



Division of Educator Standards
Initial Traditional Teacher Certification Program
Compliance Audit Rubric
Academic Year: 2012-2013

Program Name: _____ Audit Date: _____
 Type of Visit: PreA ___ Post A ___ TAV ___ Continuing ___ Oversight ___ Program TYPE: X ___ UI
 Accreditation Status: NR A A-W A-P NA-R

Component 1	Component 2	Component 3	Component 4	Component 5	Component 6

Out of Compliance in any area requires a Compliance Status Report.

Recommendations: Action Plan Technical Visit Follow Up – 6 months Follow Up – 1 year 5 yr

Reviewer	Comments:
Reviewer 1 _____ <i>Electronic Signature</i> <i>Date</i>	
Reviewer 2 _____ <i>Electronic Signature</i> <i>Date</i>	

Educator Preparation Manager	Decision
_____ <i>Electronic Signature</i> <i>Date</i>	<input type="checkbox"/> Approval to mail Final Report & Director's Letter <input type="checkbox"/> Filed in Program File Comments:

Reviewers are to check the description that best describes evidence found during the audit.

Component 1 Governance of Educator Preparation Programs		Evidence		Evidence	
Indicators		(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.20(c): The governing body and chief operating officer of an entity shall provide sufficient support, and shall be accountable for the quality of the educator preparation program and the candidates whom the program recommends for certification;			Evidence exists of limited or no support by the governing body or chief operating officer of the entity for the quality of the program and/or candidate preparation.		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ Staff participation in review ○ Facilities ○ Resources
<p>§228.20(b): The preparation of educators shall be a collaborative effort among public schools accredited by TEA and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests. An advisory committee with members <u>representing as many as possible</u> of the groups identified as collaborators in this subsection</p> <p>228.1 collaboration of public and private schools (EC-12)</p>			Evidence of restricted membership on Advisory Committee. It does not include adequate representation from a variety of stakeholders groups (less than 2 categories).		<p>Sufficient evidence exists that Advisory Committee membership includes a balanced group of representatives (at least three categories) from public/private schools, institutions of higher learning, education service center and business and community interests.</p> <ul style="list-style-type: none"> ○ List of advisory committee members with representation identified ○ Advisory committee attendance records at two meeting per year

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228,20(b): ... shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program... represents stakeholders		Evidence exists of limited or no understanding of their roles and responsibilities as Advisory Committee members.		Sufficient evidence exists <ul style="list-style-type: none"> ○ Minutes ○ Agenda topics
§228,20(b): ... The approved educator preparation program shall approve the roles and responsibilities of each member of the advisory committee....		Evidence exists of limited or no evidence that advisory committee members understand their roles and responsibilities		Sufficient evidence exists <ul style="list-style-type: none"> ○ Advisory committee Training ○ Advisory committee handbook ○ Letter of invitation with roles and responsibilities outlined ○ Bylaws

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.20(b) ...shall meet a minimum of twice during each academic year. (September 1 – August 31)		Limited or no evidence exists that the Advisory Committee meets at least twice each academic year .		Sufficient evidence exists <ul style="list-style-type: none"> ○ Agendas ○ Minutes
§228.35(d) An educator preparation entity shall provide evidence on-going and relevant field-based experiences as determined by the advisory committee as specified in §228.20 <i>minutes of meetings; self report</i>		Limited or no evidence exists that the Advisory Committee has determined /reviewed relevant field-based experiences.		Sufficient evidence exists <ul style="list-style-type: none"> ○ Agendas ○ Minutes
All applicable standards must be met to be in compliance.		_____ Not in Compliance		_____ In Compliance

Comments:

Component 2 – Admission Criteria				
Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§227.10(A): Minimum 2.5 GPA or at least a 2.5 in the last 60 semester credit hours.		Evidence exists that one or more students were admitted with a grade point average lower than overall 2.5 GPA or 2.5 in last 60 hours.		Sufficient evidence exists in candidate records <ul style="list-style-type: none"> ○ Transcripts ○ Worksheets
§227.10(C) Students must have a minimum of 12 semester credit hours in the subject-specific content area for which certification is sought. (if applicable)		Evidence exists that one or more students admitted does not have the required 12 semester credit hours		Sufficient evidence exists in candidate records <ul style="list-style-type: none"> ○ Transcripts ○ Worksheet

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
<p>§227.10(4) Basic skills in reading, written communication and mathematics</p> <p>230(a) An individual seeking admission to an approved educator preparation program (EPP) for initial certification must be assessed for basic skills in reading, written communication, and mathematics, unless the individual holds a bachelor's degree or higher from an accredited institution of higher education.</p>		<p>Evidence exists that one or more students admitted has no test scores or test scores lower than minimum requirements or does not meet TSI rules or exceptions</p>		<p>Sufficient evidence exists in candidate records</p> <ul style="list-style-type: none"> ○ Record on transcript ○ Test reporting document ○ THEA ○ TSI ○ TSI Exemptions
<p>§227,10(5) Oral communication skills listed in 230.11 – (TOEFL or other 4 methods)</p> <p>230.11(b)(5) be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:</p>		<p>Evidence exists that one or more students admitted has not demonstrate adequate oral communication skills</p>		<p>Sufficient evidence exists in candidate records for out-of-country students</p> <ul style="list-style-type: none"> ○ TOFEL score report ○ Completion of an undergraduate or graduate degree in the U.S. ○ Completion of an undergraduate or graduate degree outside the U.S. where English was the primary language of instruction ○ Verification of three creditable years of teaching experience in an educational setting in the U.S.

Component 2 Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§227.10(6) Applications.... <i>document review; student folders; online records; EPP program application</i>		Evidence exists that one or more students have not submitted an application		Sufficient evidence exists in candidate records <ul style="list-style-type: none"> ○ Completed electronic application ○ Completed paper application
§227.10(6) ...interview or other screening instruments used to determine candidate's appropriateness for certification sought		Evidence exists that one or more students were admitted without interview or completion of other screening instruments		Sufficient evidence exists in candidate records <ul style="list-style-type: none"> ○ Standardized interview questions with scoring rubric ○ Other screening device: Identify:
§227.10(7) Any other academic criteria for admission that are published and applied consistently to all educator preparation candidates		No evidence of published admission criteria		Sufficient evidence exists <ul style="list-style-type: none"> ○ Catalogues ○ Websites ○ Brochures ○ Media outlets

Component 2 Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
<p>§227.10(e) Out-of-country applicants only; credentials must be equivalent to those in this section using procedures and standards from §245</p>		<p>Evidence exists that no required transcript review available; or transcript review did not follow §245</p>		<p>Sufficient evidence exists in candidate records Transcript evaluations by:</p> <ul style="list-style-type: none"> ○ American Association of Collegiate Registrars and Admission Officers ○ Center for Applied Research, Evaluation, & Education, Inc. ○ Educational Credential Evaluators, Inc. ○ Educational Records Evaluation Service, Inc. ○ Evaluation Service, Inc. ○ Foreign Credential Services of America ○ The Foreign Educational Document Service ○ Foundation for International Services, Inc. ○ Global Credential Evaluators, Inc ○ Global Education Group, Inc. ○ Global Language Services ○ International Academic Credential Evaluator, Inc. ○ International Education Research Foundation, Inc. ○ Josef Silny & Associates, Inc. ○ SDR Educational Consultants ○ Span Tran Evaluation Services ○ World Education Services, Inc. ○ Worldwide Education Consultant Services, Inc.

Component 2 Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
<p>§227.10(7)(d) Career and Technology Education candidates only: must meet the experience and preparation requirements of §230 and §233 <i>student folder; Statement of Qualifications; Licenses</i></p>		<p>Evidence exists that one or more students were admitted who do not meet criteria</p>		<p>Sufficient evidence exists in candidate record: Health Science Technology”</p> <ul style="list-style-type: none"> ○ Bachelor’s degree ○ Current licensure, certification, or registration ○ Two years of wage earning experience using the licensure requirements ○ One year of creditable classroom teaching experience on probationary or emergency certificate in this area <p>Trade and Industrial Education 8-12</p> <ul style="list-style-type: none"> ○ Option I- bachelor’s degree, three years of full-time wage earning experience within the past 8 yrs in approved occupations (18 months of wage earning experience can be met through internship) ○ Option II – associates degree, three years of wage earning experience in last 8 yrs. In approved occupations ○ Option III – high school diploma or equivalent; five years of full time wage earning experience within the past 8 in one or more approved occupations; current licensure ○ Current licensure, certification or registration ○ One year of creditable classroom teaching experience ○ Statement of Qualifications

Component 2 Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§227.10(3)(B) This exception to the minimum GPA requirement will be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any cohort of candidates		No documentation exists that the program director approved the exception to the minimum GPA requirement and more than 10% have been admitted.		Sufficient evidence exists in the candidates' records <ul style="list-style-type: none"> ○ Document signed by program director with reason for acceptance
<ul style="list-style-type: none"> • All applicable standards must be met to be in compliance. 		_____ Not in Compliance		_____ In Compliance

Component 3 –Educator Preparation Curriculum	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.30 (a) The educator standards shall be the curricular basis for all educator preparation <i>syllabi, curriculum matrices' assessments</i>		None or limited evidence of alignment with educator standards		Sufficient evidence exists <ul style="list-style-type: none"> ○ Educator Standards alignment charts ○ Syllabi ○ Course/module outline ○ Focused field-based experiences
§228.30(a)and for each certificate, .address the relevant Texas Essential Knowledge and Skills (TEKS)		None or limited evidence of TEKS addressed in certificate areas reviewed		Sufficient evidence exists <ul style="list-style-type: none"> ○ Alignment charts ○ Syllabi ○ Lesson Plans ○ Focused field-based experiences

Component 3 –Educator Preparation Curriculum	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.30(b) The following (17 topics) subject matter shall be included in the curriculum for all candidates seeking initial certification				
(1) the specified requirements for reading instruction adopted by the SBEC for each certificate		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline ○ Instructor lesson plans reflecting at least one lecture on each of the five essential components of reading(phonemic awareness, fluency, phonics, vocabulary, comprehension)
(3) child development		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

Component 3 –Educator Preparation Curriculum	(0)	Not in Compliance (0)	(1)	In Compliance (1)
(4) motivation		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(5) learning theories		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

(6) TEKS organization, structure, and skills		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(7) TEKS in the content areas		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

(8) state assessment of students		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(9) curriculum development		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

(9) lesson planning		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(10) classroom assessment for instruction		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

(10) diagnosing learning needs		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(11) classroom management		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
(11) developing a positive learning environment		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(12) special populations		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline ○ Special Education ○ Gifted and Talented ○ Dyslexia ○ Autism

(13) parent conferences		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered	Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(13) communication skills		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered	Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

(14) instructional technology		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered	Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(15) pedagogy/instructional strategies		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered	Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline

(16) differentiated instruction		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
(17) certification test preparation		Evidence exists that the curriculum topic is omitted or is grossly inadequate in each certificate offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi ○ Alignment Charts ○ Course/Module outline
All applicable standards must be met to be in compliance.		_____ Not in Compliance		_____ In Compliance

Component 4 – Program Delivery and Ongoing Support				
Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(a)(3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training		Sufficient evidence exists of less than 300 clock hours of coursework or training		Sufficient evidence exists <ul style="list-style-type: none"> ○ Degree plans ○ Program Course/Module Schedule
§228.35(d)(1) 30 clock-hours of field-based experience to be completed prior to student teaching, clinical teaching, or internship.		Less than 30 clock-hours of field-based experiences are required		Sufficient evidence exists <ul style="list-style-type: none"> ○ Candidate time logs signed by observed teacher ○ Database

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(d) in a variety of educational settings with diverse student populations including observation, modeling, and demonstration of effective practices to improve student learning.		Sufficient evidence exists that the 30 clock hour field based observations are not completed as specified		Sufficient evidence exists <ul style="list-style-type: none"> ○ 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.
§228.35(a)(3)(A) Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method. If applicable.		More than 15 hours of field-based experience provided by video or electronic transmission		Up to 15 hours of field-based experience provided by video or electronic transmission <ul style="list-style-type: none"> ○ Candidate time logs signed by instructor

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(a)(3)(B) 80 clock-hours of coursework/training prior to student teaching, clinical teaching, or internship		Less than 80 clock-hours of training prior to teaching practicum		80 or more clock hours of training prior to teaching practicum <ul style="list-style-type: none"> ○ Degree plans ○ Program Course/Module Schedule
§228.35(a)(3)(C) six clock-hours of explicit test preparation that is not embedded in other curriculum elements		Evidence exists of Less than 6 clock hours of test preparation offered		Sufficient evidence exists <ul style="list-style-type: none"> ○ Original sign-in sheets with dates ○ Certificates of completion in student records ○ Schedule of test preparation sessions on website

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(a)(4) All coursework and training shall be completed prior to educator preparation program completion and standard certification		Evidence exists that all coursework and training was not completed as prescribed.		Sufficient evidence exists <ul style="list-style-type: none"> ○ Program benchmarks ○ Review of program schedule of courses/modules ○ Database records ○ Degree plan/transcripts
§228.35(d)(2)(A) For initial certification, each educator preparation program shall also provide one of the following: student teaching (minimum 12 weeks); (For traditional college/university programs, post-bac programs only)		Evidence exists that candidates are not placed in the appropriate student teaching experience for the required time period		Sufficient evidence exists <ul style="list-style-type: none"> ○ Program requirements in student handbooks ○ Program requirements on website ○ Student teaching placement lists with start and end dates ○ Degree plans

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(d)(2)(C)(i) A student teaching for an EC-6 candidate may be completed at a Head Start Program with a certified teacher as mentor, with three and four year old students, using the state's pre-kindergarten and an approved HeadStart Curriculum.		No evidence or little evidence of meeting all of Head Start requirements		Sufficient evidence exists <ul style="list-style-type: none"> ○ Student teaching placement lists with start and end dates
§228.35(d)(2)(C)(ii) Student teaching must take place in an actual school setting rather than a distance learning lab or virtual school setting.		Evidence exists that the internship, student teaching, clinical teaching takes place in a distance learning lab or virtual school setting.		Sufficient evidence exists <ul style="list-style-type: none"> ○ Student teaching placement lists with start and end dates
				○

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
<p>§228.35(a)(7) Each educator preparation program must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not part of internship, clinical teaching, student teaching, and practicum requirements, and is directly related to the certificate being sought.</p>		<p>No evidence exists of criteria or procedures for allowing previous experience</p>		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ EPP program policies ○ Student Handbooks ○ Admission Information ○ Candidate request and program approval to substitute prior experience in candidate folder
<p>228.35(a) (4) An educator preparation program that is not an alternative certification program must require, as part of the curriculum for a bachelor's degree that is a prerequisite for educator certification, that a candidate receive instruction in detection and education of students with dyslexia. This instruction must:</p> <p>(A) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:</p> <ul style="list-style-type: none"> (i) employed by institutions of higher education; and (ii) approved by the State Board for Educator Certification (SBEC); and <p>(B) include information on:</p> <ul style="list-style-type: none"> (i) characteristics of dyslexia; (ii) identification of dyslexia; and (iii) effective, multisensory strategies 		<p>No evidence exists of dyslexia training.</p>		<p>Sufficient evidence exists of dyslexia training.</p>

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
for teaching students with dyslexia.				

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
<p>§228.35(e) In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a cooperating teacher during the candidate's student teaching or clinical teaching experience.</p> <p><i>230.3(c)(3) Mentor: The EPP shall collaborate with the campus administrator to assign a campus mentor to each intern throughout his or her internship.</i></p>		<p>No evidence exists of cooperating teacher or mentor assigned.</p>		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ Candidate placement information showing name of cooperating teacher/mentor and campus name
<p>§228.35(e) The EPP program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented and retained by the educator preparation program.</p>		<p>No evidence of mentor or cooperating teacher training exists</p>		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ Original signature on document verifying training received ○ School district/ESC record of training ○ Certificate of Completion ○ Training material provided such as handbook ○ Training agendas with dates ○ Dated, sign-in information for online training recorded by EPP

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
<p>§228.35(f) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator....</p> <p><i>230.37(c)(2) Supervision and professional development: An EPP shall provide field supervisors, as prescribed in 228.35 of this title and high –quality professional development throughout the entire term of the internship, including all extensions of the initial term.</i></p>		<p>No evidence of field supervisor assigned or person does not have appropriate experience</p>		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ Candidate placement information showing name of field supervisor assigned ○ Field supervisor logs
<p>§228.35(f) ...who has been trained as a field supervisor.</p>		<p>No evidence of training provided to field supervisor</p>		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ Original signature on document with date verifying training received ○ Certificate of Completion with date ○ Training material provided such as handbook ○ Training agendas with dates ○ Online records of completion with date

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(f) The initial contact, which may be made by telephone, email, or other electronic communication, with assigned candidate must occur within the first three weeks of assignment.		No evidence initial contact made within first three weeks of assignment		Sufficient evidence exists <ul style="list-style-type: none"> ○ Email ○ Phone record ○ Field supervisor contact log ○ Signed contact/observation form by teaching candidate and field supervisor ○ Database
§228.35(f)(4) For student teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.		Evidence of none or less than three formal observations during student teaching or clinical teaching		Sufficient evidence exists <ul style="list-style-type: none"> ○ Observation forms signed by candidate and field supervisor ○ Field supervisor contact log ○ Database records ○ Online records

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(f)(1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.		Evidence exists that no observations or observations of less than 45 minutes in duration were conducted		Sufficient evidence exists <ul style="list-style-type: none"> ○ Observation forms with start and stop time noted ○ Field supervisor log with start and stop time noted ○ Database
§228.35(f)(2) The first observation must occur within the first six weeks of the assignment.		No evidence that the first observation was completed within first six weeks of candidate's assignment		Sufficient evidence exists <ul style="list-style-type: none"> ○ Observation forms with placement date and date of first observation ○ Field supervisor log with placement date and noted ○ Database

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(f) The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate.....		No evidence of completed observations forms , written feedback or interactive conference		Sufficient evidence exists <ul style="list-style-type: none"> ○ Signed observation instrument by candidate ○ Field supervisor log ○ Email with read receipt ○ Database
§228.35(f) ...and provide a copy of the written feedback to the candidate's campus administrator		No evidence of written feedback provided to campus administrator		Sufficient evidence exists <ul style="list-style-type: none"> ○ Multi-copy observation instrument with principal distribution noted ○ Field Supervisor log with initials of principal or his/her designee ○ Email with read receipt ○ Dated copy of letter sent to principal with observation results
§228.35(f) Informal observations and coaching shall be provided by the field supervisor as appropriate.		No evidence of informal observations and coaching		Sufficient evidence exists <ul style="list-style-type: none"> ○ Dated observation instrument ○ Field supervisor log ○ Database ○ Email records ○ Phone records

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(d)(4)(C) An Educator preparation program may file with TEA for approval of a public or private school located within any state or territory of the United States as a site for internship, student teaching, clinical teaching, and/or practicum.		No evidence of an application exists for students identified as placed in out of state experiences		Sufficient evidence exists <ul style="list-style-type: none"> ○ Application
§228.35(d)(4)(C)(i-iv) ...The application shall at a minimum include: (i) the accreditation(s) held by the school; (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS ad SBEC certification standards; (iii) the certification, credentials, and training of the field supervisor(s) who will supervisor candidates in the school; (iv) the measures that will be taken by the educator preparation program to ensure that the candidate’s experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.		No evidence or limited evidence exists		Sufficient evidence exists <ul style="list-style-type: none"> ○ 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

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.35(d)(4)(D) An Educator preparation program may file with TEA for approval of a public or private school located outside of the United States as a site for student teaching, clinical teaching		No evidence of an application exists for students identified as placed in out of country experiences		Sufficient evidence exists <ul style="list-style-type: none"> ○ Application
§228.35(d)(4)(D) The application shall at a minimum include the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school’s recognition by the U.S. State Department Office of Overseas Schools.		No evidence or limited evidence exists		Sufficient evidence exists <ul style="list-style-type: none"> ○ 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
All applicable standards must be met to be in compliance.		Not in Compliance		In Compliance

Component 5 – Assessment and Evaluation of Candidates for Certification and Program Improvement		Evidence		Evidence
Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.40(a) To ensure that a candidate for educator certification is prepared to receive the standard certificate, the entity delivering educator preparation shall establish benchmarks, ... <i>Samples of assessments and benchmarks, syllabi, test scores</i>		Limited or no evidence of program benchmarks present.		Sufficient evidence exists <ul style="list-style-type: none"> ○ Documentation detailing the benchmark activity, timeline, and person responsible ○ Candidate record showing progression through program by verifying benchmarks
		§228.40(a) ...and structured assessments of the candidate's progress throughout the EPP.		Sufficient evidence exists <ul style="list-style-type: none"> ○ Documentation detailing the assessment activity, timeline, and person responsible ○ Candidate record such as grade showing progression through program by verifying assessments ○ Syllabi or course/module outline detailing assessments used

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
<p>§228.40(b) The EPP shall determine the readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities, including professional ethics and standards of conduct</p> <p>230.21(c) A candidate seeking a standard certificate as an educator based on completion of an approved EPP may take the appropriate certification examination(s) required by subsection (b) of this section only at such time as the EPP determines the candidate's readiness to take the examinations, or upon successful completion of the EPP, whichever comes first.</p>		<p>Limited or no evidence of procedures for determining a candidate's readiness to test</p>		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ Policies and procedures for detailing criteria for testing available to candidates ○ Candidate's record showing that they have met criteria for testing with date
<p>§228.40(b) An educator preparation program shall not grant test approval for the pedagogy and professional responsibilities assessment until a candidate has met all of the requirements for admission to the program and has been fully accepted into the educator preparation program</p>		<p>Evidence exists of granting test approval prior to admission and full acceptance into the program</p>		<p>Sufficient evidence exists</p> <ul style="list-style-type: none"> ○ Letter of admission to EPP with date signed by candidate ○ Candidate record with date of test approval for PPR

Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.40(c) An entity shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices , and the results of internal and external assessments.		Limited or no evidence exists of evaluation of the design and delivery of the curriculum based on performance data, scientifically-based research practices, and the results of internal and external assessments.		Sufficient evidence exists <ul style="list-style-type: none"> ○ Documentation detailing the evaluation activity, timeline, and person responsible ○ Evaluation report with date ○ Agenda for advisory committee ○ Minutes of advisory committee
§228.40(d) An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion.		Evidence exists that required documents are not retained for a five year period		Sufficient evidence exists <ul style="list-style-type: none"> ○ Presence of records for past 5 years ○ Electronic records ○ Paper records ○ Records are secure
All applicable standards must be met to be in compliance.		_____ Not in Compliance		_____ In Compliance

Component 6 – Professional Conduct				
Indicators	(0)	Not in Compliance (0)	(1)	In Compliance (1)
§228.50 During the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates ... demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics).		Evidence exists of limited or no efforts to ensure faculty/instructors and candidates adhere to educators' code of ethics		Sufficient evidence exists <ul style="list-style-type: none"> ○ Syllabi/course/module outline ○ Handbook/Office procedures ○ Signed statement of reading and understanding ○ Agenda for staff meeting
§228.50 During the period of preparation, the educator preparation entity shall ensure... that the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics).		Evidence exists of limited or no efforts to ensure faculty/instructors and candidates adhere to educators' code of ethics		Sufficient evidence exists <ul style="list-style-type: none"> ○ Staff Handbook/Office procedures ○ Signed statement of reading and understanding ○ Agenda for staff meeting
§228.30(b)(2) Code of Ethics				
All applicable standards must be met to be in compliance.		_____ Not in Compliance		_____ In Compliance

Comments: