

**Figure: 19 TAC §228.15(b)(1)
Teacher Residency Preparation Route Evidence Sources**

<u>If the TAC Requirement Includes...</u>	<u>Requirements</u>	<u>Acceptable Evidence of Compliance is...</u>
<u>Coursework Requirement</u>	<u>§228.37(a)</u>	<ul style="list-style-type: none"> • <u>Residency Program Scope and Sequence (including clearly outlined timeline for gradual increase of instructional responsibility)</u> • <u>Methods Course Syllabus</u> • <u>Content Pedagogy Syllabi</u>
<u>Practice-Based Experience in a Classroom Setting</u>	<u>§228.65(a)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Residency Program</u> • <u>Educator Preparation Program (EPP) Handbook: Submission of guidance for gradual release and co-teaching.</u> • <u>Evidence of host teacher training related to best practices in co-teaching.</u>
<u>Instructional Setting</u>	<u>§228.65(b)(1) and (3)</u> <u>§228.43(a)-(c)</u>	<ul style="list-style-type: none"> • <u>EPP handbook: description on instructional setting selection process</u> • <u>Form used for determining that a candidate should have multiple placements.</u> • <u>EPP handbook: description of expectations for candidate completion of field-based experiences (FBEs)</u> • <u>Log or tracking tool of candidate FBE completion</u>
<u>Host Teacher</u>	<u>§228.91(a), (b), (d), and (e)</u> <u>§228.95(a) and (b)</u>	<ul style="list-style-type: none"> • <u>Host Teacher Profile or Job Description</u> • <u>EPP handbook includes description of host criteria, selection process, and training.</u> • <u>Host teacher training calendar and/or scope and sequence</u> • <u>Host teacher training artifacts: agenda, training materials that show evidence of focus on coaching and co-teaching practice</u> • <u>Host teacher job embedded support artifacts: example check in, example of observation of host teacher or debrief notes.</u>
<u>Co-Teaching</u>	<u>§228.65(b)(2)</u>	<ul style="list-style-type: none"> • <u>EPP Scope and Sequence and/or Handbook with description of co-teaching practices</u>

<u>Field Supervisors</u>	<u>§228.101(a)</u> <u>§228.101(b)(1), (4), and (10)</u>	<ul style="list-style-type: none"> • <u>EPP handbook description of Field Supervisor (FS) requirements, selection, and training</u> • <u>FS training calendar</u> • <u>FS training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching.</u> • <u>Sample resume of a Field Supervisor</u>
<u>Teacher Resident Coaching</u>	<u>§228.101(b)(7)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook: teacher resident coaching and informal observations, including protocols, observation feedback process description</u> • <u>Sample coaching tools</u> • <u>Samples of written candidate feedback that includes candidate follow up support plans</u>
<u>Formal Observations</u>	<u>§228.103(a) and (b)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook: description of formal observation practices (observation pre- and post-practices, length of observation), FS training to meet TEA requirements.</u> • <u>EPP’s formal observation tool</u> • <u>EPP’s calendar of formal observations</u>
<u>Certification Exam Requirements</u>	<u>§228.31(d) and (e)</u> <u>§230.39(b)(5)-(6)</u>	<ul style="list-style-type: none"> • <u>EPP handbook: description of certification exam timeline requirements for teacher residents, description of supports for candidates to prepare for and access exam by EPP established deadline.</u> • <u>EPP handbook: description of certification requirements, surrounding processes for candidates to be recommended for and to achieve completer status within their program.</u> • <u>Sample recommendation form for candidates to be certified upon completion of a teacher residency program.</u>
<u>Evaluation of Teacher Candidate Readiness</u>	<u>§228.31(c)</u> <u>§228.65(c)-(g)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook: description of progression of performance gates, description of response to candidate performance on each gate and intervention supports, description of candidate recommendation process</u> • <u>Submission of all performance gates for review of quality criteria</u> • <u>Sample intervention plan template</u> • <u>Candidate recommendation for certification form/document, reflecting shared decision making with district partner.</u>
<u>Governance</u>	<u>§228.25(d)</u>	<ul style="list-style-type: none"> • <u>Governance practices, from EPP handbook</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current MOUs from partner districts</u>