Matrix B Generalist EC-6 for Programs currently
APPROVED to offer certification for BOTH the Generalist EC-4 and 4-8

*Texas Administrative Code (TAC) Chapter 228.*10 (e) (1), Addition of Certificate Fields – Effective January 1, 2009.

Instructions for Payment of Required Fee

TAC §229.9, effective April 18, 2010, now requires educator preparation programs to pay fees for SBEC services. The fee for adding a new certification field is $500.00. Payment will be verified before review of the matrix can begin. Four weeks prior to submitting the matrix, complete the attached form and send a check or money order made payable to TEA to: **TEA – Accounting Dept.1701 N. Congress Ave., Austin, TX 78701.** All fees are non-refundable.

Part I: Complete ONE Matrix A *Generalist EC-6* using the template provided. **Provide the course/module names**(s) and description,. **List the major projects and activities. Provide appropriate assessments:** Describe how each candidate will be assessed for mastery. Provide detailed information on the benchmarks and assessments identified—the specific content the assessments will cover and to what level progress will be evaluated by **both** traditional and authentic assessments (i.e., the grading scale, how the assessment will be graded, **submit** copies of scoring rubrics that will be used). Include assessments which measure both skill and knowledge. **Examples of benchmarks and assessments:** 1) Twenty-item multiple choice quiz over plant life graded at 80% mastery; or 2) Lesson plan using cooperative learning for 5th grade math, graded on a six-point rubric; or 3) Science lab experiment graded by a checklist of safety procedures at 95% mastery. Others examples include case studies, action research, portfolio projects, research reports, sample lesson plans, presentations, etc. **Art, Music, Physical Education and Health**: Programs are responsible for training/remediation in art, music, physical education and health for the Generalist EC-6. The TExES exam includes items from these four non-core subject areas. Include these areas in the matrix to demonstrate that comprehensive instruction will be available to candidates.

Part II: Complete the following Curriculum Alignment Charts as applicable. A. Standards, Domains, and Competencies for Generalist EC-6. B. the 17 mandated curriculum topics – only one is needed for each educator preparation program. If you have submitted one, omit this. C. PPR alignment chart – only one is needed on file for each educator preparation program. If your EPP has submitted one, omit this. D. TEKS Correlations specific to the certification area(s) requested (if applicable)

Part III: A. Describe field-based experiences prior to student teaching/clinical teaching/internship. B. Describe field supervision and mentoring in the student teaching/clinical teaching/ intern program. Include length of practicum, number of observations, length of observation, type of evaluation and documentation, methods of feedback, and who will receive feedback results. C. Address the expectations of the cooperating teacher/mentor. D. Describe the program support provided to candidates struggling in the program.

Part IV: Complete the chart showing faculty/instructor qualifications. Also include information for each field supervisor and administrator for this program.

Part V: Complete the Fee Payment Form per the instructions on the form.

Publically funded institutions of higher education must submit a letter of approval from the Texas Higher Education Coordinating Board (THECB).

Submit the completed matrix by email to janice.lopez@tea.state.tx.us. Dr. Janice Lopez, Director, Division of Educator Standards, 5-100E, Texas Education Agency, 1701 N. Congress Avenue, Austin, TX 78701.

Contact Information

Educator Preparation Program Name _____ County-District Number_____

Fee Received Yes No Matrix Submission Date _____

Check All Program(s) [for which you are applying]: Traditional Undergraduate Alternative Certification Post Baccalaureate

Primary Contact Person_____ Email_____

Phone_____

Address_____City_____State_____Zip_____

<u>Submission Checklist:</u>

Part I. Curriculum Matrix _____
Part II. Alignment Charts
Part III. Field Based Experience, Field Supervision, Mentoring _____
Part IV. Faculty Table _____
Part V. EPP Service Fee Form with payment submitted to TEA-Accounting Dept., four weeks prior to matrix submittal_____ Mail form and check made payable to TEA Educator Standards to: TEA-Accounting Dept., 1701 N. Congress, Austin, TX 78701
VI. Matrix A submitted to Janice Lopez, Division of Educator Standard, 1701 N. Congress, Austin, TX 78701 or Janice.Lopez@tea.state.tx.us _____
VII. THECB letter for state universities only_____

Copyright © Texas Education Agency. All rights reserved.

Matrix A for Generalist EC-6 for Currently Accredited Programs

For currently accredited programs NOT APPROVED to offer certification for BOTH the Generalist EC-4 and 4-8

Part I. Complete the Curriculum Matrix below.

Course/Module Name and description	Describe MAJOR projects and activities.	**Assessment**[1] DESCRIBE the Content of the Assessment Instrument(s) and HOW the candidate will be evaluated for mastery. Please provide details.
English Language Arts and Reading Generalist (EC-6) Course/Module Name: Description:		
Course/Module Name: Description:		Assessment:
Course/Module Name: Description:		Assessment:
Course/Module Name: Description:		Assessment:
_____		

Copyright © Texas Education Agency. All rights reserved.

Mathematics Generalist (EC-6)		
Science Generalist (EC-6)		
Social Studies Generalist (EC-6)		
Art (EC – Grade 12)		
Music (Grades EC – 12)		
Physical Education (Grades EC – 12)		
Health (EC – Grade 12)		

Copyright © Texas Education Agency. All rights reserved.

Part II: Complete the following Curriculum Alignment Charts per instructions above.

A. Correlation Chart for the Generalist EC-6 Certificate.

Please indicate where in the curriculum your program addresses the relevant EC-6 Generalist Standards. *TAC§228.30 (a)*	**Identify Courses. Modules, and/or Training**																										
Generalist EC-6 Language Arts and Reading Standards																											
Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.																											
Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.																											
Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.																											
Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.																											
Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide any opportunities of students to improve word analysis and decoding abilities.																											
Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students																											

Copyright © Texas Education Agency. All rights reserved.

to improve fluency.																											
Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.																											
Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication																											
Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.																											
Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.																											
Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.																											
Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.																											
Generalist EC-6 Mathematics Standards																											
Number Concepts: The mathematics Teacher understands and uses numbers, number systems and their structure, operations, and algorithms, quantitative reasoning, and technology appropriate to teacher the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.																											
Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics.																											
Geometry and Measurement: The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics.																											
Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics.																											
Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.																											
Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.																											
Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and																											

Copyright © Texas Education Agency. All rights reserved.

uses this knowledge to plan, organize, and implement instruction to meet curriculum goals; and to teach all students to understand and use mathematics.																											
Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate t the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.																											
Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.																											

Please indicate where in the curriculum your program addresses the relevant EC-6 Generalist Standards. *TAC§228.30 (a)*	**Identify Courses. Modules, and/or Training**																										
	Place course, module																										
Generalist EC-6 Science Standards																											
The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.																											
The science teacher understands the correct use of tools, materials, equipment, and technologies.																											
The science teacher understands the process of scientific inquiry and its role in science instruction.																											
The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.																											
The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.																											
The science teacher understands the history and nature of science.																											
The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.																											
The science teacher knows and understands the science content appropriate to teach the statewide curriculum [TEKS] in physical science.																											
The science teacher knows and understands the science content appropriate to teach the statewide curriculum ([TEKS] in life																											

Copyright © Texas Education Agency. All rights reserved.

science.																											
The science teacher knows and understands the science content appropriate to teach the statewide curriculum ([TEKS] in Earth and space science.																											
The science teacher knows unifying concepts and processes that are common to all sciences.																											
Generalist EC – 6 Social Studies Standards																											
The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.																											
The social studies teacher effectively integrates the various social science disciplines																											
The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.																											
History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.																											
Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.																											
Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and serviced, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.																											
Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.																											
Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.																											
Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.																											
Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.																											

Copyright © Texas Education Agency. All rights reserved.

Please indicate where in the curriculum your program addresses the relevant EC-6 Generalist Standards. *TAC§228.30 (a)*	**Identify Courses. Modules, and/or Training**																										
Generalist EC-6 Physical Education Standards																											
The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.																											
The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.																											
The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.																											
The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support student's cognitive, social, and emotional development.																											
The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.																											
The physical education teacher uses effective developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.																											
The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.																											
The physical education teacher is a reflective practitioner who evaluates the efforts of his/her actions on others (e.g. students, parent/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.																											
The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.																											

Copyright © Texas Education Agency. All rights reserved.

The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.																												
Generalist EC-6 Health Standards																												
The health teacher applies knowledge of both the relationship between health and behavior and the fact ors influencing health and health behavior.																												
The health teacher communicates concepts and purposes of health education.																												
The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.																												
The health teacher evaluates the effects of school health instruction.																												

Copyright © Texas Education Agency. All rights reserved.

Please indicate where in the curriculum your program addresses the relevant EC-6 Generalist Standards. *TAC§228.30 (a)*	**Identify Courses. Modules, and/or Training**																										
Generalist EC-6 Art Standards																											
The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.																											
The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.																											
The art teacher understands and promotes students' appreciation of art histories and diverse cultures.																											
The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.																											
The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment.																											
Generalist EC-6 Music Standards																											
The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.																											
The music teacher sings and plays a musical instrument.																											
The music teacher has a comprehensive knowledge of music notation.																											
The music teacher creates and arranges music.																											
The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.																											
The music teacher applies comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.																											
The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.																											
The music teacher understands and applies appropriate management and discipline strategies for the music class.																											
The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.																											

Copyright © Texas Education Agency. All rights reserved.

The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.																											

B. Correlation Chart for the 17 Curriculum Topics

Please indicate where in the curriculum your program addresses the relevant 17 curriculum topics *Texas Administrative Code §228.30 (b)*	**Pedagogy and Professionalism Preparation (Identify courses. modules, and/or training)**															**Content Methodology Preparation in the Education Dept. or Program only. (Identify courses, modules, and/or training)**											
Reading instruction for each certificate Domain I, III																											
1.Text Structure (organization)																											
2.Vocabulary teaching strategies																											
3.Identifying the word (root, prefix, suffix)																											
4.Fluency (words per minute correct) basic teaching strategies																											
5.Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations																											
Code of Ethics per Chapter 247 Domain II, IV																											
Child Development Domain I, II, III																											
Motivation Domain I, II, III																											
Learning theories Domain I, II, III																											

Copyright © Texas Education Agency. All rights reserved.

TEKS organization, structure, and skills **Domain I, III**																											
TEKS in the content areas **Domain I, III**																											
State assessment of students (TAKS Responsibilities) **Domain I, II, IV**																											
Curriculum development and lesson planning **Domain I, II, III**																											
Classroom assessment for instruction/diagnosing learning needs **Domain I, III**																											
Special Populations **Domain I, II, III, IV**																											
ELPS																											
Special Education																											
Gifted and Talented																											
ESL/Bilingual																											
Parent conferencing/communication skills **Domain III, IV**																											
Instructional technology **Domain I,III**																											
Pedagogy/Instructional strategies **Domain I, III, IV**																											
Differentiated instruction **Domain I, II, III, IV**																											
Classroom Management **Domain II, IV**																											
Certification test preparation **Domain IV**																											

Copyright © Texas Education Agency. All rights reserved.

C. Correlation Chart for Pedagogy and Professional Responsibilities EC-12

Please indicate where in the curriculum your program addresses the relevant Pedagogy and Professional Responsibilities standards, domains, and competencies. ***Texas Administrative Code §228.30***	**Pedagogy and Professionalism Responsibilities (Identify courses. modules, and/or training)**																									
Standard I: Domain I: Competency 001-004 Domain III: Competency 007-010: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.																										
Standard II: Domain II: Competency 005-006: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.																										
Standard III: Domain III: Competency 007-010: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely and high-quality feedback.																										
Standard IV: Domain IV: Competency 011-013: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.																										
Technology Applications Standard I: Domain III: Competency 007-010: All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.																										
Technology Applications Standards II: Domain III: Competency 007-010: All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.																										
Technology Applications Standard III: Domain III: Competency 007-010: All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.																										
Technology Applications Standard IV: Domain III: Competency 007-010: All teachers communicate information in different formats and for diverse audiences.																										
Technology Applications Standard V: Domain III: Competency 007-010: All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills.																										

Copyright © Texas Education Agency. All rights reserved.

D. TEKS Correlation Chart for the Certification Requested

Please indicate where the relevant Texas Essential Knowledge and Skills (TEKS) for the identified certificate field are addressed in your program's curriculum *Texas Administrative Code §228.30 (a)*	**Ex: Module 1: Designing**																					
	Standards Reflecting TEKS																					
Knows and understands the importance of the state content and performance standards as outlined in the TEKS																						
Uses the TEKS to plan instruction	x																					
Knows and understands the importance of designing instruction that reflects the TEKS	x																					
Plans instructional activities that progress sequentially and support stated instructional goals based on the TEKS	x																					
Knows the connection between the statewide Texas assessment program, the TEKS, and instruction	x																					

Copyright © Texas Education Agency. All rights reserved.

Part III:

A. **Describe field-based experiences prior to student teaching/clinical teaching/internship.**

B. **Describe the field supervision and mentoring in the student teaching/clinical teaching/ intern program. Include length of practicum, number of observations, length of observation, type of evaluation and documentation, methods of feedback, and who will receive feedback results.**

C. **Address the expectations of the cooperating teacher/mentor.**

D. **Describe the support provided to students struggling in the program.**

Copyright © Texas Education Agency. All rights reserved.

Part III. Complete the table provided. Include information for each faculty member responsible for professional coursework, student teacher/ mentor or clinical supervision, or administration for this program.

Faculty Member Name	Highest Degree, Field	Assignment: Indicate the role of the faculty member	Certified Texas Teacher (Yes/ No)	Certification Areas	Teaching or other professional experience in P-12 schools

Copyright © Texas Education Agency. All rights reserved.

Part V: Fee Payment

TEXAS EDUCATION AGENCY
Division of Educator Standards

Educator Preparation Program (EPP) Fee Form

Texas Administrative Code 19 TAC Chapter §229.9 ***Fees for Educator Preparation Program Approval and Accountability*** requires payment for certain services provided by Texas Education Agency (TEA). Please check service fee type and list the total amount submitted.

Name of the Person Submitting the Form:

Full Program Name:

County/District Number:

Contact Person:

Mailing Address

Street/P. O. Box:

City: State: Zip Code:

Area Code/Phone:

Email Address:

Please check the type of service fee enclosed:

Copyright © Texas Education Agency. All rights reserved.

√	Cost	Service Fee Type
	$1000.00	Non-refundable new program application fee due prior to submission of the new program proposal (includes pre-approval visit)
	$1000.00	Non-refundable new program approval fee (includes post-approval visit)
	$2000.00	Non-refundable 10 year reapplication fee for programs approved after August 31, 2008 (includes approval site visit)
	$1500.00	Non-refundable 5 year continuing approval visit pursuant to §228.10(c)
	$1500.00	Non-refundable monitoring or technical assistance visit
	$500.00	Non-refundable addition of a new certification field or addition of clinical teaching
	$1000.00	Non-refundable addition of a new class of certificate

Total Amount Submitted $_____

Please send a money order or check made payable to **TEA Educator Standards** prior to services being rendered**.**

If the payment sent to TEA is not honored by the financial institution, we will not be able to ensure a EPPs accountability status, reapplication, new EPP approval, the addition of a certification field or class, or clinical teaching.

Failure to return this form with the correct or complete payment may result in a delay.

Please send your payment(s) to the following address:

TEA - Accounting
1701 N. Congress Ave.
Austin, TX 78701-1494

Copyright © Texas Education Agency. All rights reserved.

Copyright © Texas Education Agency. All rights reserved.