Educator Preparation Program Self-Report for Initial Teacher Certification
2012-2013
Insert Name of Program Here

Provide the program's six (6) digit County District Number:

Provide contact information for the main program location.

Official Name of Program (College/University, ESC, Private):

Contact Person:

Email Address:

Phone Number:

Mailing Address:

City/Town/ State:

Zip Code:

GENERAL PROGRAM INFORMATION

Directions: Place an "x" in the left hand column to make the selection(s).

1. Identify EACH type of route to certification offered by the college/university/ACP.

	University Initial
	University Post Baccalaureate
	University Based Alternative Certification Program
	Non-University Based Alternative Certification Program
	University Graduate for Professional Certificates
	ACP for Professional Certificates

2. What is the current TEA accreditation status of the educator preparation program? [TAC §229]

	Accredited - Not Rated
	Accredited
	Accredited –Warned
	Accredited – Probation

3. If the preparation program was notified that an action plan was warranted, have you completed it? [TAC §229.4(g)(6), §229.4(h)]

	Yes
	No
	Not Applicable

4. How many candidates were ADMITTED into the EPP during the last academic year?

5. What was the current TOTAL ENROLLMENT in the EPP program counting undergraduate, graduate, Post BAC, and ACP for the 2012-2013 academic year. This should be one total number and should not be a duplicate count of candidates.

6. How many candidates COMPLETED (Finished) the program during the 2011-2012 academic year?

7. How many STUDENT TEACHERS/CLINICAL TEACHERS/INTERNS are enrolled for the current academic year (2012-2013) or semester? Place a number in the left column.

	Semester
	Academic Year

8. How many STUDENT TEACHERS/CLINICAL TEACHERS/INTERNS were enrolled in the last semester of the academic year (2011-2012)? Place a number in the left column.

	Semester

9. Identify the current status for certification fields and classes that the program is approved to offer. This is for information only. No certification fields or classes will be added or removed without the request of the program. Check only those that apply.

Certification Area	Approved/ Active	Approved/Not Active	No Certificates issued in this area in the last five year
Agricultural Sciences and Technology 6-12			
American Sign Language (ASL) EC-12			
Art EC-12			
Bilingual Arabic			
Bilingual Mandarin Chinese			
Bilingual Japanese			
Bilingual Vietnamese			
Bilingual Education Supplemental			
Bilingual Generalist Spanish EC-6			
Bilingual Generalist Spanish 4-8			
Braille			
Business Education 6-12			

Certification Area	Approved/ Active	Approved/Not Active	No Certificates issued in this area in the last five year
Chemistry 8-12			
Computer Science 8-12			
Dance 8-12			
Deaf and Hard of Hearing			
Educational Diagnostician			
English as a Second Language/Generalist EC-6			
English as a Second Language/Generalist 4-8			
English as a Second Language Supplemental			
English Language Arts and Reading 4-8			
English Language Arts and Reading 8-12			
English Language Arts and Reading/Social Studies 4-8			
Family and Consumer Science Composite			
Family and Consumer Science – Hospitality, Nutrition, and Food Science			
Family and Consumer Science – Human Development and Family Studies			
Generalist EC-6			
Generalist 4-8			
Gifted and Talented Supplemental			
Health EC-12			
Health Science Technology Education 8-12			

Certification Area	Approved/ Active	Approved/Not Active	No Certificates issued in this area in the last five year
History 8-12			
Journalism 8-12			
Languages Or Than English – Arabic EC-12			
Languages Or Than English – Mandarin Chinese EC-12			
Languages Or Than English (LOTE) – French EC-12			
Languages Or Than English (LOTE) – German EC-12			
Languages Or Than English (LOTE) – Japanese EC-12			
Languages Or Than English (LOTE) – Latin EC-12			
Languages Or Than English (LOTE) – Russian EC-12			
Languages Or Than English (LOTE) – Spanish EC-12			
Languages Or Than English (LOTE) – Vietnamese EC-12			
Life Science 8-12			
Marketing Education 8-12			
Master Reading Teacher EC-12			
Master Mathematics Teacher EC-4			
Master Mathematics Teacher 4-8			
Master Mathematics Teacher 8-12			
Master Science Teacher EC-4			
Master Science Teacher 4-8			
Master Science Teacher 8-12			

Certification Area	Approved/ Active	Approved/Not Active	No Certificates issued in this area in the last five year
Master Technology Teacher EC-12			
Mathematics 4-8			
Mathematics 8-12			
Mathematics/Physical Science/Engineering 8-12			
Mathematics/Physics 8-12			
Mathematics/Science 4-8			
Music EC-12			
Physical Education EC-12			
Physical Education 8-12			
Physical Science 8-12			
Physics/Mathematics 8-12			
Principal			
Reading Specialist			
School Counselor			
School Librarian			
Science 4-8			
Science 8-12			
Social Studies 4-8			
Social Studies 8-12			
Special Education EC-12			
Special Education Supplemental			
Speech 7-12			
Superintendent			
Technology Applications EC-12			
Technology Applications 8-12			

Certification Area	Approved/ Active	Approved/Not Active	No Certificates issued in this area in the last five year
Technology Applications 6-12			
Theatre EC-12			
Trade and Industrial Education 8-12			

COMPONENT I: COMMITMENT AND COLLABORATON - Texas Administrative Code (TAC) §228.20 – GOVERNANCE OF EDUCATOR PREPARATION PROGRAMS

11. Have any expansion sites (sites with its own governance and record keeping) been added in the last year that differs from those identified in the SBEC approved original proposal? [TAC §228.20(d)]

	Yes
	No

12. If you replied "Yes" to the above question, provide the following information about the expansion site(s).

Name of Director:

Address:

Email Address:

Phone Number:

13. Using the table below, list members of the advisory committee, the organization they represent, their titles, and the stakeholder category each member represents [TAC

§228.20(b)].

Advisory Committee Members

Name of Member	Entity/Organization Represented	Title/Position	Category Represented 1. Public/private school; 2. Institution of higher education; 3. Education Service Center; 4. Business or Community

14. Provide dates for advisory committee meetings for the current and last academic year (an academic year is September 1–August 31). [TAC §228.20(b)]

Date	Number of Advisory Committee Members Present

15. What evidence can be provided to verify that advisory committee members are involved in the design, delivery, evaluation, and major policy decisions of the educator preparation program? [TAC §228.20(b)]

	Meeting Minutes
	Agenda topics

16. What evidence can be provided to verify that the advisory committee members are knowledgeable about their roles and responsibilities as defined and communicated by the educator preparation program? [TAC §228.20(b)]

	Invitation letter acceptance signed by advisory committee member
	Bylaws
	Advisory Committee Training attendance records on file
	Advisory Committee Handbook – receipt acknowledged by advisory committee member

17. What evidence can be provided to verify that two consecutive advisory committee meetings are/were held? [TAC §228.20(b)]

	Agendas with dates
	Minutes with dates
	Attendance Records with dates

18. If there is any additional information to share regarding the governance or the advisory committee for the program, provide it below:

COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC) §227.10 - ADMISSION CRITERIA

19. Select all instruments used to determine the candidate's basic skills proficiency prior to admission. (Check all that apply) [TAC §227.10(a)(C)]

	TASP/A with state mandated minimum scores
	TASP/A with higher than state mandated minimum scores
	SAT with state mandated minimum scores
	SAT with higher than state mandated minimum scores
	ACT
	GRE
	Texas Successive Initiative identified instruments
	Other, please explain.

20. Select all criteria that the program uses to determine if an out-of-country candidate is able to speak and understand the English language sufficiently to use it easily and readily in conversation and teaching prior to admission to the educator preparation program. [TAC §230.413]

	Test of Spoken English (score of 55 or above)
	Test of English as a Foreign Language (TOEFL) (26 oral-all sections must be completed)
	Bachelors or Graduate Degree from accredited U.S. institution
	Degree from outside of U.S. with primary language of English
	Verification of three years teaching experience in U.S.
	Three years teaching experience in a setting using English

21. How many candidates have been admitted into the program from out-of-country that required verification of the ability to speak and understand the English language at a level where they could readily participate in conversations and respond appropriately? [TAC §227.10(5) & TAC §230.413(b)(5)]

	None
	Five or Less
	Six to 19
	Over 20

22. What evidence can be provided to verify that out-of-country applicants have had transcripts evaluated by an approved evaluator? [TAC §227.10(e) & TAC §245]

	Results from Evaluation Services in candidate's records
	None

23. Select all program admission requirements that apply to the education preparation program.

	Four year degree from an institution of higher education verified by official transcript [TAC §227.10(a)(2)]
	Passing score on a Pre-Admission Content Test (PACT) [TAC §227.10(a)(3)(C)]
	2.5 GPA (overall or last 60 hours) [TAC §227.10(a)(3)(A)]
	Application [TAC §227.10(a)(6)]
	Interview or screening instrument for appropriateness [TAC §227.10(a)(6)]
	Written assessment [TAC §227.10(b)]
	12 semester credit hours in subject-specific content area [TAC §227.10(3)(C)]
	24 credit hours in subject-specific content area [TAC §227.10(b)]
	Resume evaluation [TAC §227.10(b)]
	Successful background check [TAC §227.10(b)]
	Job-related credentials or licenses [TAC §227.10(a)(3)(B)]
	Letters of recommendation [TAC §227.10(b)]
	Other, please explain.

24. How many candidates are currently in the program that were admitted under the 10% cohort rule? A cohort is defined as all students that start initial coursework during one of the following periods: September 1-December 31; January 1-May 31; June 1-August 31. [TAC §227.10(a)(3)(B) and §227.2]

10% of ___(total number admitted)_____ = _____(allowable 10%)

	None
	5 or less
	6-10
	11 or more

25. What evidence can be provided to verify that the candidate admitted under the 10% cohort rule was approved by the program director and was admitted under extraordinary circumstances? [TAC §227.10(3)(b)]

	None
	Document signed by program director with grade point average and extraordinary circumstances explained. Documentation retained in candidate record.

26. For Post Bacs and ACPs only: How many "late hire" interns or probationary certified candidates are currently enrolled in the program? [TAC §228.35(c)]

	None
	5 or less
	6-10
	11 or more

27. For Post Bacs and ACPs only: What evidence can be provided to verify that "late hire" candidates have completed the 30 clock-hours of field-based experience and the 80 clock-hours of initial training within 90 school days of assignment? [TAC §228.35(c)]

	None
	Logs showing 30 hours of field-based observations with dates
	Attendance records for 80 clock hours of training with dates

28. How many Career and Technology Education candidates are currently enrolled in the program? [TAC §227.10(a)(3)(B)]

	None
	5 or less
	6-10
	11 or more

29. What evidence can be provided to verify experience and preparation requirements for Career and Technology Education candidates as outlined in TAC §230 and §233? [TAC §227.10(d)]

	None
	Current licensure
	Wage-earning experience
	Statement of Qualifications
	Transcript for college/university associate degree/high school diploma or equivalent

30. Where can the public find information about the program's admission criteria? [TAC §227.10(a)(7)]

	Website
	Catalog
	Brochures
	Media outlets (radio, television, newspaper, billboards, etc.)
	Not Available

31. How many applicants have been admitted on a contingency basis? These are applicants who are currently enrolled in and expect to complete the courses and other requirements for obtaining a bachelor's degree at the end of the semester in which admission to the program is sought [TAC §227.15(a)(1)] and have met all other admission requirements? [TAC §227.15(a)(2)]

	None
	5 or less
	6-10
	11 or more

32. What evidence can be provided to verify that the applicant was eligible to be admitted on a contingency basis? [TAC §227.15(a)(1) and TAC §227.15(a)(2)]

	None
	Statement from college/university to verify current enrollment
	Degree plan showing graduation at the end of the semester in which the applicant has applied
	Official transcript reflecting graduation at the end of the semester
	Meets all other EPP program admission requirements

33. If there is any additional information to share regarding the admission to the educator preparation program, provide it below.

COMPONENT III: CURRICULUM - Texas Administrative Code (TAC)

§228.30 - EDUCATOR PREPARATION CURRICULUM

34. Select the criteria that the educator preparation program uses to ensure that all course instructors/trainers have the necessary knowledge and skills to deliver a rigorous curriculum to ensure that the candidate is effective in the classroom. [TAC §228.35(a)(1)]

	Advanced Degree
	Texas Teacher Certificate in corresponding content and grade level
	More than 5 years experience teaching content at specific grade level in a public or private school
	Out-of-State Teaching Certification in corresponding content and grade level
	Principal/Superintendent certification
	No criteria established

35. What evidence can be provided to verify that the educator standards adopted by the State Board for Educator Certification are the curricular basis for all educator preparation? [TAC §228.30(a)]

	None
	Educator Standards alignment charts for each certificate offered
	Syllabi and corresponding course/module outlines addressing appropriate Texas educator standards for the course/module for the certification field
	Syllabi and corresponding course/module outlines addressing appropriate knowledge for the certification field as identified in the educator standards for the certification field
	Syllabi and corresponding course/module outlines addressing the designated skills to be developed for the certification field as identified in the educator standards for the certification field
	Focused field-based experiences embedded in course/module that address knowledge and skills identified by the educator standards for the certification field
	Syllabi and corresponding course/module outlines and corresponding course/module outlines addressing appropriate TExES domains and competencies for the certification field
	Syllabi and corresponding course/module outlines addressing assessments to verify acquisition of skills identified for the certification field
	Syllabi and corresponding course/module outlines addressing assessment to verify acquisition of knowledge identified for the certification field

36. What evidence can be provided to verify that the educator preparation program relies on scientifically-based research to ensure teacher effectiveness? [TAC §228.30(b)]

	None
	Syllabi and corresponding course/module outlines addressing scientifically-based research for the certification field
	Focused field-based experiences embedded in course/module that address scientifically-based research for the certification field

37. What evidence can be provided to verify that the educator preparation program aligns instruction to the TEKS? [TAC §228.30(b)]

	None
	TEKS alignment charts for each certification field
	Syllabi and corresponding course/module outlines addressing appropriate TEKS for the certification field
	Lesson Plan format indicating use of TEKS for each certification field
	Focused field-based experiences embedded in course/module that address TEKS for each certification field
	Candidate lesson plans addressing assessments to verify acquisition of knowledge identified in the TEKS for the certification field (based on a percentage of last year and current candidates)
	Candidate lesson plans addressing assessments to verify acquisition of skills identified in the TEKS for the certification field (based on a percentage of last year and current candidates)

38. What evidence can be provided that ALL educator preparation candidates are offered instruction in reading methodologies in their respective certification field? [TAC §228.30(b)(1)]

	None
	Degree Plans
	Alignment Charts
	Course/Module Schedule
	Online records

39. Complete the following alignment charts:

A. Curriculum Alignment Chart for the 17 Curriculum Topics (TAC §228.30(b)]

Please indicate where in the curriculum your program addresses the relevant 17 curriculum topics. *Texas Administrative Code §228.30 (b)*	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**															
TEKS organization, structure, and skills **Domain I, III**															
TEKS in the content areas **Domain I, III**															
State assessment of students (STARR 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																	
Dyslexia																	
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**																	

B. Correlation Chart for Pedagogy and Professional Responsibilities EC-12 [TAC §228.30(b)]

Please indicate where in the curriculum your program addresses the relevant Pedagogy and Professional Responsibilities standards, domains, and competencies. *Texas Administrative Code §228.30*	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.																

C. TEKS Correlations [TAC §228.30(b)]

Please indicate where in the curriculum your program addresses the relevant TEKS. *Texas Administrative Code §228.30*	Identify courses. modules, and/or training																				
Knows and understands the importance of the state content and performance standards as outlined in the TEKS																					
Uses the TEKS to plan instruction																					
Knows and understands the importance of designing instruction that reflects the TEKS																					
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																					

40. Is 51% of the educator preparation program's curriculum offered online?

	Yes
	No

If you answered "NO" to the above question, skip to question # 50.

41. Select all methods the program uses to procure online modules/courses.

	Develop our own courses
	Purchase modules/courses
	Subscribe to modules/courses

42. What standards for development and delivery were used in the online program?

	Developed our own standards
	ISTE (International Society for Technology Education)
	iNACOL (North American Council for Online Learning)
	No specific standards
	Other, please explain.

43. Identify the online instructional strategies used in the online program

	Peer-based learning
	Inquiry-based activities
	Collaborative learning
	Discussion groups
	Self-directed learning
	Case studies
	Small group work
	Guided design

44. How does the instructor promote on-going and frequent teacher-student interactions?

45. How does the instructor promote on-going and frequent student-student interactions?

46. Identify the following criteria that are included as standard practice in the online program.

	Clearly stated and attainable goals
	Clear and coherent in its organization
	Utilizes quality instructional material and appropriate technology
	Demonstrates rigorous course content
	High degree of interaction between teacher, learners, and among learners
	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities
	Meets requirements of appropriate educator standards
	Meets requirement of accessibility for individuals with disabilities
	Meets copyright and fair use requirements
	Accommodates different learning styles
	Designed with consideration for time and place limitations of candidates
	Is grounded in program's mission, beliefs, and expectations for candidate learning
	Supported by research and best practice
	Continually refined based on assessment of stakeholders' needs
	Adaptable to serve different candidate learning styles
	Sensitive to cultural differences of candidates
	Includes frequent teacher to candidate interaction and frequent candidate-to-candidate interaction
	Faculty holds required state certifications
	Faculty is trained in and demonstrates competency in online instructional methodologies and learning technologies
	Includes a process to monitor that the work and assessments are completed by candidates registered in the course
	Enables candidates to monitor their own learning progress
	Enables teachers to adapt their instruction to meet learner needs
	Uses multiple methods to assess candidates' performance
	Assess a variety of types of candidate performance
	Uses formative assessments to inform instructional practice
	Provides ongoing course design and revisions
	Measures candidate attainment of course's educational goals
	Provides for timely and frequent feedback about candidate progress
	Provides feedback on teacher's performance
	Provides a wide variety of professional development activities for instructors
	Provides timely, effective technical support
	Provides an orientation to online learning technologies and online candidate practices

	Clearly stated and attainable goals
	Provides support services to individuals
	Ensures academic advising
	Online learning environment is appropriately maintained, secure, and is a productive and safe work environment for candidates and staff
	Provides a work environment consisting of resources, tools, organizational policies for staff
	Conducts ongoing internal evaluation which relies on data
	Conducts periodic external evaluation
	Establishes procedures for continual program improvement
	Other, please explain.

47. Select types of assessments used in the online coursework to verify that the candidate has understood the knowledge and acquired the skills necessary for the certification field being sought.

	Quizzes/tests with mastery level determined
	Open ended essay questions graded with rubrics
	Student-written reports graded with rubrics
	Portfolios collections graded with rubrics
	Reactions to case studies/hypothetical classroom situations graded with rubrics
	Projects graded with rubrics
	Lesson plans graded with rubrics
	None required
	Other, please explain.

48. Select assistance (technical or instructional) available to the candidates for online modules/courses.

	Phone contact with instructor
	Online contact with instructor
	Face-to-face contact with instructor
	Phone contact with field supervisor
	Face-to-face contact with field supervisor
	Free telephone helpline
	Telephone helpline at additional cost
	Free online help
	Free user's manual
	Online help at additional cost
	Free user's manual
	User's manual at additional cost
	Instructor resources and notes available to candidates
	Ability for candidates to access grades online
	Ability for candidates to access grades through instructor
	None available
	Other, please explain.

49. If there is any additional information to share regarding the educator preparation curriculum, provide it below.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas Administrative Code (TAC) Section 228.35 – PREPARATION PROGRAM COURSEWORK AND/OR TRAINING

50. **Complete the Program Hours Chart.**

Minimum Program Hours Required by TAC §228.35(a)(3) for

Initial Teacher Certification

Any program can provide more than the minimum, but not less.

Type	Minimum Clock Hours	Elementary/ Middle Hours	Secondary Clock Hours	All Level EC-12 Clock Hours
Coursework Training prior to Student Teaching/Clinical Teaching/Internship	80			
Field-based Exp. prior to Student Teaching/Clinical Teaching/Internship	30			
Subtotal (required hours required prior to student teaching/clinical teaching/internship)	110			
Additional Coursework (necessary to make required 300 min.)	190			
(Optional: 50 hours or less maybe given by **school district** with CPE # documentation in each candidate's record/folder. If no documentation is available, this option cannot be used.)	(50)			
Total Coursework Minimum	**300**			

Type	Minimum Clock Hours	Elementary/ Middle Hours	Secondary Clock Hours	All Level EC-12 Clock Hours
(Check if applicable) o Internship	180 school days (in addition to 300 min. clock hours of program)			
(Check all applicable) o Student Teaching o Clinical Teaching	Consecutive 12-week, full-day minimum, not paid (in addition to 300 min. clock hours of program)			
Test Prep- Cannot be embedded in coursework Identify areas of review (Check all applicable) o Content o PPR	6			

51. What evidence can be provided to verify a minimum of six clock hours of certification test preparation? [TAC §228.35(a)(4) and §228.30(b)(17)]

	Original sign-in sheets with dates
	Certificates of completion in student records
	Schedule of test preparation sessions on website
	None

52. If the program uses video as part of the field-based observations, how many hours of video are counted toward the 30 clock hours? [TAC §228.35(a)(3)(A)]

	Fifteen clock hours
	Less than 15 clock hours
	Not Applicable

53. What evidence can be provided to verify that candidates complete their 30 clock-hours of field-based experiences? [TAC §228.35(d)(1)]

	Time logs with candidate's name, date, and signed by observed teacher
	Database kept by EPP program recording the above information.
	None

54. What evidence can be provided to verify that candidates complete their field observations in a variety of educational settings with diverse student populations, including observations, modeling, and demonstration of effective practices to improve student learning? [TAC §228.35(d)]

	Time logs with campus name, grade level, subject, and school demographic information.
	Database kept by EPP program
	Candidate reflections with information noted kept in candidates' records or in online candidate record.

55. How many candidates currently in the educator preparation program are participating in the Teacher Aide Exemption program?

	None
	5-10
	11-20
	21+

56. For Post Bac/ACP Programs Only: Does the program accept up to 50 clock-hours of professional training from school districts toward program credit? [TAC §228.35(a)(5)]

	Yes
	No

57. For Post Bac/ACP Programs Only: What evidence can be provided to verify that 50 clock hours of candidates' professional training contact hours from the school district/campus? [TAC §228.35(a)(5)]

	CPE certificate of attendance
	School district/campus record of training
	Sign-in sheet provided by school district/campus
	None
	Not applicable

58. What evidence can be provided to verify that cooperating teachers/mentors are selected for each candidate in the process of student teaching/clinical teaching/internship? [TAC §228.35(e)]

	Database records of candidate and cooperating teacher/mentor assigned with contact information
	Assignment sheet in candidate's records specifying cooperating teacher/mentor assigned with contact information

59. What evidence can be provided to verify that yearly scientifically-based training has been offered to cooperating teachers/campus mentors which addresses how to work effectively with candidates? [TAC §228.35(e)]

	Attendance records with original signatures date(s) from EPP program
	Verification of receipt by cooperating teacher/mentor by signature and date of student/teacher handbook, CD, or other material delivered
	Dated, sign-in information for online training recorded by EPP
	Professional development records from school districts/campuses with dates
	Training records from Education Service Centers with dates
	CPE certificates with dates
	None

60. Identify all criteria used for selecting field supervisors. [TAC §228.35(f) and TAC §228.2(10)]

	Experienced professional educators currently certified in Texas
	Former principals or administrators currently certified in Texas
	Current EPP faculty/instructors certified in Texas
	Experienced professional educators currently certified out-of-state
	Former principals or administrators currently certified out-of-state
	Current EPP faculty/instructors certified out-of-state
	A minimum of 5 years teaching/administrative experience

61. What evidence can be provided to verify that yearly training has been provided to field supervisors? [TAC §228.35(f)]

	Attendance records with original signature and date verifying training
	Verification of receipt by field supervisor by signature and date of training material, handbook, CD, or other material
	Dated, sign-in information for online training recorded by EPP
	Certificate of completion
	Training agendas with dates
	Online record of completion
	None

62. What evidence can be provided to verify that the field supervisor contacted the teaching candidate during the first three weeks of the candidate's assignment? [TAC §228.35(f)]

	Field supervisor contact log/records with candidate's placement date and date of first contact and method (face-to-face, email, phone)
	Signed contact form/observation form signed and dated by teaching candidate and field supervisor
	Database record

63. What evidence can be provided to verify that a minimum of three formal observations were conducted by the field supervisor? Check all that apply. [TAC §228.35(f)]

	Observation instrument
	Field supervisor contact log/records
	Signed observation form by field supervisor/teaching candidate
	Online record
	Database records
	None

64. What evidence can be provided to verify that the duration (time) of a formal observation provided by a field supervisor was a minimum of 45 minutes? [TAC §228.35(f)(1)]

	Start and stop time noted on observation instrument
	Field Supervisor log
	Database
	None

65. What evidence can be provided to verify that the first formal observation occurred within the first six weeks of placement? [TAC §228.35(f)(2)]

	Dated observation instrument
	Field Supervisor log with placement date and first observation date
	Database
	None

66. What evidence can be provided to verify informal observations and coaching have been provided to a candidate who is struggling in the program? [TAC §228.35(f)]

	Dated observation instrument
	Field Supervisor log with date coaching/observations provided
	Database
	Email records
	Phone records
	None

67. What evidence can be provided to verify that formal observation written feedback was provided to the candidate? [TAC §228.35(f)]

	Signed observation document (original or electronic)
	Field Supervisor log with signature or initials
	Email with read receipt
	Database
	None

68. What evidence can be provided to verify that the field supervisor conducted an interactive conference with the candidate after the observation? [TAC §228.35(f)]

	Signed observation instrument with start and stop time of interactive conference
	Field Supervisor log with candidate signature verifying conference
	Email with read receipt with response from candidate
	Database reflecting conference completed
	None

69. What evidence can be provided to verify that formal observation documentation was provided to the campus administration? [TAC §228.35(f)]

	Multi-copy observation instrument with principal distribution noted
	Field Supervisor log with initials of principal or his/her secretary
	Email with read receipt
	None

70. How many student teachers/clinical teachers/interns are typically assigned to one field supervisor?

	1-3
	4-7
	8-11
	12-15
	16-20
	More than 20
	Other, please explain.

71. How many candidates are participating in student teaching/clinical teaching/internships in Out-of-State/U.S. Territory placements? [TAC §228.35(d)(4)]

None	
One	
Two	
Three	
Four or more – supply number	

72. What evidence can be provided to verify that the Out-of-State/U.S. Territory Students are meeting the requirements for the placement? [TAC §228.35(d)(4)(C)]

	Record of Cooperating Teacher/Mentor assignment
	Record of Cooperating Teacher/Mentor Training
	Record of Field Supervisor Assignment
	Record of contact and observations on schedule prescribed by TAC
	Completed observation forms signed by candidate
	Record of written feedback and interactive conference
	Record of delivery of formal observation to campus administrator
	None
	Not Applicable

73. How many candidates are participating in student teaching or clinical teaching experiences outside of the United States? [TAC §228.35(d)(4)(D)]

None	
One	
Two	
Three	
Four or more – supply number	

74. What evidence can be provided to verify that the Out-of-Country candidates are meeting the requirements for the placement? [TAC §228.35(d)(4)(C)]

	Record of Cooperating Teacher/Mentor assignment
	Record of Cooperating Teacher/Mentor Training
	Record of Field Supervisor Assignment
	Record of contact and observations on schedule prescribed by TAC
	Completed observation forms signed by candidate
	Record of written feedback and interactive conference
	Record of delivery of formal observation to campus administrator
	None
	Not Applicable

75. If there is additional information to share about program delivery and ongoing support, provide it below.

76. How often does the program evaluate the overall performance (delivery and curriculum) of the program? [TAC §228.40(c)]

	Once every 12 months
	More than once every 12 months
	Every two years
	Every 3-5 years
	Never

77. What evidence can be provided to verify that overall performance of the program is conducted? [TAC §228.40(c)]

	A document detailing the evaluation activity, timeline, and person responsible
	Other, please explain
	None

78. Identify specific internal and external data used to analyze the program. [TAC §228.40(c)]

	ASEP data
	Advisory committee input
	Qualitative evaluations from teaching candidates
	Qualitative evaluations from principals or school district staff
	Qualitative evaluations from faculty members
	Qualitative evaluations from cooperating teachers/mentors
	Qualitative evaluations from program staff including field supervisors
	Candidate retention information
	Number of candidates' passing TExES on first attempt
	Number of testing attempts by each candidate
	Outside evaluation results
	Other, please explain
	None

79. What evidence can be provided to verify that benchmarks are used to monitor a candidate's progress throughout the program? [TAC §228.40(a)]

	A document detailing the benchmark activity, timeline, and person responsible
	A candidate record exists showing progression through benchmark points
	None

80. What evidence can be provided to verify that structured assessments are used to monitor a candidate's progress throughout the program? [TAC §228.40(a)]

	A document detailing the assessment activity, timeline, and person responsible
	A candidate record exists showing grade or evaluation of assessments
	Syllabi or course/module outline detailing assessments used
	None

81. What evidence can be provided to verify that a system is in place to determine the candidate's readiness to test? [TAC §228.40(b)]

	A document detailing the criteria for testing available to candidates
	A candidate record showing criteria and date met
	None

82. What evidence can be provided to verify that a system is in place to ensure that test approval for the pedagogy and professional responsibilities assessment is not provided until a candidate has met all of the requirements for admission to the program and has been fully accepted into the educator preparation program? [TAC §228.40(b)]

	Letter of admission to EPP with date signed by candidate
	A candidate record with date of test approval for PPR testing
	None

83. Overall Plan for Program Evaluation. In the table below, please detail the educator preparation program's overall plan for program evaluation. [TAC §228.40(c)]

Strategic Intent	Indicator	Program's Measurement Tool/Procedure	Timeline for Data Collection	Personnel Responsible
Candidate Academic Achievement	TExES test scores; # passing on first attempt			
Candidate Practicum Success	Candidate/School district evaluations			
Candidate Satisfaction	Candidate recommendation of programs to others; exit survey			
Candidate Employment Success	# candidates hired for teaching or administrative positions			
School District Satisfaction	School district feedback			
Curriculum Quality	Meets or exceeds state and national standards; feedback from candidates, cooperating teachers/mentors, campus administration			
Quality of Curriculum Delivery	Evaluations from candidates,			
Field Supervision Quality	Feedback from candidates, cooperating teacher/mentor; and campus administrator			
Advisory Committee	Advisory Committee Survey			
Other (Please specify):				

84. How do you manage candidates' records? Check all that apply. [TAC §228.40(d)]

	Records are retained for five years.
	Records are securely stored.
	Records are stored electronically.
	Records are kept in paper format.

85. If there is additional information to share regarding assessment and evaluation of program candidates for certification and program improvement, provide it below.

86. What evidence can be provided to verify that the educator preparation program has made efforts to make the candidates aware of the Texas Educators Code of Ethics?

	Information provided in courses
	Information provided in handbooks
	Signed acknowledgment of reading and understanding the Texas Educator's Code of Ethics
	None

87. What evidence can be provided to verify that all members of the educator preparation program's staff aware of the Texas Educators Code of Ethics?

	Information provided at staff meetings on agendas with dates
	Information provided in handbook/office procedures
	Signed acknowledgment of reading and understanding
	None