



Cityscape Empowering Rising Teachers

HANDBOOK

2025-2026

WELCOME

To be a teacher is one of the most important callings in life, rivaling the call to ministry or medicine. A great teacher will make a lasting effect on the lives of numerous students throughout their teaching career. A great teacher inspires his or her students to enter the teaching field because they want to make a lasting impact on others' lives, as someone made on theirs. A great teacher builds, creates, nurtures, and makes the world better for so many, while a bad teacher can wound, destroy, and do irreparable damage. There is no question in my mind that you are here with us in CERT because you want to be a GREAT teacher and make the world better for your students.

Clearly, we are facing a teacher shortage in the United States. Fewer and fewer college students are majoring in education programs and several colleges and universities are dropping these programs, altogether. These changes are only exacerbated by the demand for more qualified teachers in our schools than ever in the past. Independent and charter school districts are having to think outside of the box and create opportunities to hire, train, and retain quality educators. For exactly these reasons, Superintendent Leonard Brannon proposed the creation of this CERT program for Cityscape Schools.

Our CERT program offers both degreed and non-degreed participants the pathway to teacher certification in the great state of Texas. Job-embedded training is coupled with classroom-style coursework, and participants are able to work in-field while completing the program requirements.

Should you enter into this program, our goal is that the program will assist in launching you into a fulfilling and successful career in education. Our ultimate desire is to provide you with the necessary tools to help provide a quality education for every student in the Cityscape Schools family. We are excited and honored to partner with you on your journey toward teacher certification!

Billy Ferrell, Ed.D.

Chief of Climate, Culture, and Student Services *and* CERT Program Advisor

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PROGRAM OVERVIEW

The CERT program offers two pathways to teacher certification. Each pathway is designed to meet the needs of a specific group of future teachers. Both pathways help support participants in reaching Texas teacher certification.

Cohort for non-degreed participants

- Must have 30 college credit hours from an accredited institution
- Starting salary at \$41,000
- Complete 8 Teachworthy modules for 10 college credit hours
- Complete 5 Cityscape courses for 15 college credit hours
- Complete remaining hours for bachelor's degree with Indiana Wesleyan University
- Pass respective teacher certification exams
- Upon successful completion of all certification requirements, salary will increase to \$58,000
- Must commit to 3 years of employment at Cityscape Schools

Cohort for degreed participants

- Must have bachelor's degree from an accredited institution
- Starting salary at \$51,000
- Complete 8 Teachworthy modules for 10 college credit hours
- Complete 5 Cityscape courses for 15 college credit hours
- Pass respective teacher certification exams
- Upon successful completion of all certification requirements, salary will increase to \$58,000
- Must commit to 2 years of employment at Cityscape Schools

***No Cityscape teacher hired prior to the 2022-2023 school year shall receive a reduction in pay as a result of being required to enroll in the CERT program by campus or district administration.*

PARTNERSHIPS

The CERT program provides innovative pathways to teacher certification through partnerships with educational entities. These partnerships allow the program to support participants in their individualized journeys to teacher certification.



Indiana Wesleyan University (IWU) provides an opportunity for program participants to complete their bachelor's degree. Coursework is offered in an online setting, and IWU staff are available to support participants. IWU has received national attention for its innovative IWU-National & Global adult education program, which began in 1985. Over 8,000 adult learners attend classes online or at education centers in Indiana, Kentucky, and Ohio. IWU-National & Global offers over 100 degree programs at the associate's, bachelor's, graduate, and doctoral levels. Participants are able to work towards obtaining a degree in Integrative Studies with a specialization in Early Childhood, Elementary Education, or Secondary Education. Learn more at: www.indwes.edu.



Teachworthy is an alternative certification provider for the state of Texas. Participants who are seeking certification can enroll in Teachworthy's program and receive support in completing the certification requirements. Teachworthy is trusted in the industry to provide passionate, high-caliber teachers. Learn more at: www.teachworthy.org.

CERT COHORT FOR NON-DEGREED PARTICIPANTS

This program is a pathway for educators who are employed with Cityscape Schools and have experience working as a paraprofessional in our district or other school/charter districts. Acceptance into this program is through an application process, which is outlined in this handbook.

Upon acceptance, program participants are assigned to available teacher-intern positions within the district. They may also begin taking Cityscape's CERT courses. These courses are designed to provide an educational foundation for participants and are accepted as college credits through Indiana Wesleyan University (IWU).

After a teacher-intern position is obtained, the participants may also begin taking the Teachworthy program's eight courses. **The cost of the Teachworthy internship is paid by Cityscape Schools.**

Once the CERT courses are completed and at least 50 percent of the Teachworthy program is complete, participants may begin taking IWU courses, the cost of which is paid by Cityscape Schools. An individual course plan is created to help each participant complete the necessary coursework for graduation. Upon graduating from IWU with a bachelor's degree, as well as completion of all CERT and Teachworthy requirements, the participant will begin the requisite certification examinations necessary to become a certified teacher in the state of Texas.

Support is provided at all stages in the process and roles of support are outlined within this section of the handbook. Successfully completing all programmatic components will help to build a strong foundation for a worthwhile career in education.

Application Process

The application window is kept open throughout the year, and a notification of acceptance is provided as documentation of a successful and complete application. The application will be submitted electronically, and is comprised of a current résumé, letter of intent, recommendation from a campus administrator, and interview with a Cityscape campus or district administrator. Again,

participants must have experience working as a paraprofessional with Cityscape Schools or other school/charter districts.

If an applicant is not selected, he or she is eligible to apply again (with updated materials) before the beginning of the subsequent CERT course offering.

Informational sessions are hosted prior to the first day of a new CERT course.

Roles of Support

CERT Program Advisor

The CERT program advisor is assigned to participants to offer support through each step of completing the program. This individual will be knowledgeable of course requirements and can support participants as they start the CERT, Teachworthy, and IWU courses. The CERT program advisor is also available to help participants in the transition into a teaching position as the time comes. The advisor will work as a liaison with participants, district and campus learning specialists, campus principals, and CERT instructors to help participants be successful in their new role. The CERT program advisor for each cohort will be introduced at the initial orientation meeting.

CERT Instructional Coaches

Professional growth is most accessible when an individual is provided with job-embedded feedback and training. To provide this type of support, each CERT participant will work with a talented team of instructional coaches. Instructional coaching may be provided by a campus administrator or a district instructional coach. Coaching assignments will be made at the start of the school term and will be determined based on campus and individual participant need. The assigned coach or specialist will observe in the participant's classroom and meet with the participant during the school year for feedback and planning. Additional support and professional development opportunities will be available as needed.

Campus Principal

The campus principal is the instructional leader on campus. He or she is responsible for hiring decisions. Once a CERT participant has been hired as a teacher-intern on campus, the principal is responsible as the participant's direct supervisor. The principal will complete the participant's teacher evaluation.

CITYSCAPE'S CERT COURSE OVERVIEW

Each CERT cohort will begin the CCSD core courses during the month of September following program acceptance. These five-week courses are designed to support participants in learning pertinent knowledge and skills related to being a classroom teacher. A timeline with course start and end dates will be provided for each cohort. CCSD core courses were written by CCSD course developers and are aligned to the state Professional Pedagogy and Responsibility (PPR) Standards. After taking the CCSD core courses, participants will be given access to the Teachworthy professional development classes. Both the CCSD core classes and Teachworthy coursework will be accepted as college credit through IWU. A certificate of completion will be provided at the conclusion of each CCSD core course for students who successfully pass the course requirements. It is the student's responsibility to submit the course certificate to IWU for the credit to be counted on his/her transcript.

CCSD Core Courses

CCSD 101: Classroom Culture & Management (Dr. Billy Ferrell)

CCSD 101: Classroom Culture & Management provides an overview of best practices in classroom and behavior management. In this course, participants will gain insight into classroom management and ways to maintain a positive focus in the classroom. The course is intended for participants to develop a deeper understanding of the importance of building a positive classroom culture, teaching expectations and reinforcing positive behaviors in the classroom, and building positive relationships with students. This course will help participants to establish a connection between the classroom and students' social emotional learning growth, assist in creating a classroom management plan, and develop classroom systems geared towards students' success.

CCSD 102: Curriculum, Instruction, & Assessment (Ms. Gabriela Camacho)

CCSD 102: Curriculum, Instruction, and Assessment provides an overview of Cityscape Schools' instructional resources, as well as providing participants with the opportunity to delve into best practices in instruction, with a focus on reading language arts, mathematics, and differentiated instruction in all content areas.

Participants will gain an understanding of the fundamental topics within the Science of Reading in the area of Phonemic Awareness, Phonics Instruction, Fluency, Vocabulary, and Comprehension Instruction. The general beliefs that guide mathematics instruction in Cityscape Schools will be explored, with a focus on how to develop rich learning environments in the mathematics classroom using both existing and teacher-created resources. Lastly, participants will explore differentiation from the learner aspect, investigating readiness levels, interests, and the learner profile as well as from a curriculum perspective, exploring content, process, and product. After participating in the course, participants will be able to provide highly impactful instruction that meets the needs of diverse groups of learners through the development of rich learning environments.

CCSD 103: Collaborative Learning Communities (Dr. Emmanuel Treviño)

CCSD 103: Collaborative Learning Communities provides an overview of the Cityscape Schools' values and their importance in the learning community. Participants will analyze the Texas Essential Knowledge and Skills (TEKS) state standards, while placing special emphasis on the vertical alignment of skills across grade levels. Components of quality lesson planning and content resources for planning will be explored. Participants will learn the importance of utilizing data in planning and will plan using district data sources. Emphasis will be placed on the purpose and practice of collaborative learning communities within Cityscape Schools. The goal of the course is to help prepare participants to develop rigorous and aligned instructional plans, while learning to utilize district curriculum resources in collaborative learning communities.

CCSD 104: Responsive Instruction (Ms. Maria Pajazetovic)

CCSD 104: Responsive Instruction provides an overview of special populations within the school setting. Participants will deeply explore the laws surrounding and needs of populations of students such as: Special Education and Special Programs (504), Gifted and Talented, Pre-Kindergarten, and English as a Second Language. Specific focus will be given to ELPS, sheltered instruction, dual language, and other program components. Participants will leave with a deeper understanding of the varied needs of student populations and will be empowered with instructional tools to meet those needs.

CCSD 105: Instructional Practices (TBD)

CCSD 105: Instructional Practices provides an overview of research-based instructional practices in the classroom setting. In this course, Participants will analyze the who, what, why and how of best practices in the classroom. Participants will learn how to effectively communicate with students, staff members, and members of the community with varied approaches (phone, email, print). Participants will learn to create and track learning targets by examining campus and district goals. They will dive into research to gain knowledge and understand the benefit of brain-based learning. Participants will examine high-yield instructional strategies, utilize “read alouds” to encourage student engagement with text, learn how to promote writing across content areas, and learn the foundation of small group instruction and workstations. Participants will learn strategies and techniques to proactively use the multi-tiered systems of support to create instructional groupings that support learning.

PROGRAM STANDARDS

Exit Criteria

A participant will be placed into a teacher intern position within Cityscape Schools upon being accepted into the CERT program. A teacher intern in the program is an at-will employee. Continued employment in the role is contingent upon satisfactory performance. Campus principals will utilize the T-TESS rubric, calendar and processes to evaluate all teacher interns. Should a participant choose to exit the program for personal reasons, he/she should contact the CERT program advisor and next steps will be provided.

Academic Probation

A participant who fails two Cityscape CERT courses will be placed on academic probation. Any failed CERT course will need to be retaken, and a passing score obtained, at the next scheduled offering of the course. Participants taking IWU courses will follow IWU's standards for academic probation. After two semesters of academic probation (including a combination of CERT and IWU courses), the participant will be exited from the CERT program. Any exceptions to a course plan, including delays or exemptions, must be approved by district leadership. Grading expectations can be found in the CERT Grading Guidelines.

Professional Learning Exchange Parameters

CERT participants operating in a teacher-intern role will be required to complete all district-required trainings for each school year. While taking Cityscape CERT courses, these courses will count as required professional development hours for the participant for that year.

Partnerships

As with all pathways in the CERT program, educational opportunities are made available to program participants through partnerships with both Indiana Wesleyan University (IWU) and Teachworthy.

Once accepted into the program, participants will be given details for applying to IWU. Transcripts for previously completed coursework can be submitted for transfer credit through IWU. IWU staff are available to assist in the application process. A degree plan will be created with each individual participant to provide a timeline for course completion, a course plan that identifies which classes will be taken, and a credit audit for any transfer credits. Participants will begin taking IWU courses once they have completed all Cityscape CERT courses, as well as 50 percent of Teachworthy courses. **IWU courses will be paid for (up to \$7020.00 per year) by Cityscape Schools.** The district will be billed and will pay IWU directly.

Participants will also be provided with a CERT Course Guide. This guide will provide dates for Cityscape CERT courses and an anticipated graduation date. Teachworthy course content may be taken in conjunctions with Cityscape CERT courses, according to the schedule provided on the course plan. IWU coursework may begin upon completion of Cityscape CERT courses and successful completion of 50 percent of Teachworthy courses. **Teachworthy's internship will be paid for by Cityscape Schools and is a requirement for Texas teacher certification.** During the internship year, participants will need to take and pass state certification tests to complete certification in their specific content area. Study sessions and program support will be provided to assist participants in the process, and Teachworthy staff are available to serve in an advisory capacity.

Since participants are members of the Teachworthy program, it is essential that each individual remain in contact with his or her Teachworthy representative. Contact may be made directly to Teachworthy, as needed. General contact information for Teachworthy is included below:

Teachworthy
6800 Park Ten Blvd.
#290 West
San Antonio, TX 78213

Email: info@teachworthy.org

Phone: 210-874-5094

CERT COHORT FOR DEGREED PARTICIPANTS (WITH A BACHELOR'S DEGREE FROM AN ACCREDITED INSTITUTION)

This program is a pathway for educators who are employed with Cityscape Schools and are seeking alternative certification through Teachworthy. Individuals do not have to apply for acceptance into this cohort. Upon obtaining a position with Cityscape Schools, and acceptance into Teachworthy, participants are automatically enrolled in the program.

Once enrolled in the program, degreed participants will begin taking Cityscape's CERT courses. These courses are designed to provide an educational foundation for participants and degreed participants are still required to take these five courses.

After a teacher-intern position is obtained, the participants may also begin taking the Teachworthy program's eight courses. ***The cost of the Teachworthy internship is paid by Cityscape Schools.***

Participants must meet the standards established by the Texas Education Agency (TEA) for Texas teacher certification. Teachworthy, as the overseeing certification provider, provides specific guidelines to follow and coursework to complete.

The CERT program advisor will assist in establishing deadlines throughout the process. Support is provided at all stages of the process. Upon graduating from IWU with a bachelor's degree, as well as completion of all CERT and Teachworthy requirements, the participant will begin the requisite certification examinations necessary to become a certified teacher in the state of Texas. Participants who successfully complete all components of the program will obtain Texas teacher certification.

OVERVIEW OF SUPPORT

Timeline for Completion

Program participants will be provided with an individualized copy of the CERT program handbook. This document will help to outline the requirements of the program and an estimated time for when they should be completed. Depending on the date of hire, specific dates and deadlines will be adjusted to meet individual needs.

Participants can use this timeline to help gauge progress within the program. Individuals may reach out to a program advisor or Teachworthy staff member at any time for support.

CERT courses

One of the benefits for our degreed participants taking the CERT courses will be regular meetings with district and CERT administrators and advisors. Participants will be able to connect with other cohort members, as well, and seek or offer support. Regular meetings with district and CERT administrators will provide program staff with information regarding a participant's progress toward meeting important deadlines, as well as serve as an opportunity to explore the participant's needs.

Additional Support

Additional support may be available based on the needs of the cohort. CERT program staff will meet to discuss cohort needs and respond accordingly. Participants are encouraged to express needs as they arise so that a response can be timely and efficient.

ROLES OF SUPPORT

CERT Program Advisor

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Campus Principal

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CCSD Core Courses

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guide mathematics instruction in Cityscape Schools will be explored, with a focus on how to develop rich learning environments in the mathematics classroom using both existing and teacher-created resources. Lastly, participants will explore differentiation from the learner aspect, investigating readiness levels, interests, and the learner profile as well as from a curriculum perspective, exploring content, process, and product. After participating in the course, participants will be able to provide highly impactful instruction that meets the needs of diverse groups of learners through the development of rich learning environments.

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PROGRAM STANDARDS

Exit Criteria

CERT participants are required to make adequate progress towards certification according to their program timeline. Individuals are allowed to be participants as long as they are enrolled in Teachworthy, successfully completing Cityscape's CERT courses, and working as a Cityscape Schools' employee. Should their employment status or enrollment within Teachworthy change, participants will no longer be a part of the CERT program.

A teacher intern in the program is an at-will employee. Continued employment in the role is contingent upon satisfactory performance. Campus principals will utilize the T-TESS rubric, calendar and processes to evaluate all teacher interns. Should a participant choose to exit the program for personal reasons, he/she should contact the CERT program advisor and next steps will be provided.

Employment questions should be directed to a campus administrator or the Human Resources (HR) department. The CERT program advisor will stay in contact with campus administrators, the HR department, and Teachworthy staff regarding participants' progress within the program.

Academic Probation

A participant who fails two Cityscape CERT courses will be placed on academic probation. Any failed CERT course will need to be retaken, and a passing score obtained, at the next scheduled offering of the course. After two semesters of academic probation, the participant will be exited from the CERT program. Any exceptions to a course plan, including delays or exemptions, must be approved by district leadership. Grading expectations can be found in the CERT Grading Guidelines.

Professional Learning Exchange Parameters

CERT participants operating in a teacher-intern role will be required to complete all district-required trainings for each school year. While taking Cityscape CERT courses, these courses will count as required professional development hours for the participant for that year.

Teachworthy

Since participants are members of the Teachworthy program, it is essential that each individual remain in contact with his or her Teachworthy representative. Contact may be made directly to Teachworthy, as needed. General contact information for Teachworthy is included below:

Teachworthy
6800 Park Ten Blvd.
#290 West
San Antonio, TX 78213

Email: info@teachworthy.org

Phone: 210-874-5094

GRADING GUIDELINES

Mission

Cityscape's CERT program exists to provide innovative pathways to teacher certification. The grading guidelines outlined in this document are designed to provide clarity, equity and accountability in the grading of the five CERT courses.

Summary of Graded Work

The table below provides a summary of the graded work in each CERT course.

| Assignments | Quantity | Percentage of Final Grade |
|--------------------------|------------------------------------------------------------|---------------------------|
| Participation/Attendance | Documentation of weekly Attendance, Discussion, Reflection | 10 percent |
| Quizzes | 4 | 40 percent |
| Artifacts/Projects | 2 | 40 percent |
| Final Exam | 1 | 10 percent |

Alignment

Coursework and assessments are to be aligned to the Texas Pedagogy and Professional Responsibilities Standards (PPR) EC-12. These standards are accessible at <https://www.tx.nesinc.com/content/docs/160PrepManual.pdf>

Late Work and Reteaching/Retesting Policy

For each day an assigned artifact is late, 10 points will be deducted from the final score.

The reteaching/retesting policy applies to quizzes and the final exam. If a participant fails a quiz or the final exam, they may request tutoring (reteaching). After tutoring takes place, the participant may request to retake the quiz or final exam (same subject matter; different test questions). No matter the grade earned on the second attempt, a participant will only receive the lowest passing grade of 70 percent.

Artifacts cannot be resubmitted for an improved grade; however, students are encouraged to attend class meetings prior to artifact submission for input and feedback.

Feedback Policy

Structures for facilitating timely and pertinent feedback are established to support student success. During the weekly class meetings, opportunities will be available for students and the instructor to meet and discuss course content, student progress, and to allow a forum to provide timely feedback on in-progress assignments. Further, students are encouraged to reach out to instructors, whether virtually or in-person, as outlined in the course syllabus.

Final Grade

Course final grades will be determined on a pass/fail basis depending on the amount of points earned. The table below outlines these parameters.

| Average | Final Rating |
|---------|--------------|
| 70-100 | Pass |
| 1-69 | Fail |

Artifacts

There will be two artifact submissions for each course. Artifacts will help students explore the content at a deeper level while demonstrating mastery of content. Artifacts will be posted in the course no later than one week prior to the due date. Each course designer will have the autonomy to select which type of artifacts will be included in the course. Artifacts can be assigned according to the following six options:

- Application
 - Description: Students demonstrate learning by engaging in a real-world situation
 - Submission: Video, student assessment data, a unit lesson plan
- Reflection
 - Description: Students demonstrate understanding of the content by reflecting on new learning, content, and experiences
 - Submission: Video recording of spoken reflection, written reflection

- Plan of Action
 - Description: Students create a plan of action, relevant to the content, that could be utilized in a real-world teaching context
 - Submission: Classroom management plan, parent communication overview, intervention plan, etc.
- Interview
 - Description: Students will interact with seasoned professionals to gain wisdom, understanding, and depth of best practices
 - Submission: Interview summary and notes
- Analysis
 - Description: Students will create a description, analysis, and evaluation of new learning
 - Submission: Essay
- Portfolio of Learning
 - Description: Students will develop a professional representation of their learning to exhibit evidence of academic success
 - Submission: Google site, digital notebook, photo journal, student work samples, etc.

| ARTIFACT RUBRIC | | | | |
|--------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| CRITERIA | EMERGING 0-17 | PROGRESSING 17.5 | ACCOMPLISHED 20 | EXCEEDING 25 |
| Content | The artifact does not convey ideas relevant to the topics explored | The artifact conveys a surface-level idea relevant to topics explored in class | The artifact conveys ideas relevant to topics explored in class | The artifact strongly conveys ideas relevant to topics explored in class and integrates outside knowledge |
| Performance | The work does not reflect effort or care in presentation | The work reflects some effort and care in presentation | The work reflects palpable effort and care in presentation | The work reflects effort, attention to detail and care in presentation |
| Creativity | No evidence of original, creative ideas | Some evidence of original, creative ideas | Evidence of original, creative ideas in the planning and presentation of the work | The work includes an array of original, creative ideas, combining topics explored in class with new ideas in novel ways |

| | | | | |
|--------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------|
| Connection to the Topic | The work does not connect to the central text or its themes in any way | The work includes a superficial reference to the central text or its themes | The work clearly incorporates the central text and its themes | The work reflects a deep understanding of the central text and its themes |
|--------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------|

Final Exam

There will be one final exam for each course. The final exam will consist of a mixture of multiple-choice questions and constructed short answer responses. Students will be given a study guide at least one week prior to the exam.

Attendance

Attending classes, both in person (or virtually, should that option be offered) is required for successful completion of the program. Participants are expected to attend all class meetings as scheduled. If a participant is ill or cannot attend for any reason, he or she is responsible for emailing the instructor (and/or the CERT Program Advisor) prior to the scheduled class time with the reason for absence. The participant is also responsible for any and all makeup work regardless of absence. Failure to participate appropriately in class may result in the participant failing a course, being placed on probation, or dismissal from the CERT program.

Sign-in lists are provided for each face-to-face and/or virtual meeting. Each participant must sign-in before each session. Signing in for another CERT participant is considered academic dishonesty.

Participants are expected to attend the entire class session, and it is expected that they conduct themselves in a professional manner, which includes being punctual at the beginning of each course. Late arrivals or early departures will be documented. Multiple late arrivals and/or early departures, or excessive absences may result in dismissal from the program.

Participants are expected to check their emails regularly, several times a week. Any notifications about lack of participation in a course must be addressed immediately. Failure to participate adequately in IWU courses may result in action determined by the university. If a student is administratively withdrawn from an

IWU course due to inactivity or lack of participation, the student may be removed from the CERT Program and/or held responsible for reimbursement of the tuition fees incurred by Cityscape Schools. It is the responsibility of the student/participant to communicate with the appropriate IWU professors and advisors, as well as the CERT Program Advisor, if there is an emergency or illness that causes an absence from IWU courses.

If a candidate files for FMLA Leave or Temporary Disability Leave, it is their responsibility to contact the CERT Program Advisor immediately so that appropriate arrangements can be made (in coordination with IWU and Teachworthy) regarding coursework. If a gap in coursework is needed due to extenuating circumstances, and the appropriate process has been followed with Human Resources, then a gap may be temporarily granted for the CERT program as well. It is the participant's responsibility to communicate with all appropriate departments as well as IWU and Teachworthy in these circumstances so that unnecessary costs to the district do not occur. Any avoidable costs may become the responsibility of the CERT participant.

Due to safety concerns and the need for candidates to focus on training, children are not permitted in class, nor should they be left in common areas of the school while a class is in session. Any emergency situations need to be communicated to the instructor AND CERT Program Advisor prior to class.

Academic Dishonesty

As employees of Cityscape Schools, CERT participants are expected to behave in a professional and ethical manner, which includes academic honesty regarding assignments. In the event that a CERT participant engages in academic dishonesty, the participant shall be subject to grade penalties on assignments or tests and disciplinary penalties and/or counseling in accordance with the *TAC Code of Ethics and Standard Practices for Texas Educators*. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and/or unauthorized communication between students during an examination. The determination that a participant has engaged in academic dishonesty shall be based on the judgment of the CERT Program Advisor or another supervising district employee, taking into consideration written materials, observation, or information from students.

Dismissal

Cityscape Schools maintains the right to dismiss a participant from the program if he/she cannot meet the expectations of the program or the CERT participant will meet with the program staff to determine an appropriate course of action. Every effort will be made to resolve the problem, but the district, being the employing agency, has the final decision.

In the event that a principal or district administrator recommends a candidate discontinue the program during the school year, a meeting with CERT Program Advisor, district personnel, and the candidate will be held to discuss the situation.

Participation in the program is contingent upon employment. If at any time a candidate is released from his/her position for any reason, he/she will no longer be able to participate in the CERT program. Cityscape staff may dismiss a candidate from the program if he or she creates an unsafe environment for other participants or if the participant's behavior does not adhere to the Code of Ethics for Texas Educators and/or state and district policies.

Resignation

If a CERT participant resigns from Cityscape Schools, they are also resigning from the CERT program. It is imperative that the CERT Program Advisor be contacted prior to resigning from the district, or at the time of resignation.

Due Process

An intervention plan will be developed for any participant who is in need of additional assistance that may include the following:

- classroom incompetence based on appraisal forms by the school or program staff.
- failure of program course(s).
- failure to maintain an appropriate GPA or academic standing with district courses, IWU, and/or Teachworthy.
- insubordination or unprofessional behavior.
- failure to comply with school or district rules and policies.
- not meeting program timelines and benchmarks.

A candidate has the right to appeal the decision of the CERT Program Advisor within 10 working days from the day of the dismissal notice. Upon receipt of a written request for further appeal, the Deputy Superintendent has 10 working days to address the appeal in accordance with district policies regarding appeals. In the event that the candidate disagrees with the decision of the Deputy Superintendent, he/she has 10 working days to appeal the decision in writing to the Superintendent. The Superintendent is the final authority on program acceptance and continuation and has 10 working days to address the appeal.