

Clinical Teaching Exception Request Information

At its October 2016 meeting, the State Board for Educator Certification (SBEC) adopted amendments to 19 Texas Administrative Code (TAC) Chapter 228. The effective date of the amendments was December 27, 2016. One of the results of this action is that teacher preparation programs may request an exception to the clinical teaching options described in 19 TAC §228.35(e)(2)(A) and (B). A clinical teaching exception must include an alternate requirement that will adequately prepare candidates for teacher certification and ensure the teacher is effective in the classroom. The request for an exception must be submitted in a form developed by the Texas Education Agency (TEA) staff. TEA staff will review exception requests, TEA provide the SBEC with copies of all requests, and recommend to the SBEC whether an exception should be approved. The SBEC may

- approve the application;
- approve the application with conditions;
- deny approval of the application; or
- defer action on the application, pending receipt of further information.

If an application is approved by the SBEC, the applicant must submit a written report of outcomes resulting from the clinical teaching exception to the TEA by September 15 of each academic year. If the report contains confidential data, the report must be submitted through the TEA's secure file system. The SBEC reserves the right to request additional and/or more frequent written reports of program outcomes during the duration of the clinical teaching exception. If an application is denied approval by the SBEC, an applicant must wait at least six months from the date of the SBEC's denial before submitting a new application for SBEC consideration.

Since the mission of the SBEC is to "ensure the highest level of educator preparation to promote student achievement and to ensure the safety and welfare of Texas school children," it is vital that any clinical teaching exception is focused on the highest level of teacher preparation. Additionally, in order to maintain standardization and consistency, Texas teacher preparation programs must ensure that teacher candidates are able to demonstrate competency in the educator standards required of beginning teachers through clinical teaching.

All sections of the application must be completed and delivered (in person, by mail, or by a delivery service that allows the application to be tracked) in a narrative format to: Texas Education Agency, Educator Preparation & Program Accountability, WBT 5-100, 1701 North Congress Avenue, Austin, Texas 78701-1494. Questions about the application process may be submitted to tim.miller@tea.texas.gov. Applications received on or before the following dates will be considered for approval:

- May 1, 2017 - to be considered for the 2017-2018 academic year at the June 9, 2017 SBEC meeting
- June 5, 2017 - to be considered for the 2017-2018 academic year at the August 4, 2017 SBEC meeting
- January 8, 2018 - to be considered for the 2018-2019 academic year

Clinical Teaching Exception Request Application

1. Educator Preparation Program (EPP) Identification Form

- a. Name of EPP
- b. Type(s) of EPP
- c. Name of EPP legal authority
- d. Mailing address of EPP
- e. Current SBEC accreditation status
- f. Contact information for individual submitting application to the TEA
- g. Verification of truth and accuracy of information in the application

2. Rationale and Support for the Clinical Teaching Exception

- a. Description of the rationale for the clinical teaching exception
- b. Description of state and regional needs and priorities addressed by the clinical teaching exception, including regional and/or statewide stakeholder input
- c. Indication that state and regional needs and priorities are addressed
- d. Letter of support from the governing entity
- e. Evidence that the clinical teaching exception can be sustained over time

3. Full Description and Methodology of the Clinical Teaching Exception

- a. Detailed description of the clinical teaching exception
- b. Methodological design of the clinical teaching exception with details about full implementation, including evidence-based activities and strategies supported by strong, moderate, and/or promising evidence
- c. Expected outcomes of the clinical teaching exception including how it will adequately prepare candidates for educator certification and ensure educators are effective in the classroom
- d. Methods to measure expected outcomes
- e. Timeline for implementing clinical teaching exception

4. Controls to Maintain an Equivalent and Quality Education

- a. Description of methods incorporated into the clinical teaching exception to ensure that candidates in the clinical teaching exception receive an equivalent and quality education compared to candidates who participate in clinical teaching options described in 19 TAC §228.35(e)(2)(A) or (B)
- b. Ongoing evaluation plan to determine candidates' progress in demonstrating competency in the educator standards during clinical teaching exception
- c. Corrective measures plan to modify clinical teaching exception if the ongoing evaluation plan indicates that expected outcomes are not being and/or are not going to be met

Clinical Teaching Exception Request Application

Educator Preparation Program Identification Form

Name of Educator Preparation Program (EPP): _____

EPP Type(s): ___ Undergraduate ___ Post-Baccalaureate ___ Alternative

Name of EPP Legal Authority: _____

Mailing Address of EPP: _____

Current SBEC Accreditation Status: ___ Accredited ___ Warned ___ Probation ___ Not Rated

Name and Contact Information for Individual Submitting Application:

Name: _____

Address: _____

City and State: _____

Phone Number: _____

Email Address: _____

Fax: _____

I, _____, hereby attest to the truth and accuracy of the information in the application.

Signature of Individual Submitting Application _____

Clinical Teaching Exception Request Criteria

2.a Rationale

Scoring: All questions must be answered to receive 5 points.

1. Does the rationale include a problem statement?
2. Are available resources identified?
3. Are activities and/or strategies identified?
4. Are short-term outcomes of the activities and/or strategies identified?
5. Are long-term outcomes of the activities and/or strategies identified?
6. Does the rationale include internal and/or external assumptions?

2b. Identifying Needs and Priorities

Scoring: All questions must be answered to receive 5 points. If only regional or only state needs are addressed, this section will receive 3 points.

1. Are the stakeholders who helped identify needs identified?
2. Are the data that were used to best understand needs identified?
3. Are the needs prioritized when several were identified?
4. Are regional needs and priorities identified?
5. Are state needs and priorities identified?

2.c Addressing Needs and Priorities

Scoring: All questions must be answered to receive 5 points. If only regional or only state needs are addressed, this section will receive 3 points.

1. Are each of the regional needs and priorities addressed?
2. Are each of the state needs and priorities addressed?

2.d Letter of Support

Scoring: Receive 10 points if the letter indicates support from the governing entity. If EPP is within a larger entity, the letter must be from a legal authority of the larger entity. If the EPP is not within a larger entity, the letter must be from the EPP legal authority.

2.e Sustainability

Scoring: Receive 5 points if there is evidence that the clinical teaching exception can be sustained over time.

Clinical Teaching Exception Request Criteria

3.a Detailed Description

Scoring: All questions must be answered to receive 5 points. Exceptions to other rules will not be considered.

1. Are the clinical teaching requirements in 19 TAC §228.35(e)(2)(A) and/or (B) addressed?
2. Are all exceptions to the requirements in 19 TAC §228.35(e)(2)(A) and/or (B) described?

3.b Methodological Design

Scoring: Questions 1, 2, and 3 must be answered for 5 points. Questions 1, 2, and 4 must be answered for 3 points.

1. Does the methodological design address the details of the clinical teaching exception, including the EPP types and certification categories that will use the exception?
2. Is the clinical teaching exception supported by strong and/or moderate evidence as compared to the clinical teaching requirements in 19 TAC §228.35(e)(2)(A) and/or (B)? Copies of studies must be included.
3. Does the strong evidence meet the criteria on page 8 of the September 16, 2016, United States Department of Education (USDE) guidance on Using Evidence to Strengthen Education Investments?
4. Does the moderate evidence meet the criteria on pages 8 and 9 of the September 16, 2016, USDE guidance on Using Evidence to Strengthen Education Investments?

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

3.c Expected Outcomes

Scoring: All questions must be answered to receive 5 points. At the minimum, outcomes must include SBEC accountability standards. Other outcomes may include SBEC performance and/or consumer information standards and other outcomes.

1. Are there expected outcomes for adequately preparing candidates for certification?
2. Are there expected outcomes for ensuring teachers are effective in the classroom?

3.d Measuring Outcomes

Scoring: All questions must be answered to receive 5 points.

1. Are there methods to measure the expected outcomes for adequately preparing candidates for certification?
2. Are there methods to measure the expected outcomes for ensuring teachers are effective in the classroom?

3.e Implementation Timeline

Scoring: Receive 5 points if there is a timeline for implementing the clinical teaching exception.

Clinical Teaching Exception Request Criteria

4.a Description of Methods

Scoring: Receive 5 points if there are there methods to ensure candidates receive an equivalent and quality clinical teaching experience compared to the requirements in 19 TAC §228.35(e)(2)(A) and/or (B).

4.b Ongoing Evaluation

Scoring: Receive 5 points if there is a plan for ongoing evaluation of candidate progress in demonstrating competency in the educator standards during clinical teaching exception.

4.c Corrective Measures

Scoring: Receive 5 points if there is a corrective measures plan if ongoing evaluation indicates expected outcomes are not being and/or are not going to be met.

Clinical Teaching Exception Request Scoring

1. Identification Information	
Form	0 – Not Provided or Incomplete 5 – Complete
Accreditation Status	0 – Warned, Probation, or Not Rated 10 – Accredited
2. Rationale and Support	
a. Description of Rationale	0 – Not Provided or Incomplete 5 – Provided
b. Identifying Needs and Priorities	0 – Not Provided or Incomplete 3 – Only Regional or Only State 5 – Regional and State
c. Addressing Needs and Priorities	0 – Not Provided or Incomplete 3 – Only Regional or Only State 5 – Regional and State
d. Letter of Support	0 – Not Provided or Incomplete 10 – Provided
e. Sustainability	0 – Not Provided or Incomplete 5 – Provided
3. Description and Methodology	
a. Description of Exception	0 – Not Provided or Incomplete 5 – Provided
b. Methodological Design	0 – No evidence 3 – Moderate Evidence 5 – Strong Evidence
c. Expected Outcomes	0 – Not Provided or Incomplete 5 – Provided
d. Measuring Outcomes	0 – Not Provided or Incomplete 5 – Provided
e. Timeline	0 – Not Provided or Incomplete 5 – Provided
4. Quality Education and Effective Teachers	
a. Description of Methods	0 – Not Provided or Incomplete 5 – Provided
b. Ongoing Evaluation	0 – Not Provided or Incomplete 5 – Provided
c. Corrective Measures	0 – Not Provided or Incomplete 5 – Provided
Spelling and Grammar Errors – 1 point deduction per component (i.e. a, b, c) Total points must be 77 (90%) or above to recommend approval	

TEA Staff Recommendation __ Approve __ Approve with Conditions __ Deny Approval

Conditions: