



Teach Us | Texas

2026

HANDBOOK

Welcome to Teach Us Texas!

Teach Us was established in 2021 to help address teacher shortages by delivering accessible teacher preparation and providing a community of support throughout teachers' professional journeys. Our goal has been and will continue to be to strengthen teacher pipelines by removing barriers in becoming a teacher and increasing retention through on-going, personalized support. This support includes interactions with and feedback from advisors, instructors, field supervisors, mentor teachers, and campus administrators who genuinely care about your growth, success, and professional development. Thus, throughout your professional journey with Teach Us, you can be assured that we are readily available to support you so that you are well-prepared to serve the diverse population of students in your classroom and school community.

Because we understand that the goals and needs of teachers vary, which are based on their backgrounds and experiences and the schools and communities in which you serve or will serve, our program uses a personalized, competency-based approach to teaching and learning. This approach relies on your personalized data, which helps inform the curriculum you will engage in, professional development opportunities, and systems of support for you to be successful and remain in the profession.

The coursework you will complete is primarily asynchronous and delivered fully online, allowing you to progress independently while following a defined scope and sequence. Although you complete the work on your own time, there is a recommended six-month timeline to reach an internship. The coursework includes opportunities to apply the Texas Educator Standards and the ISTE Standards through practical activities, reflection, and feedback from your Cohort Leader. In addition to asynchronous coursework, you will also have the option to participate in synchronous sessions and collaborative opportunities that enhance professional knowledge, instructional practice, and readiness for the classroom. A detailed scope and sequence is available in the orientation course.

Again, we welcome you as a member of and contributor to Teach Us Texas!

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VISION STATEMENT

To be a high-quality, online alternative certification program that is recognized by key stakeholders as unique, candidate-centered, responsive, and flexible.

MISSION STATEMENT

Teach Us Texas' alternative certification program is dedicated to preparing novice teachers to be student- and community-focused, reflective, and responsible professionals who demonstrate ethical practice and strong content expertise. The program is designed to align with the Texas Educator Standards, the Texas Educators' Code of Ethics, and research-based principles of effective instruction. This is accomplished through:

- coursework grounded in evidence-based instructional practices that promote effective teaching, positive classroom environments, and student success.
- test preparation that strengthens candidates' content knowledge and pedagogical skills to improve instructional effectiveness and student outcomes.
- virtual and face-to-face field-based experiences that provide opportunities to engage in authentic, standards-based teaching and learning contexts.
- clinical practice experiences that guide candidates in applying their knowledge of students' learning needs, backgrounds, and strengths to foster supportive and well-managed classrooms.
- candidate evaluations collected throughout the program that measure growth in instructional proficiency, professionalism, and adherence to the Texas Educator Standards.
- targeted feedback from cohort leaders and field supervisors that supports candidates' continuous professional growth and readiness for certification.

PROGRAM LEARNING OUTCOMES

Our Program Learning Outcomes (PLOs) describe the knowledge, skills, and dispositions an aspiring teacher must demonstrate with proficiency prior to being recommended for a Standard Certificate by Teach Us Texas. Throughout the program, candidates will have multiple opportunities to learn about, practice, and receive feedback on the knowledge, skills, and dispositions to support their professional growth and development. The chart below outlines the PLOs by domain and each of the domain's indicators.

NOTE: The PLOs are aligned to our mission so that we honor our commitment to aspiring teachers.

PLO Domains	Competencies for Each Domain's PLO
1. Planning and Preparation Domain: The candidate organizes meaningful, authentic,	<u>The candidate organizes instruction that reflects:</u> 1a. Application of Content Knowledge and Pedagogy: The candidate demonstrates an understanding of the content, content standards, and the most effective ways to teach the content that are grounded in research-

<p>student-centered, standards-based instruction to activate social, emotional, and academic growth.</p>	<p>and/or evidence-based practices.</p> <p>1b. Knowledge of Students and Valuing Their Assets: The candidate assesses students' prior learning to determine what their students know and can do within the discipline, as well as assessment of students' race, culture, ethnicity, background, digital literacy, and interests for real-world, authentic connections to be made and learning outcomes to be met.</p> <p>1c. Instructional Outcomes: The candidate's instructional outcomes are rigorous and realistic for every student that encourages and supports intellectual risk-taking, curiosity, and autonomy.</p> <p>1d. Effective Resources: The candidate intentionally selects instructional materials and resources (e.g., leveraging technological tools and resources to engage students and promote student learning) that lead to student learning and development.</p> <p>1e. Coherent Instruction: The candidate organizes authentic, challenging learning experiences that meet students where they are and promote active engagement.</p> <p>1f. Valuable Assessments: The candidate designs (e.g., using digital tools) and/or adopts a variety of assessments that provide authentic measures of students' areas of strength and areas for growth that will be used to support students' learning and development.</p>
<p>2.Learning Environments Domain: The candidate creates and sustains caring, mutually respectful, challenging, student-centered learning environments that nurture their social, emotional, and academic growth.</p>	<p><u>The candidate creates and sustains learning environments that reflect:</u></p> <p>2a. Respect and Affirmation: The candidate develops, nurtures, and honors positive relationships with every student that is grounded in mutual respect.</p> <p>2b. A Culture for Learning: The candidate has rigorous instructional outcomes for students and provides support for students to achieve the outcomes.</p> <p>2c. Purpose: The candidate designs routines and procedures with student input that promote independent learning and development.</p> <p>2d. Support for Positive Behaviors: The candidate models and reinforces positive behaviors (e.g., responsibly engaging in the digital world) that promote student-engagement and reflection.</p> <p>2e. Organized Spaces for Learning: The candidate thoughtfully designs cognitive, physical, and digital spaces that address students' assets and needs and allow for collaboration with others.</p>
<p>3.Learning Experiences Domain: The candidate prepares and cultivates learning experiences that allow for student voice, critical thinking, reasoning, and reflection, resulting in social, emotional, and academic growth.</p>	<p><u>The candidate prepares and cultivates learning experiences that reflect:</u></p> <p>3a. Organized Communication: The candidate accurately and enthusiastically communicates the content's purpose to promote active engagement.</p> <p>3b. Questioning and Discussion Techniques: The candidate and students question and discuss the content that encourages critical thinking, reasoning, digital literacy, media fluency, and reflection.</p> <p>3c. Engagement in Learning: The candidate provides learning experiences that allow for curiosity, exploration, and critical thinking, and students are given opportunities to represent their learning in multiple ways.</p> <p>3d. Autonomous and Collaborative Learning: Foster a culture where students take ownership of their learning outcomes in both independent and group settings with opportunities to engage in digital platforms, virtual environments, or hands-on makerspaces.</p> <p>3e. Assessment of and for Learning: The candidate uses and documents formative checks of understanding to determine students' understanding,</p>

	<p>analyze their progress towards mastery of the learning outcomes, and provide targeted feedback that support learning and development.</p> <p>3f. Responsiveness to Students' Needs: The candidate makes timely adjustments that meet students' needs and lead to deeper content understanding and/or new learning experiences.</p>
<p>4. Principled Teaching Domain: The candidate takes the initiative to identify opportunities to advocate for students, grow professionally, and serve as a teacher leader.</p>	<p>The candidate takes the initiative to:</p> <p>4a. Advocate for Students: The candidate advocates for equitable access to learning opportunities, educational technology, and digital content to meet the diverse needs of all students.</p> <p>4b. Engage in Reflective Practice: The candidate uses multiple sources of evidence to assess the effectiveness of their instruction, resulting in targeted adjustments to support and/or deepen students' learning and development.</p> <p>4c. Create Professional Learning Goals: The candidate creates goals that include but are not limited to pedagogical approaches that could be made possible by using technology and reflects on their effectiveness in relation to their teaching and students' learning.</p> <p>4d. Document Student Progress: The candidate documents students' progress towards mastery of the learning outcomes and collaborates with students to monitor and reflect on their learning.</p> <p>4e. Engage Families and Communities: The candidate promotes a respectful, culturally responsive classroom community, which includes family and community engagement.</p> <p>4f. Contribute to the School Community and Culture: The candidate demonstrates teacher leadership by engaging in and leading events, programs, activities, and/or digital learning networks that positively contribute to and advance the school's culture and digital citizenship.</p> <p>4g. Grow and Develop Professionally: The candidate dedicates time to collaborate with colleagues and students to improve practice, discover and share resources and ideas (e.g., create authentic learning experiences that leverage technology), and solve problems that promote professional growth.</p> <p>4h. Act in the Service of Students: The candidate upholds and models high standards of ethical practice and wise decision-making that honor students, families, and colleagues.</p>

ADMISSION REQUIREMENTS

Per Texas Administrative Code (TAC) §227.10, to be eligible for admission into an Educator Preparation Program (EPP), an applicant must have a grade point average (GPA) of at least 2.5 before admission.

The GPA shall be calculated from an official transcript as follows:

1. 2.5 in all coursework previously attempted at an accredited institution of higher education (IHE) currently enrolled at or from which the most recent bachelor's degree or higher was conferred; or
2. 2.5 in the last 60 semester credit hours on all coursework previously attempted at an

accredited IHE

3. If an applicant has less than 60 semester credit hours on the official transcript from the accredited IHE currently enrolled at, the EPP shall use grades from all coursework previously attempted by a person at the most recent accredited IHE, starting with the most recent coursework; or from which the most recent bachelor's degree or higher was conferred.
4. If an applicant has hours beyond the most recent degree, an EPP may use grades from the most recent 60 hours of coursework from an accredited IHE

For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least:

- A minimum of 12 semester credit hours in the subject-specific content area for the certification sought, unless certification sought is for mathematics or science at or above Grade 7; or
- 15 semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade 7; or
- A passing score on the appropriate content certification examination

All applicants must submit an application and complete the screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.

Teach Us Texas may not admit an applicant who: (1) has been reported as completing all EPP requirements by another EPP in the same certification category or class, unless the applicant only needs certification examination approval; or (2) has been employed for three years in a public school under a permit, intern, or probationary certificate as specified in Chapter 230, Subchapter D (relating to Types and Classes of Certificates Issued), unless the applicant is seeking clinical teaching that may lead to the issuance of an initial standard certificate.

Teach Us Texas will notify the applicant of the offer of formal admission by electronic notification. For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, email, or an electronic notification. The effective date of formal admission shall be included in the offer of formal admission.

Candidates may not begin working on coursework prior to formal admission.

To apply to Teach Us Texas, applicants will:

1. Need to show proof of a:
 - Bachelor's degree from a regionally accredited U.S. institution
 - Minimum 2.5 GPA (overall or in the last 60 semester hours of college coursework)

- 12-hours (college coursework) in the subject-specific area or 15-hours (college coursework) for mathematics or science above Grade 7
- 2. Apply for their Teach Us Texas Certification Program of choice
- 3. Submit official transcripts to Teach Us Texas from all colleges/universities attended:
 - Electronically send to transcripts@teachus.com or
 - Mail to 1201 Fannin Street Ste 262, Houston, Texas 77002
- 4. Complete the Admission Screener

NOTE: Teach Us Texas must notify the Texas Education Agency within seven calendar days of a candidate's formal admission.

EXCEPTIONS

Contingency Admission

An applicant may be accepted into an alternative certification program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in §227.10(a)(2) (relating to Admission Criteria), provided that:

1. The applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought; and
2. All other admission requirements specified in §227.10 have been met.

The EPP must notify the applicant of the offer of contingency admission in writing by mail, email, or an electronic notification; and the applicant must accept the offer of contingency admission in writing by mail, email, or an electronic notification. The effective date of contingency admission shall be included in the offer.

An EPP must notify the Texas Education Agency within seven calendar days of a candidate's contingency of admission. An applicant admitted on a contingency basis may begin program training and may be approved to take a certification examination but shall not be recommended for an intern or a probationary certificate until the bachelor's degree or higher from an accredited institution of higher education (IHE) has been conferred.

Exception to the Minimum GPA Requirement

In accordance with the Texas Education Code, (TEC), §21.0441(b), an exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates.

An applicant is eligible for this exception if documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and in accordance with the TEC, §21.0441(a)(2)(B), an applicant must pass an appropriate Pre-Admission Content Test (PACT) examination for each subject in which the applicant seeks

certification prior to admission. NOTE: Teach Us Texas' policy, states, "Candidates must pass the PACT exam by the 3rd attempt," to be eligible for enrollment.

Exception to Admission Requirements for Health Science 6-12

All seeking a career and technical education certificate in Health Science 6-12 must have the required number of years of qualified work experience and preparation in the skill area as evidenced by the following listed below. If you have questions about admission requirements for Health Science 6-12, please contact info@teachus.com.

- An associate or more advanced degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the THECB;
- Current licensure, certification, or registration by a nationally recognized accrediting agency as a health professions practitioner; and
- Approval, by the certification officer of an approved EPP, of two years of full-time wage-earning experience using the licensure requirement

TRANSFER CREDIT

Candidates may substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years and is directly related to the certificate being sought.

Military service members or veterans may also receive credit for military service, training, or education if your military service, training, or education is related to the certificate being sought.

Transferability of credits earned at Teach Us Texas is entirely at the discretion of the institution to which the student may seek to transfer. Teach Us Texas cannot guarantee the acceptance of the credits awarded at Teach Us Texas by other institutions or employers.

LEAVE OF ABSENCE POLICY

If you need to request a leave of absence from the program for one or more of the reasons listed below, please contact info@teachus.com.

- Medical leave: documentation from a licensed health care provider confirming length of time you will be unable to attend (do not provide specifics on medical condition).
- Military leave: a copy of your military orders.
- Personal leave: a letter of explanation detailing the reason for the leave request and documentation to support the extenuating circumstance. Leave requests are limited to a 6-month period for coursework only. If you need to extend your leave for additional time, please reach out to your

support specialist to discuss next steps for requesting additional time at info@teachus.com. NOTE: Candidates cannot take more than a 12-month absence over a 24-month period.

To be approved to take a leave of absence from the program, you will submit documentation supporting the request. Requests received without documentation will be denied.

NOTE: If you are enrolled in clinical practice (i.e., student teaching/clinical teaching or internship), you must contact clinicalpractice@teachus.com to discuss next steps related to a leave of absence with a member of the Teach Us team.

WITHDRAWALS AND EXIT POLICY

A candidate choosing to withdraw from Teach Us after starting coursework needs to provide written notice to info@teachus.com. The notice is to indicate the expected last date of attendance and be signed and dated by the candidate. The candidate remains financially responsible for program costs in the event of a withdrawal.

An applicant must provide written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement.

If the candidate decides to enroll in another EPP, later, the receiving EPP will request a Candidate Transfer Form from Teach Us Texas. Teach Us Texas must confirm whether the candidate was in good standing with the EPP.

Candidates may be dismissed from Teach Us Texas for the following reasons. Candidates remain financially responsible for program costs in the event of a dismissal.

1. Failure to complete the action steps and key milestones as outlined in the Personalized Learning Plan. Candidates who require intensive support related to test preparation and/or educator preparation coursework will receive a Personalized Learning Plan.
2. Violations of the Code of Ethics and Standards for Texas Educators and/or Teach Us Texas' Professional Disposition for Candidates.
3. Inactive for an **excessive period of time** (i.e., past due accounts; delayed submission of assignments; non-responsive to Cohort Leader's feedback).
 - *NOTE: Texas Administrative Code (§228.31(b)) states, "All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. The exit policy must identify a point of dismissal for inactive candidates after no more than two years of inactivity, or university-based EPPs may adopt their institution's policy. An inactive candidate is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.*
4. Failure to successfully complete clinical practice due to termination or resignation.
5. Fail to pass one or more certification exams by the final attempt as identified in your Personalized Learning Plan.

COHORT MODEL

Teach Us Texas employs a cohort model. Thus, after being admitted into Teach Us Texas, you will be assigned a Cohort Leader. Your Cohort Leader will serve as your primary point of contact throughout coursework. Your Cohort Leader will: facilitate academic advising sessions, track, and document your progress throughout the program, encourage progression throughout the program, promptly respond to your inquiries, evaluate your assignments and assessments, and provide evaluative feedback.

PROGRAM OVERVIEW

The Teach Us Texas program is designed to be completed in approximately 18 months, but this is dependent on the certification area and clinical practice pathway you choose. To find the wide range of certification areas we offer, please go to, [Texas Certification | Our Programs \(teachus.com\)](https://teachus.com) and see the section, Our Certification Areas.

Teach Us' coursework is structured into flexible, self-paced e-learning modules and aligns with research-based teaching practices and dispositions, so you are prepared to support and enhance a diverse population of students' learning.

Prior to engaging in coursework, you will complete a self-paced, online orientation. The orientation outlines key aspects of the program and supports seamless progression throughout coursework and clinical practice. Additionally, you will meet with your assigned Cohort Leader who will discuss your specific program of study to ensure you have an in-depth understanding of the program requirements leading to teacher certification.

PROGRAM REQUIREMENTS

You must meet the following requirements to maintain successful progression in the program:

- Actively engage in coursework
- Successfully complete each course's assignments and signature assessments
- Successfully complete the required number of field-based experiences
- Successfully complete all requirements set forth to prepare for the certification exams
- Successfully complete all requirements identified in Clinical Practice

All coursework is offered fully online; thus, you are responsible for securing minimum technology requirements (e.g., strong internet connection - recommended internet speed is 1.5 Mbps download, 750 Kbps upload; electronic device to review and complete assignments; Microsoft Office) for participation in the program.

Teach Us Texas reserves the right to reschedule the program's start date as needed to meet operational needs. Teach Us Texas reserves the right to update program requirements to best support candidates and ensure alignment with the Texas Administrative Code.

TESTING

Teach Us Texas is committed to preparing every candidate to enter the classroom fully ready, confident, and supported by a rigorous, equitable assessment system. The policies below outline how benchmark exams, proctoring procedures, and Personalized Learning Plans work together as part of your certification pathway.

Benchmark Exams

Teach Us Texas uses benchmark exams developed directly by Pearson, the creator of the official TExES certification exams. These assessments mirror the structure, rigor, timing, and language of the state exam and provide a reliable indicator of your readiness. Because these benchmarks use the same standards and expectations applied during official certification testing, they are a key part of determining when you are ready to attempt the TExES exam.

Benchmark exams are required components of the program and:

- familiarize you with authentic test format and item types.
- provide predictive data about your expected TExES performance.
- guide next steps in your preparation and support from Cohort Leaders.

Your performance on each benchmark directly informs individualized supports, including whether a Personalized Learning Plan (PLP) is required.

Honorlock Proctoring

To maintain the highest professional standards and ensure fairness for all candidates, all Teach Us Texas benchmarks are timed and proctored using Honorlock, a secure online proctoring system widely used in higher education and educator preparation programs.

Honorlock protects the integrity of assessments by:

- ensuring each candidate completes the exam under consistent, monitored conditions.
- providing an experience similar to Pearson testing centers.
- verifying identity, monitoring the test environment, and recording each session.
- ensuring that your performance authentically reflects your mastery of the content.

Personalized Learning Plans

A Personalized Learning Plan (PLP) is a targeted, data-driven learning roadmap designed to strengthen specific competency areas after an unsuccessful attempt on a benchmark or TExES exam. PLPs ensure that candidates receive individualized guidance that leads to meaningful skill development and improved exam readiness.

Each PLP includes:

- a breakdown of performance by domain and competency.
- targeted resources and guided practice activities.
- checkpoints and Cohort Leader feedback.

- recommended next steps and strategies before retesting.

Your first PLP is included at no cost as part of your program tuition. If additional PLPs are required, a \$250 fee applies for each subsequent plan. Additional PLPs are mandatory program components when triggered by assessment outcomes and must be completed before authorization for any retest. PLPs ensure that candidates are never left to navigate exam preparation alone. They translate data into an actionable plan for growth, mastery, and eventual certification success.

GRADING

Each course contains evidence-based content and instruction, learning tasks, formative checks of understanding, and signature assignments. As noted previously, you will be assigned a Cohort Leader upon enrollment in the program. Your Cohort Leader consistently monitors your participation and progress in each course and evaluates your performance according to evaluative criteria (e.g., rubric). You should use the evaluation criteria as your guide to identify what the expectations are for each assignment. Your Cohort Leader will also provide targeted feedback. Should you score below the performance threshold, you will use your Cohort Leader's feedback to improve your performance for re-evaluation.

Performance Threshold

Candidates must receive a minimum of a Proficient performance level to pass a course. The levels of performance are listed below with the associated percentages for each performance level.

- Highly Proficient: 90 – 100%
- Proficient: 80 – 89%
- Developing: 70 – 79%
- Beginning: 0 – 69%

NOTE: Clinical practice assignments may have different levels of performance.

If you have a question about grade(s), please contact your Cohort Leader to discuss the evaluation and how the grade was derived. If after discussing the grade(s) with your Cohort Leader and you would like to appeal the grade(s), please contact info@teachus.com to begin the appeal process.

If you have a disability and require accommodation, please contact info@teachus.com. Your message will be directed to the Academic Team, who will follow up with you regarding next steps and available support options.

FINGERPRINTING AND BACKGROUND CHECK

Candidates are required to have evidence that they have either had their fingerprinting and background check completed and approved with the Texas Education Agency or that they have scheduled the appointment for fingerprinting by the end of the first course to move forward

with the remaining coursework. Additional information on how to submit and request the fingerprints is available from TEA's Fingerprint Process YouTube video available at <https://www.youtube.com/watch?v=IX4TqEIFQIs>.

CODE OF CONDUCT

In compliance with the Texas Education Code (TEC), §21.041(b)(8), the SBEC adopts an Educators' Code of Ethics as set forth in §247.2 (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

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

The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Before and during the program, you will review and agree to adhere to Texas' Code of Ethics for Educators and TUTX's Professional Disposition for Candidates (PDC). The requirements for professional dispositions include:

- Demonstrate student- and community-centeredness
- Honor diverse perspectives and backgrounds
- Make responsible decisions that are in the best interest of the teaching profession, particularly decisions related to students
- Take ownership of their own and students' learning
- Responsive to constructive feedback
- Receptive to collaborating with others
- Respond professionally in all communication (e.g., oral, written, electronic)
- Maintain the integrity of program components

If a candidate does not adhere to Texas' Code of Conduct and/or Teach Us Texas' PDC, the progressive discipline process listed below will be enacted.

1. Investigate the situation or issue, which includes securing the candidate's explanation
2. Document the results from the investigation
3. Inform the candidate of the investigation results
4. If the investigation resulted in a violation, the following steps will be taken:
 - i. Require the candidate to review and acknowledge the Agreement for

Teach Us Code of Ethics, which includes the statement, “I understand failure to adhere to the Code of Ethics and/or Teach Us’ PDC may result in dismissal from Teach Us.”

- ii. If another violation occurs during the program, the candidate may be formally withdrawn from Teach Us.

CRIMINAL BACKGROUND CHECK

Pursuant to the Texas Education Code, candidates must undergo a criminal history background check prior to employment as an educator and must undergo a criminal history background check prior to clinical practice. An individual who has been convicted of an offense may be ineligible for issuance of a certificate on completion of the program. Pursuant to the Texas Occupations Code and the Texas Education Code, the SBEC may suspend or revoke an existing valid certificate, deny an applicant a certificate, bar a person from being assessed or examined for a certificate, or take other disciplinary action because of a person’s conviction of a felony or misdemeanor or certain other criminal history. A person who is enrolled or planning to enroll in a State Board for Educator Certification approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

Candidates may request a Preliminary Criminal History Evaluation (PCHE) from TEA. The PCHE is an evaluation of eligibility for a Texas educator certificate based on the individual’s self-reported criminal history. The evaluation is voluntary and non-binding. Additionally, the fee for the evaluation is non-refundable. Failure to provide complete and accurate information may result in an inaccurate criminal history evaluation. TEA performs this evaluation under the authority of the Texas Operations Code §53.102 and the Texas Administrative Code 19 Ch. 227. If you have questions regarding the PCHE, please see [Preliminary Criminal History Evaluation- FAQs | Texas Education Agency](#).

INTERN and PROBATIONARY CERTIFICATION REQUIREMENTS

Candidates must meet the following criteria for internship eligibility:

- Successfully complete pre-clinical requirements
- Pass your Content Pedagogy Exam(s) (and supplemental exam(s), e.g., ESL, if applicable)
- Successfully complete field-based experiences
- Secure a teaching position in the content area and grade level related to the certification being sought. An internship is a contracted position for one academic year. Candidates will be responsible for finding an internship position but will need to complete a placement verification form to determine if the placement meets all criteria.
- Once the candidate qualifies for an Internship, the candidate will need to request the [Statement of Eligibility \(SOE\) for Internship](#) to start the process for being recommended

for the Intern Certificate.

- NOTE: Candidates may qualify as a late hire prior to completing the pre-internship requirements (see TAC §228.55) to become eligible for an Intern Certificate; however, candidates must pass their content pedagogy (and supplemental exam if applicable). Candidates who serve on an Intern Certificate under the Late Hire rules must acknowledge what is required of them within the specified time noted in TAC §228.55 to remain on the Intern Certificate.
- Have a minimum 3.0 GPA
- Complete and sign the Statement of Eligibility (SOE)
- Pay the fees to apply for the Intern Certificate through the Texas Education Agency
- Be up to date on tuition fees

NOTE: Candidates must meet the requirements noted above to become eligible for their Probationary Certificate and pass the Pedagogy and Professional Responsibilities (PPR) exam.

STANDARD CERTIFICATION REQUIREMENTS

All candidates must meet the following to be recommended for a Standard Certificate by Teach Us Texas.

- Successfully complete all coursework
- Successfully complete field-based experiences
- Pass the Pedagogy and Professional Responsibilities (PPR) exam
 - NOTE: Candidates seeking the JROTC 6-12, Health Science 6-12, and Technology Education 6-12 teaching certificates have the option to take the PPR exam or Trade & Industrial PPR exam.
- Obtain a recommendation for standard certification from both their field supervisor and their campus administrator
- Successfully complete your 1-year internship or 490 hours of student teaching/clinical teaching at a TEA accredited school ([click to access list](#))
- Have a GPA of 3.0
- Pay the fees to apply for the Standard Certificate through the Texas Education Agency
- Have a zero-account balance

The Teach Us Texas program is developed to meet the Texas Education Agency (TEA) certification requirements set forth by the SBEC. Candidates who relocate to another state while enrolled may not be able to complete their studies as their program may not meet the educational requirements necessary for certification in the relocation state.

TUITION AND FEES

Teach Us Texas offers candidates an affordable, quality program with multiple payment options. NOTE: The following tuition and fees are subject to change.

Enrollment Fee (non-refundable):	\$ 95.00
Program Tuition:	\$4,995.00
Total Program Costs:	\$5,290.00

Payment Terms: The enrollment fee of \$95 must be paid before starting the program. Program tuition payments also begin at the time of the program to start. Candidates must choose from the selections provided for program tuition. Teach Us Texas offers three payment options:

1. Payment in full (25% discount applied to program tuition)
2. 10% down payment (receive 10% discount to remaining program tuition)
 - The remaining balance is divided into 10 interest-free monthly payments, starting when your internship begins, or 4 interest-free monthly payments, starting when clinical teaching begins.
3. Monthly payments (0 program tuition discount)
 - Candidates begin monthly payments of \$95 toward the program costs at time of program start. Candidates who fail to make their monthly payment are assessed a late fee of \$25 each month they are late.
 - The remaining balance is divided into 10 interest-free monthly payments, starting when your internship begins, or 4 interest-free monthly payments, starting when clinical teaching begins.
 - Candidates electing Option 2 may not opt to move to Option 1 or 3 after the first payment is received. There is no penalty for early payment for either Option 2 or 3 if the candidate opts to pay the remaining balance at any time during their program.

NOTE: Full program costs are owed by candidates who request a withdrawal after the 3-day expiration period.

Additional Fees and/or Costs: The total cost to complete the program may include the additional costs (e.g., purchasing a laptop computer, internet access, test preparation), which are not paid to Teach Us but are the candidate's responsibility to acquire for participation in the program.

There may be additional costs (e.g., a Personalized Learning Plan; a request to change or add a certificate area), which will be paid to Teach Us.

CANCELLATION AND REFUND POLICIES

If an applicant is not accepted by Teach Us Texas, they are entitled to a refund of all monies paid.

Cancellation Policies

Three-Day Cancellation: An individual who provides written notice of cancellation within three

days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. Teach Us Texas will provide a refund no later than 30 days after receiving the notice of cancellation.

Other Cancellations: An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to starting the program, is entitled to a refund of all monies paid, less an administrative fee of \$125.00.

Refund after starting the program:

Procedure for withdrawal/withdrawal date:

- A candidate choosing to withdraw after starting the program must provide written notice to Teach Us Texas. The notice must indicate the expected last date of attendance and be signed and dated by the candidate.
- A candidate may be withdrawn from the program if they have not participated in any class for an extended period. The candidate will need to re-apply and pay all corresponding tuition and fees associated with the re-admission.
- No refunds will be issued if the candidate has started the program and is withdrawn due to lack of activity.

Tuition charges/refunds:

Before starting the program, and after the expiration of the cancellation period, the candidate is entitled to a refund of 100% of the tuition. An administrative fee of \$125 will be deducted from the tuition refund. No refunds will be issued if the candidate has begun coursework.

GRIEVANCE PROCESS

We believe that concerns and complaints, when addressed promptly and fairly, strengthen our program and ensure continuous improvement.

The Grievance Policy provides a clear, structured process for submitting and resolving complaints related to academic matters, clinical experiences, program requirements, services, or administrative actions. All individuals are encouraged to seek resolution at the lowest appropriate level before initiating formal grievance. When informal resolution is not possible or appropriate, a formal written complaint may be submitted in accordance with the procedures outlined [here](#).