

Figure: 19 TAC §228.15(c)(2)

PREP Preservice Alternative Route Evidence Sources (2028-2029)

Applicants seeking to offer the Preservice Alternative Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below.

<u>If the TAC Requirement Includes...</u>	<u>TAC References</u>	<u>Evidence that may be required in the application</u>
<u>1. Coursework and Training Requirement</u>	<u>§228.33(a-e)</u> <u>§228.41(a)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Preservice Alternative Certification Program that includes:</u> <ul style="list-style-type: none"> ○ <u>Curriculum map</u> ○ <u>Timeline of gradual increase of instructional responsibility</u>
<u>2. Required Content Integration</u>	<u>§228.31(d)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-4)</u>	<ul style="list-style-type: none"> • <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
<u>3. Pre-Internship Clinical Teaching Experience</u>	<u>§228.68(a), (c), (g) and (f)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Preservice Alternative Certification Program, including clear outline of pre-internship clinical teaching experience</u> • <u>Educator Preparation Program (EPP) Handbook:</u> <ul style="list-style-type: none"> ○ <u>Guidance for pre-internship clinical teaching, including gradual release to lead teaching requirement</u> ○ <u>Process for documentation of pre-internship clinical teaching hours</u> • <u>Grow Your Own exception documentation, as applicable</u>
<u>4. Instructional Setting</u>	<u>§228.68(a-h)</u> <u>§228.73(c) and (d)(1)</u> <u>§228.63(a-e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of selection process for pre-internship</u> ○ <u>Guidelines for pre-internship placement, including process for placement when aligned subject or grade level is unavailable</u> ○ <u>Guidelines for internship placement</u> ○ <u>Evidence of partnership collaboration in placement</u>

<p><u>5. Cooperating Teacher and Intern Mentor Teacher</u></p>	<p><u>§228.91(a)-(f)</u> <u>§228.93(a) and (b)</u> <u>§228.97(a) and (b)</u></p>	<ul style="list-style-type: none"> • <u>Cooperating teacher and intern mentor teacher profile or job description</u> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of pre-internship cooperating teacher criteria, selection process, and training.</u> ○ <u>Description of intern mentor teacher criteria, selection process, and training.</u> ○ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that cooperating teachers and intern mentor teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Cooperating and intern mentor teacher support and monitoring artifacts: example check in, example of observation of cooperating/intern mentor teacher or debrief notes</u>
<p><u>6. Co-Teaching and Engagement with Professional Responsibilities</u></p>	<p><u>§228.68(a) and (b)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of co-teaching practices</u> ○ <u>Clear criteria for lead teaching requirement, with number of lessons and hours specified</u> ○ <u>Clear criteria for engagement with professional responsibilities, with number of hours specified</u>
<p><u>7. Field Supervisors</u></p>	<p><u>§228.101(a)</u> <u>§228.101(b)(1), (4), (9), (11), and (13)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook:</u> <ul style="list-style-type: none"> ○ <u>Description of field supervisor requirements, selection, and training</u> • <u>Sample resume of a field supervisor</u> • <u>Field supervisor training calendar</u> • <u>Field supervisor training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching</u> • <u>Artifacts showing collaboration between field supervisor and cooperating teacher during the pre-internship (meeting calendars, check-in agendas, shared documents)</u> • <u>Artifacts showing collaboration between field supervisor, intern mentor teacher and campus supervisor during the internship</u>
<p><u>8. Coaching During Pre-Internship and Internship</u></p>	<p><u>§228.101(b)(8)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Coaching and informal observation protocols and sample calendars/schedules</u> ○ <u>Observation and feedback process description, including for identifying and supporting targeted skills</u> • <u>Sample coaching tools</u>

		<ul style="list-style-type: none"> • <u>Samples of written candidate feedback that includes candidate follow-up support plans</u>
<u>9. Formal Observations during Pre-Internship and Internship</u>	<u>§228.105(a)-(e)</u> <u>§228.109(e) and (f)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of formal observation practices (observation pre- and post-practices, length of observation)</u> • <u>EPP’s formal observation tool</u> • <u>EPP’s calendar of formal observations</u>
<u>10. Evaluation of Readiness for Internship and Readiness for Standard Certification</u>	<u>§228.68(a)(3), (b), (c) and (d)</u> <u>§228.73(l)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of evaluation of acceptable progress in pre-internship, including clear, measurable criteria and crosswalk to preservice competencies</u> ◦ <u>Evidence of training for field supervisors and cooperating teachers on evaluation of progress</u> ◦ <u>Description of how the EPP supports candidate in response to evaluations of progress in pre-internship</u> ◦ <u>Description of process for determining acceptable progress upon completion of pre-internship</u> • <u>Sample intervention plan template (intervention during pre-internship)</u> • <u>Sample support plan template (candidates requiring plan during internship)</u> • <u>Candidate recommendation for standard certification form/document</u> • <u>Evidence of shared decision making with school system partner for candidate intervention, growth plans, and recommendations</u> • <u>Process for sharing support plan when pre-internship district is different than internship district</u>
<u>11. Governance</u>	<u>§228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<u>12. Recruitment and Admissions</u>	<u>§227.10(a)(9) and §228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of screening process with multiple measures</u> • <u>Evidence of recruitment practices aligned to partners’ needs</u>