

Item: 12**Consider and Take Appropriate Action on Request to Approve New Classes of Certificates****DISCUSSION AND ACTION**

SUMMARY: The University of Texas - Rio Grande Valley is requesting approval for the Superintendent, Principal, School Counselor, Educational Diagnostician, Reading Specialist, and Master Reading Teacher certificate classes.

STATUTORY AUTHORITY: Texas Education Code §§ 21.044 , 21.045, and 21.049 authorize the State Board for Educator Certification (SBEC) to propose rules establishing the training requirements to obtain a certificate and the approval of traditional and alternative Educator Preparation Programs (EPP).

EFFECTIVE DATE: Upon Board approval.

PREVIOUS BOARD ACTION: None.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Senate Bill 24, 83rd Legislature, 2013, authorized the creation of a new university in South Texas. This new university consolidated existing institutions, including the University of Texas-Pan American (UTPA) and the University of Texas at Brownsville (UTB). This new university, the University of Texas - Rio Grande Valley (UTRGV), will officially open September 1, 2015. This means that the existing College of Education at both institutions and all associated educator preparation programs will unite on August 31, 2015. In preparation for the initial opening, the staff of the new University prepared extensive and complete applications addressing the components of the advisory committee, admissions, curriculum, program delivery and on-going support, and evaluation for each certification class requested. TEA staff reviewed the proposals and found that they complied with provisions of 19 Texas Administrative Code (TAC) Chapter 227, Provisions for Educator Preparation Candidates, Chapter 228, Requirements for Educator Preparation Programs, Chapter 230, Professional Educator Preparation and Certification, and Chapter 241, Principal Certificate, 242, Superintendent Certificate, and Chapter 239, School Services Certificates. Following the precedents set by the creation of Texas A&M University – San Antonio from Texas A&M University – Kingsville at San Antonio and Texas A&M University – Central Texas from Tarleton State University – Central Texas, classroom teacher certification fields that had been previously approved to be offered at UTB and UTPA have been approved by TEA staff to be offered at UTRGV.

FISCAL IMPACT: None.

PUBLIC AND STUDENT BENEFIT: Approving the new certificate class offerings will contribute to the number of certified educators in the state.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: None.

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

I recommend that the State Board for Educator Certification approve the Superintendent, Principal, School Counselor, Educational Diagnostician, Reading Specialist, and Master Reading Teacher certificate classes at the University of Texas – Rio Grande Valley.

Staff Members Responsible: Tim Miller, Director
Educator Preparation

Sandra Nix, Manager
Educator Preparation

- Attachments:**
- I. Statutory Citations
 - II. Executive Summary for the University of Texas - Rio Grande Valley Superintendent Certification
 - III. Executive Summary for the University of Texas - Rio Grande Valley Principal Certification
 - IV. Executive Summary for the University of Texas - Rio Grande Valley School Counselor Certification
 - V. Executive Summary for the University of Texas - Rio Grande Valley Educational Diagnostician Certification
 - VI. Executive Summary for the University of Texas - Rio Grande Valley Reading Specialist Certification
 - VII. Executive Summary for the University of Texas - Rio Grande Valley Master Reading Teacher Certification

ATTACHMENT I**Statutory Citations Relating to Approval of Classes of Certificates****Texas Education Code, §21.044, Educator Preparation (excerpt):**

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

Texas Education Code, §21.045, Accountability System for Educator Preparation Programs (excerpt):

- (a) The board shall propose rules establishing standards to govern the approval and continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to sex and ethnicity:

Texas Education Code, §21.049, Alternative Certification (excerpt):

- (a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. The rules may not provide that a person may be certified under this section only if there is a demonstrated shortage of educators in a school district or subject area.

Attachment II

Executive Summary for the University of Texas – Rio Grande Valley, Superintendent Certification

Introduction: The University of Texas - Rio Grande Valley (UTRGV) requests approval to provide a Superintendent Certification Program. This program is necessary to provide a university-based superintendent certification program to the Rio Grande Valley. Only one other entity, approximately 120-150 miles away, currently provides this certification due to the dissolution of The University of Texas – Brownsville and The University of Texas – Pan American. The two universities have combined and will be known as The University of Texas Rio Grande Valley located in Edinburg, Texas. UTRGV will provide program classes in Brownsville, Harlingen, Edinburg, Rio Grande City, and McAllen. Counties served include Cameron, Willacy, Hidalgo, and Starr. Approximately 10 to 15 students are expected to receive certification per year. The program will begin September 2015 and will cost approximately four thousand dollars (\$4,000).

Component 1: Governance of Educator Preparation Programs. In accordance with TAC §228.20, the UTRGV Educator Preparation Program will have an Advisory Committee comprised of thirteen representatives from local public schools, community colleges and businesses. This Advisory Committee will meet twice a year to provide general input and feedback on all initial and professional class certification programs of the UTRGV EPP. In addition to the UTRGV EPP Advisory Committee, a UTRGV Leadership Advisory Committee of thirty-four (34) members will serve in a governance role for the program. Members in this committee include representatives from public schools (22), private schools (2), institutions of higher education (7), and business/community (3). The committee will assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program as noted in TAC §228.20. By-laws have been developed for the committee. A list of the members and a copy of the by-laws are included with the complete proposal. Recommendations provided by the UTRGV Leadership Advisory Committee will be presented at the general UTRGV EPP committee meetings.

Component 2: Admission Criteria. An applicant must submit the following documentation to be considered for admission: official transcripts reflecting a 3.0 GPA overall or in last 60 clock hours; evidence of two years administrative experience; two letters of recommendation (at least one from a superintendent or assistant superintendent); evidence of completing a Masters from an accredited University or College (transcript); a curriculum vita or resume; a statement of leadership and career aspirations; a photocopy of a Texas Educator's Certificate showing principal or mid-management certification; a photocopy of a teacher service record. In addition, the applicant must have a personal interview with the Department Faculty Committee (2-3) and undergo a criminal background check. Out-of-country students must meet university graduate requirements for language proficiency. Out-of-state and out-of-country applicants must have their transcripts evaluated for required coursework and may take additional courses as recommended by the program coordinator if needed. Student records will be maintained by the department for five years for monitoring and assessment purposes.

Component 3: Educator Preparation Curriculum. All Texas certification standards for Superintendent Certification have been incorporated in five courses: EDUL 7314 The Superintendent (general introduction); EDUL 7315 Texas School Finance and Facilities Administration; EDUL 7312 Socio-Political Problems of the Superintendent; EDUL 7313 Ethics in Decision Making; and EDUL 7398 Superintendent Practicum. Blueprints with the state standards and objectives for each course were developed to ensure fidelity to the incorporation

of the standards in the curriculum. All courses have assessments which students must complete to ensure successful progress toward mastery. Example assessments include development of: a district improvement plan (DIP) based on data; a school vision and its implementation plan; a self-reflection (ethics and politics); a community engagement plan; a district budget; a school safety audit, among others.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support. All courses in the Superintendent Certification program will be conducted in a face-to-face format. The program consists of a total of 360 clock hours (including practicum hours), taking approximately two years to complete. A district site supervisor and a university field supervisor support the candidate throughout the practicum by providing guidance and support as the candidate completes field-based activities. The university field supervisor conducts at least three observations during the practicum while the candidate is engaged in superintendent related activities during the semester for a total of 135 minutes. Students have access to the university field supervisor through phone, email, and personal contact whenever needed.

Component 5: Assessment & Evaluation of Candidates & Program. The overall program and curriculum will be evaluated yearly based on the number of students who complete the program, the TExES exam scores of the program completers, the number of students who are hired, student feedback, site supervisor feedback, and feedback from hiring districts. Results of data will be presented to the UTRGV EPP and UTRGV Leadership Advisory Committee for comments and/or recommendations. Continuous improvement will be a goal of the program. Student performance on course assessments and program benchmarks will also be evaluated for program effectiveness, in addition to student progress in acquiring the knowledge and skills necessary to meet the superintendent certification state standards. Curriculum will be evaluated based on benchmark completion scores and on TExES results. Feedback from a superintendent subcommittee will also be used in evaluating syllabi, benchmarks, and field experiences which have been incorporated into the coursework.

Component 6: Professional Conduct: All program personnel involved in the preparation of candidates will receive training in confidentiality and the Educators' Code of Conduct Standards. Candidates will also receive such training during orientation and must adhere to the Educators' Code of Ethics. Dismissal from the program may result due to non-compliance.

Attachment III

Executive Summary for the University of Texas – Rio Grande Valley, Principal Certification

Introduction. The University of Texas - Rio Grande Valley (UTRGV) requests approval to offer a Principal Certification Program. This program is necessary to provide access to a university-based principal certification program to the Rio Grande Valley. Only one other entity, approximately 120-150 miles away, currently provides this service due to the dissolution of The University of Texas – Brownsville and The University of Texas – Pan American. The two universities have combined and will be known as The University of Texas Rio Grande Valley located in Edinburg, Texas. UTRGV will provide program classes in Brownsville, Harlingen, Edinburg, Rio Grande City, and McAllen, in addition to those offered through the online learning center. Counties served include Cameron, Willacy, Hidalgo, and Starr in addition to online applicants from throughout the U. S. Approximately fifty (50) to one hundred (100) students are expected to receive certification each year. The program will begin September 2015 and will cost approximately two thousand dollars (\$2,000) through the regular program (after completion of a Masters in Educational Leadership) and approximately seven thousand dollars (\$7,000) per participant to complete through the stand alone program.

Component 1: Governance of Educator Preparation Programs. In accordance with TAC §228.20, the UTRGV Educator Preparation Program will have an Advisory Committee comprised of thirteen representatives from local public schools, community colleges and businesses. This Advisory Committee will meet twice a year to provide general input and feedback on all initial and professional class certification programs of the UTRGV EPP. In addition to the UTRGV EPP Advisory Committee, a UTRGV Leadership Advisory Committee of thirty-four (34) members will serve in a governance role for the program. Members in this committee include representatives from public schools (22), private schools (2), institutions of higher education (7), and business/community (3). The committee will assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program as noted in TAC §228.20. By-laws have been developed for the committee. A list of the members and a copy of the by-laws are included with the complete proposal. Recommendations provided by the UTRGV Leadership Advisory Committee will be presented at the general UTRGV EPP committee meetings.

Component 2: Admission Criteria. To be admitted into the program, applicants must provide evidence of the following: a Master's Degree in Educational Leadership from UTRGV; a 3.5 GPA in graduate coursework; 3-5 years teaching experience; a passing score on their presentation/interview, a service record, and a current teaching certificate. Out-of-country students must meet university graduate requirements for language proficiency. Out-of-state and out-of-country applicants must have their transcripts evaluated for required coursework and may take additional courses as recommended by the program coordinator. Student records will be maintained by the department for five years for monitoring and assessment purposes.

Component 3: Educator Preparation Curriculum. All Texas State Standards for Principal Certification have been incorporated into the Master of Education in Educational Leadership program and the Principal Certification courses through careful analysis and alignment of the content in each course to the applicable state standards for each course. Blueprints with the certification standards and objectives for each course were developed to ensure fidelity in the curriculum. Faculty are committed to realigning the curriculum should new standards become available from the state. All courses have assessments which students must complete to ensure successful progress toward mastery prior to certification. Examples of assessments

include: a campus action plan based on data; a school vision and its implementation plan; a proposal for successful change implementation; a community engagement plan; a collection of research-based strategies; a campus budget; and a school safety audit.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support. Courses in the Masters of Education in Educational Leadership program may be completed online, face-to-face, or through a hybrid delivery. The master's program consists of twelve (12) three-hour courses for a total of 540 clock hours, taking approximately two years to complete. After the completion of the twelve courses, students must complete two additional courses for Principal Certification eligibility, the Pre-Practicum and the Practicum. Students with a masters of education in a related field must take the five graduate Stand-Alone Principal Certification courses covering the principal certification standards prior to enrolling in the Pre-Practicum and Practicum courses and before being eligible for Principal Certification. The Practicum is also a three-hour graduate course, but requires completion of at least 160 clock hours of field-based activities. A campus mentor and a university supervisor support the student by providing guidance as the field-based activities are completed. The university supervisor conducts at least three observations of the student engaged in principal-related activities during the semester for a total of 135 minutes. Students have access to the university supervisor through phone, email, and personal contact when needed. Because the Master's program provides the initial preparation for entry into the certification program, online courses also follow the blueprints developed and used by the face-to-face instructors, ensuring all state standards and program expectations are in the online curriculum. Assessments and benchmarks are uniform so online students must spend as much time on their projects/benchmarks as their face-to-face counterparts. Students will engage in applications of content through weekly discussions with peers and completion of content assignments. All assignments and benchmarks are assessed with a rubric on all delivery models of the program. Technical assistance is provided by the technology support department, who also work alongside the faculty in preparing the online courses using the Quality Matters guidelines, which also adhere to the International Association for K-12 Online Learning (iNACOL) standards.

Component 5: Assessment & Evaluation of Candidates & Program. The overall program and curriculum will be evaluated yearly based on the number of students who complete the program, the TExES scores of the program completers, number of students who are hired, student feedback, mentor feedback, and feedback from hiring districts. Results of data will be presented to the UTRGV EPP and UTRGV Leadership Advisory Committee for comments and/or recommendations. Continuous improvement will be a goal of the program. Student performance on course assessments and program benchmarks will also be evaluated for program effectiveness, in addition to student progress in acquiring the knowledge and skills necessary to meet the principal certification standards. Curriculum will be evaluated based on benchmark completion scores and on TExES results. Feedback from a principal subcommittee will also be used in evaluating syllabi, benchmarks, and field experiences which have been incorporated into the coursework.

Component 6: Professional Conduct. All program personnel involved in the preparation of candidates and principal candidates will receive training in confidentiality and the Educators' Code of Conduct standards. Dismissal from the program may result due to non-compliance.

Attachment IV

Executive Summary for the University of Texas – Rio Grande Valley, School Counselor Certification

Introduction: The University of Texas - Rio Grande Valley (UTRGV) requests approval to provide a School Counselor Certification Program. This program is necessary to provide access to a university-based school counselor certification program to the area of the Rio Grande Valley. Only one other entity, approximately 120-150 miles away, currently provides this service due to the dissolution of the two major universities and their programs in the Rio Grande Valley. The University of Texas – Brownsville and The University of Texas – Pan American have now combined and will now be known as The University of Texas Rio Grande Valley located in Edinburg, Texas. UTRGV will provide program classes in Brownsville, Harlingen, Edinburg, Rio Grande City, and McAllen, in addition to those offered through the online learning center. Counties served include Cameron, Willacy, Hidalgo, and Starr in addition to online applicants from throughout the U.S. Approximately 80 school counselors are expected to receive certification each year. The estimated cost per candidate is \$33,126 for 60 hours. The program will begin September 2015.

Component 1: Governance of Educator Preparation Programs: In accordance with TAC §228.20, the UTRGV Educator Preparation Program will have an Advisory Committee comprised of thirteen representatives from local public schools, community colleges and businesses. This Advisory Committee will meet twice a year to provide general input and feedback on all initial and professional class certification programs of the UTRGV EPP. In addition to the EPP Advisory Committee, a Counseling Advisory Committee will serve in a governance role for the School Counselor program of the UTRGV EPP. Members on this committee include representatives from public schools, institutions of higher education, and business/community agencies. The committee will assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program as noted in TAC §228.20. Recommendations provided by the UTRGV Counseling Advisory Committee will be presented at the general UTRGV EPP committee meetings.

Component 2: Admission Criteria: Admission criteria for applicants includes: a completed UTRGV Graduate School application; a baccalaureate degree or higher from a regionally accredited institution of higher education; a minimum undergraduate grade point average of 3.0 (verified by submitted official transcript); a Texas teaching certificate (verified by submitting documentation), a statement of purpose, three professional letters of recommendation; a resume or vitae, a service record showing a minimum of two years teaching experience, copies of the last two years Professional Development Appraisal System (PDAS) reports; an on-site interview; and an on-site written essay. Out-of-country applicants will be evaluated according to the UTRGV criteria, which also will include an evaluation of the applicant's English Language proficiency, including minimum TOEFL scores (a score of 26 on language proficiency), transcript evaluation, and GRE scores. Student records will be maintained by the department for five years for monitoring and assessment purposes.

Component 3: Educator Preparation Curriculum: Students must complete 20 graduate-level courses as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition to traditional school-counseling courses, a Marriage & Family Counseling course and a Diagnosis & Treatment Planning course will enhance students' base knowledge in working with families and other mental health specialists. As reflected in the syllabi, the activities and content of all courses proposed for the Guidance and Counseling Program have been aligned with current TEA certification standards and Standards, Domains,

and Competencies of the TExES exam. A detailed chart of the alignment of each course with related educator certification standards and domains and competencies was developed by the faculty of UTB and UTPA. The faculty is committed to revise course content/activities in the future when new standards are developed and approved by the SBEC.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support: The school counselor preparation program courses will be delivered in two (2) formats, which includes any combination of face-to-face and hybrid format. The total program consists of nine hundred (900) clock-hours for school counselor certification. The field experience hours for COUN 6365: Practicum is 100 direct client hours, COUN 6369: Internship I is 300 direct client hours, and COUN 6370: Internship II is 300 direct client hours. A site supervisor who is a certified school counselor with at least two (2) years of experience and the field supervisor conduct structured guidance and ongoing supervision and support of each candidate. This site supervisor will receive training prior to the candidate accruing clock-hours, and meet one (1) hour weekly with each candidate for individual supervision.

Component 5: Assessment & Evaluation of Candidates & Program: The overall program and curriculum will be evaluated yearly based on the number of students who complete the program, the TExES scores of the program completers, number of students who are hired, student feedback, mentor feedback, and feedback from hiring districts. Results of data will be presented to the UTRGV EPP advisory committee and the Counseling Advisory Committee for comments and/or recommendations. Continuous improvement will be a goal of the program. Student performance on course assessments and program benchmarks will also be evaluated for program effectiveness, in addition to student progress in acquiring the knowledge and skills necessary to meet the principal certification standards. Curriculum will be evaluated based on benchmark completion scores and on TExES results. The UTRGV Counseling Advisory Committee will also evaluate the program syllabi, benchmarks, and field experiences which have been incorporated into the School Counselor coursework.

Component 6: Professional Conduct: All program personnel involved in the preparation of candidates and counselor candidates will receive training in confidentiality and the Educators' Code of Conduct standards. Dismissal from the program may result due to non-compliance.

Attachment V

Executive Summary for the University of Texas – Rio Grande Valley, Educational Diagnostician Certification

Introduction: The University of Texas - Rio Grande Valley (UTRGV) requests approval to provide an Educational Diagnostician Certification Program. This program is necessary to provide access to a university-based educator diagnostician certification program to the Rio Grande Valley. Only one other entity, approximately 120-150 miles away, currently provides this service due to the dissolution of The University of Texas Brownsville and The University of Texas Pan American. The two universities have now combined and will now be known as The University of Texas Rio Grande Valley located in Edinburg, Texas. UTRGV will provide program classes in Brownsville, Harlingen, Edinburg, Rio Grande City, and McAllen, in addition to those offered through the online learning center. Counties served include Cameron, Willacy, Hidalgo, and Starr in addition to online applicants from throughout the U.S. Approximately 24 educational diagnosticians are expected to receive certification each year. The program will begin September 2015 and will cost approximately \$8,500 for 15 hours and \$25,000 for 45 hours.

Component 1: Governance of Educator Preparation Programs: In accordance with TAC §228.20, the UTRGV Educator Preparation Program will have an Advisory Committee comprised of thirteen representatives from local public schools, community colleges, and businesses. This Advisory Committee will meet twice a year to provide general input and feedback on all initial and professional class certification programs of the UTRGV EPP. In addition to the EPP Advisory Committee, a Special Education Advisory Committee will serve in a governance role for the initial certification special education program and the Educational Diagnostician programs of the UTRGV EPP. Members on this committee include representatives from public schools, institutions of higher education, and business/community agencies. The committee will assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program as noted in TAC §228.20. Recommendations provided by the UTRGV Special Education Advisory Committee will be presented at the general UTRGV EPP committee meetings.

Component 2: Admission Criteria: Admission criteria for applicants include: (a) completed UTRGV Graduate School application; (b) graduate degree from a regional accredited institution of higher education (for 15 hours program); (c) a baccalaureate degree (for 45 hour program) from a regionally accredited institution of higher education with a minimum undergraduate grade point average of 3.0 in the last 60 hours; (d) a Texas teaching certificate; (e) completed statement of purpose; (f) submission of three professional letters of recommendation; (g) submission of resume or curriculum vita (CV); (h) submission of service record showing a minimum of two years teaching experience; (i) submission of copies of the last two years of Professional Development Appraisal System (PDAS) reports; and (j) completion of an interview with program faculty member; (k) submission of a written essay. Applicants must either have a graduate degree – for the certification only option (5 courses) – or apply for the full (45 hour) graduate degree. Applicants to the 15 semester credit hour program be admitted once per year in the summer and move through the program as cohorts. Applicants to the 45 semester credit hour program are admitted in fall, spring, or summer. Out-of-country applicants will be evaluated according to the UTRGV criteria, which includes an evaluation of the applicant's English language proficiency, including minimum TOEFL scores, and transcript evaluation. Student records will be maintained by the department for five years for monitoring and assessment purposes.

Component 3: Educator Preparation Curriculum:

The educator standards for the educational diagnostician certificate are in (a) EPSY 6380 Introduction to Cognitive and Academic Assessment, (b) EPSY 6381 Advanced Cognitive and Academic Assessment; (c) EPSY 6382 Assessment of Culturally and Linguistically Diverse Exceptional Children, (d) EPSY 6390 Practicum I for Educational Diagnosticians, and (e) EPSY 6391 Practicum II for Educational Diagnosticians. The program faculty developed each respective syllabus by taking the Texas standards for educational diagnosticians and determining that each standard was covered in at least one course and is covered by a variety of measurable and observable objectives along with activities such as skills-based activities and activities for student reflections, and appropriate formative and summative assessments. As new standards are introduced or present standards are modified, the educational diagnostician faculty will make the appropriate changes to course materials and syllabi. Benchmarks demonstrating candidates' mastery of standards are embedded across the five courses. Additional course work is required if applicants do not have a master's degree from a regionally accredited institution.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support: The educational diagnostician preparation program courses will be delivered in two (2) formats, which includes any combination of face-to-face and online. The field experience hours for *EPSY 6390 Practicum I for Educational Diagnosticians* include 80 field-based hours and 45 hours of classroom contact. The field experience hours for *EPSY 6391 Practicum II for Educational Diagnosticians* include 80 field-based hours and 45 hours of classroom contact. A site supervisor who is a certified educational diagnostician with at least two (2) years of experience and the field supervisor conduct structured guidance and ongoing supervision and support of each candidate. This site supervisor and field supervisor will receive training prior to the candidate accruing clock-hours. In accordance with TAC §228.35, the UTRGV educational diagnostician program requirements are as follows: (a) each field-based, student observation must be at least 45 minutes in duration; (b) the first field-based student observation must occur within the first six weeks of the assignment; (c) the field supervisor will document educational diagnostician practices observed during the observation; (d) the field supervisor will provide written feedback through an interactive conference; (e) the field supervisor will provide a copy of the written feedback to the student's campus administrator and site supervisor; and (f) the field supervisor will provide informal observations and coaching as appropriate.

Component 5: Assessment & Evaluation of Candidates & Program. The overall program and curriculum will be evaluated yearly based on the number of students who complete the program, the TExES scores of the program completers, number of students who are hired, student feedback, mentor feedback, and feedback from hiring districts. Results of data will be presented to the UTRGV EPP advisory committee and the Special Education Advisory Committee for comments and/or recommendations. Continuous improvement will be a goal of the program. Student performance on course assessments and program benchmarks will also be evaluated for program effectiveness, in addition to student progress in acquiring the knowledge and skills necessary to meet the principal certification standards. Curriculum will be evaluated based on benchmark completion scores and on TExES results. The UTRGV Special Education Advisory Committee will also evaluate the program syllabi, benchmarks, and field experiences which have been incorporated into the Educational Diagnostician coursework.

Component 6: Professional Conduct. All program personnel involved in the preparation of candidates will receive training in confidentiality and the Educators' Code of Conduct standards. Candidates will also receive such training during orientation and must adhere to Educators' Code of Ethics. Dismissal from the program may result due to non-compliance.

Attachment: VI**Executive Summary for the University of Texas – Rio Grande Valley, Reading Specialist Certification**

Introduction: The College of Education and P-16 Integration (COE) at the University of Texas - Rio Grande Valley (UTRGV) is requesting permission to offer a Reading Specialist certification program, to begin September 1, 2015. We anticipate certifying between 10-15 new reading specialists each year. This program is necessary to provide access to a university-based Reading Specialist certification program to the Rio Grande Valley. Only one other entity, approximately 120-150 miles away, currently provides this service due to the dissolution of The University of Texas Brownsville and The University of Texas Pan American. The two universities have now combined and will now be known as The University of Texas Rio Grande Valley located in Edinburg, Texas. UTRGV will provide program classes in Brownsville, Harlingen, Edinburg, Rio Grande City, and McAllen, in addition to those offered through the online learning center. Counties served include Cameron, Willacy, Hidalgo, and Starr in addition to online applicants from throughout the U.S. Students in the Reading Specialist program are also completing a 36 hour Master's degree. The cost for tuition, fees, and miscellaneous costs is approximately \$20,000.

Component 1: Governance of Educator Preparation Programs: In accordance with TAC §228.20, the UTRGV Educator Preparation Program will have an Advisory Committee comprised of thirteen representatives from local public schools, community colleges and businesses. This Advisory Committee will meet twice a year to provide general input and feedback on all initial and professional class certification programs of the UTRGV EPP. The Advisory Committee is comprised of representatives from local public schools, community colleges and businesses. This Advisory Committee will meet at least twice a year to provide input and feedback on program design, curriculum, admission requirements, and evaluation.

Component 2: Admission Criteria: Applicants to the program will be evaluated on their appropriateness by submitting an application, with a GPA of 3.0 on undergraduate work from an accredited institution of higher education. If the applicant does not meet this minimum undergraduate GPA criterion, the GRE general test with minimum scores are required for conditional admission. Applicants also need a minimum of fifteen undergraduate hours in reading or a related field. Both of these requirements are evaluated through official transcripts from all previously attended post-secondary institutions. Experience as an educator is evaluated through the submission of a current teaching certificate and a teacher service record showing at least two years of teaching experience. In addition, applicants submit a current resume. The program also evaluates candidates' appropriateness for reading specialist certification by looking at their dispositions/fitness to practice. Applicants are required to submit two letters of recommendation from individuals who know the applicant in a professional or academic capacity and a one to two page letter of intent indicating reasons for pursuing the degree. Finally, applicants are evaluated during an individual interview with two faculty members. Applicants from out-of-country must meet minimum TOEFL scores and have their transcripts evaluated. Student records will be maintained by the department for five years for monitoring and assessment purposes.

Component 3: Educator Preparation Curriculum: Students in the Reading Specialist Certification program are completing a Master's degree in Reading and Literacy and have selected the Reading Specialist track. Within the Master's degree there are nine courses identified as certification-related courses. The state Reading Specialist standards are incorporated into these nine courses. Alignment of certification standards to courses will be

revised whenever new standards are developed and approved by the SBEC Board. Each course has at least one major assignment that is specifically designed to assess mastery of the knowledge and skills for reading specialist. The format of these assessments varies depending on the course, but are primarily authentic and hands-on. Each assessment is evaluated with a grading rubric. Students will be evaluated at three points during the program: at admission, before entering the practicum, and before graduation. Students who do not meet program benchmarks at these times will be exited from the program. Courses within the program are sequenced, with the practicum courses beginning in the final third of the program. Before entering the practicum, students must pass a Fitness to Practice review, including minimum GPA and grade requirements. Before graduation, students must successfully complete the program exit option, which is either a portfolio or thesis. In addition, students must maintain minimum GPA and grade requirements and successfully complete the practicum.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support: Within the Master's degree, courses will be offered in face-to-face, online, and hybrid formats with 360 clock-hours of required certification coursework. The practicum will be completed over two semesters with 160 documented hours of practicum experience. The practicum will be supervised by a field supervisor who is a certified teacher and employed by the University of Texas Rio Grande Valley. The field supervisor will conduct observations for a total of 135 minutes, with at least two observations occurring in the first practicum course. During each observation, the field supervisor will complete a form documenting the students' strengths and weaknesses, will conduct an interactive conference with the student after each observation, and will share the documentation with the student's principal. Students who struggle in the practicum will receive extra support from the field supervisor, who will be available for extra observations or coaching sessions as needed. All online or hybrid courses will be developed by faculty in conjunction with the UTRGV Center for Online Learning, Teaching and Technology (COLTT). The faculty who teach these courses must pass an online teaching professional development program. Online courses are developed using Quality Matters standards. Quality Matters is a national organization that provides standards, course evaluation, and professional development for online learning. COLTT monitors the development of each online course, which must meet Quality Matters standards before allowing students to participate. Quality Matters standards require learning activities to provide opportunities for interaction that support active learning. Any online course will incorporate multiple ways for students to interact with the instructor, with other students, and with the content. Online or hybrid courses will utilize the secure online platform purchased by the university. Any online course will be developed so that students are completing the equivalent amount of work required in a traditional face-to-face course. Students enrolled in any online courses will be able to access technical assistance through COLTT.

Component 5: Assessment & Evaluation of Candidates & Program: The overall program and curriculum will be evaluated yearly based on the number of students who complete the program, the TExES scores of the program completers, number of students who are hired, student feedback, mentor feedback, and feedback from hiring districts. Results of data will be presented to the UTRGV EPP advisory committee for comments and/or recommendations. Continuous improvement will be a goal of the program. Student performance on course assessments and program benchmarks will also be evaluated for program effectiveness, in addition to student progress in acquiring the knowledge and skills necessary to meet the principal certification standards. Curriculum will be evaluated based on benchmark completion scores and on TExES results. The UTRGV EPP Advisory Committee will also evaluate the program syllabi, benchmarks, and field experiences which have been incorporated into the Reading Specialist coursework.

Component 6: Professional Conduct. All program personnel involved in the preparation of candidates and program candidates will receive training in confidentiality and the Educators' Code of Conduct standards. Dismissal from the program may result due to non-compliance.

Attachment VII

Executive Summary for the University of Texas – Rio Grande Valley, Master Reading Teacher Certification

Introduction: The College of Education and P-16 Integration (COE) at the University of Texas - Rio Grande Valley (UTRGV) is requesting permission to offer a Master Reading Teacher certification program, to begin September 1, 2015. We anticipate certifying between 10-15 new reading specialists each year. This program is necessary to provide access to a university-based Master Reading Teacher certification program to the Rio Grande Valley. Only one other entity, approximately 120-150 miles away, currently provides this service due to the dissolution of The University of Texas Brownsville and The University of Texas Pan American. The two universities have now combined and will now be known as The University of Texas Rio Grande Valley located in Edinburg, Texas. UTRGV will provide program classes in Brownsville, Harlingen, Edinburg, Rio Grande City, and McAllen, in addition to those offered through the online learning center. Counties served include Cameron, Willacy, Hidalgo, and Starr in addition to online applicants from throughout the U.S. Students in the Master Reading Teacher program are also completing an 18 hour program. The cost for tuition, fees, and miscellaneous costs is approximately \$10,000.

Component 1: Governance of Educator Preparation Programs: In accordance with TAC §228.20, the UTRGV Educator Preparation Program will have an Advisory Committee comprised of thirteen representatives from local public schools, community colleges and businesses. This Advisory Committee will meet twice a year to provide general input and feedback on all initial and professional class certification programs of the UTRGV EPP. The Advisory Committee is comprised of representatives from local public schools, community colleges and businesses. This Advisory Committee will meet at least twice a year to provide input and feedback on program design, curriculum, admission requirements, and evaluation.

Component 2: Admission Criteria: Applicants to the program will be evaluated on their appropriateness through measures that examine academic preparedness, experience as an educator, and dispositions for working with children/fitness to practice. Applicants will submit an application form along with other materials. The program requires a baccalaureate degree from an accredited institution of higher education with a GPA of 3.0. If the applicant does not meet this minimum undergraduate GPA criterion, the GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission. Applicants also need a minimum of fifteen undergraduate hours in reading or a related field. Both of these requirements are evaluated through official transcripts from all previously attended post-secondary institutions. Experience as an educator is evaluated through the submission of a current teaching certificate and a teacher service record showing at least three years of teaching experience. The program also evaluates candidates' appropriateness for Master Reading Teacher certification by looking at their dispositions/fitness to practice. Applicants are required to submit two letters of recommendation from individuals who know the applicant in a professional or academic capacity and a one to two page letter of intent indicating reasons for pursuing the degree. Finally, applicants are evaluated during an individual interview with two faculty members. Student records will be maintained by the department for five years for monitoring and assessment purposes.

Component 3: Educator Preparation Curriculum: Students in the Master Reading Teacher Certification program take six courses. The state Master Reading Teacher standards are incorporated into these courses. Alignment of standards with courses will be revised whenever new standards are developed and approved by the SBEC. Each course has at least one major

assignment that is specifically designed to assess mastery of the knowledge and skills standards. The format of these assessments varies depending on the course, but are primarily authentic and hands-on. Each assessment is evaluated by the course instructor with a grading rubric. Students will be evaluated at three points during their program: at admission, before entering the practicum, and before program completion. Students who do not meet program benchmarks at these times will be exited from the program. Before entering the practicum, students must pass a Fitness to Practice review, which includes minimum GPA and grade requirements. Before being recommended for certification, students must maintain minimum GPA and grade requirements and successfully complete the practicum.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support: Six certification-related courses (240 clock-hours) will be offered in a mix of face-to-face, online, and hybrid formats. The practicum will be completed over two semesters and students will be required to document 160 hours of practicum experiences. Time to completion will take one year. In accordance with TAC, the practicum will be supervised by a field supervisor who is a certified teacher and employed by the University of Texas Rio Grande Valley. The field supervisor will conduct observations of the candidate for a total of 135 minutes, with at least two observations occurring in the first practicum course. During each observation, the field supervisor will complete an observation form documenting the students' strengths and weaknesses, will conduct an interactive conference with the student after each observation, and will share the observation documentation with the student's principal. Students who struggle in the practicum will receive extra support from the field supervisor, who will be available for extra observations or coaching sessions as needed. All online or hybrid courses will be developed by faculty in conjunction with the UTRGV Center for Online Learning, Teaching and Technology (COLTT). The faculty who teach these courses must pass an online teaching professional development program before being assigned to any online or hybrid course. Online courses are developed using Quality Matters standards. Quality Matters is a national organization that provides standards, course evaluation, and professional development for online learning. COLTT monitors the development of each online course, which must meet Quality Matters standards before allowing students to participate. Quality Matters standards require learning activities to provide opportunities for interaction that support active learning. Any online course will incorporate multiple ways for students to interact with the instructor, with other students, and with the content. Online or hybrid courses will utilize the secure online platform purchased by the university. Any online course will be developed so that students are completing the equivalent amount of work required in a traditional face-to-face course. Students enrolled in any online courses will be able to access technical assistance through COLTT. The instructor will also be available through online office hours.

Component 5: Assessment & Evaluation of Candidates & Program: The overall program and curriculum will be evaluated yearly based on the number of students who complete the program, the TExES scores of the program completers, number of students who are hired, student feedback, mentor feedback, and feedback from hiring districts. Results of data will be presented to the UTRGV EPP advisory committee for comments and/or recommendations. Continuous improvement will be a goal of the program. Student performance on course assessments and program benchmarks will also be evaluated for program effectiveness, in addition to student progress in acquiring the knowledge and skills necessary to meet the principal certification standards. Curriculum will be evaluated based on benchmark completion scores and on TExES results. The UTRGV EPP Advisory Committee will also evaluate the program syllabi, benchmarks, and field experiences which have been incorporated into the Master Reading Teacher coursework.

Component 6: Professional Conduct. All program personnel involved in the preparation of candidates and program candidates will receive training in confidentiality and the Educators' Code of Conduct standards. Dismissal from the program may result due to non-compliance