**CPE Provider Registration Form**

**2015-2016**

**Instructions**

All persons or organizations seeking to provide Continuing Professional Education (CPE) activities to educators for certificate renewal purposes must register with the Texas Education Agency.

The following entities are pre-approved as providers (Texas Administrative Code [TAC] §232.17) of continuing professional education and are required to fill out only Sections A and B of this application.

* Texas public school districts;
* Regional education service centers;
* Accredited institutions of higher education;
* Professional education membership associations that have offered professional development in Texas for at least five years and have tax exempt status, or a state association affiliated with a national association with tax exempt status;
* Accredited non-public Texas schools;
* Texas Education Agency; and
* State Board for Educator Certification.

**All other entities are required to fill out Sections A, B, C, and D of this application** (TAC §232.19 – 232.21).

**Complete the application by word processing directly into the document. Do not PDF. When complete, email the form and related documents to:** [**cpe@tea.texas.gov**](mailto:cpe@tea.texas.gov)**.**

All questions regarding the CPE provider registration process should be directed to the email address listed above. Please allow 6-8 weeks for processing applications.

**NOTE: CPE Professional Development credit hours do not include credit toward Gifted/Talented training or Board Member and Officer training requirements.**

*For information regarding the required* ***Gifted/Talented (G/T)*** *30-hour training and 6-hour updates, contact the Division of Curriculum:* [*curriculum@tea.texas.gov*](mailto:curriculum@tea.texas.gov)*.*

**Note: Effective 1/2/2015 – all provider registration requests must be on this form.**

#### TEXAS EDUCATION AGENCY

**CPE Provider Registration Form**

***General Instructions:* Pre-Approved providers of Continuing Professional Education (CPE) must complete Sections A and B. All other prospective providers must complete Sections A, B, C, and D.**

**SECTION A**

**Part 1 – Provider Information**

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| Name of Provider (Individual or Organization) | | | |
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| Street Address or P.O. Box | City | State | Zip |
|  |  |  | |
| (Area) Phone Number – direct # for CPE | Extension | (Area) Fax Number | |
|  |  | | |
| Primary Contact Person | Contact Person Title | | |
|  |  | | |
| E-mail Address | Website Address, link directly to the CPE page | | |
|  | | | |
| Tax Exempt ID Number [*if applicable under 26 USC §501(C)(3)-(C)(6)*] | | | |

**Part 2 – Proposed CPE Audience (Texas Administrative Code §232.11 - §232.13)**

**Certified Teachers\_\_\_\_\_ School Counselors\_\_\_\_\_ Reading Specialists\_\_\_\_\_ Supts./Principals\_\_\_\_\_**

**School Librarians\_\_\_\_\_ Ed. Diagnosticians\_\_\_\_\_ Master Teachers\_\_\_\_\_**

**Grade Level: \_\_\_\_ EC-6 \_\_\_\_ 4-8 \_\_\_\_9-12 \_\_\_\_ Support/Administrative**

Part 3 – Delivery Method

**Online: \_\_Yes or \_\_No If online, please provide direct web link to training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is this CPE training available to all Educators? Yes \_\_\_or No \_\_\_, it is only for the organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is there a fee associated with the CPE Training? Yes \_\_\_or No \_\_\_**

**Availability of CPE Training: \_\_\_\_\_ Local \_\_\_\_\_ Regional \_\_\_\_\_ Statewide**

**\_\_\_\_\_ School District Only \_\_\_\_\_ Regional Service Center Only**

**Part 4 – Content Areas & Professional Development Areas Addressed by CPE Training** (*check all that apply*) (Texas Administrative Code §232.11)

**Content (Training is Content Specific – Strategies (For All Teachers)**

**(Must Address Content TEKS)**

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| --- | --- | --- | --- |
| **\_\_\_\_** | **English Language Arts / Reading** | **\_\_\_\_** | **Instructional Strategies** |
| \_\_\_\_ | **Journalism / Speech** |  | \_\_\_\_ Child Development & Research |
| \_\_\_\_ | **LOTE / Bilingual / ESL** |  | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ | **Math** |  | \_\_\_\_ Engaging Students |
| \_\_\_\_ | **Science** |  | \_\_\_\_ Student-Centered Learning |
|  | \_\_\_\_ Earth |  | \_\_\_\_ Learning through Inquiry |
|  | \_\_\_\_ Life |  | \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_ Physical | **\_\_\_\_** | **Classroom Management** |
|  | \_\_\_\_ Environmental |  | \_\_\_\_ Diagnosing & Removing Obstacles to  Student Learning |
| **\_\_\_\_** | **Social Studies** |  | \_\_\_\_ Discipline Management |
|  | \_\_\_\_ Geography | **\_\_\_\_** | **Integrating Technology into Instruction** |
|  | \_\_\_\_ History | **\_\_\_\_** | **Counseling** |
|  | \_\_\_\_ Government / Economics | **\_\_\_\_** | **School Leadership & Administration** |
|  | \_\_\_\_ Psychology / Sociology |  | \_\_\_\_ Ethics & Standards of Conduct |
| **\_\_\_\_** | **PE / Health / Sports-Concussion Training** |  | \_\_\_\_ Increasing / Maintaining Parental  Involvement |
| **\_\_\_\_** | **Fine Arts** |  | \_\_\_\_ Federal & State Laws |
|  | \_\_\_\_ Art |  | \_\_\_\_ District / Campus Priorities |
|  | \_\_\_\_ Music |  | \_\_\_\_ ARD, IEP, BIP |
|  | \_\_\_\_ Dance |  | \_\_\_\_ Data Analysis / Using Data to Improve  Instruction |
|  | \_\_\_\_ Theater | **\_\_\_\_** | **Research / Library** |
| **\_\_\_\_** | **Special Education / 504 / Gifted & Talented** | **\_\_\_\_** | **Diversity / Special Populations** |
|  | \_\_\_\_ Visually / Hearing Impaired |  | \_\_\_\_ Differentiating Instruction |
|  | \_\_\_\_ SPED |  | \_\_\_\_ At-Risk Populations |
|  | \_\_\_\_ GT (not counted toward 30-hr foundation or  6-hr update) |  | \_\_\_\_ Culture Appreciation |
| **\_\_\_\_** | **Career & Technology Education** | **\_\_\_\_** | **Mandated (specify):** |
|  | \_\_\_\_ Agriculture Science |  | \_\_\_\_ Concussion Training |
|  | \_\_\_\_ Business / Marketing |  | \_\_\_\_ Mental Health Training (instructor  certification required) |
|  | \_\_\_\_ Career |  | \_\_\_\_ Dyslexia Training |
|  | \_\_\_\_ Family & Consumer Science | **\_\_\_\_** | **Other Instructional Strategy \_\_\_\_\_\_\_\_\_\_\_\_** |
|  | \_\_\_\_ Health Science Technology |  |  |
|  | \_\_\_\_ Technology Education |  |  |
|  | \_\_\_\_ Trade & Industrial Education |  |  |

**\_\_\_\_ Other Content \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SECTION B –Assurances** (Texas Administrative Code §232.21)

**I assure the Texas Education Agency (TEA) that this CPE provider applicant will:**

1. Comply with all applicable statutes and rules including the Texas Educators’ Code of Ethics;
2. Provide CPE activities to all Texas certified educators without discrimination;
3. Ensure that each CPE activity:
   1. Complies with all applicable TAC rules;
   2. Contributes to the advancement of professional knowledge and skills as identified by the State Board of Educator Certification (SBEC) for each certification area or class;
   3. Is developed and presented by personnel with appropriate knowledge and skills;
4. Maintain documentation of attendance in the form of sign in/out records that includes the name of the sponsoring agency, name of workshop/session, brief description of workshop/session, participant’s name, date, number of creditable clock hours (1 hour = 1 hour), and the CPE number for TEA audit and reporting purposes.
5. Provide documentation of completion to the participant which includes the name of the sponsoring agency, name of workshop/session, brief description of workshop/session, participant’s name, date, number of creditable clock hours (1 hour = 1 hour), and the CPE number. No CPE credit will be awarded without proper verification.
6. Submit an annual summary of CPE activities to TEA to maintain approval status by September 1st of each year.

***NOTE:*** *The individual signing below must have the authority to provide the assurances above on behalf of the provider.  Entering your name below constitutes an electronic signature and indicates that the individual is representing that he or she has such authority.  This individual may be, but is not required to be, the primary contact person listed in Section A, Part 1 above.*

**On behalf of the applicant designated on this form, I assure TEA that the CPE provider applicant will adhere to the above requirements and verify that the information provided on this form is true, correct, and complete.**

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|  | |
| Printed (typed) Name of Individual Provider or Authorized Representative | |
|  | |
| Title of Individual Provider or Authorized Representative | |
|  |  |
| Signature of Applicant or Authorized Representative (typed signatures are acceptable) | Date |

**SECTION C1 -** Complete Parts #1 – 4 for your **first** workshop/CPE activity. Please provide clear written responses. *(****Note:*** *Applicants may also be asked to supply additional information upon request.)*

**Part 1 - Describe the professional development workshop or CPE activity by completing the chart below (TAC §232.21 (B)**

|  |  |
| --- | --- |
| **Necessary Information** | **Describe Your Activity or Workshop** |
| Title of Activity or Workshop |  |
| Typical Length (Number of Hours) |  |
| Learning Objectives  (Please list as many as necessary) | At the end of the training, the educator participant will be able to ….. |
| How will you evaluate the effectiveness of the professional development activities or workshops? | How will you determine that your participants have mastered the learning objectives?  ***ATTACH a blank evaluation document to the end of this application.*** |

**Part 2 - Describe how your workshop/CPE activity meets the Texas criteria for quality professional development by completing the chart below. All six indicators may not apply, therefore discuss as many as applicable [TAC §232.21(B)]. (For more information, see “Professional Development Imperative” at:** [**http://tea.texas.gov/Texas\_Educators/Preparation\_and\_Continuing\_Education/Continuing\_Professional\_Education\_(CPE)/Continuing\_Professional\_Education\_Information/**](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Continuing_Professional_Education_(CPE)/Continuing_Professional_Education_Information/)

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| **Professional Development Indicators** | **Describe how your CPE activity/workshop**  **achieves the following (limit your response to each question to 150 words or less):** |
| **Results-Driven Learning**  Does your CPE activity examine or analyze student achievement data in any way?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. What data sources are used to plan, design and implement professional development?  2. How is/are educator and/or student learning examined to determine the effectiveness of professional development?  3. How do educators analyze student achievement results to make decisions about teaching and learning? |
| **Student-Centered Learning**  Does your CPE activity focus on student learning needs?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. How do educators make connections between this workshop/CPE activity and the learning needs of their students?  2. What methods do educators use to analyze the needs of diverse learners  3. In what ways can educators and/or their students apply learnings to real present/future world experiences?  4. What type of educator focused activities are used in this workshop? Give examples |
| **Flexible Groups**  Does your CPE activity include flexible grouping of educators and/or their students?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. Are flexible groups of teachers or their students formed to solve real problems? Give an example  2. How are the groups configured to match the content and purpose of this activity/workshop?  3. Do professional development opportunities allow educators the choice to learn in large or small groups, or individually, depending on learning styles, delivery models, and goals? Give an example.  4. Do activities give educators strategies to use flexible grouping as an instructional tool in the classroom? Explain |

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| **Collaboration**  Does your CPE activity promote collaboration between educators and/or students?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. What strategies are used to promote collaboration between educators in this workshop?  2. How does this workshop/activity enhance the educator’s ability to promote collaboration with and among students?  3. Does this workshop teach team building skills that may be used at the educator’s campus? Explain |
| **Follow Up**  Is there any follow up for your CPE activity?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. How much time is provided for inquiry, reflection, and sharing among educators?  2. In what ways does this workshop/CPE activity focus on connecting educator professional growth and student learning?  3. How does your organization follow-up with educators, or encourage educators to connect with each other, after the workshop/CPE activity is completed? |
| **Commitment (All Complete) §232.21(a)(5)**  Educators take responsibility for their own learning, and organizations provide resources that support learning. | 1. What plans does your organization have to document educator participation in activity/workshop? (may attach certificate of completion  2. Describe the plan for ongoing evaluation and improvement of this workshop/CPE activity to meet the changing needs of educators. |

**Part 3A – Complete Part 3A or 3B or Both, as applicable. Describe how your activity or workshop addresses the Commissioners Rules for Educator Standards (identify & describe all that apply). For more information and standards definition, please see §149.1001:**

[**http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&pg=1&p\_tac=&ti=19&pt=2&ch=149&rl=1001**](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)**)**

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| **Educator Standards** | **Describe how your CPE activity/workshop**  **addresses the standards (limit your response to 150 words or less):** |
| **Standard 1--Instructional Planning and Delivery.**  Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

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| **Standard 2--Knowledge of Students and Student Learning.**  Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 3--Content Knowledge and Expertise.**  Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 4--Learning Environment.**  Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 5--Data-Driven Practice.**  Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

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| **Standard 6--Professional Practices and Responsibilities.**  Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

**Part 3B – Complete Part 3A or 3B or both, as applicable. Describe how your activity or workshop addresses the Commissioners Rules for Administrator Standards (identify all that apply). For more information and standards definition, please see §149.2001:**

[**http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&pg=1&p\_tac=&ti=19&pt=2&ch=149&rl=2001**](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=2001)

|  |  |
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| **Administrator Standards** | **Describe how your CPE activity/workshop**  **addresses the standards (limit your response to each question to 150 words or less):** |
| **Standard 1--Instructional Leadership**.  The principal is responsible for ensuring every student receives high-quality instruction  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 2--Human Capital**.  The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

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| **Standard 3--Executive Leadership**.  The principal is responsible for modeling a consistent focus on and commitment to improving student learning.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 4--School Culture**.  The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 5--Strategic Operations.**  The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

**Part 4 - If the activity or workshop focuses on one or more content areas (as identified in Section A, Part 4), list the relevant Texas Essential Knowledge and Skills (TEKS) by number for specific grade level, and explain how your activities contribute to enhanced educator understanding. See TEKS at** [**http://tea.texas.gov/index2.aspx?id=6148**](http://tea.texas.gov/index2.aspx?id=6148)**.**

|  |  |
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| **TEKS** | **Activity/workshop contribution to educator understanding** |
| ***Example:* Math, Grade 4**  (4.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals. | **Example: Math, Grade 4 (4.1)** in this workshop the educator will learn and apply strategies for using concrete materials such as place value mats and units/rods/flats to teach students to represent whole numbers and decimals in concrete and abstract formats. |
|  |  |
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**SECTION C2 -** Complete Parts #1 – 4 for your **second** workshop/CPE activity. Please provide clear written responses. *(****Note:*** *Applicants may also be asked to supply additional information upon request.)*

**Part 1 - Describe the professional development workshop or CPE activity by completing the chart below (TAC §232.21 (B)**

|  |  |
| --- | --- |
| **Necessary Information** | **Describe Your Activity or Workshop** |
| Title of Activity or Workshop |  |
| Typical Length (Number of Hours) |  |
| Learning Objectives  (Please list as many as necessary) | At the end of the training, the educator participant will be able to ….. |
| How will you evaluate the effectiveness of the professional development activities or workshops? | How will you determine that your participants have mastered the learning objectives?  ***ATTACH a blank evaluation document to the end of this application.*** |

**Part 2 - Describe how your workshop/CPE activity meets the Texas criteria for quality professional development by completing the chart below. All six indicators may not apply, therefore discuss as many as applicable [TAC §232.21(B)]. (For more information, see “Professional Development Imperative” at:** [**http://tea.texas.gov/Texas\_Educators/Preparation\_and\_Continuing\_Education/Continuing\_Professional\_Education\_(CPE)/Continuing\_Professional\_Education\_Information/**](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Continuing_Professional_Education_(CPE)/Continuing_Professional_Education_Information/)

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| **Professional Development Indicators** | **Describe how your CPE activity/workshop**  **achieves the following (limit your response to each question to 150 words or less):** |
| **Results-Driven Learning**  Does your CPE activity examine or analyze student achievement data in any way?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. What data sources are used to plan, design and implement professional development?  2. How is/are educator and/or student learning examined to determine the effectiveness of professional development?  3. How do educators analyze student achievement results to make decisions about teaching and learning? |
| **Student-Centered Learning**  Does your CPE activity focus on student learning needs?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. How do educators make connections between this workshop/CPE activity and the learning needs of their students?  2. What methods do educators use to analyze the needs of diverse learners  3. In what ways can educators and/or their students apply learnings to real present/future world experiences?  4. What type of educator focused activities are used in this workshop? Give examples |
| **Flexible Groups**  Does your CPE activity include flexible grouping of educators and/or their students?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. Are flexible groups of teachers or their students formed to solve real problems? Give an example  2. How are the groups configured to match the content and purpose of this activity/workshop?  3. Do professional development opportunities allow educators the choice to learn in large or small groups, or individually, depending on learning styles, delivery models, and goals? Give an example.  4. Do activities give educators strategies to use flexible grouping as an instructional tool in the classroom? Explain |

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| **Collaboration**  Does your CPE activity promote collaboration between educators and/or students?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. What strategies are used to promote collaboration between educators in this workshop?  2. How does this workshop/activity enhance the educator’s ability to promote collaboration with and among students?  3. Does this workshop teach team building skills that may be used at the educator’s campus? Explain |
| **Follow Up**  Is there any follow up for your CPE activity?  Yes \_\_\_ No \_\_\_ Not Applicable\_\_\_\_ | 1. How much time is provided for inquiry, reflection, and sharing among educators?  2. In what ways does this workshop/CPE activity focus on connecting educator professional growth and student learning?  3. How does your organization follow-up with educators, or encourage educators to connect with each other, after the workshop/CPE activity is completed? |
| **Commitment (All Complete) §232.21(a)(5)**  Educators take responsibility for their own learning, and organizations provide resources that support learning. | 1. What plans does your organization have to document educator participation in activity/workshop? (may attach certificate of completion  2. Describe the plan for ongoing evaluation and improvement of this workshop/CPE activity to meet the changing needs of educators. |

**Part 3A – Complete Part 3A or 3B or both, as applicable. Describe how your activity or workshop addresses the Commissioners Rules for Educator Standards (identify & describe all that apply). For more information and standards definition, please see §149.1001:**

[**http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&pg=1&p\_tac=&ti=19&pt=2&ch=149&rl=1001**](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)**)**

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| **Educator Standards** | **Describe how your CPE activity/workshop**  **addresses the standards (limit your response to 150 words or less):** |
| **Standard 1--Instructional Planning and Delivery.**  Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

|  |  |
| --- | --- |
| **Standard 2--Knowledge of Students and Student Learning.**  Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 3--Content Knowledge and Expertise.**  Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 4--Learning Environment.**  Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 5--Data-Driven Practice.**  Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

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| **Standard 6--Professional Practices and Responsibilities.**  Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

**Part 3B – Complete Part 3A or 3B or both, as applicable. Describe how your activity or workshop addresses the Commissioners Rules for Administrator Standards (identify all that apply). For more information and standards definition, please see §149.2001:**

[**http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&pg=1&p\_tac=&ti=19&pt=2&ch=149&rl=2001**](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=2001)

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| **Administrator Standards** | **Describe how your CPE activity/workshop**  **addresses the standards (limit your response to each question to 150 words or less):** |
| **Standard 1--Instructional Leadership**.  The principal is responsible for ensuring every student receives high-quality instruction  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 2--Human Capital**.  The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

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| **Standard 3--Executive Leadership**.  The principal is responsible for modeling a consistent focus on and commitment to improving student learning.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 4--School Culture**.  The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |
| **Standard 5--Strategic Operations.**  The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.  Yes \_\_\_\_ No \_\_\_\_ Not Applicable\_\_\_\_ |  |

**Part 4 - If the activity or workshop focuses on one or more content areas (as identified in Section A, Part 4), list the relevant Texas Essential Knowledge and Skills (TEKS) by number for specific grade level, and explain how your activities contribute to enhanced educator understanding. See TEKS at** [**http://tea.texas.gov/index2.aspx?id=6148**](http://tea.texas.gov/index2.aspx?id=6148)**.**

|  |  |
| --- | --- |
| **TEKS** | **Activity/workshop contribution to educator understanding** |
| ***Example:* Math, Grade 4**  (4.1) **Number, operation, and quantitative reasoning.** The student uses place value to represent whole numbers and decimals. | **Example: Math, Grade 4 (4.1)** in this workshop the educator will learn and apply strategies for using concrete materials such as place value mats and units/rods/flats to teach students to represent whole numbers and decimals in concrete and abstract formats. |
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**SECTION D**

**Part 1 - In the space below, identify additional activities or workshops not described in Section C-1 or C-2. Include ONLY the following information for each:**

* **Title of Workshop**
* **Number of CPE Hours**
* **Method of Delivery (on-line / face-to-face)**
* **Overall Focus (list specific content area or instructional strategy-see Section A, Part 4)**

**Part 2 - Attachments**

* **Submit short vitas or résumés of your main program design team members, lecturers, or presenters [Texas Administrative Code §232.21(C)]. Each vita or résumé should be no longer than two pages, and must include college degrees, certifications, and years of experience offering relevant professional development activities.**

**Note: Applicants intending to be providers of the mandatory mental health training (per SB460) must submit documentation of mental health certification.**

* **Submit blank evaluation documents per Section C-1, Item 1 & Section C-2, and Item 1.**
* **Optional: Attach curriculum outlines, workshop modules, access to online activities, or any other artifact that appropriately represents your CPE activity / workshop.**