TEA ™
TEXAS EDUCATION AGENCY

Matrix B (Modified) for LOTE EC-12 for Accredited Programs Currently Approved
to Offer Certification in a Foreign Language

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-Educator Standards to: **TEA – Accounting Dept.1701 N. Congress Ave., Austin, TX 78701.** All fees are non-refundable

Part I: Complete ONE Matrix B for *Languages Other Than English EC-12*, no matter how many languages are requested, using the template below**. List the language**(s) requested. **Provide the course/module names**(s) and description. Provide a description of major projects and activities. **Provide appropriate assessments:** Describe how each candidate will be assessed for mastery. Provide detailed information on the assessments identified—the specific content the assessments will cover and to what level candidate progress will be evaluated by **both** traditional and authentic assessments (i.e., the grading scale, how the assessment will be graded,). Include assessments which measure both skill and knowledge. **Examples of assessments:** 1) Twenty-item multiple choice quiz over Spanish idioms graded at 80% mastery; or 2) Lesson plan using cooperative learning for 7th grade Spanish students. Candidate is graded on a six-point rubric with mastery at 80% of the rubric criteria; or 3) Oral reading of a Spanish poem graded on fluency, inflection, pronunciation, graded on a rubric with 95% mastery. Others examples include case studies, action research, portfolio projects, research reports, presentations, etc.

Part II: Complete the following alignment charts:
    A. LOTE alignment chart to educator standards, domains, and competencies.
    B: TEKS alignment chart.
    C. Pedagogy and Professional Responsibilities (if you have not already completed one with another request)
    D. 17 Curriculum Topics (if you have not already completed one with another request)

 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 support provided to students struggling in the program.

Part IV: Complete the instructor chart below. Submit information for one instructor for each language. If you choose to submit vitas or resumes, they should be limited to two pages and contain the instructor's educational background, prior teaching experience, and current teaching certifications, if any. If you are providing instruction in Pedagogy and Professional Responsibilities only, please provide vitas for PPR instructors that demonstrate their qualifications.

NOTE: If you are a publically funded institution of higher education, THECB issued a blanket letter of approval on August 10, 2009.
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 North Congress Ave., Austin, TX 78701.
Make check or money order payable to TEA Educator Standards and mail to TEA-Accounting Dept. at the address listed above.

Matrix B (Modified) For LOTE EC-12 for Currently Accredited Programs
For currently accredited programs APPROVED to offer certification in languages other than English

Educator Preparation Program Name: **Language(s) Requesting:**

Fee Paid: **County-District Number:**

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

Primary Contact Person:

Email:

Phone:

Total Hours:

Submission Date: December

Part I. Complete the curriculum matrix below as shown.

Course/Module Name With description	Major Projects and Activities	DESCRIBE the Contents of the Assessment Instrument(s) and HOW the candidate will be evaluated for mastery. Please provide details.
Sample Entry: SPA 1301 Culture of Spanish Speaking Countries	*Sample Entry:* Research paper on a Spanish speaking country. Develop Five Lesson Plans focusing on the culture of a Spanish speaking country. Two Demonstration Mini-Lessons Mid-term Test Final Examination	*Sample Entry:* Research Paper evaluated a 10 point rubric with at least 8 areas of the rubric evaluated as acceptable. Evaluated with 10 point rubric. Evaluated with 6 point rubric. 100 questions with 80% mastery. 100 multiple choice questions with 80% mastery

A. Complete the LOTE Standards, Domains, Competencies Chart.

Please indicate where in the curriculum your program addresses the relevant LOTE EC-12 Standards, Domains, and Competencies. *TAC§228.30 (a)*	Identify Courses. Modules, and/or Training																					
Standard I: Domain I: Competency 001: The LOTE teacher understands language learning theories and principles of second language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS)																					
Standard II: Domain I: Competency 002: The LOTE teacher understands Assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS)																					
Standard III: Domain I: Competency 003: The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures,																					

connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.																			
Standard IV: Domain II: Competency 004: The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products, and perspectives of the culture(s) in which the target language is used.																			
Standard V: Domain III: Competency 005: Competency 006: As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language (as applicable to the target language).																			
Standard VI: Domain IV: Competency 007: Competency 008: As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language (as applicable to the target language).																			
Standard VII: Domain VI: Competency 011: As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).																			
Standard VIII: Domain V: Competency 009: Competency 010: As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).																			

B. TEKS Alignment Chart

Please indicate where the relevant Texas Essential Knowledge and Skills (TEKS) for the identified certificate are addressed in your programs curriculum *TAC§228.30 (a)*	Content and Methodology Preparation (Identify course/module)																	
	Ex: Module I: Designing Instruction																	
Knows and understands the importance of the state content and performance standards as outlined in the TEKS	x																	
Uses the TEKS to plan instruction																		
Knows and understands the importance of designing instruction that reflects the TEKS through Grade 6	x																	
Plans instructional activities that progress sequentially and support stated instructional goals based on the TEKS																		
Knows the connection between the statewide Texas assessment program, the TEKS, and instruction	x																	

C: PPR Alignment Chart

Please indicate where in the curriculum your program addresses the relevant pedagogy and professional responsibilities standards, domains, and competencies. *TAC§228.30*	Pedagogy and Professionalism Preparation (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 (TEKS) into the curriculum.																	

D. Alignment Chart for the 17 Curriculum Topics:

Please indicate where in the curriculum your program addresses the 17 curriculum topics mandated by *TAC§228.30 (b).*	Pedagogy and Professionalism Preparation (Identify courses. modules, and/or training)																
Reading instruction for each certificate offered **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**																		
TEKS organization, structure, and skills **Domain I, III**																		
TEKS in the content areas **Domain I, III**																		
State assessment of students (Teacher Responsibilities for TAKS) **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**																		
Certification test preparation (6 hours minimum and presented in a stand alone format) **Domain IV**																		
Classroom Management **Domain II, IV**																		

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 support provided to students struggling in the program.

Part IV. Complete the table provided. Include information for each faculty member responsible for professional coursework, clinical supervision, or administration for this program. If more convenient, you may attach vitas/resumes. However, each vita/resume must NOT be more than TWO pages long.

Faculty Member Name	Highest Degree, Field, & University	Assignment: What course/module will the instructor teach?	Certified Texas Teacher (Yes/ No)	Certification Areas	Teaching or other professional experience in P-12 schools

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: Count/District Number:

Contact Person:

Mailing Address:
Street/P. O. Box
City: State: TX   Zip Code:
Area Code/Phone:
Email Address:

Please check the type of service fee enclosed:

√	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 an 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