

Continuing Professional Education (CPE)

Provider Registration Form

The following entities may provide and/or sponsor CPE activities as pre-approved providers and do not have to register with TEA:

- State Board for Educator Certification
- Texas Education Agency
- Accredited institutions of higher education recognized by the Texas Higher Education Coordinating Board ([THECB](#)). This includes out-of-state institutions of higher education recognized by the [THECB](#).
- Regional education service centers ([ESCs](#))
- Texas public school districts and open-enrollment charter schools ([AskTED](#))
- Accredited private schools recognized by the Texas Private School Accreditation Commission ([TPSAC](#))

The following entities seeking to become an approved CPE provider for Texas educators must submit the [CPE Provider Registration Application](#) to the Texas Education Agency.

- Professional membership associations or non-profits 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 a tax-exempt status.
Submit Sections A & B of the application.
- Private companies, private entities, and individuals. **Submit entire application.**

Complete the application and submit it along with related documents to: 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.

**TEXAS EDUCATION AGENCY
CPE Provider Registration Form**

SECTION A

Part 1 – Provider Information

Name of Provider (Individual or Organization)			
Street Address or P.O. Box	City	State	Zip
(Area) Phone Number with extension, if appropriate			
Primary Contact Person	Contact Person Title		
E-mail Address	Website Address, link directly to the CPE page for information for educators – <u><i>A valid website is required. TEA will not review an application without a website.</i></u>		
Tax Exempt ID Number [<i>if applicable under 26 USC §501(C)(3)-(C)(6)</i>] : 501(c)(3) Information			
<p>Only professional membership associations or non-profits that have offered professional development in Texas for at least five years and have tax-exempt status under <i>26 United States Code, §501(c)(3)-(6)</i>, or a state association affiliated with a national association with tax-exempt status may be tax exempt for CPE provider purposes [<i>19 TAC 232.17(a)(7)</i>].</p>			

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

Category	Grade/School Level	Mark (X) all that apply
Teachers	Early Childhood	
	Elementary School Level	
	Middle School Level	
	High School Level	
Administrative and/or student services		Mark (X) all that apply
Superintendents		
Principals		
School Counselors		
School Librarians		
Educational Diagnosticians		
Reading Specialists		
Master Teachers		

Part 3 – Delivery Method

Method	Yes	No
• Face-to-Face		
• Online Training		
If online, please provide direct web link to training and TEA access to website for review content.		
<p>Please note: When appropriate, coursework offered online should meet criteria for accreditation, quality assurance, and/or compliance with one or more of the following Texas Administrative Code 228.35(a)(6):</p> <ul style="list-style-type: none"> • (A) Accreditation by the Distance Education Accrediting Commission (DEAC); • (B) Program Design and Teaching Support Certification by Quality Matters (QM); • (C) Chapter 4, Subchapter P, of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or • (D) Chapter 7 of this title (relating to Degree Granting Colleges and Universities Other than Texas Public Institutions). 		
Please answer the following questions regarding all trainings:		
Is this CPE training available to all educators?		
If no, is this training only available for educators affiliated with an organization? Please provide the name of the organization:		
Is there a fee associated with the CPE Training?		

Part 4 – Content Areas & Professional Development Areas Addressed by CPE Training

(Texas Administrative Code §232.11)

Content Training Specific to TEKS (mark all that apply)		Strategies (mark all that apply)	
	English Language Arts/Reading		Instructional Strategies
	Journalism		Child Development & Research
	LOTE/Bilingual/ESL		Cooperative Learning
	Math		Engaging Students
	Science		Student-Centered Learning
	Earth		Learning through Inquiry
	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		Federal & State Laws
	Fine Arts		District / Campus Priorities
	Art		ARD, IEP, BIP
	Music		Data Analysis / Improving Instruction
	Dance		Research / Library
	Theater		Diversity / Special Populations
	Special Programs		Differentiating Instruction for Special Populations
	Visually/Hearing Impaired		At-Risk Populations
	SPED		Culture Appreciation
	GT (not counted toward 30 hr. foundation or 6 hr. update)		Mandated Requirements:
	Career & Technology Education (CTE)		Concussion Training
	Agriculture Science		Mental Health Training
	Business/Marketing		
	Career Family & Consumer Science		Other Instructional Strategies:
	Health Science Technology		
	Technology Education		
	Trade & Industrial Education		
	Other Content Areas:		

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 training:
 - a. Complies with all applicable TAC rules;
 - b. 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;
 - c. 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. CPE providers are expected to notify TEA at any time of any updates on their provider information. Complete and submit the CPE Provider update form for any provider updates.

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.

Printed (<i>typed</i>) Name of Individual Provider or Authorized Representative:
Title of Individual Provider or Authorized Representative:
Signature of Applicant or Authorized Representative (<i>typed signature is acceptable</i>)
Date:

Section C – Complete Parts 1-4 for your training activity. *Please describe the activity in full and be prepared to supply additional information upon request.*

Part 1 - Required Elements	Training/Workshop Activity Description
Title of Training or Workshop	
Typical Length <i>(number of hours)</i>	
Learning Objectives <i>(please list as many as necessary)</i>	At the end of the training, the educator will be able to.... 1.
Assessment	How will determine that your participants have mastered the learning objectives?
Evaluation <i>(submit a blank evaluation with this application)</i>	How will you evaluate the effectiveness of the professional development activity or workshop?

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)].

Professional Development Indicators <i>(please answer with either yes or no for each category)</i>	Describe how your CPE training/workshop achieves the following <i>(limit your response to each question to 150 words or less):</i>
Results-Driven Learning Does your CPE activity examine or analyze student achievement data in any way?	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?	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? Provide examples.
Flexible Groups Does your CPE activity include flexible grouping of educators and/or their students?	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?

	<p>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.</p> <p>4. Do activities give educators strategies to use flexible grouping as an instructional tool in the classroom? Explain</p>
<p>Collaboration</p> <p>Does your CPE activity promote collaboration between educators and/or students?</p>	<p>1. What strategies are used to promote collaboration between educators in this workshop?</p> <p>2. How does this workshop/activity enhance the educator's ability to promote collaboration with and among students?</p> <p>3. Does this workshop teach team building skills that may be used at the educator's campus? Explain</p>
<p>Follow Up</p> <p>Is there any follow up for your CPE activity?</p>	<p>1. How much time is provided for inquiry, reflection, and sharing among educators?</p> <p>2. In what ways does this workshop/CPE activity focus on connecting educator professional growth and student learning?</p> <p>3. How does your organization follow-up with educators, or encourage educators to connect with each other, after the workshop/CPE activity is completed?</p>
<p>Commitment §232.21(a)(5)</p> <p>Educators take responsibility for their own learning, and organizations provide resources that support learning.</p>	<p>1. What plans does your organization have to document educator participation in activity/workshop? (attach certificate of completion)</p> <p>2. Describe the plan for ongoing evaluation and improvement of this workshop/CPE activity to meet the changing needs of educators.</p>

Part 3A – Complete Part 3A or 3B or Both, as applicable. Describe how your activity or workshop addresses the Commissioners Rules for Teacher Standards (*identify & describe all that apply*).

For more information and standards definition, please see §149.1001:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)

Teacher Standards	Describe how your CPE activity/workshop addresses the standards (<i>limit your response to 150 words or less</i>):
<p>Standard 1--Instructional Planning and Delivery</p> <p>Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of</p>	

<p>technology, and makes learning relevant for today's learners</p>	
<p>Standard 2--Knowledge of Students and Student Learning</p> <p>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.</p>	
<p>Standard 3--Content Knowledge and Expertise</p> <p>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.</p>	
<p>Standard 4--Learning Environment</p> <p>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.</p>	
<p>Standard 5--Data-Driven Practice</p> <p>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.</p>	
<p>Standard 6--Professional Practices and Responsibilities</p> <p>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</p>	

campus and school district policies, and conduct themselves ethically and with integrity.

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://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=2001](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=2001)

Principal Standards	Describe how your CPE activity/workshop addresses the standards <i>(limit your response to each question to 150 words or less):</i>
<p>Standard 1--Instructional Leadership.</p> <p>The principal is responsible for ensuring every student receives high-quality instruction.</p>	
<p>Standard 2--Human Capital</p> <p>The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.</p>	
<p>Standard 3--Executive Leadership</p> <p>The principal is responsible for modeling a consistent focus on and commitment to improving student learning.</p>	
<p>Standard 4--School Culture</p> <p>The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.</p>	
<p>Standard 5--Strategic Operations</p> <p>The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.</p>	

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>. List also the Educator Standards that will be addressed within the content areas. See all approved Educator Standards at [Educator Standards by content area and grade level](#). If the applicant intends to offer content area CPE, all applicable TEKS and educator standards must be addressed.

TEKS / Educator Standards	Activity/workshop contribution to educator understanding
<p>Example: Math, Grade 4</p> <p>(4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p> <p>Math Generalist EC-6 Standard 1.5(s). The teacher of students in Grades EC-6 is able to recognize, model, and describe different ways to interpret the four basic operations involving whole numbers, integers, and rational numbers.</p>	<p>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.</p>

SECTION D

Part 1 - In the space below, identify additional training activities not described in Section C-1

Include ONLY the following information for each additional training activity:

- ✓ 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 – Required 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. **IMPORTANT:** Applicant must have more than five years of experience in the area for which they intend to provide CPE.
- Submit a blank evaluation document as a sample.
- Submit a blank copy of the certificate that each educator will receive after each training.
- Attach curriculum outlines, workshop modules, access to online activities, or any other artifact that appropriately represents your CPE training / workshop.
- Completed application must be submitted it along with related documents to: cpe@tea.texas.gov