Division of Educator Preparation
Compliance Review Rubric
2022-2023

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Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.20(b) **Governance: Advisory Committee Membership** The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests… An advisory committee with members representing as many as possible of the groups identified as collaborators…	**All**	Records of advisory committee membership reflecting at least three of the groups listed in this subsection; and Advisory committee meeting attendance records.			
19 TAC §228.20(b) **Governance: Advisory Committee Activity** An advisory committee…shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP).	**All**	Advisory committee member input reflected in the advisory committee minutes.			

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Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.20(b) **Governance: Advisory Committee Training** The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee…	**All**	Advisory committee training materials, date(s), attendance records; or Advisory committee handbook with acknowledgement of receipt by advisory committee member; or Letter of invitation with roles and responsibilities outlined and acknowledged by invitee as to accept or decline; or Bylaws acknowledged receipt by advisory committee member.			
19 TAC §228.20(b) **Governance: Advisory Committee Meeting Frequency** …and shall meet a minimum of once during each academic year. Effective 12/27/2016	**All**	Dated minutes of each advisory committee meeting.			

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Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.20(c) **Governance: Support of Governing Body** The governing body and chief operating officer …shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.	**All**	Facilities adequate to support EPP operations Knowledge and expertise of Instructors & staff Technology adequate to support EPP operations			
19 TAC §228.20(e) **Governance: Program Amendment (Accredited)** An EPP that is rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 60 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment to its program on a letter signed by the EPP's legally...	**All** **(as applicable)**	Record of notification to TEA.			

Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.20(f) **Governance: Program Amendment (Not Accredited)** An EPP that is not rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 120 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment on a letter signed by the EPP's legally authorized ...The EPP will be notified in writing of the approval or denial of its proposal within 60 days following the receipt of the notification by the TEA staff.	**All** **(as applicable)**	Record of approval or denial from TEA.			

Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.20(g) **Governance: Program Calendar** Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience. Effective 12/27/2016	**All**	Calendar posted on EPP website. Calendar posted in EPP handbooks and program materials.			
19 TAC §228.10(b)(1) **Approval: Status Report** An entity approved by the SBEC under this chapter shall be reviewed at least once every five years; …At the time of the review, the entity shall submit to the TEA staff a status report…	**All** **(Current Review)**	Completed status report received at TEA prior to review.			

Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.10(c) **Approval: Clinical Teaching** An alternative certification program seeking approval to implement a clinical teaching component shall submit a description of the following elements of the program for approval by the TEA staff on an application in a form developed by the TEA staff…	**All** **(as applicable)**	If candidates complete clinical teaching: EPP clinical teaching status on file with TEA.			
19 TAC §228.10(e) **Approval: Addition of Locations** An EPP that is rated "accredited," may open additional locations, provided the program informs the SBEC of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location...	**All** **(as applicable)**	Record of letter(s) on letterhead signed by an EPP's legally authorized agent or representative sent by email or regular mail.			

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Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.15(a) **Program Consolidation or Closure** An educator preparation program (EPP) that is consolidating or closing must comply with the following procedures to ensure that all issues relevant to EPP consolidation or closure have been addressed. (1) Written, signed notification to TEA (2) Contact candidates about next steps & retain records (3) Identify a future contact and/or transfer candidate records (4) Submit required data to TEA Effective 12/27/2016	**All** **(as applicable)**	EPP notice of consolidation or closure; and EPP notification of candidates; and EPP completion of required SBEC and TEA actions; and Identification of EPP representative.			

Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.17(a) **Change of Ownership** An educator preparation program (EPP) that changes ownership shall notify the Texas Education Agency (TEA) staff of the change of ownership in writing within 10 days of the change. With 19 TAC §228.17(b)(1-3) More than 50% of the ownership has changed. Effective 12/27/2016	**All** **(as applicable)**	EPP notice of change of ownership.			
19 TAC §228.20(h) **Exit Policy** All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. Effective 10/15/2020	**All**	Policy published on EPP website, candidate handbook, application for admission or other place accessible by applicants and candidates; and Signed handbook page, application, or signed acknowledgement, in candidate's record			

Component I: Governance	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
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Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.1(b) **Notifications: Required Background Check** Educator preparation programs (EPPs) shall inform all applicants that: (1) pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.	**All**	Website; or Recruitment information; or Orientation materials; or Admission material.			
19 TAC §227.1(c) **Notifications: EPP and Program Information** EPPs shall inform all applicants, in writing, of the following: (1) the admission requirements… (2) the requirements for program completion; …and (3) in accordance with TEC, §21.044(g): (A) the effect of supply and demand forces on the educator workforce in this state; and (B) the performance over time of the EPP for the past five years. Effective 2/28/2016	**All**	Website; or Recruitment information; or Orientation materials; or Admission material.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.1(d) **Notifications: Preliminary Criminal History Evaluation** EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or an electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense: (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP; (2) the current SBEC rules prescribed in 19 TAC §249.16… and (3) the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B…	**All**	Website; or Recruitment information; or Orientation materials; or Admission material; and Candidate handbook; or Course materials			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(a)(1) & (2) **Admission Requirements: Degree** The EPP …shall require the following minimum criteria of all applicants seeking initial certification in any class of certificate, unless specified otherwise, prior to admission to the program. (1) For an undergraduate university program, an applicant shall be enrolled in an accredited institution of higher education (IHE). (2) For an alternative certification program or post-baccalaureate program, an applicant shall have, at a minimum, a bachelor's degree earned from and conferred by an accredited IHE.	**All** **(except Superintendent)**	Official transcripts.			
19 TAC §242.5(a) **Admission Requirements: Degree** Prior to admission to an educator preparation program leading to the Superintendent Certificate, an individual must hold, at a minimum, a master's degree from an accredited institution of higher education…	**Superintendent**	Official transcripts.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(a)(3)(A) **Admission Requirements: GPA** For an undergraduate university program, alternative certification program, or post-baccalaureate program, to be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.5 before admission… **(except CTE candidates in non-degreed certificate areas)**	**All**	Official transcripts; and Documentation of calculations to determine GPA used for admission			

19 TAC §227.10(a)(3)(B) **Admission Requirements: Exception to Minimum GPA (10% Exception)** … an exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if: (i) documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and (ii) …an applicant must pass an appropriate content certification examination… Effective 2/28/2016 In accordance with the TEC, §21.0441(b), applicants who do not meet the minimum GPA requirement and have previously been admitted into an EPP may request permission to register for an appropriate content certification examination if the applicant is not seeking admission to the same EPP that previously granted test approval for a certification examination in the same certification class.	**All** **(as applicable)**	Program policy; and Documentation signed by the director that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and Description of extraordinary circumstance; and Pre-Admission Content Test score report.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
(D) An applicant who does not meet the minimum GPA requirement and is seeking certification in a class other than classroom teacher must perform at or above a score equivalent to a 2.5 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® (Graduate Record Examinations) revised General Test… Effective 1/1/2017					

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(a)(4) **Admission Requirements: Minimum Subject-Specific Content Hours** For an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least: (A) a minimum of 12 semester credit hours in the subject-specific content area for the certification sought… or (B) 15 semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade 7; or (C) a passing score on the appropriate content certification examination as specified in Figure: 19 TAC §227.10(a)(4)(C). Effective January 27, 2020	**Teacher**	Official transcripts; and Record of calculation of content hours by course; and Score report for a comparable examination approved by TEA; or Score report for Pre-Admission Content Test.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(a)(5) **Admission Requirements: Requirements Deficiency** … If an applicant has not met the minimum certification, degree, and/or experience requirement(s) for issuance of a standard certificate prior to admission, the EPP shall inform the applicant in writing of any deficiency prior to admission. Effective 6/3/2018	**Non-teacher**	Letter; Email; or Completed form identifying deficient areas. Effective 9/1/2022			
19 TAC §227.10(a)(6) **Admission Requirements: Basic Skills** An applicant must demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative under the rules established by the Texas Higher Education Coordinating Board (THECB) in Part 1, 19 TAC Chapter 4, Subchapter C, …including one of the requirements established by 19 TAC §4.54 …	**All**	Score reports; or Official transcripts bearing TSI requirements.			

19 TAC §227.10(a)(7) **Admission Requirements: English Language Proficiency** An applicant must demonstrate the English language proficiency skills as specified in 19 TAC §230.11... (A) An applicant for CTE certification that does not require a bachelor's degree from an accredited IHE may satisfy the English language proficiency requirement with an associate's degree or high school diploma or the equivalent that was earned at an accredited IHE or an accredited high school in the United States. (B) An applicant to a university undergraduate program that leads to a bachelor's degree may satisfy the English language proficiency requirement by meeting the English language proficiency requirement of the accredited IHE at which the applicant is enrolled. Effective 2/28/2016 With **19 TAC §230.11(c)** An educator who has received a State Board for Educator Certification (SBEC)-issued standard certificate shall not be required to demonstrate English language proficiency as prescribed in subsection (b)(5)(B) and (C) of	**All**	Official transcripts with degree from U.S. university or college; or Effective 10/17/2017: The official language of the country is English and appears on the SBEC approved list of countries found in Figure 19 TAC §230.11(b)(5)(C); or Official TOEFL scores: Speaking – 24 Listening – 22 Reading – 22 Writing – 21 Admits prior to 10/22/2017: US Transcript, Letter from Institution, or Official TOEFL score of 26 on Speaking.			

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this section for purposes of admission into an EPP to obtain additional SBEC-issued certifications. Effective 3/3/2022 Link to Out of Country Credential Review Results					
19 TAC §227.10(a)(8) **Admission Requirements: Application** An applicant must submit an application…	**All**	Completed application			
19 TAC §227.10(a)(8) **Admission Requirements: Screen** An applicant must… participate in either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought. Note: Principal & Superintendent 2 or more per 19 TAC §241.5 & §242.5.	**All**	Interview with standard questions and evaluated with a cut score or rubric that includes descriptions of levels of performance quality based on a coherent set of criteria; or Other screening instrument evaluated with a cut score or a rubric that includes descriptions of levels of performance quality based on a coherent set of criteria.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(a)(9) **Admission Requirements: Other Academic Requirements** An applicant must fulfill any other academic criteria for admission that are published and applied consistently to all EPP applicants.	**All** **(as applicable)**	Records of academic requirements; and Academic requirements are published on website, or catalogues, or brochures, or orientation materials.			
19 TAC §227.10(b) **Admission Requirements: Additional Requirements** An EPP may adopt requirements in addition to and not in conflict with those required in this section.	**All** **(as applicable)**	Records of admission requirements; and Documentation of published requirements in candidate records; and Admission requirements are published on website, or catalogues, or brochures, or orientation materials.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(c) **Admission Requirements: EPP May Not Admit** An EPP may not admit an applicant who: (1) has been reported as completing all EPP requirements by another EPP in the same certification category or class, unless the applicant only needs certification examination approval; or (2) has been employed for three years in a public school under a permit or probationary certificate as specified in 19 TAC Chapter 230, Subchapter D, …unless the applicant is seeking clinical teaching that may lead to the issuance of an initial standard certificate.	**All** **(as applicable)**	Transfer form; and Application for admission; and Official transcripts; and Records in ECOS and ASEP.			
19 TAC §227.10(d) **Admission Requirements: CTE Applicant (SOQ)** An EPP may admit an applicant for CTE certification who has met the experience and preparation requirements specified in 19 TAC Chapter 230 …and Chapter 233...	**Teacher** **(as applicable)**	License and/or other supporting documentation of work experience; and Statement of qualifications; and Diploma or Transcript.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(e) **Admission Requirements: T&I Workforce Applicant** An EPP may admit an applicant for the Trade and Industrial Workforce Training: Grades 6-12 certification who has met the following requirements: (1) has been issued a high school diploma or a postsecondary credential, certificate, or degree; (2) has seven years of full-time wage-earning experience within the preceding 10 years in an approved occupation for which instruction is offered; (3) holds with respect to that occupation a current license, certificate, or registration, as applicable, issued by a nationally recognized accrediting agency based on a recognized test or measurement; and (4) within the period described by paragraph (2) of this subsection, has not been the subject of a complaint filed with a licensing entity or other agency that regulates the occupation of the person, other than a complaint that was determined baseless or unfounded by that entity or agency.	**Teacher** **(as applicable)**	License and/or other supporting documentation of work experience; and Statement of qualifications; and Diploma or Transcript.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(f) **Admission Requirements: Out of Country Applicant** An EPP may admit an applicant who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in 19 TAC Chapter 245. An EPP at an entity that is accredited by an accrediting organization recognized by the THECB may use its own foreign credential evaluation service to meet the requirement described in 19 TAC §245.10(a)(2), if the entity is in good standing with its accrediting organization. Link to English Language Proficiency Results	**All** **(as applicable)**	Original, course-by-course evaluation reflecting equivalent degree(s) information prepared by a foreign credential evaluation service recognized by TEA.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.10(g) **Admission Requirements: EC-3 Admission** An applicant is eligible to enroll in an EPP for the purpose of completing the course of instruction, defined in 19 TAC §228.35(i)(2), that is required for the issuance of an Early Childhood: Prekindergarten-Grade 3 certificate if the individual holds a valid standard, provisional, or one-year certificate specified in 19 TAC §230.31 in one of the following certificate categories: (see TAC for categories)	**Teacher** **(as applicable)**	Valid certificate			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.15(a) **Contingency Admission** An applicant may be accepted into an alternative certification program or post-baccalaureate program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in 19 TAC §227.10(a)(2), provided that: (1) the applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought; (2) all other admission requirements specified in 19 TAC §227.10 have been met; (3) the EPP must notify the applicant of the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification; and (4) the applicant must accept the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification. Effective 3/1/2016	**All** **(as applicable)**	Written contingency admission offer letter; and Written and dated contingency admission acceptance letter; and Required admission documents; and Official transcripts; and Information from university confirming date of graduation; and Program records indicating which semester admission applies.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.15(b) **Contingency Admission: Admission Date** The effective date of contingency admission shall be included in the offer of contingency admission. Effective 1/1/2017	**All** **(as applicable)**	Written contingency admission offer letter			
19 TAC §227.15(c) **Contingency Admission: 7-Day Notice of Admission** An EPP must notify the Texas Education Agency within seven calendar days of a candidate's contingency admission. Effective 1/1/2017	**All** **(as applicable)**	Written contingency admission offer letter; and Written and dated contingency admission acceptance letter; and ECOS admission record.			
19 TAC §227.15(d) **Contingency Admission: Training Start Date** An applicant admitted on a contingency basis may begin program training and may be approved to take a certification examination, but shall not be recommended for a probationary certificate until the bachelor's degree or higher from an accredited institution of higher education (IHE) has been conferred.	**All** **(as applicable)**	Written contingency admission offer letter; and Written and dated contingency admission acceptance letter; and ECOS admission record; and ECOS certification record.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.15(e) **Contingency Admission: No Coursework or Training Prior to Admission** Except as provided by this section, an alternative certification program or post-baccalaureate program, prior to admission on a contingency basis, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate. A post-baccalaureate or alternative certification program at an IHE may admit an applicant if coursework and training was provided by the same IHE as part of: (1) the degree to be conferred; (2) a prerequisite for a master's degree leading to initial certification; or (3) a different post-baccalaureate program of study. Effective 3/1/2016	**All** **(as applicable)**	Written and dated formal admission acceptance letter; and Coursework record with start and completion dates; and Testing history.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.15(f) **Contingency Admission: Valid Dates** The contingency admission will be valid for only the fall, spring, or summer semester for which the contingency admission was granted and may not be extended for another semester…	**All** **(as applicable)**	Written formal offer letter; and Official transcripts showing degree conferred.			
19 TAC §227.17 **Formal Admission** For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in 19 TAC §227.10. (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification. (c) For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification. Effective 3/1/2016	**All**	Required admission documents; and Written formal admission offer letter; and Written and dated formal admission acceptance letter.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.17(d) **Formal Admission: Dates** The effective date of formal admission was included in the offer of formal admission. Effective 1/1/2017	**All**	Written formal admission offer letter			
19 TAC §227.17(e) **Formal Admission: 7-Day Notice of Admission** An EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission. Effective 1/1/2017	**All**	Written formal admission offer letter; and Written and dated formal admission acceptance letter; and ECOS admission record.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.17(f) **Formal Admission: No Coursework or Training Prior to Admission** Except as provided by 19 TAC §227.15, an alternative certification program or post-baccalaureate program, prior to formal admission, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate. A post-baccalaureate or alternative certification program at an institution of higher education (IHE) may admit an applicant if coursework and training was provided by the same IHE as part of: (1) a previous degree that was conferred; (2) a prerequisite for a master's degree leading to initial certification; or (3) a different post-baccalaureate program of study. Effective 3/1/2016	**All**	Written and dated formal admission acceptance letter; and Coursework record with start and completion dates; and Testing history.			

Component II: Admission	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §227.19(a) **Incoming Class Average: 3.0 GPA** The overall grade point average (GPA) of each incoming class admitted between September 1 and August 31 of each year by an educator preparation program (EPP), including an alternative certification program, may not be less than 3.00 on a four-point scale or the equivalent. (b) A person seeking career and technical education certification is not included in determining the overall GPA of an incoming class. (See TAC for calculation options.) See the Data Dashboard for evidence Effective 3/1/2016	**All**	Incoming class average calculated by TEA each year.			
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Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(a) **Standards-based Curriculum** The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation…	**All**	Charts identifying alignment of educator standards in curriculum; and Application of educator standards identified in syllabi/course outlines; or Application of educator standards identified in course/training lesson plans.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(a) **TEKS Instruction** The educator standards adopted by the State Board for Educator Certification shall… for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).	**Teacher**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines identifying training in using TEKS to inform instruction and assessment; or Instructor lesson plans reflecting instruction and use of TEKS.			
19 TAC §228.30(b) **Research-based Curriculum** The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness.	**All**	Syllabi/course outlines with bibliographies/references.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(c) **Code of Ethics Instruction** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (1) the code of ethics and standard practices for Texas educators, pursuant to 19 TAC Chapter 247, which include: (A) professional ethical conduct, practices, and performance; (B) ethical conduct toward professional colleagues; and (C) ethical conduct toward students;	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(c) **Dyslexia Instruction** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			
19 TAC §228.30(c) **Mental Health Instruction** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1).	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(c) **Educator & Student Expectations** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state; Effective 12/27/2016	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			
19 TAC §228.30(c) **Classroom Management Skills** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (5) the importance of building strong classroom management skills; Effective 12/27/2016	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(c) **Teacher & Principal Evaluation Framework** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (6) the framework in this state for teacher and principal evaluation; Effective 12/27/2016	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			
19 TAC §228.30(c) **Appropriate Boundaries** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (7) appropriate relationships, boundaries, and communications between educators and students; and Effective 12/20/2018	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(c) **Digital Literacy** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (8) instruction in digital learning, virtual instruction, and virtual learning as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum… (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website; (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and (C) include resources to address any deficiencies identified by the digital literacy evaluation; … Effective 12/20/2018 (digital literacy) Effective 9/1/2022 (virtual instruction/virtual learning)	**All**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(d) **English Language Proficiency Standards** The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class: (1) the relevant TEKS, including the English Language Proficiency Standards;	**Teacher**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			
19 TAC §228.30(d) Reading Instruction The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class: (2) reading instruction, including instruction that improves students' content-area literacy;	**Teacher**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(d) Prekindergarten Guidelines The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class: (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and	**Teacher**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			
19 TAC §228.30(d) Teacher Standards The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class: (4) the skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA.	**Teacher**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(e) Administrator Standards For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in 19 TAC Chapter 149, Subchapter BB.	**Principal**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			

Component III: Curriculum	Certificate Class	Evidence	C/N or NA	Reviewer Findings	Reviewer Initials
19 TAC §228.30(f) **PreK-3 Curriculum** The following educator content standards from 19 TAC Chapter 235 shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in 19 TAC §230.31 in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3: (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards; (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and (3) Science of Teaching Reading Standards.	**Teacher** **(as applicable)**	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.			
Compliance Issues Related to Curriculum					
Recommendations Related to Curriculum					
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Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(a) **Intensive Pre-Service: Program Duration** To offer intensive pre-service, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an intern certificate: (1) a four-week minimum intensive program; Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Benchmark documents, degree plans, published calendar			
19 TAC §228.33(a) **Intensive Pre-Service: Supervised Instruction** To offer intensive pre-service, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an intern certificate: (2) a minimum of 12 instructional days with one hour of supervised instruction per day; Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Benchmark documents, degree plans, published calendar; and Teaching log; and Cooperating teacher agreement, placement information			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(a) Intensive Pre-Service: Observation/Coaching To offer intensive pre-service, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an intern certificate: (3) a minimum of four face-to-face observation/feedback coaching cycles provided by qualified coaches with observations that are a minimum of 15 minutes and coaching meetings that are a minimum of 30 minutes; and Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Observation documents			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(a) **Intensive Pre-Service: Coursework/Training Requirements** To offer intensive pre-service, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an intern certificate: (4) the requirements regarding coursework and/or training for a candidate seeking initial certification in the classroom teacher certification class as specified in 19 TAC §228.35(b)(1) and (2). Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Degree plans, syllabi, benchmark documents, published calendars; and FBE logs & reflections.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(b) **Intensive Pre-Service: Candidate Coach Training** An EPP offering intensive pre-service shall ensure that: (1) a candidate coach participates in a minimum of four observation/feedback coaching cycles provided by program supervisors and ongoing training; Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Certificates of participation, training sign in sheets; and Training materials			
19 TAC §228.33(b) **Intensive Pre-Service: Candidate Coach/TEA-Approved Training** An EPP offering intensive pre-service shall ensure that: (2) a candidate coach completes a TEA-approved observation training or has completed a minimum of 150 hours of observation/feedback training; and Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Certificates of completion; or Training sign in sheets			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(b) Intensive Pre-Service: Candidate Coach Certification An EPP offering intensive pre-service shall ensure that: (3) a candidate coach shall have a current certification in the class in which supervision is provided. Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Valid educator certificate			
19 TAC §228.33(c) **Intensive Pre-Service: Intern Certificate Eligibility** A candidate participating in intensive pre-service will be eligible for an intern certificate by completing: (1) the requirements as prescribed in 19 TAC §230.36(f); Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Pedagogical rubric w/ score identified; and Passing score on TX PACT (and TExES supplementals where applicable); and Transcript reflecting conferred bachelor's degree.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(c) **Intensive Pre-Service: Intern Certificate Eligibility** A candidate participating in intensive pre-service will be eligible for an intern certificate by completing: (2) programmatic requirements under 19 TAC §228.33(a)(1)-(4); Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Benchmark documents or transcripts; and Observation rubric with passing score; and FBE logs			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(c) **Intensive Pre-Service: Intern Certificate Eligibility** A candidate participating in intensive pre-service will be eligible for an intern certificate by completing: (3) the requirements of the following proficiencies in 19 TAC §150.1002 for pedagogical skills that are used by the program and approved by the state and meet all of the following performance level measures: (see TAC for specific performance measures) Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Observation rubric/instrument with passing score identified			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.33(d) **Intensive Pre-Service: Probationary Certificate Eligibility** A candidate participating in intensive pre-service will be eligible for a probationary certificate as prescribed in 19 TAC §230.37(f). Effective for admits after 1/1/2020	**Teacher** **(IPS as applicable)**	Pedagogical rubric w/ score identified; and Passing score on TX PACT (and TExES supplementals where applicable) ; and Transcript reflecting conferred bachelor's degree; Benchmark documents or transcripts; and Observation rubric with passing score; and FBE logs			
19 TAC §228.35(a)(1) **Coursework & Training: Adequate Preparation** An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom.	**All**	Candidate testing history; and Syllabi/course outlines; and Program benchmarks; and Degree plan/transcripts.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(a)(2) **Coursework & Training: Quality of Coursework** Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based.	**All**	Syllabi/course outline; or Coursework.			
19 TAC §228.35(i) Coursework & Training: EC-3 Certification (1) … an EPP shall integrate the following concepts and themes throughout the coursework and training: (A) using planning and teaching practices that support student learning in early childhood, including… (B) assessing the success of instruction and student learning through developmentally appropriate assessment, including… (C) creating developmentally appropriate learning environments, including… (D) working with families, students, and the community through… (E) using a diversity and equity framework, such as…	**Teacher** **(as applicable)**	Certification scope and sequence; and Curriculum map; or Syllabi; or Instructor materials.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(a)(3) **Coursework & Training: Coursework Completion** All coursework and/or training shall be completed prior to EPP completion and standard certification.	**All**	Program benchmarks; and Attendance records or attendance policies that require a certain level of attendance for a passing grade; and Program schedule of courses/modules; and Degree plan/transcripts for each candidate reviewed.			
19 TAC §228.35(a)(4) **Coursework & Training; District Training for Late Hires** With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved Texas Education Agency (TEA) continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria	**All** **(as applicable)**	Certificate of attendance; or Sign-in sheet; or Other written school district verification.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
described in the Texas Education Code (TEC), §21.451 and must be directly related to the certificate being sought. Effective 12/27/2016					
19 TAC §228.35(a)(5)(A) **Coursework & Training: Prior Coursework Policy-Military** Each EPP must develop and implement specific criteria and procedures that allow: (A) military service member or military veteran candidates to credit verified military service, training, clinical and professional experience, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; Effective 12/27/2016 Effective 9/1/2022	**All**	Policies and procedures in handbooks; or Advisory committee minutes; or Admission information; or Orientation material; or Website information.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(a)(5)(B) **Coursework & Training: Prior Coursework Policy-Non-Military** Each EPP must develop and implement specific criteria and procedures that allow: (B) candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought. Effective 12/27/2016	**All**	Policies and procedures in handbooks; or Advisory committee minutes; or Admission information; or Orientation material; or Website information.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(a)(6) **Coursework & Training: Quality of Online Coursework** Coursework and training that is offered online must meet, or the EPP must be making progress toward meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of the following: (A) Accreditation or Certification by the Distance Education Accrediting Commission; (B) Program Design and Teaching Support Certification by Quality Matters; (C) Part 1, Chapter 4, Subchapter P, of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or (D) Part 1, Chapter 7 of this title (relating to Degree Granting Colleges and Universities Other than Texas Public Institutions).	**All** **(as applicable)**	Accreditation documentation; or Quality assurance documentation; or THECB compliance documentation.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(b) **Coursework Hours: Required Hours-Teacher Certification** Coursework and/or training for candidates seeking initial certification in the classroom teacher certification class. An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training.	**Teacher** **(except T&I Workforce)**	Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Benchmarks.			
19 TAC §228.35(b) **Coursework Hours: Required Hours-T&I Workforce** An EPP shall provide a minimum of 200 clock-hours of coursework and/or training for a candidate seeking a Trade and Industrial Workforce Training certificate as specified by 19 TAC §233.14(e). Effective 12/20/2018	**Teacher (T&I Workforce)**	Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Benchmarks.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(c) **Coursework Hours: Required Hours-Non-Teacher** Coursework and/or training for candidates seeking initial certification in a certification class other than classroom teacher. An EPP shall provide coursework and/or training to ensure that the educator is effective in the assignment. An EPP shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the educator standards for the applicable certification class.	**Non-teacher**	Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Benchmarks.			
19 TAC §228.35(j) Coursework Hours: Required Hours-TVI (1) An EPP must provide a minimum of 300 hours of coursework and/or training related to the educator standards for that certificate adopted by the SBEC.	**Teacher (TVI Supplemental)**	Coursework transcript; or Benchmark document; and Observation documents			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(b)(2) Pre-Service Requirements: Coursework Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship: (2) 150 clock-hours of coursework and/or training… Effective 12/27/2016	**Teacher**	Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Syllabi; or Benchmarks; and Assessments			
19 TAC §228.35(b)(2) Pre-Service Requirements: Coursework Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship: (2) … that allows candidates to demonstrate proficiency in: See TAC for prescribed content (A-J) Effective 12/27/2016	**Teacher**	Program Course/Module Schedule; or Syllabi; or Benchmarks; and Assessments			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(b)(1) **Pre-Service Requirements: FBE Hours** Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship: (1) a minimum of 30 clock-hours of field-based experience….	**Teacher**	Start date of clinical teaching or internship; and Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and Written or videotaped reflections of observation.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(d) **Pre-Service Requirements: Late Hire** A late hire for a school district teaching position may begin employment under an intern or probationary certificate before completing the pre-internship requirements of 19 TAC §228.35(b) but shall complete these requirements within 90 school days of assignment.	**Teacher** **(as applicable)**	Record of coursework completed (start and end dates); and Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and Reflections of observation; and Record of assignment date.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(1) **FBE: Settings** An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning…	**Teacher**	Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interactions with students; verifying signatures of observed teacher; and Reflections of observation.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(1)(A) **FBE: Interactive Hours** Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include: (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii) actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection of the observation.	**Teacher**	Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interactions with students; verifying signatures of observed teacher; and Reflections of observation.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(1)(B): **FBE: Electronic Hours** Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method. Field-based experience provided by use of electronic transmission or other video or technology-based method must include: (i) direction of the EPP; (ii) authentic school settings in an accredited public or private school; (iii) instruction by content certified teachers; (iv) actual students in classrooms/instructional settings with identity-proof provisions; (v) content or grade-level specific classrooms/instructional settings; and (vi) written reflection of the observation.	**Teacher** **(as applicable)**	Field-based observation log reflecting date, subject area, and grade level; verifying signatures of program staff; and Reflections of observation.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(1)(C) **FBE: Long-Term Substitute Hours** Up to 15 clock-hours of field-based experience may be satisfied by serving as a long-term substitute. A long-term substitute is an individual who has been hired by a school or district to work at least 30 consecutive days in an assignment as a classroom teacher. Experience may occur after the candidate's admission to an EPP or during the two years before the date the candidate is admitted to the EPP. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for the purpose by the TEA.	**Teacher** **(as applicable)**	Official service records; and Verified experience in instructional or educational activities.			

19 TAC §228.35(e)(2) **Skills Implementation: Clinical Teaching or Internship** (2) For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following. (A) Clinical Teaching or (B) Internship Jump to Exemptions from Clinical Teaching or Internship	**Teacher**	Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and Clinical teaching log including dates, start and end times each day; verified by cooperating teacher. Or Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(A) **Skills Implementation: Clinical Teaching Assignment** (A) A candidate must have a clinical teaching assignment for each subject area in which the candidate is seeking initial certification. With (II) A clinical teaching assignment …shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods.	**Teacher**	Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and Clinical teaching log including dates, start and end times each day; verified by cooperating teacher.			

19 TAC §228.35(e)(2)(A)(i) **Skills Implementation: Clinical Teaching Duration** (I) Clinical teaching must meet one of the following requirements: (-a-) a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day; or (-b-) a minimum of 28 weeks (no fewer than 140 half days), with a half day being 50% of the school day. With 19 TAC §228.35(k)(1)(A) Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirements through their instructional duties… … the clinical teaching assignment must be for a minimum of 490 hours (14-week equivalent). . Effective 12/20/2018	**Teacher**	Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and Clinical teaching log including dates, start and end times each day; verified by cooperating teacher. If up to 5 days of clinical teaching are missed: • Request letter from candidate; and • Approval by appropriate program staff; and • Identified start date and end date of clinical teaching; and • Make-up plan if more than five days; and • Documentation of make-up time.			

19 TAC §228.35(e)(2)(A) Skills Implementation: Clinical Teaching-Additional Assignment Areas (A) Clinical Teaching. A candidate must have a clinical teaching assignment for each subject area in which the candidate is seeking initial certification. (ii) … Additional clinical teaching assignments in other subject areas may be less than an average of four hours each day during the 14 weeks of clinical teaching if: (I) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought; (II) the EPP is approved to offer preparation in the certification category required for the additional assignment; (III) the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section; (IV) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and (V) the campus administrator agrees to assign a qualified cooperating teacher appropriate to each assignment. Effective 10/20/2019	**Teacher** **(as applicable)**	Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and Clinical teaching log including dates, start and end times each day; verified by cooperating teacher.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(A)(iii) **Skills Implementation: Clinical Teaching is Successful-Proficiency** Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment … Effective 12/20/2018	**Teacher**	Field supervisor observation instruments			
19 TAC §228.35(e)(2)(A)(iii) **Skills Implementation: Clinical Teaching is Successful-Recommendation** Clinical teaching is successful when… the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend … the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher. Effective 12/20/2018	**Teacher**	Written documentation from field supervisor; and Written documentation from cooperating teacher. Evidence for 'do not recommend' (if applicable): Written documentation provided to candidate; and Written documentation provided to field supervisor; or Written documentation provided to cooperating teacher.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B) Skills Implementation: Internship-Duration (B) Internship. An internship must be for a minimum of one full school year ... (ii) The beginning date for an internship for the purpose of field supervision is the first day of instruction with students in the school or district in which the internship takes place. 19 TAC §228.35(e)(2)(B)(i): An EPP may permit an internship of up to 30 school days fewer than the minimum if due to maternity leave, military leave, illness, bereavement, or if the late hire date is after the first day of the school year.	**Teacher**	Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned. If up to 30 days of internship are missed: • Request letter from candidate; and • Approval by appropriate program staff; and • Identified start date and end date of internship; and • Make-up plan if more than thirty days; and • Documentation of make-up time.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B) **Skills Implementation: Internship-Placement** (B) Internship. An internship must be … for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.	**Teacher**	Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(iii) **Skills Implementation: Internship-Subject Area** An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods. Effective 12/27/2016	**Teacher**	Record of coursework completed; and Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Intern or probationary certificates; and Field supervisor observation logs; and Letter from school district.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(iii) **Skills Implementation: Internship-Additional Subject Area** An EPP may permit an additional internship assignment of less than an average of four hours each day if: (I) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought; (II) the EPP is approved to offer preparation in the certification category required for the additional assignment; (III) the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section; (IV) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and (V) the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours will be required. Effective 12/27/2016	**Teacher** **(as applicable)**	Record of coursework completed; and Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Intern or probationary certificates; and Field supervisor observation logs; and Letter from school district.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(iv) **Skills Implementation: Internship Certification** A candidate must hold an intern or probationary certificate while participating in an internship…	**Teacher**	Intern or probationary certificate.			
19 TAC §228.35(e)(2)(B)(v) **Skills Implementation: Additional Internship** An EPP may recommend an additional internship if: (I) the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional internship; or (II) the EPP certifies that the first internship was successful, and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional internship. Effective 12/27/2016	**Teacher** **(as applicable)**	Record of successful or unsuccessful internship; and Deficiency plan; and Benchmarks.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(x) **Skills Implementation: Internship Placement-T&I Workforce** An internship for a Trade and Industrial Workforce Training certificate may be at an accredited institution of higher education if the candidate teaches not less than an average of four hours each day, including intermissions and recesses, in a dual credit career and technical instructional setting… Effective 12/20/2018	**Teacher (T&I Workforce)**	Record of coursework completed; and Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Intern or probationary certificates; and Field supervisor observation logs.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(ix) **Skills Implementation: Successful Internship-Candidate Proficiency** An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment… Effective 12/20/2018	**Teacher**	Field supervisor observation instruments			
19 TAC §228.35(e)(2)(B)(ix) **Skills Implementation: Successful Internship-Recommendation** An internship is successful when… the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend … the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor. Effective 12/20/2018	**Teacher**	Written documentation from field supervisor; and Written documentation from cooperating teacher. Evidence for 'do not recommend' (if applicable): Written documentation provided to candidate; and Written documentation provided to field supervisor; or Written documentation provided to cooperating teacher.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(vi) **Skills Implementation: Notification of Certificate Deactivation** (II) …the candidate resigns, is non-renewed, or is terminated by the school or district… (III) …the candidate is discharged or is released from the EPP… (IV) …the candidate withdraws from the EPP... (V) …the internship assignment does not meet the requirements…	**All** **(as applicable)**	Written notice from candidate; and Written notice to candidate; and Written notice to Campus or district; and Written notice to TEA.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(vii) & (viii) Skills Implementation: Notification of Certificate Deactivation If the candidate leaves the internship assignment for any of the reasons identified in clause (vi)(II)-(V) of this subparagraph: (I) the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment; and (II) TEA must receive the certificate deactivation request with all related documentation from the EPP within two calendar weeks of the candidate's last day of the assignment in a format determined by TEA. (viii) The EPP must communicate the requirements in clause (vii) of this subparagraph to candidates and campus or district personnel prior to the assignment start date. Effective 10/15/2020	**All** **(as applicable)**	Written notice from candidate; and Written notice to candidate; and Written notice to Campus or district; and Written notice to TEA.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(2)(B)(vi) **Skills Implementation: Ongoing Support** An EPP must provide ongoing support to a candidate as described in 19 TAC §228.35(g) for the full term of the initial and any additional internship, unless, prior to the expiration of that term: (I) a standard certificate is issued to the candidate during any additional internship under a probationary certificate; (II) the candidate resigns, is non-renewed, or is terminated by the school or district. (III) the candidate is discharged or is released from the EPP. (IV) the candidate withdraws from the EPP. (V) the internship assignment does not meet the requirements described in this subparagraph. Effective 12/27/2016	**All**	Field supervisor observations; and Record of ongoing support by field supervisor, such as emails, logs, etc. Or Certificate deactivation notifications (if applicable): Standard certificate or written notice from candidate; and Written notice to candidate; and; Written notice to Campus or district; and Written notice to TEA.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(4) **Skills Implementation: First of Year Experiences** Candidates participating in an internship or a clinical teaching assignment need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching or an internship, they must be provided through field-based experiences. Effective 12/27/2016	**Teacher**	Documentation of field-based experiences and/or clinical teaching experiences.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(5) **Skills Implementation: Head Start Placement** An internship or clinical teaching experience for certificates that include early childhood may be completed at a Head Start Program with the following stipulations: (A) a certified teacher is available as a trained mentor; (B) the Head Start program is affiliated with the federal Head Start program and approved by the TEA; (C) the Head Start program teaches three- and four-year-old students; and (D) the state's prekindergarten curriculum guidelines are being implemented.	**All** **(as applicable)**	Teacher certification and mentor training records; and Federal and TEA approval records; and Records documenting Head Start student population; and Head Start curriculum.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(6) **Skills Implementation: Clinical Teaching or Internship Placement-Actual School Setting** An internship or clinical teaching experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.	**Teacher**	Internship or clinical teaching placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Statement of eligibility (only required for internship).			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(7) **Skills Implementation: Clinical Teaching or Internship Setting** An internship or clinical teaching experience shall not take place in a setting where the candidate: (A) has an administrative role over the mentor or cooperating teacher; or (B) is related to the field supervisor, mentor, or cooperating teacher…	**Teacher**	Internship or clinical teaching placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Statement of eligibility (only required for internship).			
19 TAC §228.35(e)(3)(B) **Skills Implementation: Clinical Teaching Exception** An EPP may request an exception to the clinical teaching option described in this subsection. Note: EPP must implement exception as approved.	**Teacher** **(as applicable)**	Record of approval from SBEC; and Curriculum documents; or Field supervision logs, observation documents; and Other documents specific to the program, as approved.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(8) **Skills Implementation: Non-Teacher Practicum** For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours...	**Non-teacher**	Field supervisor observation logs reflecting educator standards-based activities; and Practicum information with start and end dates, district, campus, site, and field supervisor assigned.			
19 TAC §228.35(j)(2) **Skills Implementation: TVI Clinical Experience** An EPP shall provide a clinical experience of at least 350 clock-hours in a supervised educator assignment in a public school accredited by the TEA or other school approved by the TEA for this purpose.	**Teacher** **(TVI Supplemental)**	Field supervisor observation logs reflecting educator standards-based activities; and Practicum information with start and end dates, district, campus, site, and field supervisor assigned.			
19 TAC §228.35(e)(8) & (j)(2) **Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience** … a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.	**Non-teacher** **Teacher (TVI Supplemental)**	Field supervisor observation instruments.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(8)(A) **Skills Implementation: Practicum Placement-Actual School Setting** A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.	**Non-teacher**	Practicum information with start and end dates, district, campus, site, and field supervisor assigned.			
19 TAC §228.35(e)(8)(B) **Skills Implementation: Practicum Setting** A practicum may not take place exclusively during a summer recess.	**Non-teacher**	Practicum information with start and end dates, district, campus, site, and field supervisor assigned.			
19 TAC §228.35(e)(8)(C) **Skills Implementation: Practicum Setting** A practicum shall not take place in a setting where the candidate: (i) has an administrative role over the site supervisor; or (ii) is related to the field supervisor or site supervisor…	**Non-teacher**	Practicum placement lists with placement information with start and end dates, district, campus, site and field supervisor assigned. and Statement of eligibility (only required for internship).			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(8)(D)(i) **Skills Implementation: Non-teacher Internship** An intern or probationary certificate may be issued to a candidate for a certification class other than classroom teacher... (i) A candidate …must meet all <u>requirements established by the recommending EPP</u>, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of a probationary certificate in that class.	**Non-teacher** **(as applicable)**	Statement of Eligibility and Program Requirements; and Testing history; and Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Benchmarks			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(8)(D)(ii) **Skills Implementation: Additional Practicum** An EPP may recommend an additional practicum under a probationary certificate if: (I) the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum; or (II) the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum.	**Non-teacher** **(as applicable)**	Record of successful or unsuccessful practicum; and Deficiency plan; and Benchmarks.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(8)(E) & (j)(2) **Skills Implementation: Successful Practicum/Clinical Experience** (e)(8)(E) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend …the person who does not recommend the candidate must provide documentation supporting the lack of recommendation… (j)(2) A clinical experience is successful when the field supervisor recommends to the EPP that the TVI certification candidate should be recommended for a TVI supplemental certification. Effective 12/27/2016	**Non-teacher** **Teacher (TVI Supplemental)**	Written documentation from field supervisor; and Written documentation from site supervisor. For 'do not recommend' (if applicable): Written documentation provided to candidate; and Written documentation provided to field supervisor; or Written documentation provided to campus site supervisor.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(e)(9) **Skills Implementation: Site Approval** …TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, clinical teaching, and/or practicum. (A) <u>All DoDEA and TEPSAC accredited schools…are approved;</u> (B) An EPP may file an application with the TEA for approval, … of a public school, a private school, or a school system located <u>within any state or territory</u> of the United States, as a <u>site for field-based experience</u>. (C) An EPP may file an application with the TEA for approval… of a public or private school located <u>within any state or territory</u> of the United States, as a site for an <u>internship, clinical teaching, and/or practicum</u>… (D) An EPP may file an application with the TEA for approval… of a public or private school located <u>outside the United States</u>, as a site for <u>clinical teaching, internship, or practicum</u>...	**All** **(as applicable)**	Record of approval from TEA.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(f) **Campus Supervision: Mentor, Cooperating Teacher, or Site Supervisors Assigned** … an EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum…	**All**	Candidate placement information showing date of placement, name of candidate, name of cooperating teacher/mentor/site supervisor, subject area, grade level, supervising administrator name, campus name, and district name.			
19 TAC §228.35(j)(2) **Campus Supervision: Mentor/Cooperating Teacher Assigned-TVI** (A) An EPP will provide guidance, assistance, and support for the TVI certification candidate by assigning a cooperating teacher and/or providing individual or group consultation. (B) An EPP will collaborate with the program coordinator for the Texas School for the Blind and Visually Impaired Statewide Mentor Program to assign a TVI mentor for the TVI certification candidate.	**Teacher (TVI Supplemental)**	Candidate placement information showing date of placement, name of candidate, name of cooperating teacher/mentor/site supervisor, subject area, grade level, supervising administrator name, campus name, and district name.			

19 TAC §228.2(14), §228.2 (26), and §228.2(33) **Campus Supervision: Qualifications of Cooperating Teachers, Mentors, Site Supervisors** (14) Cooperating teacher--For a clinical teacher candidate, an educator who… has at least three years of teaching experience; who is an accomplished educator as shown by student learning; …who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification;… (26) Mentor--For an internship candidate, an educator who… has at least three years of teaching experience; who is an accomplished educator as shown by student learning; …who is currently certified in the certification category in which the internship candidate is seeking certification;… (33) Site supervisor--For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; …who is currently certified in the certification class in which the practicum candidate is seeking certification; … who is an	**All**	Service record and teaching certificate; and Evidence of accomplishment as an educator: • Evaluations that include evidence of student learning; or • Campus or district reports that include evidence of student learning; or • Letters of recommendation that include evidence of student learning. Or A form, signed by the campus or district administrator, attesting that the cooperating teachers, mentors, and site supervisors meet requirements for certification, experience, and accomplishment as an educator.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
accomplished educator as shown by student learning;… Effective 12/27/2016					
19 TAC §228.35(f) **Campus Supervision: Qualified Mentors, Cooperating Teachers, or Site Supervisors** …If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, or site supervisor is not available, the EPP and campus or district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria…	**All**	Candidate placement information showing date of placement, name of candidate, name of cooperating teacher/mentor/site supervisor, subject area, grade level, supervising administrator name, campus name, and district name; and Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(f) **Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors** …The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. With §228.2(14) cooperating teacher …who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP… §228.2(26) mentor …who has completed mentor training, including training in how to coach and mentor teacher candidates, by an EPP… §228.2(33) site supervisor …who has completed training by the EPP, including training in how to coach and mentor candidates…	**All**	Training materials and dated attendance records with signatures; or School district/ESC certificate of completion; or Cooperating teacher/mentor/site supervisor handbook acknowledgement; or Training materials and dated attendance information for online training.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.2(14), §228.2(26), §228.2(33) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors (14) cooperating teacher …who has completed cooperating teacher training, … by the EPP within three weeks of being assigned to a clinical teacher… (26) mentor …who has completed mentor training, … by an EPP within three weeks of being assigned to the intern…; and (33) site supervisor …who has completed training by the EPP, …within three weeks of being assigned to a practicum candidate…	**All**	Training materials and dated attendance records with signatures; or School district/ESC certificate of completion; or Cooperating teacher/mentor/site supervisor handbook acknowledgement; or Training materials and dated attendance information for online training; and Candidate placement information.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(j)(2) **Campus Supervision: Cooperating Teacher/Mentor Training-TVI** (A) The EPP is responsible for providing training to cooperating teachers and/or consultation providers. (B) The Texas School for the Blind and Visually Impaired Statewide Mentor Program is responsible for providing training for all TVI mentors.	**Teacher (TVI Supplemental)**	Training materials and dated attendance records with signatures; or School district/ESC certificate of completion; or Cooperating teacher/mentor/site supervisor handbook acknowledgement; or Training materials and dated attendance information for online training; and Candidate placement information.			
19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) **Field Supervision: Candidates Assigned a Field Supervisor** …Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor.	**All**	Candidate placement information showing date of placement and field supervisor assigned; or Field supervisor logs.			

19 TAC §228.2(18) **Field Supervision: Field Supervisor Qualifications** Field supervisors held the required credentials appropriate for the candidate(s) supervised. (18) Field supervisor--A currently certified educator, …who preferably has advanced credentials, …shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in 19 TAC §232.11, §232.13, and §232.15. Effective 12/27/2016	**All**	Candidate placement information showing date of placement and field supervisor assigned; or Field supervisor logs; and Records of field supervisor certification, degree, experience, and/or continuing professional education: • Resume; or • Service records; or • Letters of recommendation Evidence of accomplishment as an educator: • Evaluations that include evidence of student learning; or • Campus or district reports that include evidence of student learning; or • Letters of recommendation that include evidence of student learning.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.2(18) **Field Supervision: Limits on Field Supervisor Assignments** …A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by 19 TAC §228.35(f) may not also serve as a candidate's field supervisor.	**All**	Candidate placement information showing date of placement and field supervisor assigned; or Field supervisor logs; and Records of field supervisor certification, degree, experience, and/or continuing professional education.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g), §228.35(h), & (j)(2)(C) Field Supervision: Field Supervisor Training …who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.	**All**	Training material and dated attendance records with signature of field supervisor; or Handbook acknowledged with field supervisor signature; or Training materials and dated attendance information for online training. After 9/1/2017, certificate of completion of TEA-approved observation training.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g), §228.35(h), §228.35(j) Field Supervision: Field Supervisor Initial Contact (g) …initial certification of teachers… The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. (h) …for certification in a certification class other than classroom teacher… The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. (j)(2)(C) TVI Supplemental…The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment.	**All**	Field supervisor log; or Emails; or Phone records; or Other electronic communication; or Course syllabi with first contact class noted with attendance records.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) **Field Supervision: Pre- and Post-Conferences** …For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; …provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; …Neither the pre-observation conference nor the post-observation conference need to be onsite.	**All**	Documentation verifying pre-conference and individualized post-conference; and Observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed and feedback.			
19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) **Field Supervision: Educational Practices Observed** …For each formal observation, the field supervisor shall …document educational practices observed; ...	**All**	Observation instruments completed by field supervisors			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g) & §228.35(h) **Field Supervision: Observation-Written Feedback** (g) …for initial certification of teachers. …For each formal observation, the field supervisor shall …provide a copy of the written feedback to the candidate's cooperating teacher or mentor. (h) …for certification in a certification class other than classroom teacher. …For each formal observation, the field supervisor shall …provide a copy of the written feedback to the candidate's site supervisor.	**All**	Observation instrument with cooperating teacher, mentor, and/or campus supervisor signature; or Email with delivery/read receipt; or Dated copy of letter on program letterhead sent with observation results.			
19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) **Field Supervision: Informal Observations & Ongoing Coaching** …Informal observations and coaching shall be provided by the field supervisor as appropriate…	**All**	Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Observation forms; or Other electronic records of observation and coaching.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g) & §228.35(h) **Field Supervision: Field Supervisor Collaboration** (g) …In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship. (h) …The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.	**All**	Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Signed observation forms.			
19 TAC §228.35(g)(1) **Field Supervision: Formal Observations-Duration & Format** (1) Each formal in-person observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting.	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g)(2) **Field Supervision: Formal Observations-Duration & Format** (2) Each formal virtual observation must be: (A) at least 45 minutes in length; (B) conducted by the field supervisor; (C) followed by a post-observation conference within 72 hours of the educational activity; and (D) conducted through use of an unedited electronic transmission, video, or technology-based method. Effective 9/1/2022	**Teacher** **(as applicable)**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			
19 TAC §228.35(g)(3) **Field Supervision: Formal Observations-Frequency** (3) An EPP must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments.	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g)(4) **Field Supervision: Internship-Number of Observations (Intern Certificate-One Assignment)** (4) For an internship under an intern certificate or an additional internship described in subsection (e)(2)(B)(v)(I) of this section: (A) an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship; and (B) at least three of the minimum formal observations must be in-person. Effective 9/1/2022	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

19 TAC §228.35(g)(6) **Field Supervision: Internship-Number of Observations (Intern Certificate-More than One Assignment)** (6) If an internship under an intern certificate or an additional internship described in subsection (e)(2)(B)(v)(I) of this section involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day: (A) an EPP must provide a minimum of three observations in each assignment; (B) for each assignment, the EPP must provide at least two formal observations during the first half of the internship and one formal observation during the second half of the internship; (C) at least two of the minimum formal observations must be in-person for each assignment; and (D) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
Effective 9/1/2022					

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(g)(5) **Field Supervision: Internship-Number of Observations (Probationary Certificate-One Assignment)** (5) For a first-year internship under a probationary certificate or an additional internship described in subsection (e)(2)(B)(v)(II) of this section: (A) an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment; (B) at least two of the minimum formal observations must be in-person; and (C) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations. Effective 9/1/2022	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

19 TAC §228.35(g)(7) **Field Supervision: Internship-Number of Observations (Probationary Certificate-More than One Assignment)** (7) For a first-year internship under a probationary certificate or an additional internship described in subsection (e)(2)(B)(v)(II) of this section that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day: (A) an EPP must provide a minimum of one formal observation in each of the assignments during the first half of the assignment and a minimum of one formal observation in each assignment during the second half of the assignment; (B) at least two of the minimum formal observations must be in-person for each assignment; and (C) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment. Effective 9/1/2022	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

19 TAC §228.35(g)(8) & (9) **Field Supervision: Clinical Teaching-Number of Observations** (8) For a 14-week, full-day clinical teaching assignment, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment. For an all-level clinical teaching assignment in more than one location or in an assignment that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, a minimum of two formal observations must be provided during the first half of the assignment and a minimum of one formal observation must be provided during the second half of the assignment. For either of these assignments: (A) at least two of the minimum formal observations must be in-person for each assignment; and (B) if an EPP chooses to provide formal virtual observations, it must provide at least two	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
formal virtual observations in addition to the two minimum formal in-person observations for each assignment. (9) For a 28-week, half-day clinical teaching assignment or a full-day clinical teaching assignment that exceeds 14 weeks and extends beyond one semester: (A) an EPP must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the last half of the assignment; and (B) at least two of the minimum formal observations must be in-person for each assignment. Effective 9/1/2022					

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(h) & §228.35(j)(2)(C) Field Supervision: Practicum-Formal Observation Duration (1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor. (i) (TVI) Formal observations must be at least 135 minutes in duration in total throughout the clinical experience and must be conducted by the field supervisor.	**Non-teacher** **Teacher (TVI Supplemental)**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			
19 TAC §228.35(h)(2) & §228.35(j)(2)(C)(ii) Field Supervision: Practicum-Observation Format If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.	**Non-teacher** **Teacher (TVI Supplemental**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii) Field Supervision: Practicum-Observation Number & Frequency (3) Regardless of the type of certificate held by a candidate during a practicum, an EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum. (iii) (TVI) An EPP must provide a minimum of one formal observation within the first third of the clinical experience, one formal observation within the second third of the clinical experience, and one formal observation within the final third of the clinical experience.	**Non-teacher** **Teacher (TVI Supplemental**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(l)(1) & (2) **Exemptions: from Clinical Teaching or Internship** (1) Under the TEC, §21.050(c), a candidate who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience, internship, or clinical teaching. (2) Under the TEC, §21.0487(c)(2)(B), a candidate's employment by a school or district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is exempt from any clinical teaching, internship, or field-based experience program requirement. Link to Clinical Teaching/Internship Requirement	**Teacher** **(as applicable)**	Record from the THECB documenting exemption eligibility. Service record; or Record of current employment.			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.35(i) **EC-3 Certification Requirements for Certified Teachers: Teachers Certified in Early Childhood Areas** (2) An EPP shall provide each candidate who holds a valid standard, provisional, or one-year classroom teacher certificate specified in 19 TAC §230.31 in a certificate category that allows the applicant to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3 with a minimum of 150 clock-hours of coursework and/or training that is directly aligned to the educator standards as specified in 19 TAC Chapter 235, Subchapter B, Division 1, and that is based on the concepts and themes specified in 19 TAC §228.35(i)(1). A clinical teaching, internship, or practicum assignment is not required for completion of program requirements.	**Teacher** **(as applicable)**	Document tracking hours for courses; or Degree plans; or Coursework transcripts; or Program Course/Module Schedule; or Syllabi; or Benchmark documents; and Assessments			

19 TAC §228.35(i) **EC-3 Certification Requirements for Certified Teachers: Teachers Certified in Areas Not Including Early Childhood** (3) An EPP shall provide each candidate who holds a valid standard, provisional, or one year classroom teacher certificate specified in 19 TAC §230.31 in a certificate category that does not allow the candidate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3: coursework and/or training as specified in subsections (a) and (b) of this section that is directly aligned to the educator standards as specified in Chapter 235, Subchapter B, Division 1, of this title (relating to Early Childhood: Prekindergarten-Grade 3) and that is based on the concepts and themes specified in 19 TAC §228.35(i)(1); and a clinical experience as specified in 19 TAC §228.35(e)(2); and a mentor or cooperating teacher as specified in 19 TAC §228.35(f); and ongoing support as specified in 19 TAC §228.35(g).	**Teacher** **(as applicable)**	Document tracking hours for courses; or Degree plans; or Coursework transcripts; or Program Course/Module Schedule; or Syllabi; or Benchmark documents; and Assessments and Observation documents			

Component IV: Coursework & Training	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
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Component V: Assessment and Evaluation of Candidates and Program	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.40(a) **Benchmarks** To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish benchmarks…	**All**	Benchmark documents			
19 TAC §228.40(a) **Candidate Assessment** To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish …structured assessments of the candidate's progress throughout the EPP.	**All**	Assessments; and Rubrics.			

Component V: Assessment and Evaluation of Candidates and Program	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.40(b) & §228.40(d) **Test Preparation** (b) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification, unless that content pedagogy test is used for admission purposes. (d) An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct.	**All**	Candidate document(s) reflecting meeting criteria for testing with date; and Syllabi/course outlines; or Benchmarks.			
19 TAC §228.40(d) **Test Approval** …An EPP shall not grant test approval for a certification examination until a candidate has met all of the requirements for admission to the EPP and has been contingently or formally admitted into the EPP.	**All**	Criteria for testing published; and Dated record verifying criteria met.			

Component V: Assessment and Evaluation of Candidates and Program	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.40(c) **Change Certificate Category** Upon the written request of the candidate, an EPP may prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted to the EPP.	**Teacher** **(as applicable)**	Written request of candidate.			
19 TAC §228.40(e) **Program Evaluation** For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments.	**All**	Evaluation plan detailing the activity, timeline, person responsible; and Data results from internal and external sources; and Dated evaluation reports; and Advisory committee minutes.			

Component V: Assessment and Evaluation of Candidates and Program	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.40(f) **Records Retention** An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program.	**All**	Candidate records including: Admission documents; and Observation & other field supervision documents; and Benchmark documents.			
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Component VI: Professional Conduct	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.50 **Ethical Staff** During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates …understand and adhere to 19 TAC Chapter 247.	**All**	Signed statement by staff of reading, understanding and abiding.			
19 TAC §228.50 **Ethical Candidates** During the period of preparation, the educator preparation program shall ensure that …the candidates themselves understand and adhere to 19 TAC Chapter 247.	**All**	Signed statement by candidates of reading, understanding and abiding.			
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Component VII: Complaints Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.70(b)(1) **Complaints Process** The EPP shall adopt …a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff.	**All**	Complaint process			
19 TAC §228.70(b)(1) **Complaints Process: On File at TEA** The EPP shall …send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff. Reviewer Note: Check EPP files at TEA	**All**	Complaint process on file with TEA.			

Component VII: Complaints Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.70(b)(2-4) **Complaints Process: Posted** (2) The EPP shall post on its website a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy; and (3) The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with 19 TAC §228.70(c)(1); and (4) Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with 19 TAC §228.70(c)(1).	**All**	Web posting; and Posting at physical site; and Written information for candidate available.			

Component VII: Complaints Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.70(c)(4)(D)(iii) **Complaint Resolution** If the EPP complies with the agreed or proposed resolution, the investigation is closed and results recorded in accordance with subparagraph (E) of this paragraph.	**All**	Website posting; logs, sign in sheets, published handbooks or syllabi that reflect corrective action has been implemented.			
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Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §230.13(a)(1) and (b)(1) **Teacher Certification: Degree** a) Initial standard classroom teacher certificates …shall require: (1) a bachelor's degree from an accredited institution of higher education; b) Standard career and technical education certificates based on experience and preparation in a skill area shall require: (1) a bachelor's degree from an accredited institution of higher education. In the case of the trade and industrial education certificates, experience may be substituted for a bachelor's degree;	**Teacher**	Official transcripts			
19 TAC §230.13(b)(2) **Teacher Certification: CTE** (b) Standard career and technical education certificates based on experience and preparation in a skill area shall require: (2) preparation, experience, and/or licensure, certification, or registration in a skill area as described in 19 TAC §233.14;	**Teacher**	Documentation of preparation, experience, and/or licensure certification, or registration requirements.			

Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §230.13(a)(2) & §230.13(b)(3) **Teacher Certification: Completion of EPP** (a) Initial standard classroom teacher certificates that are not based on experience and preparation in a skill area shall require: (2) completion of …an approved educator preparation program (EPP)… (b) Standard career and technical education certificates based on experience and preparation in a skill area shall require: (3) completion of …an approved EPP…	**Teacher**	Record of EPP completion.			

Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §230.13(a)(2) & §230.13(b)(3) Teacher Certification: EPP Recommendation (a) Initial standard classroom teacher certificates that are not based on experience and preparation in a skill area shall require: (2) …recommendation by an approved educator preparation program (EPP) by the application and issuance deadlines for the certificate; (b) Standard career and technical education certificates based on experience and preparation in a skill area shall require: (3) …recommendation by an approved EPP by the application and issuance deadlines for the certificate;	**Teacher**	Record of EPP completion; and Recommendation date in ECOS.			

Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §241.60(2), §241.20(2), §242.20(3), §239.60(3), §239.84(3), & §239.93(3) **Non-Teacher Certification: Degree** To be eligible to receive the standard …Certificate, a candidate must: (2) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;	**Principal** **Superintendent** **School Librarian** **Educational Diagnostician** **Reading Specialist**	Official transcripts.			
19 TAC §239.20(3) **Non-Teacher Certification: Degree** To be eligible to receive the standard **School Counselor Certificate**, a candidate must: (3) hold, at a minimum, a 48-hour master's degree in counseling from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; **Effective for admits starting 9/1/2019**	**School Counselor**	Official transcripts.			

Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §241.20(3), §241.60(3) & §239.84(4) Non-Teacher Certification: Valid Teaching Certificate To be eligible to receive the standard …Certificate, a candidate must: hold a valid classroom teaching certificate;	**Principal** **Educational Diagnostician**	Valid classroom teaching certificate.			

19 TAC §242.20 **Non-Teacher Certification: Superintendent Experience** To be eligible to receive the standard Superintendent Certificate, a candidate must: (4) hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country; or (5) have at least three creditable years of managerial experience in a public school district. (A) The managerial experience must include responsibility for: (i) supervising or appraising faculty or staff; (ii) conducting district-level planning and coordination of programs, activities, or initiatives; and (iii) creating or maintaining a budget. (B) The candidate must submit an application to Texas Education Agency (TEA) staff for the substitution of managerial experience as defined in this paragraph. The TEA staff will review the application and will notify the applicant, in writing, of approval or denial within 60 calendar days from date of receipt.	**Superintendent**	Principal certificate or equivalent; or Written approval of managerial experience from TEA.			
19 TAC §241.20(4), §241.60(4), §239.20(4), §239.60(4), & §239.93(4)	**Principal**	Service records.			

Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
Non-Teacher Certification: Creditable Teaching Experience To be eligible to receive the standard …Certificate, a candidate must: …have two creditable years of teaching experience as a classroom teacher, as defined in 19 TAC Chapter 153, Subchapter CC, (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2)…	**School Counselor** **School Librarian** **Reading Specialist**				

Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 §239.84(5) **Non-Teacher Certification: Educational Diagnostician Creditable Teaching Experience** To be eligible to receive the standard **Educational Diagnostician Certificate**, a candidate must: …have three creditable years of teaching experience as a classroom teacher, as defined in 19 TAC Chapter 153, Subchapter CC, (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).	**Educational Diagnostician**	Service records.			

19 TAC §241.20(5), §241.60(5), §242.20(2), §239.20(1), §239.60(1), §239.84(1), & §239.93(1) **Non-Teacher Certification: Complete an Approved Program** PIL: (5) successfully complete a principal preparation program that meets the requirements of 19 TAC §241.10, §241.15, Chapter 227, and Chapter 228. PRN: (5) successfully complete a principal preparation program that meets the requirements of 19 TAC §241.50, §241.55, Chapter 227, and Chapter 228. SPN: (2) successfully complete a State Board for Educator Certification-approved superintendent preparation program… COU: (1) successfully complete a school counselor preparation program that meets the requirements of 19 TAC §239.10 and §239.15 LIB: (1) successfully complete a school librarian preparation program that meets the requirements of 19 TAC §239.50 and §239.55 DIA: (1) successfully complete an educational diagnostician preparation program that	**Non-teacher**	Record of EPP completion such as benchmark documents or official transcripts.			

Component VIII: Certification Procedures	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
meets the requirements of 19 TAC §239.82 and §239.83 RSP: (1) successfully complete a reading specialist preparation program that meets the requirements of 19 TAC §239.92					
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Component IX: Integrity of Data Submission	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §229.3(e) **Data Reported: Timely** All required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year.	**All**	Met timeline for reporting; and			
19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) **Data Reported: Accurately** (a) Educator preparation programs (EPPs) …field supervisors, administrators, mentors, site supervisors, and cooperating teachers shall provide to the TEA staff all data and information required by 19 TAC Chapter 229, as set forth in 19 TAC §229.3(e) and §229.3(f) of this section. (f)(1) EPPs shall provide data for all candidates as specified in the figure: Figure: 19 TAC §229.3(f)(1)	**All**	Accuracy of ASEP reports (ECOS/ASEP records with candidate records including admission records and field supervision documents.)			
Compliance Issues Related to Integrity of Data Submission					

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Component X: Candidate Training & Support on Inclusive Practices for Students with Disabilities	Certificate Class	Evidence	C/N or NA	Reviewer Notes	Reviewer Initials
19 TAC §228.10(a)(1)(J) …as required under Texas Education Code (TEC), §21.0443(b)(1) and (2), proactive instructional planning techniques throughout the coursework for candidates and across content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates. TEC §21.0443(b)(1) To be eligible for approval or renewal of approval, an educator preparation program must: (1) incorporate proactive instructional planning techniques throughout coursework and across content areas using a framework that: (A) provides flexibility in the ways: (i) information is presented; (ii) students respond or demonstrate knowledge and skills; and (iii) students are engaged;	**All**	Charts identifying alignment of educator standards in curriculum; and Application of educator standards identified in syllabi/course outlines; or Application of educator standards identified in course/training lesson plans.			

(B) reduces barriers in instruction; (C) provides appropriate accommodations, supports, and challenges; and (D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; Effective 9/1/2022					
19 TAC §228.10(a)(1)(J) …as required under Texas Education Code (TEC), §21.0443(b)(1) and (2), proactive instructional planning techniques throughout the coursework for candidates and across content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates. TEC §21.0443(b)(2) To be eligible for approval or renewal of approval, an educator preparation program must: (2) integrate inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout	**All**	Charts identifying alignment of educator standards in curriculum; and Application of educator standards identified in syllabi/course outlines; or Application of educator standards identified in course/training lesson plans.			

coursework, clinical experience, and student teaching; … Effective 9/1/2022					
19 TAC §228.30(c) **Students with Disabilities** The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class: (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1). Effective 9/1/2022	**All**	Charts identifying alignment of educator standards in curriculum; and Application of educator standards identified in syllabi/course outlines; or Application of educator standards identified in course/training lesson plans.			
19 TAC §228.35(e)(2)(A)(iii) **Skills Implementation: Clinical Teaching is Successful-Proficiency** Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment … Effective 9/1/2022	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level, with record of educational practices observed.			

19 TAC §228.35(e)(2)(B)(ix) **Skills Implementation: Successful Internship-Candidate Proficiency** An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment… Effective 9/1/2022	**Teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level, with record of educational practices observed.			
19 TAC §228.35(e)(8) **Skills Implementation: Successful Practicum/Clinical Experience** … a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought. Effective 9/1/2022	**Non-teacher**	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level, with record of educational practices observed.			
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