



ASEP Technical Manual

2014-2015 Reporting

Chapter I

Introduction

INTRODUCTION

Many changes have occurred in education during the past years in the Lone Star State and throughout the nation. As we prepare new teachers and professionals for the future, remember our reason for being: the education of the school children of Texas.

Texas needs new teachers with the classroom management skills and content knowledge to thrive on campuses. With that goal in mind, the 84th Texas Legislature passed changes that influence educator preparation programs, including

- A non-voting SBEC member with ACP background
- Formalized EPP approval and renewal authority
- A revised field supervision indicator to include clinical teaching
- A new indicator for teacher customer satisfaction survey
- A minimum GPA of 2.5/cohort GPA of 3.0 (not including CTE candidates)
- Persons admitted under the 10% exception must pass a content exam to be qualified for admission to a program
- Report ratio of field supervisors to student, clinical teaching /internship candidates
- Report data on percentage of teachers employed under standard certificate within one year of completing program
- Formalize authority to use risk assessment model to guide reviews
- Formalize authority to require complaint procedures
- Limiting the number of times a person can retake an examination to 4 times

The *Educator Preparation Program ASEP Technical Manual* includes information we hope will help you complete the 2014-2015 academic year reporting. As we develop the ASEP standards for accountability, TEA wishes to remain transparent in our efforts to keep you informed, as well as, requests your patience as we refine our data collection methods and interpretations.

In addition to information concerning ASEP, we have included some useful resources. Since field supervisors, cooperating teachers and mentors play such important roles in preparing educators, standards for what people in these roles should know and do are included. We included a variety of forms that we hope will make your job easier.

TEA provides this manual as a service and a resource, but nothing in this manual overrules statute, code or other more authoritative sources.

We appreciate all you do to prepare outstanding teachers for our children and our future. Please contact us if we can be of assistance.

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Chapter 2

Accountability System Overview

ACCOUNTABILITY SYSTEM OVERVIEW

State Accountability

The Accountability System for Educator Preparation (ASEP) was created by the Texas Legislature and is based on Texas Education Code (TEC) 21.045. The Texas Education Code is found at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm>.

The State Board for Educator Certification (SBEC)'s rules to implement those sections of TEC are found in Texas Administrative Code (TAC) Chapter 229 at [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=3&ti=19&pt=7](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=3&ti=19&pt=7)

TYPES OF PROGRAMS

University Initial —a program delivered as part of an undergraduate program that includes student teaching.

University Post Baccalaureate —a program offered to an individual who already holds at least a bachelor's degree and is seeking initial teacher certification – sometimes includes a Master's Degree - and usually involves an internship as teacher of record for one full academic year (180 days) but can also offer clinical teaching. The program may offer certification in the professional class certifications such as superintendent, principal, counselor, school librarian, educational diagnostician, reading specialist, and master teachers which involve a 160 hour practicum.

University Alternative Certification Program —an Alternative Certification Program offered to an individual who holds a bachelor's degree or higher by an institution of higher education who is seeking initial teacher certification and usually involves an internship as teacher of record for one full academic year (180 days) but can offer clinical teaching.

Alternative Certification Program (ACP) — a non-traditional educator preparation program (for profit or non-profit) offered to an individual who holds a bachelor's degree or higher and is seeking initial teacher certification which usually involves an internship as teacher of record for one full academic year (180 days). The program may offer certification in the professional class certifications such as superintendent, principal, counselor, school librarian, educational diagnostician, reading specialist, and master teachers which involve a 160 hour practicum.

OVERVIEW OF ACCREDITATION STANDARDS

Texas Education Code §21.045¹ and TAC §229 build the Accountability System for Educator Preparation on four standards:

- (1) the **results of certification examinations**. These are the pass rates of students who are declared a finisher of all program requirements (except testing) and test within an academic year;
- (2) **beginning teacher performance** based on an appraisal system;
- (3) **achievement**, including improvement in achievement, **of students** taught by **teachers** in their **first three years**;
- (4) compliance with SBEC rules regarding the **frequency, duration, and quality of field supervision** of first year teachers.

¹ Texas Senate Bill 174, Section 2, 81st Legislature, Regular Session (effective June 19, 2009)

OVERVIEW OF THE ACCOUNTABILITY STATUSES

Who is Rated? An SBEC approved accreditation status is issued to all educator preparation programs authorized to certify teachers in Texas each academic year based on the performance standards set in TEC §29.045 and TAC §229.4 (a). NOTE: The information below is provided for guidance and does not replace statute or code.

Accountability Status	Criteria
Accredited	Met 80% testing standard in the overall category, as well as by gender and ethnicity category and has been approved by SBEC to prepare, train, and recommend candidates for certification.
Accredited-Not Rated	An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the performance standards described in TAC §229 (a). An EPP is fully accredited and may recommend candidates for certification while it has Accredited-Not Rated status. A program may also be granted this status if the program does not report any finishers for that academic year.
Accredited-Warned	(1) fails to meet the performance standards set by the SBEC for Standard I in any one year; (2) fails to meet the standards in any two gender or ethnicity demographic groups on Standard 1 in any one year; or (3) fails to meet the standards for a gender or ethnicity demographic group on Standard 1 for two consecutive years, regardless of whether the deficiency is in the same demographic group or standard.
Accredited-Probation	(1) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on Standard 1 for two consecutive years; (2) fails to meet the standards in any three gender or ethnicity demographic groups on Standard 1 in any one year; or (3) fails to meet the standards for a gender or ethnicity demographic group on Standard 1 for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard
Not Accredited-Revoked	(1) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutive years. (2) An EPP may be assigned Not Accredited-Revoked status if the EPP is assigned Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451. (3) An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter. (4) A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter §228 (relating to Requirements for Educator Preparation Programs). (5) Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification, but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.

SUMMARY TABLE OF ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION (ASEP)

Rating	Performance Indicators		Compliance
Not Rated	New program until can be assigned status		N/A
	No reported finishers unless rated year before and missed standard		
	20 or less finishers in All Students unless rated year before and missed standard		
Warned	All Students	One Year (21 or more)	Violation of law or rule
	Two groups	One Year (21 or more)	
	One group	Two years (does not have to be the same group but 21 or more)	
Probation	All Students	One Year (21 or more)	Violation of law or rule
	Three groups	One Year (21 or more)	
	One group	Two years (does not have to be the same group but 21 or more)	
Revoked	Probation	Three Years	Violation of law or rule
	Probation	One Year and determination that revocation is necessary	

Accreditation statuses are posted by year

NOTIFICATION:

Each educator preparation program is notified annually based on data reported for the last academic year. (EX. Accreditation status for 2015-2016 will be based on data collected and reported for the 2014-2015 academic year.) An EPP shall be notified in writing regarding any action taken pursuant to this section, or the assignment of an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked. The notice shall state the basis on which the action is taken or the assignment of the accreditation status is made. (TAC §229.5(f))

Chapter 3

Accountability Criteria and Targets

Accountability Status Criteria and Targets

2014-2016 Transition Years

Since several standards have been added to the accreditation process, it has been determined that a three year phase-in shall be utilized. This additional time shall allow educator preparation programs to become accustomed to the impact of using the three new standards. In other words, in 2014-2015, the accreditation status shall be determined by using Standard I only, but the impact of using Standard II and Standard IV in determining the accreditation status will be reported to the program for impact purposes.

Accreditation Phase-In Plan Status

Standards Used to Determine Accreditation

2013-2014	Standard I with impact data for Standard II and IV
2014-2015	Standard I with impact data for Standard II and IV
2015-2016	Standard I, II, and IV

Standards Targets for 2014 – 2016

Academic Year	Standard I	Standard II	Standard III	Standard IV	Certification Field
2013-2014	80% pass rate in each area: all, gender, ethnicity	Cut Score of 67% calculated but reported only		Frequency, Duration – 95% Quality - 80% calculated but reported only	<i>Not Applicable</i>
2014-2015	80% pass rate in each area: all, gender, ethnicity	Cut Score of 67% calculated but reported only		Frequency, Duration – 95% of candidates reported have three observations Quality - TBD% calculated but not reported	80% in each certification area where there is testing data
2015-2016	80% pass rate in each area: all, gender, ethnicity	Cut Score of 67% calculated and utilized		Frequency, Duration – 95% of candidates reported have three observations Quality - TBD% calculated and utilized	80% in each certification area where there is testing data

Chapter 4

Calendar of Data Collection and Notification

Calendar Schedule for Data Gathering and Notification

September 1 – August 31st	Finishers identified by EPP	Observations conducted by EPP	Collection for GPA Spreadsheet for admitted student (initial and professional)		Candidate Exit Surveys Collected by TEA as candidates apply for standard certification.
September 15th	Candidate Status (Finisher) Lists final submission to TEA – Standard I	Observation Data final submission to TEA – Standard IV	Annual Performance Report Data AND Consumer Information (GPA Spreadsheet) final submission to TEA		
September 21- October 1	Resolution period for candidate status data submitted by programs to TEA	Resolution period of observation data submitted by programs	Resolution period for Annual Performance Report and GPA spreadsheet		
October 1	Pass Rates Calculated for Standard I	Observation Data Calculated for Standard IV		Certification Fields reviewed by TEA for data to be reported to programs	Standard IV calculated
November				Notice to programs of low performance in certification fields	
February	Accreditation Statuses taken to SBEC for approval				Certification Revocations taken to SBEC for approval
April	All Accreditation Status Letters and impact data sent to programs				
June	Action Plans due from designated programs	Principal Survey deadline for completion June 15, 2016			

Chapter 5

Performance Methodology Calculations

Performance Methodology for Calculations

Standard I: Pass Rate

The pass rate for the previous academic year is the data used to determine the accreditation status for the current academic year. For example, the data from the 2014-2015 academic year are used to determine the accreditation status issued in February of 2016.

Educator preparation programs offering single professional class certification such as Principal, Superintendent, and Counselor are evaluated using Standard I data only.

TAC §229: definition of pass rate	
What it says....	What it means...
For each academic year,	September 1 to August 31
the percent of tests passed	<formula is defined below>
by candidates who have finished all educator preparation program requirements for coursework; training; and internship, clinical teaching, or practicum by the end of that academic year.	For only those who are identified as "finisher" status in your ASEP finisher list for that year. This should be the candidates who successfully completed the coursework/training requirements as well as an internship, clinical teaching or practicum experience.
For purposes of determining the pass rate, candidates shall not be excluded because the candidate has not been recommended for certification, has not passed a certification examination, or is not considered a "completer" for purposes of the Higher Education Act or other applicable law.	The candidate should still be in your finisher list even if he or she hasn't tested, hasn't passed a test, or doesn't get certified for other reasons.
The pass rate is based solely on the examinations required to obtain certification in the field(s) for which the candidate served his or her internship, clinical teaching, or practicum. Examinations not required for certification in that field or fields, whether taken before or after admission to an educator preparation program, are not included.	Tests which don't lead to certification in the finisher's certification area aren't computed in the pass rate.

TAC §229: definition of pass rate	
What it says....	What it means...
The rate reflects a candidate's success on the last attempt made on the examination by the end of the academic year in which the candidate finishes the coursework; training; and internship, clinical teaching, or practicum program requirements, and does not reflect any attempts made after that year.	All tests are not looked at until the last date of the finisher year – the last attempt is considered a “pass” or a “fail” (Tests before the finisher year starts are included, too!) A candidate can still attempt to pass a test after the year ends: those attempts will not compute into the pass rate.
The formula for calculation of pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified educator preparation program requirements divided by the total number of last attempts made by those candidates.	After all the exclusions above, each rate is computed which a simple percentage of passes out of attempts. Candidates who didn't test at all aren't considered.

For example: an EPP has this finisher list upon lockdown. (Some columns are not shown.)

Name	TEA ID	Certificate Description	Verify
Annie Aransas	xxxx	Generalist EC-6	Finisher
Betty Beaumont	xxxx	Generalist 4-8	Finisher
Charlie Chico	xxxx	LOTE EC-12 - Spanish	Finisher
Dana Decatur	xxxx	Generalist 4-8	Finisher
Dana Decatur	xxxx	Physical Ed EC-12	Finisher
Ellie Ector	xxxx	Social Studies 8-12	Finisher
Ellie Ector	xxxx	ESL Supplemental	Finisher
Fannie Frenship	xxxx	Generalist EC-6	Finisher
George Garrison	xxxx	Generalist EC-6	All But Clinical
Hattie Hemphill	xxxx	Generalist 4-8	Finisher
Ida Irving	xxxx	Social Studies 8-12	Finisher
Jerry Jefferson	xxxx	Generalist 4-8	Finisher
Ken Kemp	xxxx	Math 8-12	Finisher
Larry Lexington	xxxx	Bilingual Supplemental- Spanish	Other Enrolled
Larry Lexington	xxxx	Generalist 4-8	Other Enrolled
Mel Moulton	xxxx	Social Studies 8-12	Finisher
Nancy Navasota	xxxx	Physical Ed EC-12	Other Enrolled
Oscar Oglesby	xxxx	LOTE EC-12 - Spanish	Finisher
Patrice Pampa	xxxx	Generalist EC-6	Finisher
Patrice Pampa	xxxx	Bilingual Supplemental- Spanish	Finisher
Quinn Quanah	xxxx	Generalist EC-6	Finisher
Quinn Quanah	xxxx	Bilingual Supplemental- Spanish	Finisher
Reed Redwater	xxxx	Generalist 4-8	Finisher
Sally Savoy	xxxx	LOTE EC-12 - Spanish	Finisher

1: The pass rate calculation will not include George, Larry, or Nancy, as they are not finishers – so let’s remove them.

Name	TEA ID	Certificate Description	Verify
Annie Aransas	xxxx	Generalist EC-6	Finisher
Betty Beaumont	xxxx	Generalist 4-8	Finisher
Charlie Chico	xxxx	LOTE EC-12 - Spanish	Finisher
Dana Decatur	xxxx	Generalist 4-8	Finisher
Dana Decatur	xxxx	Physical Ed EC-12	Finisher
Ellie Ector	xxxx	Social Studies 8-12	Finisher
Ellie Ector	xxxx	ESL Supplemental	Finisher
Fannie Frenship	xxxx	Generalist EC-6	Finisher
Hattie Hemphill	xxxx	Generalist 4-8	Finisher
Ida Irving	xxxx	Social Studies 8-12	Finisher
Jerry Jefferson	xxxx	Generalist 4-8	Finisher
Ken Kemp	xxxx	Math 8-12	Finisher
Mel Moulton	xxxx	Social Studies 8-12	Finisher
Oscar Oglesby	xxxx	LOTE EC-12 - Spanish	Finisher
Patrice Pampa	xxxx	Generalist EC-6	Finisher
Patrice Pampa	xxxx	Bilingual Supplemental- Spanish	Finisher
Quinn Quanah	xxxx	Generalist EC-6	Finisher
Quinn Quanah	xxxx	Bilingual Supplemental- Spanish	Finisher
Reed Redwater	xxxx	Generalist 4-8	Finisher
Sally Savoy	xxxx	LOTE EC-12 - Spanish	Finisher

2: Let's retrieve all the tests that these candidates took.

Name	TEA ID (or test date)	Certificate Description (or test name/number)	Verify (or test pass fail)
Annie Aransas	xxxx	Generalist EC-6	Finisher
Annie	Oct 2009	191: Generalist EC-6	F
Annie	Dec 2009	191: Generalist EC-6	F
Annie	Feb 2010	191: Generalist EC-6	F
Annie	Apr 2010	191: Generalist EC-6	P
Annie	Feb 2010	160: PPR EC-12	F
Annie	Apr 2010	160: PPR EC-12	P
Betty Beaumont	xxxx	Generalist 4-8	Finisher
Betty	Oct 2009	111: Generalist 4-8	P
Betty	Oct 2009	110: PPR 4-8	F
Betty	Dec 2009	110: PPR 4-8	F
Betty	Feb 2010	110: PPR 4-8	F
Betty	Apr 2010	110: PPR 4-8	P
Charlie Chico	xxxx	LOTE EC-12 - Spanish	Finisher
Charlie	Dec 2009	613: LOTE EC-12 - Spanish	P
Charlie	Feb 2010	160: PPR EC-12	P
Dana Decatur	xxxx	Generalist EC-6	Finisher
Dana Decatur	xxxx	Physical Ed EC-12	Finisher
Dana	Dec 2009	158: Physical Ed EC-12	F
Dana	Apr 2010	158: Physical Ed EC-12	P
Dana	Apr 2010	160: PPR EC-12	F
Ellie Ector	xxxx	Social Studies 8-12	Finisher
Ellie Ector	xxxx	ESL Supplemental	Finisher
Ellie	Dec 2007	132: Social Studies 8-12	P
Ellie	Jan 2010	154: ESL Supplemental	P
Ellie	Feb 2010	130: PPR 8-12	P
Fannie Frenship	xxxx	Generalist EC-6	Finisher
Fannie	Dec 2008	191: Generalist EC-6	F
Fannie	Mar 2009	191: Generalist EC-6	F
Fannie	Oct 2010	191: Generalist EC-6	P
Fannie	Dec 2008	194: PPR EC-6	F
Fannie	Dec 2008	194: PPR EC-6	F
Fannie	Mar 2009	194: PPR EC-6	F
Fannie	Oct 2010	194: PPR EC-6	F
Hattie Hemphill	xxxx	Generalist 4-8	Finisher
Hattie	Oct 2009	111: Generalist 4-8	P
Ida Irving	xxxx	Social Studies 8-12	Finisher

Name	TEA ID (or test date)	Certificate Description (or test name/number)	Verify (or test pass fail)
Ida	Oct 2009	132: Social Studies 8-12	F
Ida	Dec 2009	132: Social Studies 8-12	F
Ida	Feb 2010	132: Social Studies 8-12	F
Ida	Dec 2009	133: History 8-12	P
Ida	Feb 2010	194: PPR EC-6	P
Jerry Jefferson	xxxx	Generalist 4-8	Finisher
Jerry	Oct 2009	111: Generalist 4-8	P
Jerry	Dec 2009	110: PPR 4-8	F
Jerry	Feb 2010	068: Principal	P
Ken Kemp	xxxx	Math 8-12	Finisher
Ken	June 2010	135: Math 8-12	P
Mel Moulton	xxxx	Social Studies 8-12	Finisher
Mel	June 2010	132: Social Studies 8-12	F
Mel	Oct 2010	130: PPR 8-12	F
Oscar Oglesby	xxxx	LOTE EC-12 - Spanish	Finisher
Oscar	Dec 2009	613: LOTE EC-12 - Spanish	P
Oscar	Dec 2009	160: PPR EC-12	F
Oscar	Feb 2010	160: PPR EC-12	P
Patrice Pampa	xxxx	Generalist EC-6	Finisher
Patrice Pampa	xxxx	Bilingual Supplemental- Arabic	Finisher
Patrice	June 2009	164: Bilingual Education Supplemental	P
Patrice	June 2009	190: BTLPT - Spanish	F
Patrice	Oct 2009	191: Generalist EC-6	F
Patrice	Dec 2009	191: Generalist EC-6	F
Patrice	Feb 2010	191: Generalist EC-6	P
Patrice	Dec 2009	160: PPR EC-12	P
Quinn Quanah	xxxx	Generalist EC-6	Finisher
Quinn Quanah	xxxx	Bilingual Supplemental- Spanish	Finisher
Quinn	June 2009	164: Bilingual Education Supplemental	P
Quinn	Oct 2009	191: Generalist EC-6	P
Quinn	June 2009	194: PPR EC-6	F
Quinn	Oct 2009	194: PPR EC-6	P
Reed Redwater	xxxx	Generalist 4-8	Finisher
Reed	June 2009	111: Generalist 4-8	F
Reed	Oct 2009	111: Generalist 4-8	F
Reed	Dec 2009	111: Generalist 4-8	P
Reed	Feb 2010	194: PPR EC-6	F
Reed	Apr 2010	194: PPR EC-6	P

Name	TEA ID (or test date)	Certificate Description (or test name/number)	Verify (or test pass fail)
Sally Savoy	xxxx	LOTE EC-12 - Spanish	Finisher
Sally	Dec 2009	613: LOTE EC-12 - Spanish	F
Sally	Feb 2010	160: PPR EC-12	P

3. Now let's assess whether each test should count into the pass rates. For any tests that shouldn't, let's give a reason why:

Name	TEA ID (or test date)	Cert Description (or test name and number)	Verify (or test pass/fail)	Include? (Y/N)	If not, why not?
Annie Aransas	xxxx	Generalist EC-6	Finisher		
Annie	Oct 2009	191: Generalist EC-6	F	N	There is another attempt before year end (8/31/10)
Annie	Dec 2009	191: Generalist EC-6	F	N	There is another attempt before year end (8/31/10)
Annie	Feb 2010	191: Generalist EC-6	F	N	There is another attempt before year end (8/31/10)
Annie	Apr 2010	191: Generalist EC-6	P	Y	
Annie	Feb 2010	160: PPR EC-12	F	N	There is another attempt before year end (8/31/10)
Annie	Apr 2010	160: PPR EC-12	P	Y	
Betty Beaumont	xxxx	Generalist 4-8	Finisher		
Betty	Oct 2009	111: Generalist 4-8	P	Y	
Betty	Oct 2009	110: PPR 4-8	F	N	There is another attempt before year end (8/31/10)
Betty	Dec 2009	110: PPR 4-8	F	N	There is another attempt before year end (8/31/10)
Betty	Feb 2010	110: PPR 4-8	F	N	There is another attempt before year end (8/31/10)
Betty	Apr 2010	110: PPR 4-8	P	Y	
Charlie Chico	xxxx	LOTE EC-12 - Spanish	Finisher		

Name	TEA ID (or test date)	Cert Description (or test name and number)	Verify (or test pass/fail)	Include? (Y/N)	If not, why not?
Charlie	Dec 2009	613: LOTE EC-12 - Spanish	P	Y	
Charlie	Feb 2010	160: PPR EC-12	P	Y	
Dana Decatur	xxxx	Generalist EC-6	Finisher		
Dana Decatur	xxxx	Physical Ed EC-12	Finisher		
Dana	Dec 2009	158: Physical Ed EC-12	F	N	There is another attempt before year end (8/31/10)
Dana	Apr 2010	158: Physical Ed EC-12	P	Y	
Dana	Apr 2010	160: PPR EC-12	F	Y	
Ellie Ector	xxxx	Social Studies 8-12	Finisher		
Ellie Ector	xxxx	ESL Supplemental	Finisher		
Ellie	Dec 2007	132: Social Studies 8-12	P	Y	
Ellie	Jan 2010	154: ESL Supplemental	P	Y	
Ellie	Feb 2010	130: PPR 8-12	P	Y	
Fannie Frenship	xxxx	Generalist EC-6	Finisher		
Fannie	Dec 2008	191: Generalist EC-6	F	N	There is another attempt before year end (8/31/10)
Fannie	Mar 2009	191: Generalist EC-6	F	Y	
Fannie	Oct 2010	191: Generalist EC-6	P	N	This is after year end (8/31/10)
Fannie	Dec 2008	194: PPR EC-6	F	N	There is another attempt before year end (8/31/10)
Fannie	Mar 2009	194: PPR EC-6	F	Y	
Fannie	Oct 2010	194: PPR EC-6	F	N	This is after year end (8/31/10)
Hattie Hemphill	xxxx	Generalist 4-8	Finisher		
Hattie	Oct 2009	111: Generalist 4-8	P	Y	
Ida Irving	xxxx	Social Studies 8-12	Finisher		
Ida	Oct 2009	132: Social Studies 8-12	F	N	There is another attempt before year end (8/31/10)

Name	TEA ID (or test date)	Cert Description (or test name and number)	Verify (or test pass/fail)	Include? (Y/N)	If not, why not?
Ida	Dec 2009	132: Social Studies 8-12	F	N	There is another attempt before year end (8/31/10)
Ida	Feb 2010	132: Social Studies 8-12	F	Y	
Ida	Dec 2009	133: History 8-12	P	N	Not needed for finisher cert field
Ida	Feb 2010	194: PPR EC-6	P	N	Not needed for finisher cert field
Jerry Jefferson	xxxx	Generalist 4-8	Finisher		
Jerry	Oct 2009	111: Generalist 4-8	P	Y	
Jerry	Dec 2009	110: PPR 4-8	F	Y	
Jerry	Feb 2010	068: Principal	P	N	Not needed for finisher cert field
Ken Kemp	xxxx	Math 8-12	Finisher		
Ken	June 2010	135: Math 8-12	P	Y	
Mel Moulton	xxxx	Social Studies 8-12	Finisher		
Mel	June 2010	132: Social Studies 8-12	F	Y	
Mel	Oct 2010	130: PPR 8-12	F	N	This is after year end (8/31/10)
Oscar Oglesby	xxxx	LOTE EC-12 - Spanish	Finisher		
Oscar	Dec 2009	613: LOTE EC-12 - Spanish	P	Y	
Oscar	Dec 2009	160: PPR EC-12	F	N	There is another attempt before year end (8/31/10)
Oscar	Feb 2010	160: PPR EC-12	P	Y	
Patrice Pampa	xxxx	Generalist EC-6	Finisher		
Patrice Pampa	xxxx	Bilingual Supplemental- Arabic	Finisher		
Patrice	June 2009	164: Bilingual Education Supplemental	P	Y	
Patrice	June 2009	190: BTLPT - Spanish	F	N	Not needed for finisher cert field

Name	TEA ID (or test date)	Cert Description (or test name and number)	Verify (or test pass/fail)	Include? (Y/N)	If not, why not?
Patrice	Oct 2009	191: Generalist EC-6	F	N	There is another attempt before year end (8/31/10)
Patrice	Dec 2009	191: Generalist EC-6	F	N	There is another attempt before year end (8/31/10)
Patrice	Feb 2010	191: Generalist EC-6	P	Y	
Patrice	Dec 2009	160: PPR EC-12	P	Y	
Quinn Quannah	xxxx	Generalist EC-6	Finisher		
Quinn Quannah	xxxx	Bilingual Supplemental-Spanish	Finisher		
Quinn	June 2009	164: Bilingual Education Supplemental	P	Y	
Quinn	Oct 2009	191: Generalist EC-6	P	Y	
Quinn	June 2009	194: PPR EC-6	F	N	There is another attempt before year end (8/31/10)
Quinn	Oct 2009	194: PPR EC-6	P	Y	
Reed Redwater	xxxx	Generalist 4-8	Finisher		
Reed	June 2009	111: Generalist 4-8	F	N	There is another attempt before year end (8/31/10)
Reed	Oct 2009	111: Generalist 4-8	F	N	There is another attempt before year end (8/31/10)
Reed	Dec 2009	111: Generalist 4-8	P	Y	
Reed	Feb 2010	194: PPR EC-6	F	N	There is another attempt before year end (8/31/10)
Reed	Apr 2010	194: PPR EC-6	P	Y	
Sally Savoy	xxxx	LOTE EC-12 - Spanish	Finisher		
Sally	Dec 2009	613: LOTE EC-12 - Spanish	F	Y	
Sally	Feb 2010	160: PPR EC-12	P	Y	

4: Let's look at only the tests which "yes", should be included in pass rates:

Name	TEA ID (or test date)	Cert Description (or test name and number)	Verify (or test pass/fail)	Include? (Y/N)
Annie	Apr 2010	191: Generalist EC-6	P	Y
Annie	Apr 2010	160: PPR EC-12	P	Y
Betty	Oct 2009	111: Generalist 4-8	P	Y
Betty	Apr 2010	110: PPR 4-8	P	Y
Charlie	Dec 2009	613: LOTE EC-12 - Spanish	P	Y
Charlie	Feb 2010	160: PPR EC-12	P	Y
Dana	Apr 2010	158: Physical Ed EC-12	P	Y
Dana	Apr 2010	160: PPR EC-12	F	Y
Ellie	Dec 2007	132: Social Studies 8-12	P	Y
Ellie	Jan 2010	154: ESL Supplemental	P	Y
Ellie	Feb 2010	130: PPR 8-12	P	Y
Fannie	Mar 2009	191: Generalist EC-6	F	Y
Fannie	Mar 2009	194: PPR EC-6	F	Y
Hattie	Oct 2009	111: Generalist 4-8	P	Y
Ida	Feb 2010	132: Social Studies 8-12	F	Y
Jerry	Oct 2009	111: Generalist 4-8	P	Y
Jerry	Dec 2009	110: PPR 4-8	F	Y
Ken	June 2010	135: Math 8-12	P	Y
Mel	June 2010	132: Social Studies 8-12	F	Y
Oscar	Dec 2009	613: LOTE EC-12 - Spanish	P	Y
Oscar	Feb 2010	160: PPR EC-12	P	Y
Patrice	June 2009	164: Bilingual Education Supplemental	P	Y
Patrice	Feb 2010	191: Generalist EC-6	P	Y
Patrice	Dec 2009	160: PPR EC-12	P	Y
Quinn	June 2009	164: Bilingual Education Supplemental	P	Y
Quinn	Oct 2009	191: Generalist EC-6	P	Y
Quinn	Oct 2009	194: PPR EC-6	P	Y
Reed	Dec 2009	111: Generalist 4-8	P	Y
Reed	Apr 2010	194: PPR EC-6	P	Y
Sally	Dec 2009	613: LOTE EC-12 - Spanish	F	Y
Sally	Feb 2010	160: PPR EC-12	P	Y

Overall, there are 31 tests: 7 failed, and 24 passed. **This makes an overall pass rate of 77.4%. Per TAC §229.4, this required pass rate is 80% for 2014-2015.** This program would most likely receive a status of at least "Accredited – Warned" based on Standard 1.

Please note that this is still simplified. Per TAC 229, fields with less than 20 candidates may qualify for a small group exemption, and scores should be disaggregated by ethnicity and gender.

5. Let's then sort like tests together, and then calculate percentages for certification area percents.

Name	TEA ID (or test date)	Cert Description (or test name and number)	Verify (or test pass/fail)	Include? (Y/N)	Percent pass rates
Betty	Apr 2010	110: PPR 4-8	P	Y	50 %
Jerry	Dec 2009	110: PPR 4-8	F	Y	
Betty	Oct 2009	111: Generalist 4-8	P	Y	100%
Hattie	Oct 2009	111: Generalist 4-8	P	Y	
Jerry	Oct 2009	111: Generalist 4-8	P	Y	
Reed	Dec 2009	111: Generalist 4-8	P	Y	
Ellie	Feb 2010	130: PPR 8-12	P	Y	
Ellie	Dec 2007	132: Social Studies 8-12	P	Y	33%
Ida	Feb 2010	132: Social Studies 8-12	F	Y	
Mel	June 2010	132: Social Studies 8-12	F	Y	
Ken	June 2010	135: Math 8-12	P	Y	100%
Ellie	Jan 2010	154: ESL Supplemental	P	Y	100%
Dana	Apr 2010	158: Physical Ed EC-12	P	Y	100%
Annie	Apr 2010	160: PPR EC-12	P	Y	83%
Charlie	Feb 2010	160: PPR EC-12	P	Y	
Dana	Apr 2010	160: PPR EC-12	F	Y	
Oscar	Feb 2010	160: PPR EC-12	P	Y	
Patrice	Dec 2009	160: PPR EC-12	P	Y	
Sally	Feb 2010	160: PPR EC-12	P	Y	
Patrice	June 2009	164: Bilingual Education Supplemental	P	Y	100%
Quinn	June 2009	164: Bilingual Education Supplemental	P	Y	
Annie	Apr 2010	191: Generalist EC-6	P	Y	75%
Fannie	Mar 2009	191: Generalist EC-6	F	Y	
Patrice	Feb 2010	191: Generalist EC-6	P	Y	
Quinn	Oct 2009	191: Generalist EC-6	P	Y	
Fannie	Mar 2009	194: PPR EC-6	F	Y	67%
Quinn	Oct 2009	194: PPR EC-6	P	Y	
Reed	Apr 2010	194: PPR EC-6	P	Y	
Charlie	Dec 2009	613: LOTE EC-12 - Spanish	P	Y	67%
Oscar	Dec 2009	613: LOTE EC-12 - Spanish	P	Y	
Sally	Dec 2009	613: LOTE EC-12 - Spanish	F	Y	

Standard 2: Principal Survey

Performance on Standard 2 was based on the Teacher Preparation Effectiveness Survey: First-Year Teachers. The survey asked principals to rate the preparation by the educator preparation program of first-year teachers who were employed in Texas public or charter schools for five or more months of the academic year. Principals rated first-year teachers on their preparation in the following areas: managing classroom environment, instructing students, teaching students with disabilities, teaching English language learners, integrating technology into instruction, and using technology with data; they also rated teachers on overall preparation. Each teacher received one of the following ratings on each indicator:

Well prepared—All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.

Sufficiently prepared—Most of the time the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.

Not sufficiently prepared—The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.

Not at all prepared—The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

Calculating the Standard 2 Performance Measure

Each of the Teacher Preparation Effectiveness Survey item responses is assigned a point value. The effect is to create a dichotomous variable indicating whether a teacher was well/sufficiently prepared or not.

- Not at all prepared — 0 points
- Not sufficiently prepared — 0 points
- Sufficiently prepared — 1 point
- Well prepared — 1 point

When the surveys are scored, the points for each item are summed to create a **total for each section** of a survey. The maximum points for each section are shown in Table 4.

Table 4. Number of Teacher Preparation Effectiveness Survey Items for Each Section and Maximum Number of Points for Each Section

Survey Section	Number of Items	Maximum Points
Classroom Environment	5	5
Instruction	8	8
Students with Disabilities	7	7
Limited English Proficient	5	5
Technology Integration	4	4
Use of Technology with Data	4	4

Once all the survey items have been summed by section, a performance measure can be calculated for each EPP. The actual number of points earned is divided by the maximum number of possible points to get a **percent** value for that survey section. These steps are repeated for each section. Finally, the percent values for all the survey sections are summed to obtain a **performance measure** for each EPP.

Table 5. Example of the Standard 2 Performance Measure Calculation for an EPP

Recommended Cut Score for Standard 2

The recommended cut score for Standard 2 is 67 out of 100 points. The Standard 2 performance measure was calculated for each EPP and compared to the recommended cut score. Also, a 95% and a 99% confidence interval was calculated and applied to each EPP with a Standard 2 performance measure below the recommended cut score of 67.

If an EPP's performance measure was **equal to or greater than** the cut score, the EPP met the Standard 2 accountability.

If an EPP's performance measure was **less than** the cut score, the cut score was compared to the upper range of the confidence interval for the EPP's performance measure. If the cut score was **within** the range of the upper confidence interval for the EPP's performance measure, then the EPP met the Standard 2 accountability with the aid of the confidence interval.

Finally, if an EPP performance measure was **less than** the cut score **and** the cut score was **beyond** the range of the upper end confidence interval, then an EPP did not meet the Standard 2 accountability.

Academic Year

Target Criteria

2013-2014	67% or above
2014-2015	67% or above
2015-2016	67% or above

NOTE: The TEA is working regularly with the Texas Comprehensive Center (AIR) to refine the principal survey calculations. These calculations described above are subject to change.

Standard 3: The TEA is working with SAS to develop and refine student achievement calculations. These calculations are not yet ready for application.

Standard 4: Frequency, Duration, and Quality of Field Supervision

Standard 4 looks for “the results of data collections establishing EPP compliance with SBEC requirements specified in TAC §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision of beginning teachers during their first year in the classroom.

There are two phases in calculating the standard.

FREQUENCY AND DURATION: Three observations of 45 minutes must be entered by the educator preparation program for all first, second and third year probationary candidates. TEA matches the first year probationary candidates ONLY with the number of observations entered for that candidate to determine frequency and duration. The standard is to have a 95% of the candidates on first year probationary certificates receiving a minimum of three observations. The standard percentage is calculated on the number of first year probationary candidates vs. the number of first year probationary candidates who received three observations. In the event that a candidate is released from his/her contract, resigns, or exits the educator preparation

program without completing and has not had all three observations, the educator preparation program shall remove the observations for that reporting year from the observation database. Changes to the observation database can be made if the observation date is underlined. If it is not underlined, then it is locked and cannot be changed. Teachers who were issued probationary certificates in the middle of the academic year and have an expiration date in the next academic year will be counted in the academic year of the probationary' s expiration.

Academic year

Target Criteria

2013-2014	95% or above
2014-2015	95% or above
2015-2016	95% or above

QUALITY: A copy of the questions on the Exit Survey required to be completed by program candidates as part applying for standard certification is available at

http://www.tea.state.tx.us/index2.aspx?id=2147485421&menu_id=2147483671

Candidates applying for their initial standard teaching certificate are required to provide basic application information, complete the exit survey, and pay for their fees in that order.

Questions 41 to 49 on the candidate exit survey are directly related to determining compliance with frequency, duration, and quality of field supervision. No standard has been developed for the exit survey to determine compliance for Standard IV. During the 2015-2016 academic year, stakeholder meetings will be convened to determine the acceptable standard for the candidate exit survey.

Rounding

The percent calculation shall be expressed as a percent, rounded to whole numbers. For example, 59.87% is rounded to 60%; 79.49% is rounded to 79%; and 89.5% is rounded to 90%.

Chapter 6

Other Accountability System Processes

Other Accountability System Processes

Small Group Exception

TAC §229.4(g) Small group exception.

(1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds 20.

(2) For an EPP candidate group disaggregated by gender, ethnicity, and certification field, where the group contains 20 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year.

(3) For an EPP candidate group not disaggregated by gender, ethnicity, and certification field, where the group contains 20 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.

(4) If the preceding year's EPP candidate group, not disaggregated by gender, ethnicity, and certification field, contained 20 or fewer individuals, that group performance shall be combined with the following year's group performance, and if the two-year cumulated group contains more than 20 individuals, then the two-year cumulated group performance must be measured against the standards in that second year.

(5) If the two-year cumulated EPP candidate group, not disaggregated by gender, ethnicity, and certification field, contains 20 or fewer individuals, then the two-year cumulated group performance shall be combined with the following year's group performance. The three-year cumulated group performance must be measured against the standards in that third year, regardless of how small the cumulated number of group members may be.

(6) In any reporting year in which the EPP candidate group, not disaggregated by gender and ethnicity, or in which the EPP candidate group, disaggregated by certification field, does not meet the necessary number of individuals needed to measure against performance standards for that year, any sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. TEA staff may modify the sanction as TEA staff deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.

Certification Fields:

Educator preparation programs will be notified each year of certification fields that are not meeting the 80% standard. The three year calculation began with the certification fields that did not meet the 80% standard in the 2013-2014 academic year.

TAC §229.5(c) Notwithstanding the accreditation status of an EPP, if the performance of all candidates admitted to an individual certification field offered by an EPP fail to meet any of the standards in §229.4(a) of this title (relating to Determination of Accreditation Status) for three consecutive years, the approval to offer that certification field shall be revoked. Any candidates already admitted for preparation in that field may continue in the EPP and be recommended for

certification after program completion, but no new candidates shall be admitted for preparation in that field unless and until the SBEC reinstates approval for the EPP to offer that certification field.

TAC §229.5 (d) For purposes of determining compliance with subsection (b) of this section, candidate performance in individual certification fields in only the 2012-2013 academic year and subsequent academic years will be considered. To the extent of any conflict, this subsection controls over the requirements in §229.21 of this title (relating to Transitional Provisions).

Small Group Exceptions in determining Compliance with Certification Field Standards

TAC §229.5(e) Performance indicators by gender and ethnic groups shall not be counted for purposes of subsection (b) of this section, relating to performance standards for individual certification fields. If the number of counted performance indicators for a certification field is 20 or fewer, and the performance indicators fail to meet any of the standards in §229.4(a) of this title, those performance indicators shall not count that year, but shall be cumulated and counted in the same manner as provided in §229.4(c) and (d) of this title.

Chapter 7

Appealing the Status

Appealing the Accreditation Status

The deadline for appealing 2014-2015 accreditation status is June 1, 2016.

Texas Administrative Code 229 requires the SBEC to provide a process for educator preparation programs to challenge an agency determination of accreditation statuses.

General Considerations

Appeals should be based upon a data or calculation error attributable to TEA or the test contractor for the teacher assessment program. The appeals process is not a permissible method to correct data that was reported inaccurately by the educator preparation program. If the educator preparation program has reported inaccurate data, it must follow the procedures and timelines for resubmitting the data, e.g., the review and correction period from September 15 to October 1 of any given year. Poor data quality is not a valid reason to appeal. However, note that poor data quality can be a reason to lower an educator preparation's accreditation status per Texas Administrative Code 229. The numbers shown on the data tables and on other agency products or performance reports are final and cannot be changed even if an appeal is granted, unless it is an error by TEA and/or the test contractor.

Educator preparation programs may appeal for any reason. However, the accountability system requires that the rules be applied uniformly to all educator preparation programs. Therefore, a request to make exceptions for how the rules are applied to a single educator preparation program is viewed unfavorably, and will most likely be denied.

- Only appeals that would result in a changed status will be considered.
- Educator preparation programs are responsible for providing accurate information to TEA, including information provided on Title II, LBB, or in the ASEP system. Educator preparation programs have multiple opportunities to confirm and correct accountability data.
- The appeals process is not a permissible method to correct data that was reported inaccurately by the educator preparation program. Appeals from educator preparation programs that missed data resubmission window opportunities are denied.

Data Relevant to the 2015 Result

Appeals are considered for the 2016 accreditation status based on information relevant to the 2014-2015 academic year. Appeals are not considered for circumstances that may have affected the prior year measures, regardless of whether the prior year results may impact the outcome of the current year rating status.

No Guaranteed Outcomes

Appeals that follow these guidelines are not guaranteed to be granted. Each appeal is evaluated based on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed, but they are not granted automatically.

Chapter 8

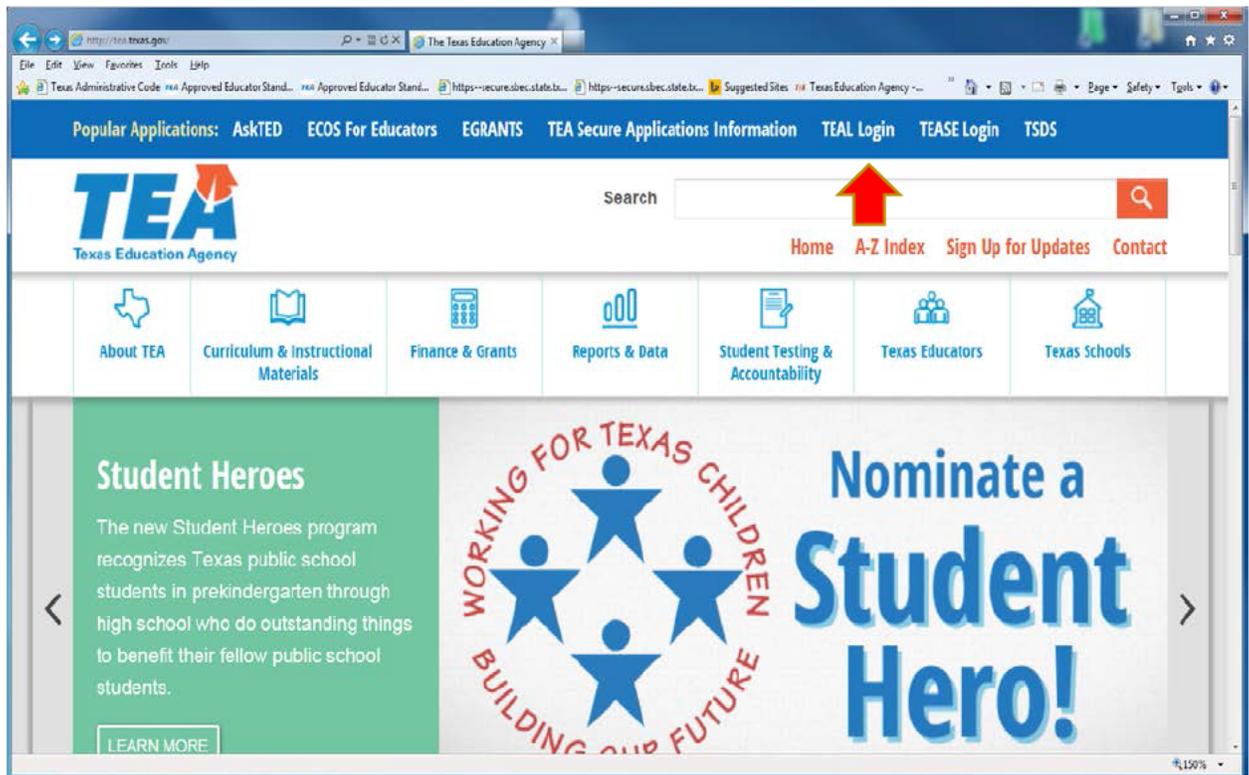
Reporting Procedures

BEWARE: BULK HAZARDS

- Disable pop-ups
- Spam blockers will block TEA notification
- No stray numbers, commas,, additional lines, spaces, or columns
- Check for extra lines by opening up the spreadsheet in “note pad” or “word pad”
- Check your upload status – it will help you identify errors
- If you get an error message that the upload failed – it really did!

ACCESSING ASEP

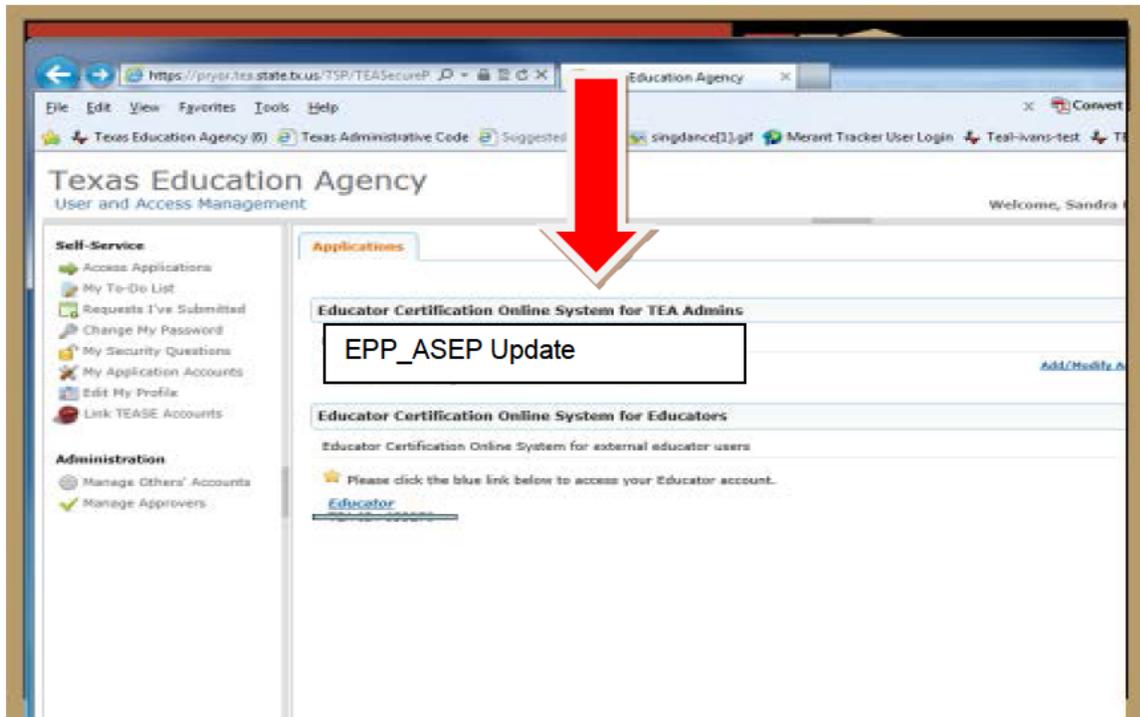
Use the secure TEAL login to access ASEP in the ECOS system.



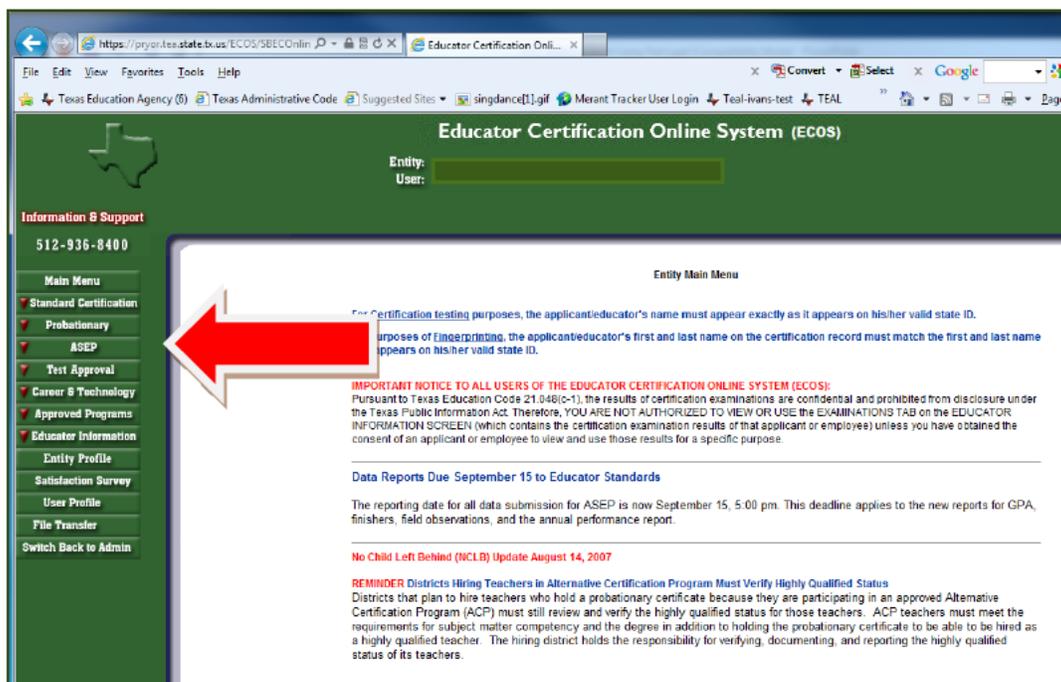
Sign in with your user name and password.

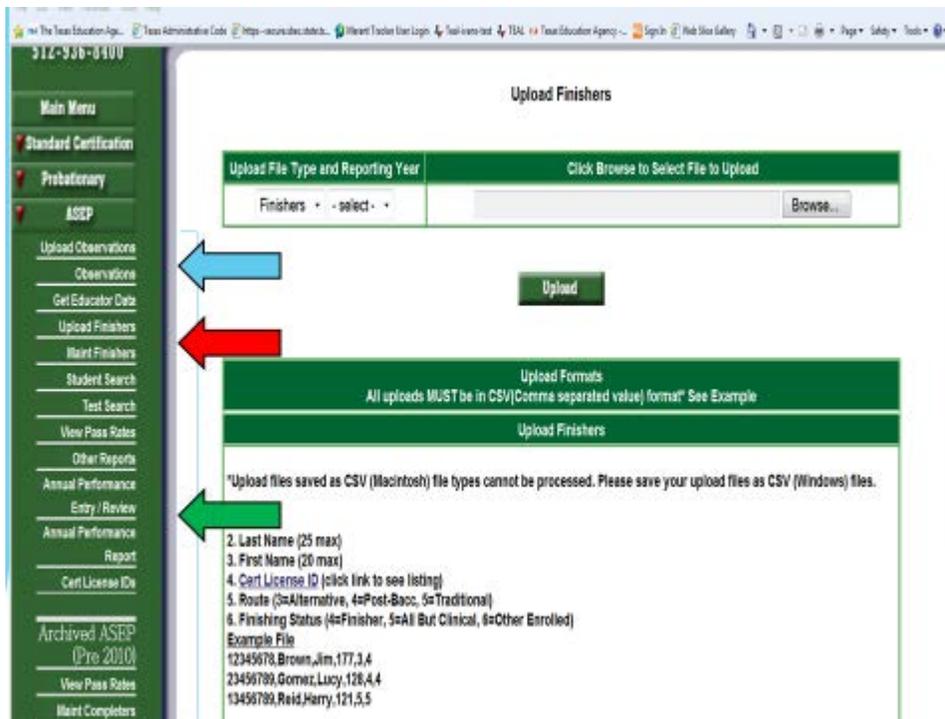


The image shows a screenshot of a web browser window displaying the TEA Login (TEAL) page. The browser's address bar shows the URL <https://proton.tea.state.tx.us/>. The page features the Texas Education Agency logo, which is a map of Texas with a gold star in the center, set against a background of blue, white, and red. To the right of the logo, the text "TEXAS EDUCATION AGENCY" is displayed in a serif font. Below the logo, the page title "TEA Login (TEAL)" is shown. A notice states: "NOTICE: TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. **You could lose data.**". Below the notice, there is a link: "Don't have an account? [Request New User Account](#)". The login form consists of two input fields: "Username:" and "Password:". The "Password:" field has a "Show Password" button next to it. Below the input fields is a "Login" button. At the bottom of the form, there are two links: "[Forgot your password?](#)" and "[Forgot your username?](#)". Below the form, a instruction reads: "To log in, type your username and password and then click 'Login'." The browser's status bar at the bottom right shows "150%".



Select your administrative access accounts. EPP_ASEP Update will allow you to enter data. EPP_ASEP Update Read Only will not allow you to enter data.





The functions for reporting and for viewing information is listed under ASEP. The ones you will be using for reporting are indicated by the arrows. The blue arrow indicates where you will load observations. Note that there are two selections listed – “Upload Observations” and “Observations.” “Upload Observations” is for bulk uploading while “Observations” allows you to input individually into a candidate’s record.

The red indicates where you will enter the candidate status (Finisher) information. Note again there are two options.

Annual Performance Report is indicated by the green arrow. Note “Entry/Review” is where you input your information and the “Annual Performance Report” is where you can see the total report with your entries.

NOTES ON ARCHIVED ASEP (PRE-2010)

Finisher lists and pass rates are here for reference. Since the 2009-2010 year began the new accountability system, the data reporting requirements and pass rate calculations are different.

THE CANDIDATE STATUS (FINISHER) LIST

The Candidate Status (Finisher) list is a list of ALL of the candidates in your program during the academic year from Sept 1 – Aug. 31st.

You will need to enter two sets of candidates – the “finishers” and “other enrolled.”

- **Finisher** - Candidates who have finished all educator preparation program requirements including field-based observations, coursework, and clinical/student teaching/internship, or practicum by the end of the academic reporting year. A candidate shall not be excluded because the candidate has not been recommended for certification, has not passed or taken a certification examination.
- **Other Enrolled** - The candidate is still in the process of completing any of the program requirements (30 hours field-based observations; coursework, clinical/student teaching, internship, practicum). This is the category for "everyone else" active in your program not meeting the definitions of "finisher"

All the candidates in your program should be reflected in one of the two lists. These include candidates for initial teacher certification and those seeking professional classes.

Do NOT place any candidates in the "all but clinical" category. The total number of candidates in your finisher list plus the other enrolled should equal your total enrollment.

NOTE: Approximately at the same time the program is submitting the Candidate Status (Finisher) lists, the EPP will also be reporting "Finishers/Completers," "Other Enrolled," and "All but Clinical," directly to at Educational Testing Service (ETS) for calculating the pass rate for Title II.

Who's in Which Pass Rates?

- ASEP (state) – All Finishers in all fields and classes, and All Other Enrolled for all fields and classes.
- Title II (federal) – Finishers, All But Clinical, and Other Enrolled candidates, but only for initial certifications. Professional certifications (principal, counselor, etc.), supplemental certifications (ESL, Bilingual, etc.) are excluded, as are any individual candidates who have already finished an initial certification program. The EPP is responsible for uploading candidate information into the Title II portal on ETS. TEA no longer uploads this information.

What about candidates who drop out?

If a candidate officially exits the EPP during the academic year without finishing all of the requirements of the program, he or she should not be included in the finisher or other enrolled list.

MAINT FINISHERS

Adding a Candidate

If you are identifying a candidate as belonging to your program, you may do this by adding a candidate to the database.

Adding a Candidate

Information & Support
512-536-8480

Main Menu:

- Standard Certification
- Probationary
- ASEP
 - Hand Books, Forms, etc.
 - Upload Observations
 - Observations
 - Get Evaluation Data
 - Update Performance
 - Add Finisher**
 - Student Search
 - Test Search
 - View Pass Status
 - Other Reports
 - Annual Performance Entry / Review
 - Annual Performance Report
 - Card License Etc.
- Archived ASEP (Pre-2010)

Add Student

The applicant/educator's name must appear exactly as it appears on their valid state ID

You may add the Student by initially searching for the SSN:

Social Security Number:

Select "Add Finisher."

If the candidate is not in the system...

Student Profile Setup

Social Security Number:

*First Name:

Middle Name:

*Last Name:

Maiden Name:

*Gender:

*Ethnicity:

*Required Fields

Entry's Affidavit:

an authorized representative , do hereby affirm that I have entered on-line, truthfully and correctly, the information for this student.

By pressing the Save Button below, I affirm that all of the information I have provided above is true.

Add the requested information. The name should always be recorded as it is on the candidate's driver's license or passport.

Information & Support
512-936-8401

Main Menu

- Standard Certification
- Probationary
- ASEP**
 - Hand Books, Forms, etc.
 - Upload Observations
 - Observations
 - Get Educator Data
 - Upload Finishers
 - Add Finisher
 - Maint Finishers
 - Student Search
 - Test Search
 - View Pass Rates
 - Other Reports
 - Annual Performance
 - Entry / Review
 - Annual Performance Report
 - Cert License IDs
- Archived ASEP (Pre 2010)
- View Pass Rates
- Maint Completions

Student Maintenance

Maintenance for was successful

TEA ID	SSN	First Name	Middle Name	Last Name	Gender	Ethnicity
1182617	7777	Federico		Neuenschwander	Male	Two or more races

Certification Code	Supervisor Log Data	Completion Year	Verify
1240-Agricultural Science and Technology (6-12)	Sup Log Screen (U)		Finisher Other Enrolled All But Clinical
	Sup Log Screen		All But Clinical
	Sup Log Screen		All But Clinical
	Sup Log Screen		All But Clinical

To add a record on the 4 lines provided below, you must select a Certification Code!

Save Cancel

Adding a finisher: choose the certification field, completion year, and status.

Information & Support
512-936-8400

Main Menu

- Standard Certification
- Probationary
- ASEP**
 - Upload Observations
 - Observations
 - Get Educator Data
 - Upload Finishers
 - Maint Finishers
 - Student Search
 - Test Search
 - View Pass Rates
 - Other Reports
 - Annual Performance
 - Entry / Review
 - Annual Performance Report
 - Cert License IDs

Cert License Code	Certificate Description & Grade Level	Standard	Route
1485	Bilingual Education Supplemental-SpanishGrades (NA)	2000 Standards	ALT
1467	Bilingual Generalist-SpanishGrades (EC-6)	2000 Standards	ALT
862	Bilingual Generalist-SpanishGrades (4-8)	2000 Standards	ALT
1770	Core SubjectsGrades (EC-6)	2000 Standards	ALT
1775	Core SubjectsGrades (4-8)	2000 Standards	ALT
1709	English Language Arts and ReadingGrades (7-12)	2000 Standards	ALT
869	English Language Arts and ReadingGrades (8-12)	2000 Standards	ALT
1463	GeneralistGrades (EC-6)	2000 Standards	ALT
858	GeneralistGrades (4-8)	2000 Standards	ALT
1706	MathematicsGrades (7-12)	2000 Standards	ALT
874	MathematicsGrades (8-12)	2000 Standards	ALT
1705	ScienceGrades (7-12)	2000 Standards	ALT
870	ScienceGrades (8-12)	2000 Standards	ALT
1708	Social StudiesGrades (7-12)	2000 Standards	ALT
871	Social StudiesGrades (8-12)	2000 Standards	ALT
932	Special EducationGrades (EC-12)	2000 Standards	ALT

Maintain Finishers:

Maintain Finishers is the feature which allows EPPs to view and make changes to the lists.

The list is pre-populated this year with all three categories - All But Clinical and Other Enrolled-candidates from the previous year. EPPs will need to MANUALLY (not by upload) remove or change any candidate whose field(s) or status has changed. If the candidate's name is already

on the list, the list will not upload and you will get an error message that you will need to change status manually. All candidates who are displaying in the “all but clinical” list need to be moved to either “Finisher” or “Other Enrolled.”

Maintain Finishers: this is where you check and change these lists.

Information & Support
512-936-8400

Main Menu
Standard Certification
Probationary
ASEP
Hand Books, Forms, etc.
Upload Observations
Observations
Get Educator Data
Upload Finishers
Add Finisher
Student Search
Test Search
View Pass Rates
Other Reports
Annual Performance Entry / Review
Annual Performance Report
Cert License Info
Archived ASEP (Pre 2010)

Finisher Records List
Click Continue to filter by year:
2010-11
All
Selected the range of Last Names to display: **Disabled**
[Add Text](#)

Total 63 person(s) with 69 records in this status
63 person(s) with 69 records for the last names starting with the range: **Disabled**

Name	Get	TEA ID	SSN	Certificate Description	Supervisor Log data	Survey Completed	Verify
	Tests			Generalist (EC-6)	Sup Log Screen (0)	No	Other Enr
	Tests			Superintendent (PK-12)	Sup Log Screen (0)	No	Finisher
	Tests			Deaf/Severely Hard of Hearing (PK-12)	Sup Log Screen (0)	No	Finisher
	Tests			Elementary Bilingual/ESL (1-8)	Sup Log Screen (0)	No	Other Enr
	Tests			Superintendent (PK-12)	Sup Log Screen (0)	No	Finisher
	Tests			Generalist (EC-4)	Sup Log Screen (4)	No	Finisher
	Tests			All-Level Music (PK-12)	Sup Log Screen (0)	No	All But Cl
	Tests			Elementary Earth Science (1-6)	Sup Log Screen (0)	No	Finisher
	Tests			Superintendent (PK-12)	Sup Log Screen (0)	No	All But Cl

Beginning in 2011-2012, EPPs must identify each candidate as traditional, post-bac, or alternative when selecting the certification code.

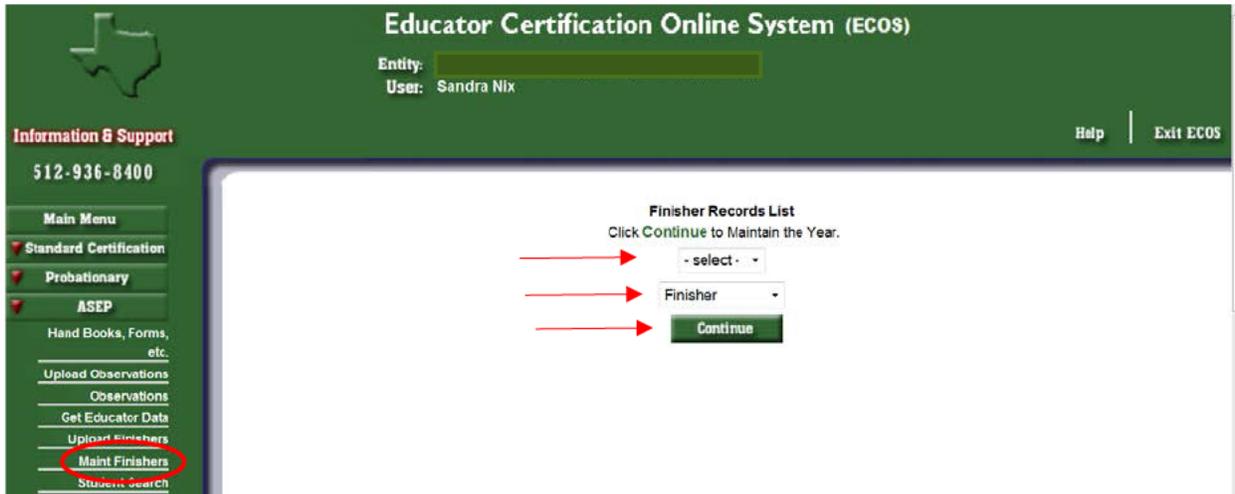
When you click on Tests, the system will link you to the tests the candidate has taken and listed as a finisher. However, when you click on Sup Log Screen, it WILL NOT link to the observation log. It has been disabled because of performance issues for programs with more than 300 students.

HOW TO CHANGE A CANDIDATE IN THE FINISHER LIST

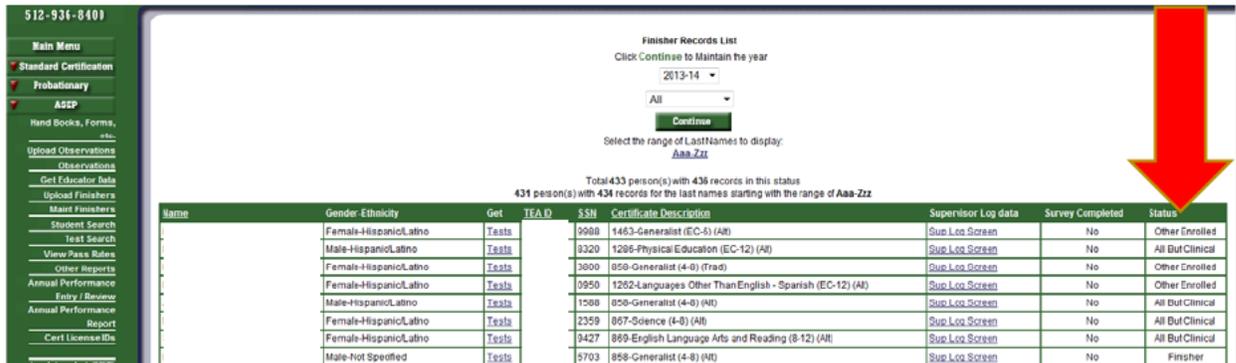
Go to existing finisher lists and change status of candidates already listed there to their current reporting status. A candidate may be listed as “other enrolled” or “all but clinical” and now needs to have status MANUALLY changed to “other enrolled” or “finisher.” Do these first!

To change only the status of a candidate:

- Start at ASEP->Maint Finishers List.
- Choose the reporting year
- Choose the list (Finisher and Other Enrolled).
- Click “Continue.”



- Result: the list populates.
- Find the candidate’s name.



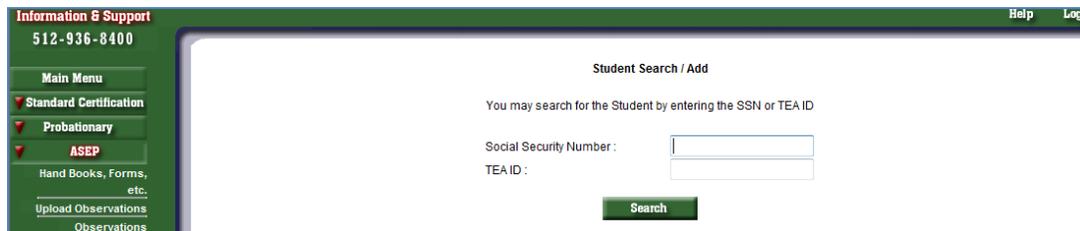
- Change the dropdown in the “status” column to one of the following: “Finisher,” or “Remove.” Change the all but clinical to either finisher, other enrolled or removed if the candidate is longer in your program.
- Click “Save” at the bottom of the page.

NOTE: Users will not be able to change any information from previous years. Each year is “locked” on the deadline of September 15 and finally at the end of the resolution period.

STUDENT SEARCH (ADD FINISHER)

PLEASE NOTE: the “Add Finisher” command is gone. It was always redundant of “Student Search” so start there.

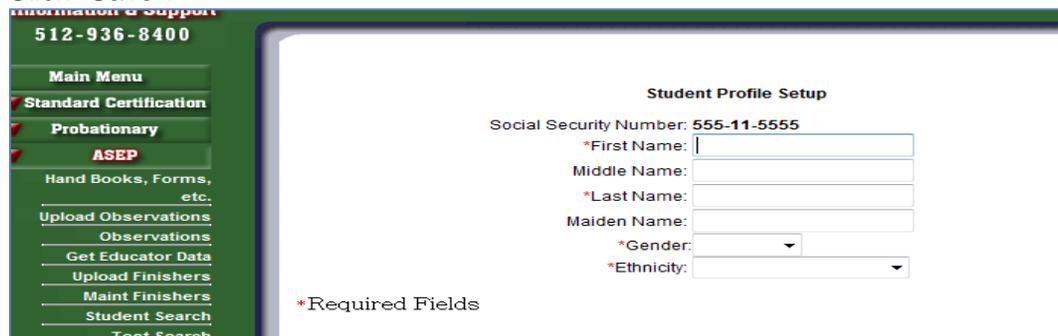
HOW TO ADD A CANDIDATE TO THE CANDIDATE STATUS LIST



The screenshot shows a web application interface. On the left is a green sidebar menu with the following items: Information & Support (512-936-8400), Main Menu, Standard Certification, Probationary, ASEP, Hand Books, Forms, etc., Upload Observations, and Observations. The main content area is titled "Student Search / Add" and contains the text "You may search for the Student by entering the SSN or TEA ID". Below this text are two input fields: "Social Security Number:" and "TEA ID:". A green "Search" button is positioned below the input fields. In the top right corner of the main area, there are links for "Help" and "Logg".

- Start at ASEP-> Student Search.
- Enter the number (without dashes) in the box for Social Security Number or TEA ID.
- Click Search.
- If the candidate is not recognized by ASEP, the Student Profile Setup screen appears.
- Fill out the necessary data.
- Click “Save”.
 - Result: the Student Maintenance screen appears.
- Choose the correct certification, year, program type, and status. (More than one line per candidate is acceptable).

Click “Save”.



The screenshot shows the "Student Profile Setup" form. The sidebar menu is the same as in the previous screenshot, but with "Student Search" and "Test Search" added at the bottom. The main content area is titled "Student Profile Setup" and shows "Social Security Number: 555-11-5555". Below this are several input fields: "*First Name:", "Middle Name:", "*Last Name:", "Maiden Name:", "*Gender:" (with a dropdown arrow), and "*Ethnicity:" (with a dropdown arrow). A note at the bottom left of the form area says "*Required Fields".

Information & Support
512-936-8400

Main Menu
Standard Certification
Probationary
ASEP

Student Maintenance

Maintenance for was successful

TEA ID	SSN	First Name	Middle Name	Last Name	Gender	Ethnicity
1763565	9999	Michael		Mansfield	Male	Hispanic/Latino

ASEP

Hand Books, Forms, etc.
Upload Observations
Observations
Get Educator Data
Upload Finishers
Maint Finishers
Student Search
Test Search
View Pass Rates
Other Reports
Annual Performance
Entry / Review
Annual Performance
Report

Certification Code	Supervisor Log Data	Reporting Year	Status
1463-Generalist (EC-6)	Sup Log Screen (0)	2009-10	Other Enrolled
1463-Generalist (EC-6) -	Sup Log Screen (0)	2010-11	Remove
1463-Generalist (EC-6) -	Sup Log Screen (0)	2011-12	Remove

To add a record on the 4 lines provided below, you must select a Certification Code!

Certification Code	Sup Log Screen	-select-	All But Clinical
1239-Agricultural Science and Technology (6-12) - PB	Sup Log Screen	-select-	All But Clinical
1239-Agricultural Science and Technology (6-12) - Trad	Sup Log Screen	-select-	All But Clinical
1256-American Sign Language (EC-12) - Alt	Sup Log Screen	-select-	All But Clinical
986 - Art (EC-12) - PB	Sup Log Screen	-select-	All But Clinical
986 - Art (EC-12) - Trad	Sup Log Screen	-select-	All But Clinical
1376-Art (EC-12) - Alt	Sup Log Screen	-select-	All But Clinical
943 - Bilingual Education Supplemental-Spanish (EC-4) - Alt	Sup Log Screen	-select-	All But Clinical
954 - Bilingual Education Supplemental-Spanish (EC-4) - PB	Sup Log Screen	-select-	All But Clinical

Cancel

NOTE: for Bilingual Generalist candidates, enter as one line (Bilingual Generalist) if the candidate took the combination test (Bilingual Generalist). If the candidate took two tests (Bilingual Education Supplemental and Generalist) then enter as two lines (Bilingual Education Supplemental and Generalist). Use the procedure for ESL Generalist and ESL Supplemental candidates. If the candidate was unable to pass the BTLPT and the program decides to have them certified as Generalist without bilingual certification, enter them as Generalist EC-6.

For Special Education, enter Special Education EC-12 and the associated content area. You may also enter Special Education Supplemental and the associated content area.

UPLOAD FINISHERS

Large EPPs don't have to add each candidate one by one. Similar to test approval, a csv file/spreadsheet is uploaded as shown below.

PLEASE NOTE: Uploading will NOT override information already in the finisher list. EPPs will need to MANUALLY remove or change any candidate whose field(s) or status has changed.

	A	B	C	D	E	F	G	H
1	1183171	Millers	David	1267	4	4		
2	1183171	Millers	David	1271	5	4		
3	1192617	Neuersch	Federico	1271	5	4		
4	1747415	Apple	Annie	1262	4	6		
5	1767600	Boop	Betty	1262	3	6		
6								

The Upload Candidate Status page reminds users of the columns needed, including the column for program type (traditional, post-bac, alternative).

HOW TO: Upload Finishers.

Information & Support
512-936-8400

Main Menu
Standard Certification
Probationary
ASEP
Hand Books, Forms, etc.
Upload Observations
Observations
Get Educator Data
Upload Finishers
Maint Finishers
Student Search
Test Search
View Pass Rates
Other Reports
Annual Performance
Entry / Review
Annual Performance Report
Cert License IDE
Archived ASEP (Pre 2010)
View Pass Rates
Maint Completers

Upload Finishers

Upload File Type and Reporting Year
Finishers | select | Browse

Upload

Upload Formats
All uploads MUST be in CSV (Comma separated value) format* See Example

Upload Finishers

*Upload files saved as CSV (Macintosh) file types cannot be processed. Please save your upload files as CSV (Windows) files.

1. TEA ID
2. Last Name (25 max)
3. First Name (20 max)
4. Cert License ID (click link to see listing)
5. Route (3-Alternative, 4-Post-Bacc, 5-Traditional)
6. Finishing Status (4-Finisher, 5-All But Clinical, 6-Other Enrolled)

Example File
12345678,Brown,Jim,177,3,4
23456789,Gomez,Lucy,128,4,4
13456789,Reid,Harry,121,5,5

*** Limit of only 1000 records per upload ***

- Create a spreadsheet or text file with the fields equal to those shown on the Upload Candidate Status page.
 - Save the file as type “csv” for Comma Separated Values. (Windows)
 - Save the file to a location for uploading such as your desktop.
- Start at ASEP -> Upload Candidate Status.
- Click “Browse”.
- Find the correct file (this may vary by individual computer).
- Click “Upload”.

HOW TO: CHECK IF YOUR UPLOAD WORKED

The EPP is responsible for ensuring that all data is entered and correct. Do not depend on the message which says “your file was uploaded successfully:” This message would not detect errors if the system didn’t recognize parts of your data.

Please view the **Upload Status** page to view the data actually entered. Many problems can be avoided by verifying uploads. Refer to the Upload Status section of the manual for details. **If you get a message that says that the update must be done in the ECOS online system**, it means that the candidate is already listed in one of the two lists. Also do a student search to ensure that a certification field has been identified.

Another way to check your work is to go to “Maintain Finishers” and see if the candidates you uploaded are on the list.

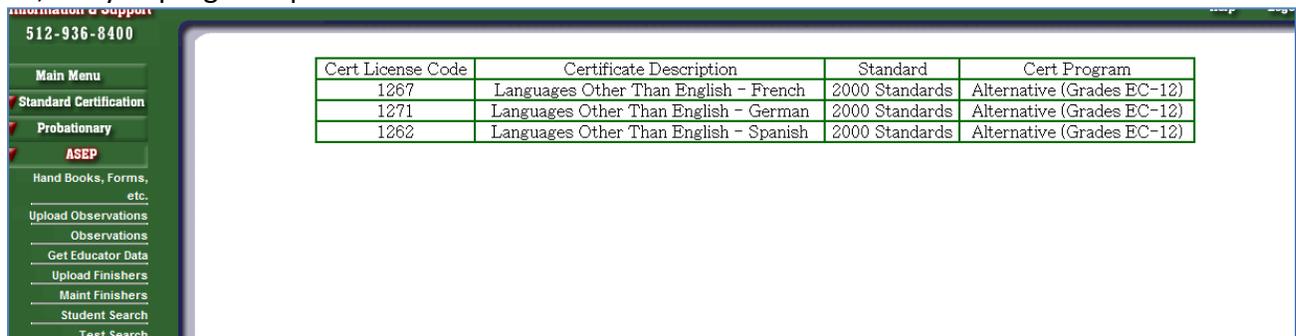
CERT LICENSE IDS

Adding candidates by upload requires a certification code. Find them using this feature. This is customized per EPP, based on the certificates the EPP is approved to offer. If you do not see the certification area listed, check your list of approved areas from the TEA home page at

www.tea.texas.gov.

- Select “Texas Educators”
- Select “Choosing an Educator Preparation Program”
- Select “Approved Programs”
- Click the tab labeled “Entity”
- Select your program from the dropdown list.

The approved list of your certification area should appear. If indeed it is not there and should be, call you program specialist.



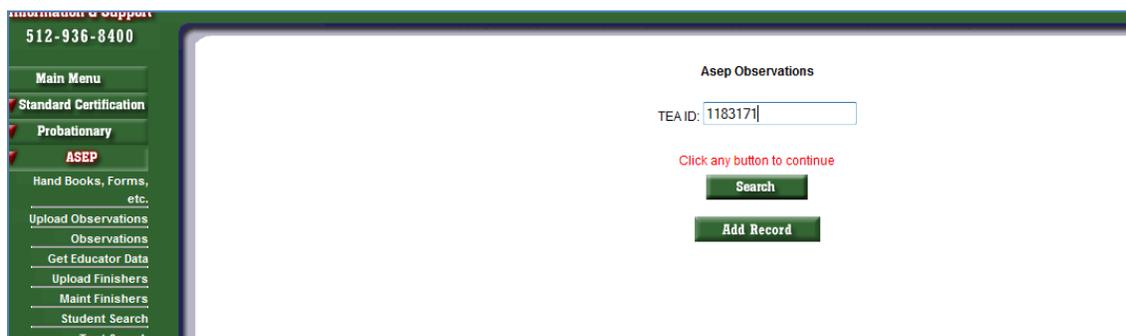
The screenshot shows a web application interface with a green sidebar menu on the left and a main content area on the right. The sidebar menu includes options like 'Main Menu', 'Standard Certification', 'Probationary', 'ASEP', and 'Hand Books, Forms, etc.'. The main content area displays a table with the following data:

Cert License Code	Certificate Description	Standard	Cert Program
1267	Languages Other Than English - French	2000 Standards	Alternative (Grades EC-12)
1271	Languages Other Than English - German	2000 Standards	Alternative (Grades EC-12)
1262	Languages Other Than English - Spanish	2000 Standards	Alternative (Grades EC-12)

OBSERVATIONS

Use the “Observations” function to add observations individually.

PLEASE NOTE: TEA is only collecting the duration of the observation. Enter only the minutes such as “00:45” for a 45-minute observation. Note the number of 00s in front of the “:”. If you put a number such as 00:35, it will not be picked up as an observation because the minimum number of minutes allowed is 00:45.



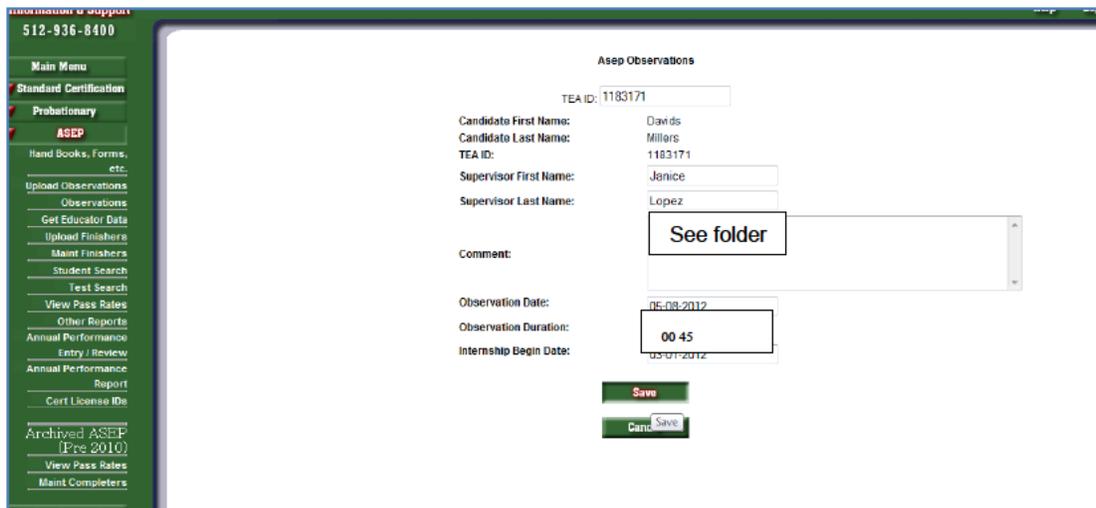
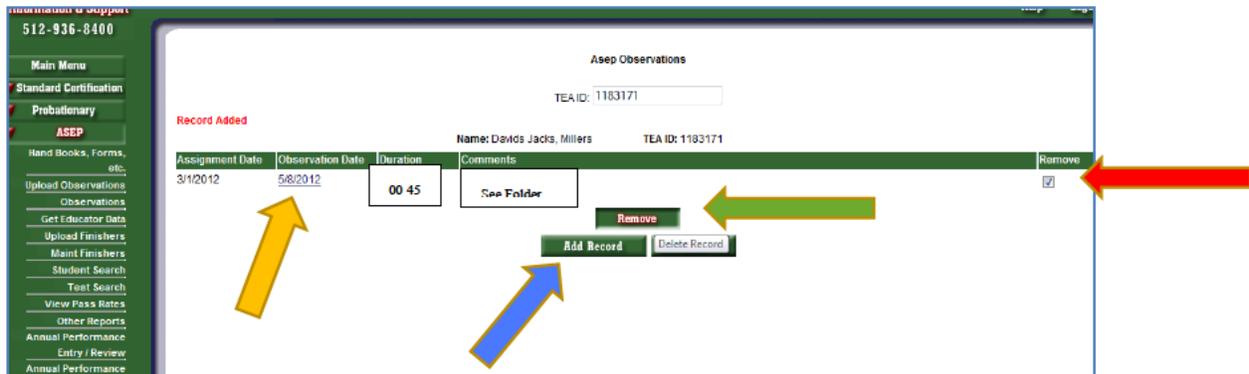
The screenshot shows the 'Asep Observations' form in the TEA system. The form has a title 'Asep Observations' and a text input field for 'TEA ID:' containing the value '1183171'. Below the input field, there is a red instruction: 'Click any button to continue'. There are two green buttons: 'Search' and 'Add Record'.

HOW TO: SEARCH, MODIFY, AND REMOVE OBSERVATIONS

- Start at ASEP-> Observations.
- Enter the number in the box for TEA ID.
- Click "Search".
 - Result: the ASEP observations screen appears.

To remove an observation entry,

- Check the box under "remove."
- Click "Remove".
- Note: If the observation date is not underlined, the entry is locked and cannot be removed or changed.
- To view/modify an observation entry, click the link for "Observation Date."
- To create a new observation entry, click "Add Record".
 - Result: the full ASEP Observations screen appears.



- Enter supervisor’s name, comment (See folder), observation date, duration (00:45), and internship start date.
- Click “Save”.

A note on comments: At this time TEA is not evaluating the text of the comment field. A placeholder such as “see folder” is perfectly acceptable, provided such documentation exists.

Things to Know and Do to Ensure an Accurate Percentage:

UPLOAD OBSERVATIONS

Use the “Upload Observations” function to add a batch of observations from a csv file. The screen will indicate the columns needed. **Using duration instead of start/end times yields one less column than in previous years – please be careful.**

The image shows a spreadsheet and a web application interface. The spreadsheet, titled 'OBSV_L30.CSV', contains the following data:

	A	B	C	D	E	F	G	H	I	J	K
1	Leader	John	3/1/2012	1763565	Mansfield	Michael	4/1/2012	00:45	see folder		
2	Leader	John	4/15/2011	1763589	Zavalla	Zahava	4/20/2011	00:35	see folder		
3	Leader	John	4/15/2011	1763589	Zavalla	Zahava	9/15/2011	00:90	needs impr		
4	Leader	John	4/15/2011	1763589	Zavalla	Zahava	10/6/2011	00:50	see folder		
5	Watchme	Mary	3/1/2012	1763565	Mansfield	Michael	4/10/2012	00:45	see folder		

The web application interface, titled 'Upload Observations', includes a sidebar with navigation options like 'Main Menu', 'Standard Certification', 'Probationary', and 'ASEP'. The main content area has a form for 'Upload File Type' (set to 'Observation Log') and a 'Browse...' button. Below the form is an 'Upload' button. A section titled 'Upload Formats' provides instructions: 'All uploads MUST be in CSV(Comma separated value) format* See Example'. It lists the required fields for the CSV file:

- Supervisor Last Name (25 max)
- Supervisor First Name (20 max)
- Beginning Date of Assignment (should not be a future date) (mm/dd/yyyy)
- Candidates TEA ID# (should be existing TEA ID) (9 max)
- Candidates Last Name (25 max)
- Candidates First Name (20 max)
- Observation Date (should be unlocked year)(should be on or after Beginning Date of Assignment) (should not be a future date)(mm/dd/yyyy)
- Observation Duration (h:m) (00:01 to 12:59)
- Supervisor Comments (Length range 1 to 250)

An example file path is provided: 'Example File Brown,Jim,09/01/2009,12345678,cand_iname,cand_fname,09/22/2009,8:30,Candidate has performed above average Gomez,Lucy,09/01/2009,23456789,cand_iname,cand_fname,09/22/2009,1:25,Candidate has performed above average'.

- Create a spreadsheet or text file with the fields equal to those shown on the Upload Observations page.
 - Save the file as type “csv” for Comma Separated Values. (Windows)
 - Save the file to a location for uploading.
- Start at ASEP -> Upload Observations.
- Click “Browse”.

- Find the correct file (this may vary by individual computer).
- Click “Upload”.

HOW TO: CHECK IF YOUR UPLOAD WORKED

The EPP is responsible for ensuring that all data is entered and correct. Do not depend on the message which says “your file was uploaded successfully:” This message would not detect errors if the system didn’t recognize parts of your data.

Please view the [Upload Status](#) page to view the data actually entered. Many problems can be avoided by verifying uploads. Refer to the [Upload Status](#) section of the manual for details.

Most common errors in uploading observations:

- Date of observation is either a future date or before the internship start date. No observations can be uploaded prior to the beginning of the academic year. For example: The candidate starts on 8/8/14 and the first observation is conducted on 8/26/14. The observation will not upload because it occurs in the previous academic year and not in the academic year that is being reporting (9/1/2014- 8/31/15).
- Time is formatted incorrectly. Time must be formatted 00:00
- Comment column contains commas, semicolons, or other punctuation which confuses the csv format. Keep it simple – use “see folder.”
- Cells are blank where they shouldn’t be, or have stray marks where they should be blank. No blank lines between candidates.
- “Error Line: 1: Missing Delimiter ',' should be 8 in each row uploaded” means there should be 9 columns (delimiters are separations between columns) and there are either too many or too few somewhere. The names usually have a space after them that causes this problem. Copy the spreadsheet into notepad to identify extra spaces.
- TEA ID numbers are missing.
- Nickname used instead of TEA official name.
- Take the first line off which names the columns.

A note on comments: At this time TEA is not evaluating the text of the comment field. A placeholder such as “see folder” is perfectly acceptable, provided such documentation exists.

DEALING WITH ISSUES IN OBSERVATION REPORTING.

Issue 1: Problem: The candidate was enrolled in your program, on a probationary certificate, and had two observations. For one reason or another, the candidate has dropped out of your program.

Resolution: To prevent the two observations counting against you, go to your finisher lists (*other enrolled and finisher*) and remove the candidate's name. This will prevent the candidate from being included in your percentage calculations.

Issue 2: Problem: The candidate is hired in November and has a first year probationary certificate which spans two academic years. Example: November 3, 2014–November 3, 2015.

Resolution: Because the academic year provided in the above example is 9-1-2014 to 8-31-2015 and the probationary certificate didn't expire during that period, the candidate is not included in the calculation of percentage of observations for the 2014-2015 academic year. The candidate will be included in the observation percentage in the next academic year when the candidate's first year probationary certificate expires – in this example academic year 2015-2016.

The candidate's probationary starts 2/1/2015 and expires 1/31/2016. Because the academic year is 9/1/2014 to 8/31/2015, and the probationary expires in the next academic year (2015-2016), the candidate is not included in the report.

ANNUAL PERFORMANCE REPORT

WHAT: THE NUMBERS OF CANDIDATES, AS A TOTAL, BROKEN DOWN BY GENDER AND BY RACE/ETHNICITY, FOR YOUR PROGRAM:

- **Applied:** All persons from whom the EPP received initial or professional class applications in current academic year being reported (2014-15).
- **Admitted:** All candidates (initial and professional) allowed, either formally or on contingency admission (TAC §227.15), to enter your program in the current academic year being reported 2014-15: Admission is considered to have happened when one of the following takes place:
 - Receiving any fees beyond an application fee;
 - Issuing a formal acceptance letter by the program with confirmation of acceptance by the applicant; or
 - Allowing candidates to participate in trainings where other paying candidates are attending.

NOTE: The "Admitted" number should match the number of candidates reported on the GPA spreadsheet.

- **Retained:** Candidates (initial and professional) who were enrolled in your program for the current academic year being reported (2014-2015), but have not yet finished the program requirements or left the program. If the candidate is just taking a break, consider them retained. If a person has withdrawn from your program, do not count them as retained.

NOTE: The “retained” number should match the “Other Enrolled” number in the candidate status list.

Finished/Completed: Candidates (initial and professional) who finished all program requirements during the year being reported (2014-15). If a candidate has finished ALL requirements of your program, he or she should be entered here, regardless of whether or not all TExES testing, fingerprinting, etc. has been completed, or a standard certificate issued. It is possible for a candidate to be counted as both admitted and finisher in the same reporting year.

NOTE: The “Completed” number should match the number listed in the “Finisher” in the candidate status list.

NOTE: To check for accuracy in reported numbers, the “Retained” + “Completed” should equal the total number of candidates in your program.

Please note: a variety of interpretations of these terms have been circulated in the past. Consider the above the operation definitions currently in use for the 2014-2015 reporting year.

You can view current and previous entries, in the “Annual Performance Report,” but you can’t change them. It is worth viewing what the final result should look like to ensure all data is entered appropriately. Choose a year and click “Continue” to view that year’s report.

Information & Support
512-936-8400

Main Menu
Standard Certification
Probationary
ASEP
Hand Books, Forms, etc.
Upload Observations
Observations
Get Educator Data
Upload Finishers
Maint Finishers
Student Search
Test Search
View Pass Rates
Other Reports
Annual Performance
Entry / Review
Annual Performance
Report
Cert License IDs

ASEP Annual Performance Report
Year: 2011
Continue

ASEP Annual Performance Report for the year of 2011

Demog Group	Applied	Admitted	Retained	Completed
All	168	23	23	51
Female	140	17	2	44
Male	53	8	0	7
African American	47	4	1	8
African American	47	4	1	8
Hispanic	32	3	1	7
Hispanic	32	3	1	7
Other	9	0	0	3
White	105	18	0	33
White	105	18	0	33

Back

ANNUAL PERFORMANCE ENTRY/REVIEW

Use the Annual Performance Entry/Review feature to enter or change each cell in the report.



- Start at ASEP-> Annual Performance Entry/Review.
- Select the year (“2015” for 2014-2015) and demographic group for entry. Always be sure that the correct year is showing. Otherwise the data will not be saved.

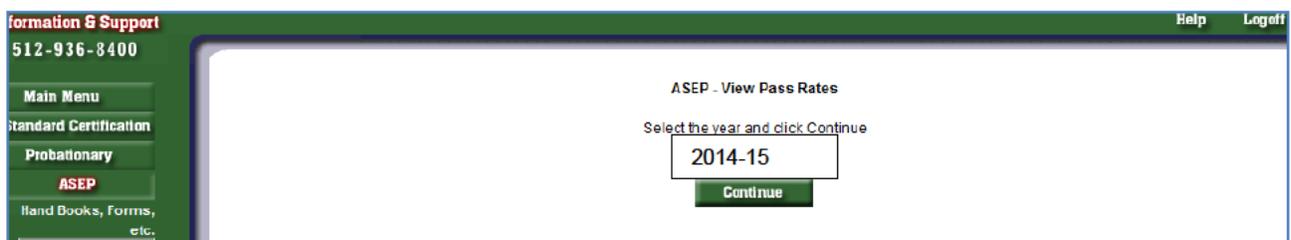
NOTE: You may receive several prompts to identify the year. This is a flaw in the TEA system.

- Select “Continue”.
- If you have not entered information or the information did not enter, you will see “No data found for the selection”.
- Select “Add Record.” You will probably have to enter the date again. (Sorry)
- Enter the correct data.
- Click “Save”.
- Repeat for each gender and demographic group, as well as “All”.
- Use the Annual Performance Report feature to view the completed entry.

NOTE: This information is currently not locked as is the other ASEP information. Be careful not to overwrite last year’s information.

VIEW PASS RATES

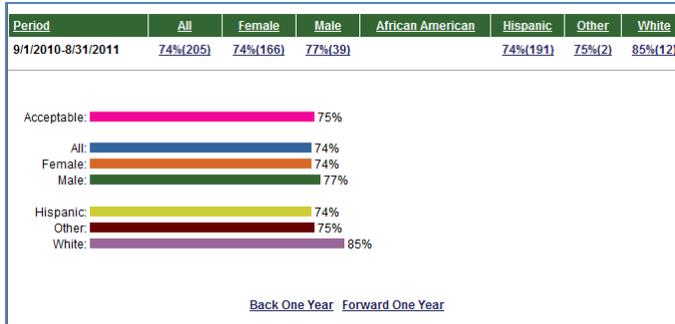
Pass Rates are available at this feature, only after a year is completed, locked, and calculated.



HOW TO: VIEW PASS RATES

- Start at ASEP-> View Pass Rates.
- Select a year.
- Click “Continue”.

- Result: a new window will open. (Pop up blockers will prevent any further action unless disabled).
- Enlarge the window to be readable.



- Clicking on any link will provide more detail about candidates and tests included in that data.

TOTAL LIFE SKILLS 8-12		3	0	0%
Mathematics 4-8		1	1	100%
Total Mathematics 4-8		1	1	100%
Mathematics 8-12		2	2	100%
Total Mathematics 8-12		2	2	100%
Mathematics 8-12		2	1	33.3%
Total Mathematics 8-12		3	1	33.3%
Pedagogy and Professional Responsibilities EC-6		4	4	100%
Pedagogy and Professional Responsibilities EC-12		11	7	63.6%
Pedagogy and Professional Responsibilities 8-12		8	8	100%
Pedagogy and Professional Responsibilities 4-8		2	1	33.3%
Total PPR		28	20	76.9%
Physical Education EC-12		8	5	62.5%
Total Physical Education EC-12		8	5	62.5%
Principal		7	5	71.4%
Total Principal EC-12		7	5	71.4%
Science 8-12		3	3	100%
10/02/2010	Hispanic/Latino	M	P	
06/26/2010	Hispanic	M	F	
09/20/2010	Hispanic	M	F	
11/22/2010	Hispanic	M	F	
06/26/2010	Hispanic	M	P	
01/29/2011	Hispanic	M	F	
04/16/2011	Hispanic	M	F	
07/25/2011	Hispanic	M	F	
09/01/2010	Hispanic	M	F	
10/02/2010	Hispanic	M	F	
04/17/2010	White	M	P	
06/26/2010	White	M	P	
Close Window				

ASEP – OTHER DATA FEATURES

GET EDUCATOR DATA

Use this feature to upload a one-column csv file of SSNs and get back data: either all certificates, tests, or fingerprint status associated with that SSN. Please note that the certificate and test results won't be restricted to those earned through the EPP. The results appear quite confusing, but the "text to columns" feature on the Data tab of Excel can translate into a usable format.

SSN	First Name	Middle Name	Last Name	Gender	Ethnicity	Ethnicity Desc	BirthDate	Test Type Code	Test	Admin Date	Test Name	Route	Route Desc	Result
1	Karen	Burnham	Karen	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
2	Karen	Burnham	Karen	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
3	Lisa	Churchill	Lisa	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
4	Lisa	Churchill	Lisa	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
5	Lisa	Churchill	Lisa	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
6	Phillip	Wade	Phillip	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
7	Phillip	Wade	Phillip	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
8	Phillip	Wade	Phillip	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
9	Phillip	Wade	Phillip	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
10	Chandler	R	Chandler	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
11	Chandler	R	Chandler	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
12	Chandler	R	Chandler	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
13	Chandler	R	Chandler	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
14	Chandler	R	Chandler	Male	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
15	Latanya	Shenae	Latanya	Female	3	African			nd Professional Responsibilities 4-8	04	Alternative Certification			
16	Latanya	Shenae	Latanya	Female	3	African			nd Professional Responsibilities 4-8	04	Alternative Certification			
17	Latanya	Shenae	Latanya	Female	3	African			nd Professional Responsibilities 4-8	04	Alternative Certification			
18	Latanya	Shenae	Latanya	Female	3	African			nd Professional Responsibilities 4-8	04	Alternative Certification			
19	Corrie	S	Corrie	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
20	Corrie	S	Corrie	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
21	Corrie	S	Corrie	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
22	Denise	R	Denise	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			
23	Denise	R	Denise	Female	5	White			nd Professional Responsibilities 4-8	04	Alternative Certification			

HOW TO: UPLOAD GRADUATES FOR THE LBB REPORT

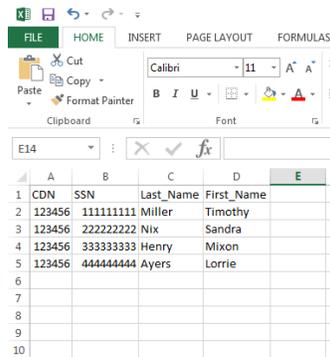
Educator preparation programs at [public colleges and universities](#) are required to report certification rates of teacher education graduates to the Legislative Budget Board (LBB). Private universities and alternative certification do NOT report to the LBB. To facilitate the reporting process and ensure the consistency and accuracy of data, the LBB, State Auditor's Office, and educator preparation entities have requested that TEA collect graduate information from the entities and, using centralized records in the TEA database, calculate the LBB certification rate.

The certification rate required by the LBB is based upon the percentage of an institution's **undergraduate teacher education program graduates who become certified to teach no later than the end of the fiscal year following the year of graduation from the program.** This measure is used to provide an indicator of the effectiveness of an undergraduate teacher-education program's production of certified educators.

The FY 2015 LBB performance measure will indicate the certification rate of your 2014-2015 graduates. The rate is the percentage of graduates who have become certified as of August 31, 2015.

TIPS FOR ENTERING DATA:

1. LBB is just Undergrad Initial Teacher Finishers.
2. CDN is your county/district number used by TEA to identify your program.
3. Last is Unique Person.
4. No dashes in SSN, include leading zeros.



The screenshot shows a Microsoft Excel spreadsheet with the following data:

	A	B	C	D	E
1	CDN	SSN	Last_Name	First_Name	
2	123456	111111111	Miller	Timothy	
3	123456	222222222	Nix	Sandra	
4	123456	333333333	Henry	Mixon	
5	123456	444444444	Ayers	Lorrie	
6					
7					
8					
9					
10					

- Create a csv file with the following fields: county-district number (CDN), Social Security number (SSN), Last name (Last_Name), First name (First_Name).

- Start at ASEP-> Get Educator Data.
- Click “Load Graduate Files”.
 - Choose the appropriate year (year of the graduate file, not reporting year) from the drop-down menu.
 - Select “Delete” from the radio buttons.
- Click “Browse” to find the file on your computer and “Open” to select that file.
- Click “Upload”.

TO VIEW YOUR RESULTS:

- Start at ASEP-> Other Reports
- Click “Annual LBB Performance Measure Report” and choose 2014-2015.
- Click “Continue”.
- Result: a new window will open. (Pop-up blockers will prevent any further action unless disabled).

You will be asked to certify your rates with TEA via email or fax. Instructions will be sent to those universities and colleges. Your institution, in conjunction with your Information Resources staff, must ALSO report the certification rate in the institutional LBB report (ABEST). At this time, the preparation entity may provide further explanation of the results to the LBB, if desired.

IMPORTANT:
You must still report the performance measure to the LBB using ABEST.
TEA is simply calculating the rate for you;
It is your responsibility to enter the rate in ABEST.

In addition to the LBB certification rate, TEA will report additional information for your 2014-2015 graduates. The LBB has requested that TEA disaggregate data for the graduates who were not certified by August 31, 2015 into three categories:

- **Percent Recommended, but Not Certified:** The percent of 2013-2014 graduates, as of August 31, 2015, who were recommended for certification, but were not issued a standard teacher certificate by TEA.
- **Percent Not Recommended, but Tested:** The percent of 2013-2014 graduates, as of August 31, 2015, who were not recommended for certification, but took at least one certification examination.
- **Percent Not Recommended or Tested:** The percent of 2013-2014 graduates, as of August 31, 2015, who were never recommended for certification and never took an examination for teacher certification.

The information listed above will be reported by TEA to the LBB when the certification rates are reported. You are not required to enter this information in ABEST.

Institutions required to submit LBB reports will be contacted by email in September. The report is due to TEA based on when TEA must file the TEA report to LBB.

TEST SEARCH

Another source of data is the “Test Search” section. Enter start and finish dates and/or particular tests, and receive a report of all tests matching those criteria. The user may leave SSN, gender, etc., blank if desired. This will return tests for which the EPP is listed as approving entity, regardless of the candidate’s finisher status.

The report will pop up in a new window. Make sure pop-ups are enabled.

Educator Certification Online System			
ACT-Central Texas - Temple (014701)			
Student History			
Test Search Results			
Your search returned 3 test records.			
TEA ID: 741938	SSN:		
Test Type: TEXES	154 English as a Second Language (ESL) Supplemental	Admn Dt: 11/02/2010	Results: P 251
	Domains	1) 251 2) 257 3) 247 4) 249	
TEA ID: 1609717	SSN:		
Test Type: TEXES	154 English as a Second Language (ESL) Supplemental	Admn Dt: 04/19/2010	Results: P 271
	Domains	1) 271 2) 281 3) 277 4) 247	
TEA ID: 1406569	SSN:		
Test Type: TEXES	154 English as a Second Language (ESL) Supplemental	Admn Dt: 04/30/2010	Results: P 253
	Domains	1) 253 2) 267 3) 251 4) 248	
Click Here to download the data in comma delimited form.			
Click Here to download the data in text form.			
Close Window			

Downloading via “click here” links at the bottom left allows for manipulation and analysis of the data.

ASEP – OTHER REPORTS

This feature will be written in a future version.

CONSUMER INFORMATION

NOT IN ASEP: The Consumer Information Website and its required data

Texas Administrative Code (TAC) §229.3 (f)(1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph [Attached Graphic].

By law (S.B. 174, which was effective September 1, 2009) educator preparation programs must now report much more data to the Texas Education Agency than ever before. “Attached Graphic” of TAC §229.3 provides a complete list of these data points. Texas Administrative Code and “Attached Graphic” can be found by clicking the following link:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=229&rl=3](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=229&rl=3)

This data appears on the mandated [Consumer Information](#) website at www.tea.texas.gov.

GPA SPREADSHEET

The GPA template has been reformatted for the 2014-15 reporting year. DO NOT USE ANY PREVIOUSLY DISTRIBUTED GPA SPREADSHEETS. You can access the spreadsheet on the [Program Provider Resources](#) page at www.tea.texas.gov.

1. September 15 is the due-date for GPA reporting.
2. The file name should be “**Program Name_ county/district number_ GPA 2015**”
Example: “UniversityofTeachers_227619_GPA2015.” Email the final completed spreadsheet to edstandards@tea.state.tx.us.
3. Candidates for which reporting is required:
 - All candidates admitted into an initial teacher certification program during the academic year (September 1-August 31).
 - All candidates admitted includes undergraduates, post-bacs, and ACP.
 - Candidates who were admitted but have not yet started coursework or training must also be reported.
 - Candidates for professional class certificates such as principal or school counselor, **MUST** be reported also.
4. The spreadsheet has been modified in the following ways:

- More information is required, including on each candidate from TEA ID to basic skills. **NOTE: All information for a candidate should be entered onto one row only.**
- “Freeze frames” allow the EPPs to scroll right and down without losing the headings at the top and without losing the candidate identifiers (TEA ID and cert field) at left. This is a courtesy, especially for the programs with 100’s of admitted candidates each year. It will also help with data integrity so candidate information is not mixed up during data entry. **NOTE: This freeze frame effect could cause a problem if data entry people inadvertently hide columns. Be sure to check that the first data column to enter after candidate identifiers is “D”-“Overall GPA”.**
- Data for each certification class is recorded onto separate pages. There are several tabs at the bottom of the spreadsheet: Teacher Certification; Principal Certification, Counselor Certification, Superintendent Certification; Librarian Certification, Educational Diagnostician Certification; Reading Specialist Certification; and Master Teacher Certification. The title of the spreadsheet that is being worked on appears at the top of the sheet as “Data for _____ Candidates Admitted in 9/1/2014 - 8/31/2015 Reporting Year”. The name of the certification class appears in place of the blank. You cannot see all of the tabs at the same time, but clicking on the **right and left arrow** under the row numbers will reposition the tabs.

EPP Country/District Code	Candidate TEA ID Number	Candidate Certification Field	Data for Candidate																							
			Overall GPA			Content Hours & GPA (for courses in certification field)		Special Education (report only if seeking this certification)		EC-6 or 4-8 Core Subjects & Generalist				EC-6 Core Subjects & Generalist												
			Overall	Last 60 Hrs. (report only if used for admission)	Admission GPA	Hours	GPA	Hours	GPA	English	Math	Science	Social Studies	Art	Music	Health	Physical Education									
		Examples-Initial Certification																								
101110	222333	ELAR 7-12/ SPED EC-12	2.50		2.50	25.0	3.0	6.0	4.0																	
101110	654321	Core Subjects EC-6	1.80	3.50	3.50					6.0	4.00	3.0	3.50	3.0	2.80	24.0	3.00	7.0	3.00	0.00	NA	3.00	4.00	2.00	4.90	
101110	294567	Math 4-8	2.95		2.95	27.0	4.0																			
101110	123456	PE EC-12	3.56	3.89	3.89	24.0	4.0																			
101110	123456	Math 4-8	3.60		3.60	24.0	3.5																			
112222	246891	Science 7-12	2.40		2.40																					

Column A: It is now required to record your **country district TEA ID** for the educator preparation program in the first column. Copying and pasting it into the column after all candidate information has been entered is probably most efficient. **If a data entry**

Columns G-H: "Content Hours" should be completed for candidates who are being certified in single content areas. Examples of single content areas are Math 7-12, ELAR 7-12, Art EC-12, etc. Use the courses listed on the official transcript only. Do not include courses that are in progress or that have not yet been completed. For transfer students, review their transcripts prior to admission like any other candidate. For out-of-country students, use the course equivalents listed on the transcript review. In all cases, even if candidates did coursework many years ago, their transcripts must still be reviewed and GPAs reported. NOTE: Math and science candidates who expect to teach grades 7+ must have at least 15 relevant content hours. All other candidates must have at least 12 hours in the content area that correlates with the certification field designated in column "C". NOTE: All content hours and GPA should be recorded based on an official transcript reflecting the degree conferred and date.

Columns I-J: Content hours and GPA for Special Education should only be completed if the candidate is seeking Special Education certification.

Columns K-R: Complete only for candidates seeking certification in Generalist or Core Subjects EC-6 or 4-8. Hours and GPA, from the official transcript, should be recorded for each of the four core subject areas. For these candidates the program staff would not need to complete the "Content Hours and GPA" in columns "G and "H".

Columns S-AB: Record the candidates' course hours and GPA in health, physical education, art, music, and theater. This section is completed only if those candidates are seeking the Generalist or CORE Subjects EC-6 certificate.

Columns AC-AJ: Complete for candidates whose certification field is either Science 4-8 or 7-12. Hours and GPA should be assessed from the official transcripts and will include courses identified as biology, chemistry, earth science, physics and physical sciences.

Columns AK-AT: Record the hours and GPA information for candidates seeking the 7-12 or 4-8 Social Studies certificate for content areas including history, economics, geography, government or political science, sociology and, psychology.

Column "AU" asks for information about the candidate's testing success in the content area in which the candidate is seeking certification. If the candidate has passed the relevant content test, then answer with "yes (y)." If, as of the close of the reporting year, the candidate has not yet passed the content test, then answer (N) which means "No." If a candidate took the content test as a PACT, then answer Y or N as appropriate to the passing status of the PACT test. If the candidate took PACT tests in multiple content areas, report only the success on the content area in which the candidate is seeking certification. This column should be completed for every candidate.

Column AV: Identify those candidates who were completing their practicum on probationary certificates during the reporting year. The answer should be (Y) "yes" if

the candidate was on a probationary certificate or (N) “no” if not. Candidates who are in clinical/student teaching should be identified as “N.”

Columns AW-BM: Record all information about a candidate’s entrance exams and basic skills testing (**GRE, SAT, ACT, and basic skills**). This data is now on the same line as the candidate’s other information (certification field, GPA, content hours, etc.). Include only the information that is relevant to that candidate. You may not have all of the columns complete for every candidate. For example, a candidate may have submitted SAT scores but not ACT scores. In that case, you would record the SAT scores in the appropriate columns and leave the ACT score columns blank for that candidate.

7-12 Social Studies																													
Admitted in 9/1/2014 - 8/31/2015 Reporting Year																													
7-12 Science				7-12 Social Studies				GRE Scores				SAT Score		ACT Score		THEA / ACCUPLACER / COMPASS													
Biology	Chemistry	Earth/Space Sci	Physics/Ph Sci	History	Economics	Geography	Govt/Pol Sci	Passed Content Test as of 8/31/15? [Y or N]	Probationary Certificate 9/1/14 - 8/31/15? [Y or N]	Overall	Reading	Analytical	Writing	Overall	Verbal	Math	Writing	Overall	Verbal	Math	Writing	Reading	Math	Writing	Other	Other			
Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours																						
								Y	N					1200	600	300	300												
								Y	Y													2	4	6					
								Y	N													10	10	12					
								Y	Y																				
								N	N																				
12.0	15.0	0.0	6.0					N	N																				

correct and final. Do not submit this affidavit until you are absolutely sure that all information has been checked, double checked, and triple checked. If the affidavit is submitted prior to the checking period and TEA discovers information is incorrect, the signer has violated the Texas Educators Code of Ethics and TAC 229.

The affidavit must be on the EPP's letterhead. The affidavit must contain an original signature. No digital signatures will be accepted. A signed copy may be faxed to 512 936-8231 or a scanned copy may be emailed to edstandards@tea.texas.gov. If emailed, the file should be named the following: "name of program_county district number_affidavit2015." Example: UniversityofTeachers_227619_affidavit2015.

The affidavit can be found on the TEA website, Texas Educators, Program Provider Resources, Forms and Documents, Affidavit Form or at the link below.

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Program Provider Resources/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Program_Provider_Resources/)

The example reflects the content to be included in the affidavit.

Affidavit: Educator Preparation Program Accountability System (ASEP) Data Verification Reporting Cycle

Academic Year: 2014-2015

I hereby state and verify that:

1. I am authorized by _____ (name of Program) _____, an Educator Preparation Program (EPP) approved by the State Board for Educator Certification, to submit to the Texas Education Agency that program's accountability system for educator preparation program (ASEP) data as required by 19 TAC §229.3.
2. To the best of my information and belief, I affirm that all ASEP data that I submitted is accurate and final. I understand that failure to report all data required or to intentionally misrepresent data may be cause for action by the SBEC.
3. I understand and acknowledge that TEA cannot accept any corrected or additional ASEP data after the final data submission deadline.

Signature:

Chapter 9

Other Program Resources

OTHER PROGRAM RESOURCES – INITIAL TEACHER CLASS CERTIFICATION RULES IN A
PACKET

OTHER PROGRAM RESOURCES – PROFESSIONAL CLASS CERTIFICATION RULES IN A PACKET.

What does a field supervisor need to know and be able to do?

The Field Supervisor:

- I. **Has theoretical and practical knowledge of teaching and learning for both adults and children.**
 - a. Understands adult learning
 - b. Recognizes the range of learning and performance problems and successes
 - c. Provides specific strategies to overcome learning and performance problems and encourage successes

- II. **Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.**
 - a. Stays in frequent contact with the novice
 - b. Provides feedback on observations in a timely manner
 - c. Provides specific feedback statements to the novice for professional improvement or growth
 - d. Leads novice teacher in reflection of his or her performance

- III. **Understands the functions and methods of K-12 public and private schools.**
 - a. Understands the time constraints on teachers and administrators
 - b. Understands school schedules
 - c. Understands school priorities
 - d. Familiar with various curricula for K-12 schools
 - i. Familiar with various methods of lesson planning and development
 - ii. Familiar with various student assessment strategies for diverse students
 - e. Familiar with various teaching strategies in K-12 schools for diverse students

- IV. **Is responsible in executing his or her professional responsibilities.**
 - a. Includes the mentor or cooperating teacher in observation and feedback
 - b. Provides a copy of the completed evaluation to the novice, the mentor or cooperating teacher, the campus administrator and the educator preparation program in a timely manner
 - c. Provides all data required by the Texas Education Agency in a timely manner.
 - d. Exhibits flexibility when necessary

Field Supervisor Standards Correlations

TAC 338.2(10) Field supervisor--A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.

TAC 228.35 (f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor.

TAC 228.35 (f)	Standard
"experienced"	<p>I. Has theoretical and practical knowledge of teaching and learning for both adults and children</p> <ul style="list-style-type: none"> a. Understands adult learning b. Recognizes learning and performance problems c. Provides specific strategies to overcome learning and performance problems
"trained"	<p>II. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback</p> <ul style="list-style-type: none"> a. Stays in contact with the novice b. Provides feedback on observations in a timely manner c. Provides specific feedback statements to the novice for professional improvement or growth
"experienced"	<p>III. Understands the functions and methods of K-12 public and private schools</p> <ul style="list-style-type: none"> a. Understands the time constraints on teachers and administrators b. Understands school schedules c. Understands school priorities d. Familiar with various curricula for K-12 schools e. Familiar with various teaching strategies in K-12 schools
"trained"	<p>IV. Is responsible in executing his or her professional responsibilities</p> <ul style="list-style-type: none"> a. Includes the mentor or cooperating teacher in observation and feedback b. Provides a copy of the completed evaluation to the novice, the mentor or cooperating teacher, the campus administrator and the educator preparation program in a timely manner c. Provides all data required by the Texas Education Agency in a timely manner

Record of Field Supervision
Optional – May be revised.

This is a summary field supervision record being utilized by some programs. It places all intern, clinical teaching, and student teaching field supervision in one summary record. This can be completed by the field supervisor and then placed in the candidate's record upon completion. This form is not required and may be modified to fit the needs of the individual program.

Record of ___ Student Teaching ___ Internship ___ Clinical Teaching

Candidate Name: _____ E-Mail: _____

Phone No: _____ Start Date of Assignment: _____

Campus Assignment: _____ Grade Level: _____

Field Supervisor Assigned: _____

Cooperating Teacher: _____ Email: _____

School Principal: _____ Email: _____

First Contact :	Within first three weeks of Placement/Assignment	
Date	Start Time:	End Time:
Method of Contact	Email	
	Phone	
	Face-to-Face	
	Other	

Observation One:	Within first six weeks of Placement/Assignment	
Date	Start Time:	End Time:
Interactive Conference:		
Date	Start Time:	End Time:
Field Supervisor Signature:		
Candidate Signature:		
Cooperating Teacher/Mentor Signature (optional)		
Principal/Designee Observation Receipt		

Observation Two:	
Date	Start Time: End Time:
Interactive Conference:	
Date	Start Time: End Time:
Field Supervisor Signature:	
Candidate Signature:	
Cooperating Teacher/Mentor Signature (optional)	
Principal/Designee Observation. Receipt	

Observation Three:	
Date	Start Time: End Time:
Interactive Conference:	
Date	Start Time: End Time:
Field Supervisor Signature:	
Candidate Signature:	
Cooperating Teacher/Mentor Signature (optional)	
Principal/Designee Observation. Receipt	

Additional Support Date	Nature of Support

Acceptable	Unacceptable	Date	Final Assessment of Field Experience
			Field Supervisor Signature:
			Cooperating Teacher/Mentor Signature:
			Principal Signature:

COOPERATING TEACHER/MENTOR RESOURCES

What does a Cooperating Teacher or Mentor need to know and be able to do?

The Cooperating Teacher/Mentor:

- I. **Has theoretical and practical knowledge of teaching and learning for both adults and children.**
 - a. Understands learning in both children and adults
 - b. Identifies the range of learning and performance problems and successes
 - c. Models specific strategies with diverse students to overcome learning and performance problems and encourage success

- II. **Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback.**
 - a. Stays in frequent contact with the novice
 - b. Provides professional guidance for the novice
 - i. Identifies a range of problems and successes
 - ii. Provides strategies for improvement
 - c. Provides specific feedback to the novice in a timely manner for professional improvement or growth

- III. **Understands the functions and methods of K-12 public and private schools.**
 - a. Models professional ethics, classroom discipline strategies, and time management techniques
 - b. Models various teaching strategies with diverse students in K-12 schools
 - c. Models lesson planning, material selection, and assessment of K-12 students
 - d. Models professional communication skills with colleagues, parents, students, and community members
 - e. Guides the novice in understanding school culture

- IV. **Is responsible in executing his or her professional responsibilities.**
 - a. Models best practices in the classroom
 - i. Models maintenance of accurate records
 - ii. Models advocacy for students
 - iii. Models service to the school
 - iv. Models reflection
 - v. Models continued professional development
 - vi. Models flexibility
 - b. Provides frequent informal coaching for the novice
 - c. Communicates with the novice, the field supervisor and the campus principal about the progress of the novice.

Cooperating Teacher/Mentor Standards Correlations

TAC	TEA Policy	TxBESS for Teachers	Mentor Standard	Correlation to Standard
<p>TAC §228.2 (6) Cooperating teacher—the campus-based mentor teacher for the student teacher or clinical teacher (14) Mentor—for a classroom teacher, a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher’s progress to that teacher’s educator preparation program.</p> <p>TAC §228.35 (e) Campus Mentors and Cooperating Teachers. 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 campus mentor during his or her internship or assign a cooperating teacher during the candidate’s student teaching or clinical teaching experience. The educator preparation 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.</p>	<p>All educator candidates must have an experienced, certified educator as a mentor/ cooperating teacher.</p> <p>Cooperating teachers and mentors must be certified teachers.</p> <p>Cooperating teachers and mentors should have at least three years classroom teaching experience.</p> <p>Cooperating teachers and mentors must have training in mentoring novice teachers and the educator preparation program’s expectations prior to be assigned to this role.</p> <p>If the district provides the training for cooperating teachers/mentors, the educator preparation program must document this.</p> <p>The educator preparation program must also provide all forms, evaluations, timelines, etc. necessary for the cooperating teacher/mentor to perform the role adequately, and document this.</p>	<p>I.Planning for Learner-centered Instruction a. Demonstrating knowledge of Content and Pedagogy b. Demonstrating knowledge of students c. Selecting key knowledge and skills d. Demonstrating knowledge of materials, resources and technology e. Designing activities that promote student learning f. Planning to assess student learning</p> <p>II. Classroom Environment that Promotes Equity, Excellence, and Learning a. Creating an environment of rapport and respect b. Establishing a culture for learning c. Managing classroom procedures d. Managing student behavior e. Organizing physical space</p> <p>III. Instruction and Communication a. Communicating clearly and accurately b. Using questioning and discussion techniques c. Engaging students in learning d. Assessing student learning e. Demonstrating flexibility and responsiveness</p> <p>IV. Professionalism a. Reflecting on teaching b. Maintaining accurate records c. Communicating with families/caregivers d. Contributing to the school e. Growing and developing professionally f. Serving as an advocate for students</p>	<p>The CoopTeacher/ Mentor:</p> <p>I. Has theoretical and practical knowledge of teaching and learning for both adults and children Understands learning in both children and adults Identifies the range of learning and performance problems and successes Models specific strategies with diverse students to overcome learning and performance problems and encourage success</p> <p>II.Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback Stays in frequent contact with the novice Provides professional guidance for the novice i. Identifies a range of problems and successes ii. Provides strategies for improvement Provides specific feedback to the novice in a timely manner for professional improvement or growth</p> <p>III. Understands the functions and methods of K-12 public and private schools a. Models professional ethics, classroom discipline strategies, and time</p>	<p>I. Has theoretical and practical knowledge of teaching and learning for both adults and children TAC “mentor” definition TxBESS I Policy- minimum 3 year classroom teaching experience</p> <p>II.Understands the theoretical and practical aspects of mentoring, observation of novice educators, and providing feedback TAC 228.35 . The educator preparation program is responsible for providing mentor and/or cooperating teacher training. TxBESS does not address mentoring specifically. Policy-program must document training. Program must also provide all forms, evaluations, timelines etc. necessary for the role.</p> <p>III.Understands the functions and methods of K-12 public and private schools TAC-mentor definition and ‘trained’ TEA policy-minimum 3 years experience as certified teacher TxBess-I,II,III,IV</p>

TAC	TEA Policy	TxBESS for Teachers	Mentor Standard	Correlation to Standard
			<p>management techniques Models various teaching strategies with diverse students in K-12 schools Models lesson planning, material selection, and assessment of K-12 students Models professional communication skills with colleagues, parents, students, and community members Guides the novice in understanding school culture IV.Is responsible in executing his or her professional responsibilities best practices</p>	<p>IV.Is responsible in executing his or her professional responsibilities</p> <p>TAC—“mentor” definition and “trained”. Also the educator preparation program is responsible for providing mentor and/or cooperating teacher training. Also TAC 247 Texas Educators’ Code of Ethics.</p> <p>TEA Policy- minimum 3 years’ experience as certified teacher TxBESS</p>

OTHER PROGRAM RESOURCES – TEACHER INTERNSHIP ELIGIBILITY FORM



Teaching Internship Eligibility

THIS IS NEITHER A CERTIFICATE NOR A PERMIT. This document verifies that the teacher candidate has been admitted to an approved educator preparation program leading to certification in Texas. **This form must be returned to the educator preparation program.** The preparation program will then recommend the teacher candidate for a probationary certificate, which must be issued to provide the employing school district assignment coverage during the internship year. Please print both pages of this document and keep in candidate file.

Teacher Candidate's Name _____ TEA ID # _____
 Address _____ City _____ State _____ Zip _____
 Teacher Candidate's Email _____ Phone _____
 Teacher Candidate Certification Field _____ Grade Levels _____
 Educator Preparation Program Name _____
 Address _____ City _____ State _____ Zip _____
 Educator Prep Program Email _____ Phone _____

The Teacher Candidate Has Completed the Following Requirements for Texas Teacher Certification:

# of Required Ed Prep Coursework Hours Completed	# of Required Field Observation Hours Completed	Passed TEXES Content Exam for the Correct Certification Field Yes No Date:	Passed Pedagogy and Pro. Responsibilities Exam Yes No Date:
--	---	--	---

Educator Preparation Program Director _____ Date _____

The educator preparation program will assign a field supervisor to observe, coach, and evaluate the Intern each year he or she is on a probationary certificate for internship. The field supervisor will conduct a minimum of three observations of the intern on campus for 45 minutes each or longer each year and provide written feedback. Written documentation of this feedback is required to go to the campus principal as well as the educator preparation program. The Intern may be required to attend educator preparation seminars after the school day in addition to full teaching duties as assigned. See Texas Administrative Code §228.35 (f).

To be completed by the Employing School District

Campus Name _____ County/District # _____
 Address _____ City _____ State _____ Zip _____
 Campus Phone _____ Campus Website _____
 Authorized School Representative _____ Email _____
 Intern Teaching Assignment _____ Grade Level _____
 Date of Hire _____ First Day on Campus _____
 Mentor Teaching Assignment _____ Grade Level _____
 Mentor Name _____ Mentor Email _____

The campus or district shall assign an experienced mentor teacher to the intern teacher each year he or she is on a probationary certificate to observe, coach and model professional behavior for the intern. The campus administrator shall complete an annual survey on the quality of teacher preparation regarding each intern in his or her school and submit to the Texas Education Agency. See Texas Administrative Code (TAC) §228.35 (e) and §229.3(4).

Campus Administrator _____
 Signature _____ Date _____

OTHER PROGRAM RESOURCES – PROFESSIONAL INTERNSHIP ELIGIBILITY FORM



Professional Internship Eligibility

THIS IS NEITHER A CERTIFICATE NOR A PERMIT. This document verifies that the professional certification candidate has been admitted to an approved educator preparation program leading to professional certification in Texas. **This form must be returned to the educator preparation program.** The preparation program will then recommend the candidate for a probationary certificate, which must be issued to provide the employing school district assignment coverage during the internship year.

Professional Candidate's Name _____ TEA ID # _____

Address _____ City _____ State _____ Zip _____

Professional Candidate's Email _____ Phone _____

Professional Candidate Certification Class _____ Grade Levels _____

Educator Preparation Program Name _____ Phone _____

Address _____ City _____ State _____ Zip _____

Educator Preparation Program Director _____ Phone _____

The Professional Candidate Has Completed the Following Requirements for Texas Professional Certification:

Class of Certification		# of Required Professional Preparation Coursework Hours Completed	Passed TEXES Content Exam for Correct Certification	
Principal	Superintendent		Yes	No
School Counselor	School Librarian		Date:	
Ed. Diagnostician	Master Teacher			
Reading Specialist				

The educator preparation program will assign a field supervisor to observe, coach, and evaluate the Intern each year he or she is on a probationary certificate for internship. The field supervisor will conduct a minimum of three observations of the intern on campus for 45 minutes each or longer each year and provide written feedback. Written documentation of this feedback is required to go to the campus principal as well as the educator preparation program. The Intern may be required to attend educator preparation seminars after the school day in addition to full teaching duties as assigned. See Texas Administrative Code §228.35 (f).

To be completed by the Employing School District

Campus Name _____ County/District # _____

Address _____ City _____ State _____ Zip _____

Campus Phone _____ Campus Website _____

Intern Assignment _____ Grade Level _____ Date of Hire _____ First Day on Campus _____

Mentor Assignment _____ Grade Level _____

Mentor Name _____ Mentor Email _____

Individuals on probationary certificates must receive mentoring. See Texas Administrative Code §232.4 (4).

Campus Administrator _____

Candidate Transfer Form

Instructions for Completion

Purpose of Candidate Transfer Information:

The purpose of this form is to facilitate communication among the candidate and programs in the event of a desired change in program by the candidate. CANDIDATES MAY NOT BE ENROLLED IN MORE THAN ONE PROGRAM AT A TIME.

Part A: To Be Completed by the Candidate

- Print clearly in black ink.
- TEA ID Number: Do not place social security number in this space.
- Transferring From: Enter your current education preparation program's (EPP) official name.
- Transferring To: Enter the official name of the program you wish to be admitted.
- Reason for Transfer: Please detail the reason(s) for desiring to change programs.
- Sign/Date: Provide your official signature and date your request.
- Once you have completed your portion of the form, please mail, fax, or deliver to your current educator preparation program.

Part B: To Be Completed by the Original Educator Preparation Program

- Print clearly in black ink.
- Name of Original Entity: Place the official name of Entity as recognized by Texas Education Agency/The County-District (TEA Identification) Number.
- The candidate's status as a completer: If the person is not a completer, check NO and leave the rest of the information blank. Check YES if the candidate has been reported as a completer. Provide the year of completion and the certification area(s).
- Remove the candidate from your completer list on the ASEP database; remove any test approvals that you may have pending for that candidate. Enter the date of test approval removal.
- Program Records: Enter the number of coursework hours completed by the candidate. Enter the number of field-experience hours completed by the candidate. Enter the practicum time completed. The practicum time may be student teaching, clinical teaching, or internship. The time may be recorded in hours, days, months, or year(s). It is the entering educator preparations prerogative to accept any or none of the previous coursework, and field experience and request verification of completion from sending program.
- Type the name of the person providing the candidate information, date the application, enter contact telephone number/email in case of further questions, and provide an official signature.
- Once this information is completed, forward this form to the admitting entity.

Part C: To Be Completed by the Educator Preparation Program Admitting the Candidate

- Print clearly in black ink.
- Name of Admitting Entity: Please provide official name of entity recognized by Texas Education Agency/Provide your County-District (TEA Identification) number.
- If the candidate is listed as a completer, you should not accept the candidate in the same certification area.
- It is the entering educator preparation program's prerogative to accept any or none of the previous coursework, field experience and practicum and request verification of completion from the sending program.
- Check to ensure the original program has removed all test approvals; otherwise the candidate's scores will be credited to the original program.
- List the area and level of certification that the candidate will be pursuing in your program. If the program involves a Language, list the language. EX. Bilingual Generalist EC-6- Spanish

- List the anticipated completion year.
- Number/email, and provide an official signature.
- Provide a copy to the candidate for his/her records.
- Place the original copy in the candidate's student folder for audit purposes.
- Send a scanned version of the completed form to rebecca.mccoy@tea.texas.gov for inclusion in the candidate's certification record.

TEA Candidate Transfer Form
Part A: To Be Completed by the Candidate

TEA ID Number										Date of Birth: MM/DD/YYYY			
Last Name			First Name				Middle Name		Maiden Name				
Transferring From:													
Transferring To: _____ (name of program)													
_____ (name of program)													
Candidate's Signature						Date							

Part B: To Be Completed by the Releasing Educator Preparation Program

Name of Original Entity						County-District (TEA) Number					
						--					
Candidate Identified as Completer: ___No ___Yes Year:						Date Test Approval(s) Removed:					
Certification Area(s):											
Program Record:			Number of Coursework Hours Completed			Field Experience Hours Completed			Practicum Time Completed		
Is the candidate in good standing? _Y _N											
Name and Title of Program Administrator or Certification Officer			Date			Fax # / Email			Signature		
			MM	DD	YYYY	()					

Part C: To Be Completed by Admitting Educator Preparation Program

Name of Admitting Entity						County-District Number					
						--					
Area and Level of Certification Sought (include language area if appropriate)						Anticipated Finisher Year					
Name and Title of Program Administrator or Certification Officer			Date			Fax # / Email			Signature		
			MM	DD	YYYY						

OTHER PROGRAM RESOURCES – PROFESSIONAL CANDIDATE TRANSFER FORM

Professional Candidate Transfer Form

This document verifies that the professional candidate has been admitted to an approved educator preparation program (1) leading to professional certification in Texas and is now transferring to another approved program (2). This form is for educator preparation programs use only. Candidates may be enrolled in only one program at a time. Candidates have the right to transfer from one program to another, provided they are not finishers in the ASEP database and are in good standing with the program the candidate is leaving. All fees, tuition, coursework, etc., required by the receiving program are the responsibility of the candidate. The candidate leaves the completed form with the receiving program upon admission. Keep this form in the candidate's records. Email a copy of the completed form to Rebecca.mccoy@tea.texas.gov for inclusion in the TEA record.

Professional Candidate's Name _____ TEA I.D. # _____

Address _____ City _____ State _____ Zip _____

Professional Candidate's Email _____ Phone _____

Professional Candidate Certification Class _____ Grade Levels _____

The Professional Candidate has Completed the Following Requirements for Texas Professional Educator Certification:

Class of Certification	# of Required Educator Preparation Coursework Hours Completed	Passed TEXES Content Exam for Correct Certificate	Years of Teaching Experience	Candidate Status <i>(from ASEP)</i>	
Principal	List courses or modules completed— <i>add lines as necessary here—every transfer form must include this</i>	Yes No		Finisher	
Superintendent					
School Counselor					
School Librarian					
Ed. Diagnostician					Other Enrolled
Master Teacher					
Reading Specialist					

1. Program Candidate is Leaving: The program director attests to the accuracy of this information and has removed this candidate's information and all recommendations to test from the program's ASEP database.

Name of Educator Preparation Program _____

Address _____ City _____ State _____ Zip _____

Educator Preparation Program Email _____ Phone _____

Educator Preparation Program Director _____ Date _____

2. Program Receiving Candidate: The receiving program has the right to accept or reject any prior coursework or field experiences and may require additional coursework, etc. as they deem appropriate.

Name of Educator Preparation Program _____

Address _____ City _____ State _____ Zip _____

Professional Candidate Certification Class _____ Grade Levels _____

Educator Preparation Program Email _____ Phone _____

Educator Preparation Program Director _____ Date _____

Obtaining a Temporary Certification Examination Exemption For the Hearing Impaired

Texas law allows individuals who are "hearing impaired," according to the definition stated below, to be issued a Temporary Exemption Certificate to enable them to serve as a teacher without passing certain written tests for educator certification (Texas Education Code, Sections 21.048[b-d]).

Texas Administrative Code § 230.25 (1) a report by a licensed audiologist documenting that the candidate has a hearing impairment so severe that the person cannot process written linguistic information. The report may not be dated more than one year from the date of the request for the exemption and should address the relationship between the candidate's age at the onset or diagnosis of hearing loss and the candidate's ability to process written linguistic information

You are eligible to obtain the Temporary Exemption Certificate only if you satisfy **BOTH** of the following requirements:

A. You meet the following definition of hearing impaired: **"Hearing impaired means a hearing impairment so severe that the person cannot process linguistic information with or without amplification."** TEC §21.048[d](1);

AND

B. You have satisfied **ALL** requirements for certification except successful completion of the Texas Examinations of Educator Standards (TExES) tests. (Note: If successful completion of the TExES ASL test, TASC, and/or TASC-ASL is required, you must pass that test(s) even if you are hearing impaired.)

Please note that you are not required to have satisfied all requirements for certification, as indicated in B above, in order to apply for the exemption (however, you must meet the requirements described in B prior to applying for the certificate). For example, individuals enrolled in an educator preparation program who wish to apply for the exemption (not the certificate) may do so at any time during their preparation program (consult the Certification Officer at your program for guidance and assistance). **The program will be responsible for documenting your training, training hours, and assessments for the exempted test.**

This exemption from testing requirements applies to all Texas Examinations of Educator Standards (TExES) tests, except for the TExES American Sign Language (ASL) test. If your certification or assignment requires the TExES ASL test and/or one of the sign-communication performance tests, the Texas Assessment of Sign Communication (TASC) or TASC-ASL, you must pass that test(s) even if you are hearing impaired.

An individual's Temporary Exemption Certificate will remain in effect until the State Board for Educator Certification determines the tests' appropriateness, reliability, validity, and passing standards as applied specifically to individuals who are hearing impaired. Individuals granted the Temporary Exemption Certificate will then have one year to pass the (validated) tests to maintain certification.

To Establish Your Testing Exemption with TEA

If you satisfy the definition of hearing impaired that is stated in A above and need to establish your exemption, you must complete the following steps:

1. Read all of the forms to identify which sections require educator preparation program information and signatures for verification.
2. Take a hearing test, have the audiologist complete the attached **Audiologist Report** form, and mail the report to the Texas Education Agency (TEA). Eligibility for this exemption requires that you take a hearing test administered by a licensed audiologist within one year prior to applying for the exemption. The audiologist must complete the enclosed "Audiologist Report" and mail it to the TEA, Educator Standards, 5-100 Floor, 1701 N. Congress Avenue, Austin, TX 78701.

3. Submit the **Application for Exemption to TEA**. You and your educator preparation program must complete the enclosed “Applicant Information Form” and mail it to TEA at the address indicated in #1 above. TEA will review the results of the hearing test and the audiologist’s findings, and notify you as to whether your testing exemption has been approved or denied.

4. Prior to sending forms into TEA; check applicant signatures, program’s information, and university’s documentation is included and completed for a review of all items.

Note: Please allow 2-3 months for TEA to process the exemption. All cases are reviewed on an individual basis. For questions about the process, please contact Mr. Mixon Henry, mixon.henry@tea.state.tx.us.

■ **Prior to Your Testing Exemption Being Approved by TEA**

If you are seeking certification through an educator preparation program:

- Inform the Certification Officer at your educator preparation program that you are applying for an exemption from the testing requirements. (Note: The exemption does not apply to the TEXES ASL, TASC, or TASC-ASL tests.) **The program will prepare verification of training, training hours, and assessments for the exempted area.**
- After you have finished all your requirements for certification (e.g., coursework, internship or student teaching, and other program requirements) **the program shall submit to TEA verification of training and a recommendation for certification for you.**

■ After you have received notice from TEA that your materials have been reviewed and you have been approved for the exemption under TEC §21.048, depending on your route to certification, you should do the following:

- You must apply for teacher certification online through TEA Online at www.tea.state.tx.us (log in to TEAL on the TEA home page; go to your educator profile; check your demographic information and click continue; once you are in the application section of the system, click on “Standard Certificate Texas Program”).
- After you have applied for your certificate online, inform your program that you have completed this step.

■ **If you are seeking Texas certification based on a teacher certificate from another state:**

- If you possess a valid out-of-state certificate, you may apply for teacher certification online at www.tea.state.tx.us (log in to TEAL on the TEA home page; once you are in the application section of the system, click on “Out of State Certified Applicants”).

If an exemption is applied for and accepted, an individual needs to understand that later certification by exam will not be available without showing of a change in the individual’s ability to process linguistic information. Please refer to Texas Education Code §21.048.

Texas Education Code (TEC) §21.048 states:

(b) The board may not administer a written examination to determine the competence or level of performance of an educator who has a hearing impairment unless the examination has been field tested to determine its appropriateness, reliability and validity as applied to, and minimum acceptable performance scores for, persons with hearing impairments.

If you have any questions concerning the hearing impaired testing exemption, please contact the Texas Education Agency, Division of Educator Standards, at (512) 936-8225.

Application for Exemption from the TExES Examination for Hearing Impaired Educators

If you are a hearing-impaired educator seeking a temporary exemption from the Texas Examinations of Educator Standards (TExES) in order to obtain educator certification in Texas, please complete this form and return to TEA.

Applicant's Name (please print): _____ SSN/TEA ID # _____

Address: _____ City _____ State _____ Zip _____

Phone Number (Work): _____ TDD number: _____

(Home): _____ TDD number: _____

E-mail: _____ Educator Certificate Sought _____

I. TESTING REQUIREMENTS AFFECTED BY EXEMPTION: Indicate the test(s) from which you are seeking a temporary exemption:

List the specific TExES tests from which you seek an exemption. No exemption is available for the TExES American Sign Language test.

1. _____ 3. _____

2. _____ 4. _____

II. EDUCATOR PREPARATION PROGRAM INFORMATION (if you are seeking certification by completing a preparation program in Texas):

Name of Texas Educator Preparation Program _____ Estimated Completion Date _____

Educator Certification from another state: No _____ Yes _____ If yes, list state _____

(this will be verified by TEA)

Applicant's Educational Background: *include all accommodations and methods of assessment from both university and ACP work.*

List any accommodations used in university or alternative certification program (ACP) educator preparation coursework: _____

List methods of assessments used in university or ACP coursework: _____

Educator Preparation Program Representative _____ Email _____

Applicant's Signature _____ Date _____

NOTE: *Hearing test results from a licensed audiologist must be received at TEA before your exemption status can be determined. Please allow 2-3 months for TEA processing.* Fax all forms to: (512) 936-8402 **OR** mail to: Texas Education Agency, Educator Standards, 5-100, 1701 N. Congress, Austin, TX 78701

Audiologist's Report for the Purpose of Exemption From TExES Educator Certification Testing

TO THE LICENSED AUDIOLOGIST: This form must be completed by a licensed audiologist and returned directly to the Texas Education Agency, Educator Standards, 5-100, 1701 N. Congress Avenue, Austin, TX 78701. Please complete both pages of this form. Attach an audiogram and other related forms (or true copies). Please contact the Texas Education Agency, Educator Standards at (512) 936-8225 with any questions.

Person Evaluated _____ SSN /TEA ID _____

Phone Numbers: _____

Home (V or TDD) _____ Work (V or TDD) _____ Email Address _____
Address _____ City _____ State _____ Zip _____

Age at which hearing loss was apparent: _____ Age at which hearing loss was medically addressed: _____

Date of Evaluation: _____ Audiologist's Name _____ License # _____

Audiologist's Address _____ City _____ State _____ Zip _____

Audiologist's Phone _____ Email _____

I. UNAIDED TESTING:

Puretones (dBHL) :	250	500	1000	2000	3000	4000	6000	8000Hz
Right								
Left, or								
Soundfield								

Speech: Right _____ Left _____ Binaural _____
 Left _____ SDT _____ SRT _____ Stimulus _____ Presentation Level _____
 Word Discrimination (Noise): Right _____ Left _____ Binaural _____
 Use multitalker babble at -10s/n _____

2. Aided Testing (if applicable):

Puretones (dBHL) :	250	500	1000	2000	3000	4000	6000
Right							
Left, or							
Soundfield							

Speech: Right _____ Left _____ Binaural _____
 Left _____ SDT _____ SRT _____ Stimulus _____ Presentation Level _____
 Word Discrimination (Noise): Right _____ Left _____ Binaural _____
 Use multitalker babble at -10s/n _____

3. TYPE AND SEVERITY OF IMPAIRMENT

Type of Loss		Severity of Loss	
None	R ____ L ____ B ____	Normal limits (0-20dB)	R ____ L ____ B ____
Conductive	R ____ L ____ B ____	Mild hearing loss (20-30dB)	R ____ L ____ B ____
Sensori-neural	R ____ L ____ B ____	Moderate hearing loss (30-50dB)	R ____ L ____ B ____
Mixed	R ____ L ____ B ____	Moderate-Severe hearing loss (50-70dB)	R ____ L ____ B ____
		Severe hearing loss (70-90dB)	R ____ L ____ B ____
		Profound hearing loss (over 90dB)	R ____ L ____ B ____
		Must test if client uses amplification: _____ YES _____ NO	

4. ESTIMATED SEVERITY OF IMPAIRMENT BASED ON

_____ Puretone Audiometry Date: _____ ABR Date: _____
 _____ Other (specify): _____

5. AUDIOLOGIST'S FINDINGS

Primary language of the person being evaluated:

Lip reading _____
 Sign Language _____
 Spoken Language _____

Please circle one: Based on my evaluation, the person for whom this evaluation was completed has a hearing impairment so severe that the person cannot process written linguistic information with or without amplification YES NO

For the purpose of determining if a written test should be taken to assess the individual's subject knowledge to become a teacher, we are focusing on the individual's processing written linguistics (written language). Please provide the assessment that determined the candidate's ability to process written language.

NOTE: Please attach audiogram or other related forms (or true copies).

Signature of Audiologist	Typed Name of Audiologist	License Number of Audiologist
Address	City State	Zip Code
Area Code	Phone Number	

Applicant's Signature

I, _____, understand that by accepting this exemption that I may **NOT** challenge other tests to add certification areas. According to *Texas Education Code (TEC) §21.048(b)* the SBEC may not administer a written examination to determine the competence or level of performance of an educator who has a hearing impairment unless the examination has been field tested to determine its appropriateness, reliability and validity as applied to, and minimum acceptable performance scores for, persons with hearing impairments.

_____ Applicant's Signature Date

FOR USE ONLY BY THE TEXAS EDUCATION AGENCY

Review by Educator Standards personnel confirms the above finding for entitlement to a Temporary Exemption Certificate, as per Texas Education Code, Section 21.048 (b-d).

_____ Signature Date

OTHER PROGRAM RESOURCES – FERPA AGREEMENT - SUGGESTED ONLY

This form is recommended to be signed by all candidates who will be doing the thirty (30) clock hours of field-based observations and clinical teaching and internship prior to assignment date. If the candidate refuses to sign it, consideration should be given to not allowing the candidate to participate in these required elements of teacher certification. This form may be modified.

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit (Name of EPP) to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I, _____ [print full name] am a candidate at _____ [name of Educator Preparation Program] and hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES test scores

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.

Signature of Candidate

Candidate TEA ID Number:

Date of Birth:

Student Email:

Phone Number:

OTHER PROGRAM RESOURCES – DEACTIVATION OF PROBATIONARY CERTIFICATE

Required

The certification department requests that you send the following information to deactivate the probationary certificate for a candidate. Email to **Kerri.Elzie@tea.texas.gov**.

- Must be on EPP letterhead:
- Must send a copy of the letter to the educator and the school district (to inform the educator and school district of the action).
- Must send a separate letter for each intern to TEA, rather than a list of numerous interns.

Date:

RE: Deactivation of Probationary Certificate

To whom it may concern:

I'm sending a request to change a probationary certificate to inactive status due to resignation, termination or withdrawal from a program.

Educator's Name:

TEA ID Number:

Name of School District:

Effective Date of Resignation, termination or withdrawal or dropped from the program or from the School District:

Reason for resignation/departure from EPP:

Candidate's EPP Status:

Thank you for your assistance in this matter. If you need any additional information, please let me know.

Sincerely,

Name

Title

OTHER PROGRAM RESOURCES – CONTENT HOURS TRANSCRIPT REVIEW – NOT REQUIRED

Applicant Name:

Date:

PACT: Yes No

Core Subject EC-6 and Core Subjects 4-8 Applicant

CONTENT HOURS TRANSCRIPT REVIEW

Minimum Content Hours Required by TAC §227.10(a)(3)(A) & §227.10(a)(3)(C)

*Any program can require more than the minimum, but not less.
This provides evidence of the required 12 hours of coursework
To be placed in the candidate's record*

CONTENT AREA	COURSE/GPA	COURSE/GPA	COURSE/GPA	COURSE/GPA	TOTAL HOURS & OVERALL GPA
READING					
MATH					
SCIENCE					
SOCIAL STUDIES					

PACT: Yes No

Single Content Field (Including Special Education) Applicant

CONTENT HOURS TRANSCRIPT REVIEW

Minimum Content Hours Required by TAC §227.10(a)(3)(A) & §227.10(a)(3)(C)

*Any program can require more than the minimum, but not less.
Fifteen hours are required for Math and Science grades seven and above.
This provides evidence of the required 12 hours of coursework and also of the highly qualified requirement of 24/12*

CONTENT AREA	COURSE/ GPA	COURSE/ GPA	COURSE/ GPA	COURSE/ GPA	UPPER DIVISION COURSE/ GPA	TOTAL HOURS & OVERALL GPA			

OTHER PROGRAM RESOURCES – REQUIRED TESTS FOR TEXAS CERTIFICATION

Testing for Certification

The TEA web site contains the most current information on certification testing. Click on “Education Preparation,” then on “Educator Testing.” For specific information about particular tests, please call the following:

Education Testing Service (ETS) www.texas.ets.org 1-800-205-2626

American Council on the Teaching
of Foreign Languages (ACTFL) www.languagetesting.com 1-800-486-8444
(LOTE and bilingual education tests)

When educators register for the exam on the ACTFL site, they are given two options:

- For Bilingual Educators
- For World Language Teachers (LOTE)

American Association of Family
and Consumer Sciences www.aafcs.org 1-800-424-8080
(Family and Consumer Sciences, Human Development and Family Studies, Hospitality,
Nutrition and Food Science)

Pre-Admission Content Testing

Significant changes to Texas Administrative Code (TAC) 227.10(a)(3)(C) were approved by the State Board for Educator Certification (SBEC) on October 10, 2008. The new rule, which went into effect on December 14, 2008, allows degreed individuals who have not been enrolled in an Educator Preparation Program (EPP) to take Pre-Admission Content Tests (PACT) to demonstrate content proficiency for possible admission into an EPP. Taking PACT does not ensure admittance into a program. EPPs may have additional admission requirements.

Candidates with Bachelor's Degree from an Accredited University

- EPP approval is not necessary for candidates to register and take a content examination.
- EPP approval is still necessary for candidates seeking a certification other than classroom teacher – Educational Diagnostician, Health Science Technology, Marketing, Principal, Reading Specialist, School Counselor, School Librarian, Superintendent and all of the Master Teacher certifications. The TEA approval system will remain the same as it was before the rule change.
- PACT participants cannot register to take Pedagogy and Professional Responsibilities (PPR) examinations.

College/University Undergraduate Initial Teacher Certification Candidates

- Candidates in an undergraduate program seeking initial teacher certification may take the PACT prior to admission if required by the teacher education program. In registering at ETS check the box that says “degree in progress.” The candidate cannot take the PPR test as a PACT. The candidate must be approved by their EPP for the PPR examinations. If the teacher education program opts not to accept the PACT, the EPPs will upload

approval into the TEA test approval system for both the content and PPR examination. EPP approval must be given prior to registering for any certification examinations.

Certification Other Than Classroom Teacher

- Candidates in programs seeking a certification other than classroom teacher – Educational Diagnostician, Health Science Technology, Marketing, Principal, Reading Specialist, School Librarian, Superintendent, Principal, School Counselor and all of the Master Teacher certifications –still need test approval from the EPP.

Out-of-State/Out-of-Country Certified Applicants

- Candidates who hold acceptable teaching credentials in another state, U.S. territory, or country must have their credentials reviewed by TEA prior to registering for tests. Following a review of credentials, the applicant will be informed and approved for testing by TEA for the required examinations for teacher certification in Texas. The candidate will also be issued a one year non-renewable teaching permit during which time the applicant will need to pass the required tests and apply for standard certification.

Contingency Admission into an EPP

If EPPs admit candidates prior to receiving a conferred bachelor's degree (TAC 227.15), "if you are scheduled to receive a bachelor's degree before being placed in a classroom, you are allowed to take a content test for purposes of admission into the following types: alternative certification programs, university alternative certification or university post baccalaureate programs (without content courses). You may not be placed in a classroom as a teacher of record under this section until receiving a bachelor's degree."

Test Day Policies and Procedures

- PACT candidates should read and be familiar with all policies and procedures in the *Registration Bulletin* for the test they are planning to take. Registration Bulletins can be downloaded from the ETS TExES website at www.texas.ets.org.
- Candidates must bring their admission ticket and acceptable identification documents with them to the test center. Details about acceptable identification documents are in the *Registration Bulletins* and on the website. **NOTE:** Without the required identification documents, the candidate will not be admitted to the test center and no refund will be approved.

PACT Scores

- Paper score reports are not sent out. PACT testers will be able to view their score reports through their testing account on the ETS TExES website at www.texas.ets.org. Scores are posted on the score reporting dates listed in the *Registration Bulletins* and on the website. PACT tester can also view their scores through the Educator Profile on the TEA ECOS website at www.tea.texas.gov. To access their Educator Profile, log into Educator Login (Internet Explorer Required). Follow the instructions to create a TEAL secure entry account if needed. If the applicant needs assistance setting up their TEAL account, have them call 512 936-8400 Option 1.

- The scores for PACT testers will not be assigned to programs. Their scores will be uploaded into their educator profile so that the program can verify that the applicant has passed the content examination(s). PACT scores will not be included in the program's accountability ratings
- EPPS will be able to view PACT candidate scores in the Accountability System for Educator Preparation (ASEP).

Additional Information

- If candidates have been admitted to an EPP, they should contact their program for more information.
- If candidates have not been admitted to an EPP, they may contact TEA at 512 936-8400.

Frequently Asked Questions

Q. Who can take Pre-Admission Content Tests (PACT)?

A. Candidates can take PACT if they hold a conferred bachelor's degree from an accredited university. See a list of accredited colleges and universities at <http://ope.ed.gov/accreditation/> In a recent ruling, "if you are scheduled to receive a bachelor's degree before being placed in a classroom, you are allowed to take a content test for purposes of admission into the follow types: traditional (if allowed by University), alternative certification programs, university alternative certification or university post baccalaureate programs (without content courses). You may not be placed in a classroom as a teacher of record under this section until receiving a bachelor's degree."

Q. What is the benefit of taking PACT?

A. Candidates can take a content examination to demonstrate content proficiency for possible entrance into an EPP. Taking PACT does not ensure an applicant will be admitted into a program. EPPs may have additional admission requirements.

Q. Who cannot take PACT?

A. Candidates seeking a certification other than classroom teacher –Educational Diagnostician, Health Science Technology, Marketing, Principal, Reading Specialist, School Counselor, School Librarian, Superintendent and all of the Master Teacher certifications – will need to be approved by an EPP in order to register. Candidates who are currently or have previously been enrolled in an EPP cannot take the PACT.

Q. What tests cannot be taken under PACT?

A. Educational Diagnostician, Health Science Technology, Marketing, Principal, Reading Specialist, School Counselor, School Librarian, Superintendent and all of the Master Teacher certification tests.

Q. Can candidates who are certified take PACT?

A. No, a certified individual must register as a certified teacher.

Q. If a candidate needs help studying for an examination, what is available?

A. Preparation materials are available for all examinations in the Preparation Materials section of the ETS TExES website at www.texas.ets.org

Q. Can a candidate start taking coursework before passing the PACT.

A. The candidate may make an application to the EPP and if necessary pay a registration fee. However, the candidate may NOT start coursework or the 30 clock hours of focused observations toward certification before taking the PACT test and receiving formal notice of acceptance into the program. No other conditional admission is allowed. You are either enrolled or not enrolled in the program. Conditional admission is not to be confused with contingency admission.

Sample Admission Letter

Use Letterhead of EPP

Date

Name

Address

City, State, Zip Code

Dear _____:

This letter is an invitation of formal admission into _____ Name of Educator Preparation Program _____ to assist you in securing certification in _____ (Name of Certification) _____.

Your official admission date is _____. (Provide any other entry information that you might need to communicate.)

You have ten business days from the date of this communication to respond to our invitation of admission into our program. If we do not receive written communication of acceptance within that time frame, we will consider that you have declined our invitation.

Sincerely,

Name and Title of Person Extending the Invitation

I accept your invitation of admission _____ I decline your invitation of admission _____

Signature:

Date:

Texas Administrative Code 227.17 Formal Admission.

(a) For an applicant to be formally admitted to an educator preparation program (EPP), the program must notify the applicant by email, letter, or an electronic notification of the offer of admittance.

(b) The applicant must accept the offer of admission through written or electronic confirmation for the applicant to be considered admitted to the EPP.

(c) The requirements of this section apply to applications received by an EPP beginning January 1, 2015.

Note: This letter should be retained in the candidate' file for audit purposes.

