented on the GoTeach11 program’s forms, which are available in the candidate’s online course. Candidates are responsible for arranging their Field-Based Experience visits with each district and are subject to district policies when completing the observations.

Phase 2 – Clinical Teaching

The ESC Region 11 GoTeach11 Program offers 490 hours of non-paid clinical teaching experience in lieu of a one-year paid internship as approved by SBEC in July 2004. In order to be eligible to complete a clinical teaching assignment, candidates must have completed all Phase 1 training, paid all Phase1 fees, passed all content TExES, and requested placement by the posted deadline.

During clinical teaching, the clinical teacher is to perform all duties as the supervising teacher which could include attending in-service training, PTA meetings, staff meetings, etc. throughout the clinical teaching semester. The individual is also to perform any duties that are assigned such as hall duty, lunch duty, etc. The duty assignment will be at the discretion of the cooperating teacher and/or the campus principal.

The GoTeach11 Program will assign a field supervisor who will be available for instructional support services as needed. A program specialist will work with both the field supervisor and the clinical teacher to monitor the individual’s progress. Part of the program is to observe quality teaching; therefore, the clinical teacher must receive a certification recommendation from both the Cooperating Teacher and the GoTeach11 field supervisor.

GoTeach11 asks the district/campus principal to:

- Make an appropriate assignment based on the individual’s target certification
- Assign the clinical teacher to a cooperating teacher who has a minimum of three successful years of teaching in the certification area and who is willing to work with a clinical teacher

REQUIREMENTS

- Clinical teachers must show proof of meeting the requirements of the school district (criminal background check, etc.).
- Clinical teachers must submit a schedule of classes with the student population of the classes (ESL, Special Education, etc.).
- Clinical teachers are to perform all duties of the supervising teacher that may include attending in-service training, PTA meetings, staff meetings, IEP meetings, 504 meetings, hall duty, lunch duty, etc.

as deemed appropriate by the cooperating teacher and campus principal.

- Clinical teachers should follow the dress code of the school; clothing should be neat and professional.
- Clinical teachers must complete a minimum of 490 hours (Approximately 75 school days) of full-day student instruction to meet state requirements.

SCHEDULES

- Clinical teachers will be in the classroom or teaching area for the entire school week.
- Clinical teachers are expected to participate in activities in the school and district and to take part in after-school activities, special programs, PTA meetings, faculty meetings, and any other activities of the school.
- Part-time and full-time employment is not to interfere with clinical teaching activities.
- Clinical teachers will report to the assigned school for teaching responsibilities each school day.
- Clinical teachers will observe only those holidays provided by the school district or charter school.

EVALUATIONS

- The Cooperating Teacher will give feedback to the clinical teacher regularly throughout the placement.
- The GoTeach11 field supervisor will complete an observation evaluation for each visit.
- Clinical teachers are to constantly self-evaluate.
- Upon completion of the clinical teaching assignment, the field supervisor will complete a Recommendation for Certification form for standard certification.
- Upon completion of the clinical teaching assignment, the Cooperating Teacher will complete a Recommendation for Certification form for standard certification.

ABSENCES OR SCHEDULE CHANGES

- Clinical teachers who are ill and/or unable to report to the school must contact the cooperating teacher in the morning prior to their scheduled arrival time at the school.
- In the case of an absence, the clinical teacher will be required to continue in the assignment until the required amount of time for clinical teaching has been completed.
- Clinical teachers are expected to notify their field supervisor when there is a change in plans due to early dismissal, assembly programs, meetings, or any unforeseen event.

Clinical Teacher Support System | Roles and Responsibilities

Clinical Teacher

Some responsibilities of the GoTeach11 clinical teacher are as follows:

- Sign and return all required forms
- Make arrangements for payment of program fees to ESC Region 11
- Complete all Phase 2 requirements as scheduled
- Follow the Code of Ethics for Texas Educators and serve as a role model for students

Principal

The principal and assistant principal's role in the support system is that of evaluation and support. Some responsibilities of the principal are as follows:

- Provide requested information to the GoTeach11 staff

- Sign the Principal Agreement Form indicating commitment to the terms of the agreement and return to ESC Region 11
- Assign an appropriate cooperating teacher and facilitate the relationship between the cooperating and clinical teacher by encouraging interactions and modeling appropriate concerns, patience, and a positive attitude towards the clinical teacher
- Collaborate with the GoTeach11 staff, communicating any concerns regarding the clinical teacher as soon as possible so that assistance may be provided

Cooperating Teacher

As an experienced, certified teacher in the same subject area, level, and/or special education instructional program that the clinical teacher is assigned, the cooperating teacher plays a vital role in the GoTeach11 support system by:

- Providing direct support on a daily basis to the clinical teacher
- Utilizing formative assessment strategies during observations and conferences
- Promoting self-reliance
- Completing the Cooperating Teacher Course via Canvas
- Confirming the clinical teacher has completed 490 hours (75 school days) of the instructional assignment
- Completing the Cooperating Teacher Recommendation Form at the end of the assignment

RECOMMENDATION FOR CERTIFICATION

The Cooperating Teacher and Field Supervisor will make a recommendation to the GoTeach11 staff based on the clinical teacher's classroom performance at the conclusion of the clinical teacher's semester assignment. The recommendation will include one of the following:

- Certification
- Dismissal/termination: may not re-enter the program
- Evidence of unsuccessful completion of the clinical teaching assignment, discussions about performance, or other documentation must be provided if dismissal is recommended.
- Conversations making the candidate aware that dismissal will be recommended must occur prior to the submission of the recommendation.

Even though the program is structured with a strong support system, there is no guarantee of certification. The GoTeach11 program provides an opportunity for clinical teachers to participate in a clinical teaching experience to gain the skills and knowledge to become a successful, certified teacher. However, it is the responsibility of the clinical teacher to meet all program requirements successfully.

ADDITIONAL CLINICAL TEACHING ASSIGNMENT

A candidate may attempt the clinical teaching experience a maximum of two times.

A second clinical teaching experience will be necessary only if the cooperating teacher, field supervisor, and/or GoTeach11 program staff recommend it.

The second placement, if necessary, may or may not be with the same school district as the first placement.

If a candidate does not successfully complete the second clinical teaching placement, he/she will not be eligible for a third placement or an internship and may not continue with the program.

The candidate may appeal to the GoTeach11 Review Committee to be reinstated only in the case of documented extenuating circumstances.

A candidate who successfully completes a clinical teaching experience but who has not passed all required certification exams may be eligible for an internship.

A candidate who is accused or suspected of inappropriate behavior or actions that would result in suspension, leave, or reassignment if the candidate were a school employee will be referred to the GoTeach11 Review Committee for a Formal Review.

DISMISSAL/TERMINATION

A clinical teacher may be dismissed from the program if he or she does not meet the expectations of the program. In the event that a principal or district administrator recommends a clinical teacher discontinue the program during the assignment, a meeting of the GoTeach11 staff, district personnel and clinical teacher will be held to discuss the situation.

A school district may dismiss a clinical teacher at any time during his or her assignment if deemed appropriate and in the best interest of the students. Every effort will be made to resolve the problem, but the district has the final decision.

The GoTeach11 staff may dismiss a clinical teacher for reasons outlined in the Exit/Dismissal Policy that can be found in this handbook.

DISCONTINUATION OF ASSIGNMENT

If a clinical teacher decides to discontinue for any reason during the assignment, the GoTeach11 specialist should be notified immediately (within 48 hours). Anyone who discontinues during the assignment will not be allowed to continue in the program. All program fees owed up to the point of discontinuation will be due.

INFORMATION/SUGGESTIONS FOR THE COOPERATING TEACHER

Preparation Before Arrival

- Prepare your class for the clinical teacher's arrival. (Share biographical information and explain the purpose of the clinical teaching experience.) Make sure that the students understand the clinical teacher has authority.
- Allow your students to participate in planning a proper welcome for the clinical teacher (bulletin boards, posters, biographical letters from students, etc.).
- Make arrangements with school personnel for the arrival of the clinical teacher.
- Plan to provide the clinical teacher with a space to call home (a work area, access to class materials, supplies, etc.)

Information for Clinical Teacher

- Provide the clinical teacher with information regarding parking, class schedules, student and teacher handbooks, district and school calendars, class rosters, seating charts, and lesson plans for the first few days.
- Make arrangements for the clinical teacher to have access to textbooks, online resources, curriculum guides, and teacher's guides.
- Explain administrative procedures, classroom rules, management systems, and rules regarding office equipment.
- Provide the clinical teacher with information concerning what the students have accomplished thus far and what is planned for the remainder of the year.

Introductions

- If not already done by the principal, arrange a time for the clinical teacher to meet with the principal and key staff.
- Introduce the clinical teacher to other teachers and include him/her in conversations with faculty members.
- Take time to tour the building with the clinical teacher.

Explain expectations

- Outline the duties and responsibilities you will assign to the clinical teacher during the course of the teaching experience. Be sure the clinical teacher understands these duties and responsibilities, especially those which involve additional time before and after school hours.
- Encourage the clinical teacher to participate in school activities, such as sporting events, concerts, student council meetings, etc. Give the clinical teacher a calendar of such events.

Establish communication

- Encourage the clinical teacher to ask questions. Set aside a few minutes each day for a conference.
- Share your educational philosophy with the clinical teacher.
- Express an interest in the clinical teacher as a person and try to establish a feeling of camaraderie.
- Share the concerns you had as you were completing your teacher certification. This might allow the clinical teacher to see that he/she is not alone.

How do I facilitate the clinical teacher's transition into the instructional phase?

- Introduce the clinical teacher to your students.
- Reserve the first day of the assignment for observation.
- Encourage the clinical teacher to begin learning names. Provide the clinical teacher with the cultural and socio-economic background of the students.
- Focus the clinical teacher's attention on your management strategies.
- Allow the clinical teacher to choose the first lesson to teach. (Guide the decision and recommend that the clinical teacher use your lesson plans for the first lesson).
- Reserve any comment on the first lesson until the clinical teacher has time to "recover."
- Provide positive feedback as well as specific guidelines for improvement.
- Help the clinical teacher with lesson planning, especially introducing any specific requirements.
- Share any and all "tricks of the trade" as the opportunity arises.
- Encourage the clinical teacher to use district-approved resources.
- Encourage the clinical teacher to try new ideas.

How do I help the clinical teacher assume responsibility?

- Encourage the clinical teacher to be prepared to "take over" on an agreed-upon date.
- Keep in mind the time requirements of the clinical teacher. (Clinical teachers with double placements will only be with you for 5-7 weeks).
- Once the clinical teacher has taken charge of the class, try not to interfere, except in the case of an emergency.
- Allow the clinical teacher to experience total responsibility (including extra duty, tutoring sessions, attending meetings, etc.).
- Make allowances for a teaching style that may be different from your own.
- Promote open, two-way communication.

How do I help with formative evaluation of the clinical teacher?

- Schedule a weekly conference with the clinical teacher in addition to the short, informal discussions that usually occur during the normal school day. Offer suggestions and constructive criticism, which will help guide the clinical teacher towards having a positive teaching experience.
- Share your feedback with the GoTeach11 field supervisor so that you can work together with the clinical teacher on strengths to maintain and areas to improve.

Suggested Clinical Teaching Schedules

The following teaching schedules provide guidance on the suggested transition of teaching responsibilities from a cooperating teacher to a clinical teacher. The schedule assumes that the clinical teacher works a full day with the cooperating teacher to meet the 490-hour requirement.

One Assignment	
Week 1	The clinical teacher begins observing and performing simple classroom tasks (taking attendance, handing out supplies, monitoring students).
	The clinical teacher should learn students' names.
	The clinical teacher prepares lesson plans for teaching one class/subject the entire following week. The cooperating teacher gives advice.
	The cooperating teacher should allow plenty of time for discussion of school policy, teaching philosophy, and classroom discipline.
Week 2	The clinical teacher teaches one subject or one class period every day for this week. The cooperating teacher supervises and provides feedback.
	The clinical teacher should begin planning for the next week.
	The cooperating teacher should allow time to discuss plans with the clinical teacher and provide explanations for teaching and management strategies.
Week 3	The clinical teacher continues to teach the class/subject from the previous week and adds one more. The cooperating teacher continues to provide supervision and feedback.
	The clinical teacher plans for the following week
Weeks 4-5	The clinical teacher adds a third class if the cooperating teacher feels he or she is ready. The clinical teacher may write a shorter version of lesson plans for classes in which he or she is doing well.
	The mentor teacher continues providing feedback on teaching and lesson planning.
Weeks 6-7	The clinical teacher adds a fourth class if the coordinating teacher agrees.
Weeks 8-12	The clinical teacher teaches the entire workday and handles all normal teaching responsibilities.
Weeks 13-14	The cooperating teacher gradually begins to assume classes back.

Two Assignments	
Week 1	The clinical teacher begins observing and performing simple classroom tasks (taking attendance, handing out supplies, monitoring students).
	The clinical teacher should learn students' names.
	The clinical teacher prepares lesson plans for teaching one class/subject the entire following week. The cooperating teacher gives advice.
	The cooperating teacher should allow plenty of time for discussion of school policy, teaching philosophy, and classroom discipline.
Week 2	The clinical teacher teaches one subject or one class period every day for this week. The mentor supervises and provides feedback.
	The clinical teacher should begin planning for the following week.
	The cooperating teacher should allow time to discuss plans with the clinical teacher and provide explanations for teaching and management strategies.
Week 3	The clinical teacher continues to teach the class/subject from the previous week and adds one more. The cooperating teacher continues to provide supervision and feedback.
	The clinical teacher plans for three classes/subjects for the following week.
Week 4	The clinical teacher teaches three classes/subjects for the entire week and plans for four or five classes/subjects for the next week.
	The cooperating teacher will continue providing feedback on teaching and lesson planning.
Weeks 5-7	The clinical teacher teaches the entire workday and handles all normal teaching responsibilities.

This schedule is repeated for the second half of the 490 hour clinical teaching assignment.

Phase 2 – Internship

Interns serve a one-year internship for at least four hours per day (180 days of instruction or at least 75,600 minutes) during the regular school year. An intern must be a full-time teacher in the same certification area in which he or she was accepted into the program. Interns with grades EC-6 and 4-8 (in 6-8 grade departmental settings) certifications are expected to teach 100% within their certification area. Interns with grades 6-12- or 7-12 certifications are expected to teach a minimum of 60% of the day within their certification area but could teach 40% in another area such as coaching, cheerleading, etc.

An Intern is considered a “teacher of record” with all rights, privileges, and responsibilities of any other first-year teacher in Texas [Texas Education Code 13.3006(2) and 13.037(a)]. The ESC Region 11 GoTeach11 program is recognized by Texas law and code as being one that affords those individuals hired by a district all the benefits of any other probationary teacher within the district.

PROBATIONARY/INTERN CERTIFICATES

A Probationary certificate is issued to a candidate who has passed all required examinations (content exam and PPR) and is completing requirements for certification through an approved educator preparation program. [TAC 230.37] Candidates must be current on payments before a probationary certificate is recommended. A Probationary certificate is valid for a 12-month period from the date of issuance. A Probationary certificate may be applied for a second time, if the first internship was not successfully completed.

An Intern certificate is issued to a candidate who has passed all required content examinations and is completing requirements for certification through an approved educator preparation program. [TAC 230.36] Candidates must be current on payments before an intern certificate is recommended. An Intern certificate is valid for one 12-month period from the date of issuance and is non- renewable.

An individual may not serve more than three 12-month periods while holding any combination of the following:

- Intern certificate – Previously limited to one 12-month period maximum. **Beginning with the 2026-2027 school year, intern certificates will be issued with two-year validity periods** to eligible teacher candidates in alternative certification programs.
- Probationary certificate – limited to three 12-month periods maximum.
- Emergency permit - authorized by the school district or charter and valid for the school year in which it is activated.

The GoTeach11 program allows a maximum of two internships.

A second internship will be necessary only if the principal, field supervisor, and/or GoTeach11 program staff recommends it or if a candidate has not successfully completed the program requirements and is thus not eligible for a Standard teaching certificate by the end of the internship. A candidate who does not successfully complete the second year of the internship will not be eligible for a third year and may not continue in the program.

A candidate who does not complete a successful first or second internship may be eligible for a clinical teaching assignment, as determined by the GoTeach11 Review Committee. The candidate may appeal to the GoTeach11 Review Committee to be reinstated only in the case of documented extenuating circumstances.

Extension fees will be applicable when an initial clinical teaching experience or internship is not successfully

completed.

A candidate who is suspended, placed on administrative leave, or reassigned to duties for which the current probationary/intern certificate is inappropriate, may initiate the Appeal Process as outlined in this handbook.

INTERN SUPPORT SYSTEM ROLES AND RESPONSIBILITIES

Intern

Responsibilities include but are not limited to the following:

- Signing and return all required forms (within specified date or 72 hours if not specified)
- Following the Code of Ethics for Texas Educators as a role model for students
- Completing all internship requirements as scheduled
- Paying program fees to ESC Region 11 in a timely manner by the established due dates

Principal

The principal and assistant principal's role in the support system is that of evaluation and support.

Responsibilities include the following:

- Hiring the intern as a full-time teacher of record in the same certification area for which the intern was accepted into the program and complete all standard employment procedure
- Providing requested information to GoTeach11 staff
- Signing the Principal Agreement Form, indicating a commitment to the terms of the agreement and return to the GoTeach11 program staff.
- Assigning an appropriate mentor by the end of the first week of school and facilitate the relationship between the mentor and intern by encouraging interactions and modeling appropriate concerns, patience, and a positive attitude towards the intern
- Collaborating with the GoTeach11 staff, communicating any concerns regarding the intern as soon as possible so that assistance may be provided
- Appraising the intern using the district appraisal system and ensure a copy is provided to ESC Region 11
- Completing the Principal Recommendation Form at the end of the internship year

During the last month of the internship, the principal will make a recommendation to the GoTeach11 program based on the intern's classroom performance. The recommendation will include one of the following:

- Standard certification
- One-year extension
- Termination of employment

The GoTeach11 program staff asks that if an extension or termination without certificate recommendation is recommended that the principal have a discussion with the teacher prior to submitting the form.

Mentor Teacher

As a certified, accomplished educator in the same subject area, level, and/or special education instructional program that the intern is assigned, the mentor plays a vital role in the GoTeach11 support system.

Responsibilities include the following:

- Viewing the orientation video within the first three weeks of the assignment

- Providing assistance to the GoTeach11 intern throughout the school year
- Communicating with campus administrators and GoTeach11 staff regarding the progress of the intern
- Guiding, assisting, and supporting the intern during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies

Field Supervisor

Responsibilities include the following:

- Observing the intern a minimum of 45 minutes five times during the year (or as outlined in TAC 228) through formal observations and provide feedback
- Observing the intern a minimum of 15 minutes six times during the year (or as outlined in TAC 228) through informal observations
- Monitoring the intern's progress
- Recommending instructional or behavioral management support and feedback as needed
- Completing the Field Supervisor Recommendation form at the end of the internship

GoTeach11 Staff Responsibilities

- Implement the program in accordance with the Texas State Board of Educator Certification (SBEC) rules
- Develop, plan, present or facilitate intern training aligned with the TEKS and the state standards for teachers
- Support interns in the classroom setting
- Monitor the intern's progress
- Maintain records of coursework and assignments
- Recommend programmatic modifications, as necessary
- Provide assistance as needed
- Maintain the intern's documentation for certification
- Recommend intern's Probationary/Intern certificate and Standard certificate upon completion of the internship

RECOMMENDATION FOR STANDARD CERTIFICATION

Upon completion of the internship, the program staff will solicit recommendations from the campus administrator and the field supervisor. If both recommend certification, GoTeach11 staff will recommend the standard certificate. Candidates must have a zero balance before a standard certificate is recommended.

If either the campus administrator or the field supervisor does not recommend certification, a meeting between the candidate, the campus administrator, the field supervisor, and GoTeach11 staff will be scheduled to determine the best course of action.

PROBATIONARY CERTIFICATE EXTENSION

In the event that the campus administrator and or field supervisor determine that an additional year of internship is necessary for the intern, a program extension may be granted. A meeting between the campus administrator, the field supervisor, the program coordinator, and the program specialist will be held to determine the proper course of action, including the development of an intervention or remediation plan for the intern. A program extension fee will be assessed as outlined in this handbook.

NON-RENEWED OR TERMINATED TEACHERS

An intern who does not successfully complete an internship and is not recommended for an extension, is terminated, non-renewed, or resigned in lieu of termination will be dropped (dismissed) from the GoTeach11 Program. In this case, no refund will be processed. Exceptions may apply if an intern is unable to complete their internship due to the reconstitution of the school where the intern is employed.

PHASE 2 DISMISSAL

The program staff maintains rigid standards of conduct during Phase 2 of training. An intern may be dismissed from the program if he or she is unable to meet the expectations of the program. The intern may request to meet with the program staff to determine an appropriate course of action.

In the event that a principal or district administrator recommends that an intern discontinue the program during the school year, a meeting of the GoTeach11 staff, district personnel, and the intern will be held to discuss the situation.

A school district may dismiss an intern on an intern or probationary certificate at any time during the school year with due process. Every effort will be made to resolve the problem, but the district, being the employing agency, has the final decision.

The GoTeach11 staff may dismiss an intern from the program if he or she creates an unsafe environment for students or if the intern's behavior does not adhere to the Code of Ethics for Texas Educators.

RESIGNATION

If an intern voluntarily resigns from a teaching position during the school year (effective during the school year), the intern is also resigning from the GoTeach11 program and will not be readmitted. The GoTeach11 staff must be contacted prior to resigning from a district.

An intern who withdraws from GoTeach 11 during Phase 2 is resigning from GoTeach11 and will not be readmitted. The Texas Education Agency will be notified to deactivate the probationary or intern certificate.

INTERN/PROBATIONARY CERTIFICATE DEACTIVATION

As required by the Texas Administrative Code, the GoTeach11 staff will notify TEA immediately if an internship ends for any reason before the end of the probationary year so that the intern/probationary certificate can be deactivated and test approval can be removed.

DUE PROCESS / APPEALS PROCESS

An Informal Intervention Plan or Probation Plan may be developed for an intern who is in need of additional assistance that may include the following:

- Classroom incompetence based on appraisal forms by the school or program staff
- Insubordination or unprofessional behavior
- Failure to comply with school rules and policies
- Not meeting program timelines and/or completing assignments

An intern has the right to appeal the decision as outlined in the Appeals Process in this handbook.

Program Evaluation

Continuous program evaluation is conducted by staff and may consist of the following:

- GoTeach11 session evaluation feedback
- Feedback provided by stakeholders on annual questionnaires designed by the GoTeach11 team
- Feedback and recommendations from the GoTeach11 Advisory Committee
- Analysis of candidates' TExES examination scores
- Analysis of the mentor and intern feedback forms
- Field Supervisor observation feedback forms
- Annual teacher and principal surveys
- Review of Accountability System for Educator Preparation (ASEP) and other program data

Program Fees

All fees are non-refundable and must be paid in full before the program will recommend an intern/clinical teacher for standard certification. All fees are subject to change without notice.

Should a candidate drop the program at any point before completion or should an intern resign from his/her internship or withdraw from the program, the candidate is responsible for all money owed up to the time of the resignation or drop date.

Candidates have the following options to make monthly payments:

- Credit card/Debit card submitted to ESC 11, drafted on the same day of each month.
- Payroll deduction-- If your employer participates in payroll deduction, you will need to select this option within the first 30 days you are enrolled in GoTeach11. If changes to your employer occur, it is the responsibility of the candidate to update their payroll deduction information with ESC Region 11 within 10 days following the change in employer.

Any amount owed when a candidate secures employment with a district must be payroll deducted. An updated financial arrangement form will be required.

If employed by a district, private school, or charter, the candidate must submit a payroll deduction form if the candidate is behind on payments. The form will be sent to the candidate by a member of the GoTeach11 staff. The employee must share the form with their Business Office, and their Business Office will return the form to the ESC Region 11 GoTeach11 program contact.

Dismissal Refund

Fees that have been paid by a candidate will not be refunded if the candidate is dismissed from the GoTeach11 Program.

The following table includes fees that the teaching candidate is expected to pay to ESC Region 11, state agencies, testing providers, or book vendors.

ESC Region 11 Go Teach11 Program Costs 26-27		
GoTeach Enrollment Fee (non-refundable after 30 days)	\$500	\$500 is due with Phase 1 Orientation Registration
GoTeach11 Remaining Program Fee (after enrollment fee is paid)	\$5,450	Payment options: Pay in full; Remainder of balance will be divided into payments; or Payroll deduction
Additional Fees Paid Directly by Teaching Candidates to Various Entities: (Approximately \$550 for in-region)		
State Technology Fee (required by TEA)	\$37	Due with Offer Letter
TExES Exam Registration	\$116 to \$136	Paid to the test vendor at the time of registration for each exam Exams that include writing sections are \$136
Test Preparation Access 240 Tutoring Certify Teacher	\$25 \$50	\$25 for 30 days access to any preparation course \$50 for 3 years access to one preparation course
Fingerprinting Fee	\$39 Digital Fingerprinting *Additional \$10 fee for fingerprinting by mail	Paid to TEA at time of Probationary/Intern Certificate application
Application for Intern/Probationary Certificate for Internship (if applicable)	\$78	Paid to SBEC upon acceptance of teaching position
Application for Standard Certificate	\$78	Paid to SBEC upon successful completion of internship/clinical teaching assignment
Book Costs	The First Days of School: How to Be an Effective Teacher, 5th Edition ~\$38.95 The Fundamental 5 Revisited ~\$27.99 Optional STR Notebook ~\$10	Candidates will need to purchase both books for the program. The STR course includes a PDF of the STR handbook. A printed STR notebook is available for a \$10 purchase and you may pay an additional fee to have the handbook shipped.
Additional Fees for Out of Region Teacher Candidates		

Out-of-Region Internship Fee (if applicable)	Up to \$2,000 depending upon distance from Region 11	Required if a candidate accepts a teaching position or requests to clinical teach in a district outside of ESC Region 11.
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Teacher Candidate Disposition

Upon acceptance into the program, candidates complete a GoTeach11 Candidate Agreement Form, which outlines the following expectations:

- Demonstrate professionalism at all times.
- Follow TAC Educator Code of Ethics and Standard Practices for Texas Educators.
- Register for and take all TExES exams following the timelines provided in the Exam Agreement.
- Complete all coursework/assignments by required dates.
- Attend all required live sessions and be an active participant in the sessions. It is the program staff's expectation that candidates will keep their camera on during all training sessions (except during breaks).
- Assume financial responsibility for payment of program fees within the designated timeline.
- Respond to communication with program staff including but not limited to the specialist, coordinator, field supervisor, and director.

TExES Exams and Preparation

TExES EXAMS

Candidates are required to take and pass a minimum of two TExES exams, including their content exam and the Pedagogy and Professional Responsibilities (PPR) exam, during Phase 1 of the program. Candidates seeking EC-6 Core Subjects, 4-8 Core Subjects, 4-8 ELAR, or 4-8 ELAR/Social Studies are required to take the Science of Teaching Reading exam as well. Bilingual Education Supplemental and English as a Second Language Supplemental are optional certification areas that require additional exams.

TExES EXAM PREPARATION

Candidates must successfully complete test preparation before GoTeach11 staff can grant approval to register for the corresponding TExES exam.

Candidates should first prioritize studying for and taking their content-specific TExES exam, or Science of Teaching Reading TExES exam, then supplemental exams, before concluding with the Pedagogy and Professional Responsibilities (PPR) TExES exam..

Candidates must successfully complete an approved online practice test or when applicable, an in person practice session test held at ESC Region 11 before approval will be granted for any TExES exam. It is the program's expectation that candidates will take the TExES exam within 30 days of achieving a passing practice test score.

In the event that any of the required exams are not passed, GoTeach11 requires the candidate to complete an additional preparation (at the candidate's expense). Candidates are expected to adhere to the plan of support developed to support additional test readiness.

September 2026 Update

The state requires a 30-day waiting period after an unsuccessful attempt at an exam before the individual can take another attempt at the same TExES exam. It is the expectation of the GoTeach11 program that candidates will complete their preparation for the exam during that time and be registered to retake the exam within 30 days of the score reporting date, which is posted at the <https://tx.nesinc.com> website,

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APPENDIX A
Educator Code of Ethics

TEXAS ADMINISTRATIVE CODE	
TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

(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 that are used 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, knowingly, or recklessly 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, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(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.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication; (ii) the subject matter of the communication;
 - (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - (v) whether the communication was sexually explicit; and

- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); Every Student Succeed Act, 20 United States Code, §7926.

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



APPENDIX B

Texas Administrative Code Teacher Standards

TEXAS ADMINISTRATIVE CODE

TITLE 19 EDUCATION

PART 2 TEXAS EDUCATION AGENCY

CHAPTER 149 COMMISSIONER'S RULES CONCERNING EDUCATOR

STANDARDS RULE §149.1001 TEACHER STANDARDS

(1) **Standard I --Instructional Preparation.** Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

(A) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

- (i) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.
- (ii) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding, such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
- (iii) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.

(B) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

- (i) Teachers identify the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, grade- or course-level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.
- (ii) Teachers identify the benefits of using high-quality instructional materials
- (iii) Teachers apply knowledge of the components of high-quality instructional materials to select or customize materials when appropriate.
- (iv) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade- or course-level content.
- (v) Teachers use high-quality materials to plan instruction that connects students' prior understanding and real-world experiences to new content and contexts.

(C) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

- (i) Teachers design lessons based on the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade- or course-level content.
- (ii) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.
- (iii) Teachers design lessons that connect students' prior understanding and realworld experiences to new content and contexts.
- (iv) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

(D) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

- (i) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.
- (ii) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.
- (iii) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of individualized education programs.

(E) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

- (i) Teachers plan to present information in a meaningful way that activates or provides any prerequisite knowledge to maximize student learning.
- (ii) Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism, and biliteracy. .
- (iii) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible and instruction is fully accessible.
- (iv) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Act (20 U.S.C. §1400, et seq.) or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) can affect student learning and development.

(F) Teachers engage in a thorough process of lesson internalization to prepare well organized, sequential instruction that builds on students' prior knowledge.

- (i) Teachers identify how the intentional sequencing of units, lessons, and

learning tasks supports student knowledge and mastery throughout the year.

- (ii) Teachers identify how the learning goals of units and lessons are aligned to state standards.
- (iii) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.
- (iv) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.
- (v) Teachers plan for pacing, use of teacher resources, and transitions between activities.
- (vi) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning
- (vii) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(2) **Standard 2--Instructional Delivery and Assessment.** Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

(A) Teachers deliver research- and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

- (i) Teachers effectively communicate grade- or course-level expectations, objectives, and goals to help all students reach high levels of achievement.
- (ii) Teachers apply research- and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall, such as interleaving, spacing, metacognition, and distributed practice.
- (iii) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.
- (iv) Teachers apply research- and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.
- (v) Teachers implement appropriate scaffolds in response to student needs.
- (vi) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.
- (vii) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.
- (viii) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

(B) Teachers scaffold instruction, from initial knowledge and skill development through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

- (i) Teachers set high expectations and facilitate rigorous grade- or course-level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (ii) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.
 - (iii) Teachers validate student responses utilizing them to advance learning for all students.
 - (iv) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.
 - (v) Teachers use strategic questioning to build and deepen student understanding
 - (vi) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.
- (C) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.
 - (i) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.
 - (ii) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.
 - (iii) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade- or course-level content.
 - (iv) Teachers build student capacity to self-monitor their progress.
 - (v) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.
 - (vi) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.
 - (vii) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.
 - (viii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- (D) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.
 - (i) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 - (iii) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

- (iv) Teachers use assessment results to inform and adjust instruction and intervention.
- (v) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength and opportunities for improvement.

(3) **Standard--Content Pedagogy Knowledge and Skills.** Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- (i) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.
- (ii) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- (iii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- (iv) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.
- (v) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- (i) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the i
- (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.
- (iii) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.
- (iv) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.
- (v) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.
- (vi) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.

(C) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

- (i) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.
- (ii) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.
- (iii) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.
- (iv) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.
- (v) Teachers prepare and deliver explicit instruction and modeling that links gradelevel conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.
- (vi) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.
- (vii) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.
- (viii) Teachers provide time for students to collaboratively and independently apply conceptual understanding and procedural fluency to problem-solving.
- (ix) Teachers communicate and model the connections between mathematics and other fields that use mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.
- (x) Teachers explicitly teach and model that math abilities are expandable and improvable.

(D) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

- (i) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate, systematic, and explicit practice in foundational literacy skills.
- (ii) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.
- (iii) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading competencies and engage students in deliberate practice to make meaning from text.
- (iv) Teachers identify and analyze grade- or course-level and complex texts for quality in preparation for instruction.
- (v) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.
- (vi) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of

high-quality complex texts.

- (vii) Teachers engage students in writing practice, including text-based writing that builds comprehension and higher-order thinking skills.
- (viii) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.
- (ix) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.
- (x) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.
- (xi) Teachers apply just-in-time support and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

(4) **Standard 4--Learning Environment.** Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

(A) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.

- (i) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.
- (ii) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.
- (iii) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.
- (iv) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

(B) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

- (i) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.
- (ii) Teachers strategically use instructional time, including transitions, to maximize learning.
- (iii) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(5) **Standard 5--Professional Practices and Responsibilities.** Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.

(A) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

- (i) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
 - (ii) Teachers adhere to the Educators' Code of Ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (iii) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.
 - (iv) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.
 - (v) Teachers model and promote for students the use of safe, ethical, and legal practices with digital tools and technology.
- (B) Teachers actively self-reflect on their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.
 - (i) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching to identify and communicate professional learning needs.
 - (ii) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.
 - (iii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iv) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.
 - (v) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
 - (vi) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students to reach their academic and non-academic goals.
- (C) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.
 - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (ii) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.
 - (iii) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.
 - (iv) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals

and progress.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955; amended to effective August 17, 2025, 50 TexReg 5222.



APPENDIX C

Education Service Center Region 11 Educator Preparation Program Complaint/Grievance Policy

COMPLAINTS	In this policy, the terms “complaint” and “grievance” shall have the same meaning. Program candidate complaints shall be filed in accordance with this policy.
NOTICE TO PROGRAM CANDIDATES	The Program shall inform program Candidates of this policy information by posting in program handbooks, in the physical facility, on the website or, upon request, written information.
GUIDING PRINCIPLES INFORMAL PROCESS	The Program encourages program Candidates to discuss their concerns with the appropriate Program employee who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level. Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.
FORMAL PROCESS	A program candidate may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, program Candidates are encouraged to seek informal resolution of their concerns. A program candidate whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Program policy, nor to require a full evidentiary hearing or “mini-trial” at any level.
FREEDOM FROM RETALIATION	Neither the Program nor any Program employee shall unlawfully retaliate against any program candidate for bringing a concern or complaint.
GENERAL PROVISIONS FILING	Complaint forms and appeal notices may be filed via hand-delivery, electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate program employee by the close of business on the deadline. Filings submitted by

electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by the U.S. Mail on or before the deadline and received by the appropriate Program employee no more than three days after the deadline.

SCHEDULING CONFERENCES

The Program shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a program candidate fails to appear at a scheduled conference, the Program may hold the conference and issue a decision in the program candidate's absence.

RESPONSE

At Levels One and Two, "response" shall mean a written communication to the program candidate from the appropriate Program employee. Responses may be hand-delivered, sent by electronic communication to the program candidate's e-mail address of record, or sent by U.S. Mail to the program candidate's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

DAYS

"Days" shall mean Program business days. In calculating time lines under this policy, the day a document is filed is "day zero". The following business day is "day one".

REPRESENTATIVE

"Representative" shall mean any person or organization that is designated by the program candidate to represent the program candidate in the complaint process.

The program candidate may designate a representative through written notice to the Program at any level of this process. If the program candidate designates a representative with fewer than three days' notice to the Program before a scheduled conference or hearing to a later date, if desired, in order to include the Program's counsel. The Program may be represented by counsel at any level of the process.

CONSOLIDATING COMPLAINTS

Complaints arising out of an event or series of related events shall be addressed in one complaint. A program candidate shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the program candidate, at any point during the complaint process. The program candidate may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice,

starting at the level at which the complaint was dismissed. Such an appeal shall be limited to the issue of timeliness.

COST INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT AND
APPEAL FORMS

Complaints and appeals under this policy shall be submitted in writing on a form provided by the Program.

Copies of any documents that support the complaint should be attached to the complaint form. If the program candidate does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the support unless the program candidate did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the program candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the Coordinator of Certification who has the authority to remedy the alleged problem.

If the complaint is in regards to the Coordinator of Certification, the complaint may begin at Level Two with the Director.

The Coordinator of Certification shall investigate as necessary and schedule a conference with the program candidate within ten days after receipt of the written complaint. The Coordinator of Certification may set reasonable time limits for the conference.

Absent extenuating circumstances, the Coordinator of Certification shall provide the program candidate a written response within ten days following the conference. In reaching a decision, the Coordinator of Certification may consider information provided at the Level One conference and any other relevant documents or information the Coordinator of Certification believes will help resolve the complaint.

LEVEL TWO

If the program candidate did not receive the relief requested at Level One or if the time for a response has expired, the program candidate may request a conference with the Program Director or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One decision.

After receiving notice of the appeal, the Coordinator of Certification shall prepare and forward a record of the Level One complaint to the Program Director or designee. The program candidate may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the program candidate at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Coordinator of Certification in reaching the Level One decision.

The Program Director or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the program candidate may provide information concerning any documents or information relied upon by the Program employee for the Level One decision. The Program Director or designee may set reasonable time limits for the conference.

The Program Director or designee shall provide the program candidate a written response within ten days following the conference.

In reaching a decision, the Program Director or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Program Director or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the complaint is in regards to the Program Director, the complaint may begin at Level Three with the Deputy Director of Instructional and Administrative Services.

LEVEL THREE

If the program candidate did not receive the relief requested at Level Two or if the time for a response has expired, the program candidate may request a conference with the Deputy Director of Instructional and Administrative Services or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two decision.

After receiving notice of the appeal, the Program Director shall prepare and forward a record of the Level Two complaint to the Deputy Director of Instructional and Administrative Services or designee. The program candidate may request a copy of the Level Two record.

The Level Two record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the program candidate at Level One and Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the Program Director in reaching the Level Two decision.

The Deputy Director of Instructional and Administrative Services or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Two. At the conference, the program candidate may provide information concerning any documents or information relied upon by the Program Director for the Level Two decision. The Deputy Director of Instructional and Administrative Services or designee may set reasonable time limits for the conference.

The Deputy Director of Instructional and Administrative Services or designee shall provide the program candidate a written response within ten days following the conference.

In reaching a decision, the Deputy Director of Instructional and Administrative Services or designee may consider the Level Two record, the information provided at the Level Three conference, and any other relevant documents or information the Deputy Director of Instructional and Administrative Services or designee believes will help resolve the complaint.

Recordings of the Level Two and Level Three conferences, if any, shall be maintained with the Level Two and Level Three records.

If the complaint is in regards to the Deputy Director of Instructional and Administrative Services, the complaint may go directly to Level Four.

LEVEL FOUR

If the program candidate did not receive the relief requested at Level Three or if the time for a response has expired, the program candidate may request a conference with the Executive Director of ESC Region 11 or designee to appeal the Level Three decision.

The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level Three response or, if no response was received, within ten days of the Level Three decision.

After receiving notice of the appeal, the Deputy Director of Instructional and Administrative Services shall prepare and forward a record of the Level Three complaint to the Executive Director of ESC Region 11 or designee. The program candidate may request a copy of the Level Three record.

The Level Three record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the program candidate at Level One Two, and Three.
3. The written response issued at Level Three and any attachments.
4. All other documents relied upon by the Deputy Director of Instructional and Administrative Services in reaching the Level Three decision.

The Executive Director of ESC Region 11 or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Three. At the conference, the program candidate may provide information concerning any documents or information relied upon by the Deputy Director of Instructional and Administrative Services for the Level Three decision. The Executive Director of ESC Region 11 or designee may set reasonable time limits for the conference.

The Executive Director of ESC Region 11 or designee shall provide the program candidate a written response within ten days following the conference.

In reaching a decision, the Executive Director of ESC Region 11 or designee may consider the Level Three record, information provided at the Level Three conference, and any other relevant documents or information the Executive Director of ESC Region 11 or designee believes will help resolve the complaint.

COMPLAINTS TO THE TEXAS EDUCATION AGENCY

If the program candidate is not satisfied with the complaint process or outcome, the program candidate may file a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found at [this website](#).

