Item 21:

Approval of Agreed Order for University of St. Thomas Educator Preparation Program

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve an agreed order for University of St. Thomas (UST) educator preparation program (EPP) to continue to operate with conditions.

STATUTORY AUTHORITY: The continuing approval of EPPs is authorized by the Texas Education Code (TEC), §§21.0443, 21.041, 21.0452, and 21.061, closure of EPPs is authorized by TEC §21.0451, and the informal disposition of contested cases is authorized by the Texas Government Code (TGC) §2001.056.

EFFECTIVE DATE: Upon Board approval.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC §21.0443 authorizes the SBEC to adopt rules providing for EPP approval and renewal of approval. TEC §21.061 states the SBEC is to carry out a process for reviewing and, as necessary, updating standards and requirements for EPPs. The TEC, §21.0451 and 19 Texas Administrative Code (TAC) §229.6(b) state in part that if the Texas Education Agency (TEA) staff finds that an EPP has failed to comply with SBEC rules and/or the TEC, Chapter 21, and the EPP does not obtain compliance within the timelines established by TEA staff, the TEA staff shall recommend that the SBEC sanction the EPP. The TEA staff may recommend that the SBEC action include public reprimand, revocation of program approval, or the imposition of conditions upon continuing program approval. TGC §2001.056 allows informal disposition of a contested case by stipulation, agreed settlement, consent order, or default.

TEA staff conducted the five-year review of UST on February 9-11, 2021. As a result of the review, UST was required to submit their Compliance Plan to TEA by June 25, 2021 to address the areas of noncompliance found in the five-year review. After review of the Compliance Plan documentation, TEA staff found that UST had not successfully addressed many of the deficiencies, including a lack of required curriculum documents to prove alignment of the coursework and training to the educator standards for each certificate offered by the program. A full summary of the deficiencies can be found in Exhibit A included in Attachment II.

On October 8, 2021, TEA gave UST formal written notice in accordance with 19 TAC §229.6(c) that its proposed recommendation to the SBEC was revocation of UST's approval to recommend candidates for educator certification.

On November 12, 2021, UST elected to enter into an agreed order imposing conditions on the continuing approval of UST in accordance with 19 TAC §229.6(b) in lieu of proceeding to a hearing before the State Office of Administrative Hearings and subject to approval by SBEC.

An agreed order was drafted that included the following conditions for continuing approval to operate:

- Beginning on the effective date of the order, December 10, 2021, UST will not admit any new candidates into the program until a curriculum matrix has been approved by TEA staff for the respective certification category, class, or route.
- On or before March 1, 2022, UST will submit curriculum matrices for each certificate category, class, and route to TEA staff as well as corrections for all other identified deficiencies in Exhibit A.
- TEA staff will review and approve all submitted curriculum matrices. Any certificate category, class, or route for which UST does not receive TEA approval will be revoked on August 31, 2022 without further review, hearing, or opportunity for appeal.
- If UST fails to correct all other deficiencies identified in Exhibit A by the deadline, UST's continuing approval to recommend candidates for educator certification will be revoked on August 31, 2022 without further review, hearing, or opportunity for appeal.
- Beginning on the effective date of the order, December 10, 2021, UST will post notice on the home page of the EPP's website stating it is unable to accept new candidates for any certification category, class, or route for which UST has not received approval of the curriculum matrix from TEA staff. The website post will include the title: "Not Accepting New Candidates." When TEA has completed its review of UST's curriculum matrices and all unapproved certification categories, classes, or routes have been revoked, TEA staff will inform UST that UST may remove the post "Not Accepting New Candidates" from its website.

As part of the agreement, if UST violates any provisions of this Order, TEA staff will immediately recommend revocation of the EPP's continuing approval to recommend candidates in accordance with 19 TAC §229.6(c) without any opportunity for an informal review or a contested case hearing. The SBEC will revoke UST's continuing approval and assign an accreditation status of Not Accredited—Revoked if the SBEC determines that UST has failed to comply with the terms of the agreement.

The agreed order, signed by UST's Legal Authority, is included in the item in Attachment II.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the agreed order will be to ensure qualified educator preparation programs and educators in Texas.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the agreed order for University of St. Thomas educator preparation program as presented.

Staff Members Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation Laura Moriaty, Director, SBEC Enforcement

Attachments:

- I. Statutory Citations
- II. Agreed Order UST EPP with Exhibit A

ATTACHMENT I

Statutory Citations Relating to an Agreed Order for University of St. Thomas Educator Preparation Program

Texas Education Code, §21.041, Rules: Fees

(d) The board may propose a rule adopting a fee for the approval or renewal of approval of renewal of an educator preparation program, or for the addition of a certificate or field of certificate to the scope of a program's approval. A fee imposed under this sub-section may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

Texas Education Code, §21.0443, Educator Preparation Program Approval and Renewal

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
 - (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

Texas Education Code, §21.0451, <u>Sanctions Under Accountability System for Educator</u> <u>Preparation Programs</u>:

- (a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:
 - (1) shall provide for the assignment of the following accreditation statuses:
 - (A) not rated;
 - (B) accredited;
 - (C) accredited—warned;
 - (D) accredited—probation; and
 - (E) not accredited—revoked;
 - (2) may provide for the agency to take any necessary action, including one or more of the following actions:
 - (A) requiring the program to obtain technical assistance approved by the agency or board;

- (B) requiring the program to obtain professional services under contract with another person;
- (C) appointing a monitor to participate in and report to the board on the activities of the program; and
- (D) if a program has been rated as accredited—probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided the opportunity for a contested case hearing;
- (3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited—probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency has provided the opportunity for a contested case hearing; and
- (4) shall provide the board procedure for changing the accreditation status of a program that:
 - (A) does not meet the accreditation standards established under Section 21.045(a); or
 - (B) violates a board or agency regulation.
- (b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.
- (c) A revocation must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.
- (d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the educator preparation program.

Texas Education Code, §21.0452, <u>Consumer Information Regarding Educator Preparation</u> <u>Programs (excerpt)</u>:

- (b) The board shall make available at least the following information regarding each educator preparation program:
 - (1) the information specified in Sections 21.045(a) and (b);
- (e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.

Texas Education Code, §21.061, Review and Updating of Educator Preparation Programs:

The board shall, after consulting with appropriate higher education faculty and publicschool teachers and administrators and soliciting advice from other interested persons with relevant knowledge and experience, develop and carry out a process for reviewing and, as necessary, updating standards and requirements for educator preparation programs.

Texas Government Code, §2001.056, Informal Disposition of Contested Case:

Unless precluded by law, an informal disposition may be made of a contested case by:

- (1) stipulation;
- (2) agreed settlement;
- (3) consent order; or
- (4) default.

ATTACHMENT II

IN THE MATTER	§ §	BEFORE THE STATE BOARD
OF	§ §	FOR
UNIVERSITY OF ST. THOMAS, EDUCATOR PREPARATION PROGRAM	\$ \$ \$	EDUCATOR CERTIFICATION

AGREED FINAL ORDER

On the 10th day of December 2021, the State Board for Educator Certification ("Board" or "SBEC") considered the matter of the accreditation of the University of St. Thomas Educator Preparation Program ("UST").

This Agreed Order is executed pursuant to the authority of the Administrative Procedure Act, Tex. Gov't. Code §2001.056, which authorizes the informal disposition of contested cases. In a desire to conclude this matter without further delay and expense, the Board and Respondent agree to resolve this matter by this Agreed Final Order.

The Board makes the following Findings of Fact and Conclusions of Law:

FINDINGS OF FACT

- 1. On February 9-11, 2021, the Texas Education Agency ("TEA") staff conducted a fiveyear continuing approval review of UST.
- 2. The review report listed numerous deficiencies that TEA staff had identified in the course of the continuing approval review and set out requirements for UST to meet in order to address those deficiencies on or before June 25, 2021. To date, UST has not successfully addressed many of the deficiencies that TEA staff identified, including a lack of required curriculum documents to prove alignment of the coursework and training to the educator standards for each certificate offered by the program. A summary of the deficiencies and the required evidence that UST must submit to prove that it has corrected the deficiencies are attached hereto as Exhibit A and incorporated by reference as if set out in full herein.
- 3. On October 8, 2021, TEA staff provided notice to UST that its proposed recommendation to the SBEC was revocation of approval to recommend candidates for educator certification.

- 4. On November 12, 2021, UST and TEA agreed to enter into an agreed order imposing conditions on the continuing approval of UST.
- 5. Upon the effective date of this Order, the Parties agree that UST will not admit a new candidate into the Educator Preparation Program ("EPP") until a curriculum matrix has been approved by TEA staff for each certification category, class, and route that UST is approved to offer. This includes the following certificate categories/classes/routes:

Art (EC 12) Post Desceloursets (DD)	Mathematics (7.12) (Tred)
Art (EC-12) Post-Baccalaureate (PB)	Mathematics (7-12) (Trad)
Art (EC-12) Traditional (Trad)	Mathematics/Science (4-8) (PB)
Bilingual Education Supplemental-Spanish Not	Mathematics/Science (1.8) (Trad)
Applicable (NA) (PB) Bilingual Education Supplemental-Spanish (NA)	Mathematics/Science (4-8) (Trad)
(Trad)	Music (EC-12) (PB)
Chemistry (7-12) (PB)	Music (EC-12) (TB) Music (EC-12) (Trad)
Chemistry (7-12) (Trad)	Physical Science (6-12) (PB)
Core Subjects with STR (EC-6) (PB)	Physical Science (6-12) (Trad)
Core Subjects with STR (EC-6) (Trad)	Principal as Instructional Leader (EC- 12) (PB)/TRAD)
	Reading Specialist (EC-12)
Core Subjects with STR (EC-6) (Trad)	(PB)/(TRAD)
	Reserve Officer Training Corps (ROTC)
Educational Diagnostician (EC-12) (PB)/(TRAD)	(6-12) (PB)
English as a Second Language Supplemental (NA)	Reserve Officer Training Corps (ROTC)
(PB)	(6-12) (Trad)
English as a Second Language Supplemental (NA)	School Counselor (EC-12)
(TRAD)	(PB)/(TRAD)
English Language Arts and Reading (7-12) (PB)	Science (4-8) (PB)
English Language Arts and Reading (7-12) (Trad)	Science (4-8) (Trad)
English Language Arts and Reading with STR (4-8)	
(PB)	Science (7-12) (PB)
English Language Arts and Reading with STR (4-8)	
(TRAD)	Science (7-12) (Trad)
History (7-12) (PB)	Social Studies (4-8) (PB)
History (7-12) (Trad)	Social Studies (4-8) (Trad)
Journalism (7-12) (PB)	Social Studies (7-12) (PB)
Journalism (7-12) (TRAD)	Social Studies (7-12) (Trad)
Languages Other Than English - French (EC-12)	
(PB)	Special Education (EC-12) (PB)
Languages Other Than English - French (EC-12)	
(Trad)	Special Education (EC-12) (Trad)
	Special Education Supplemental (NA)
Languages Other Than English - Latin (EC-12) (PB)	(PB)
Languages Other Than English - Latin (EC-12)	Special Education Supplemental (NA)
(Trad)	(Trad)

Languages Other Than English - Mandarin Chinese	
(EC-12) (PB)	Speech 7-12 (PB)
Languages Other Than English - Mandarin Chinese	
(EC-12) (Trad)	Speech 7-12 (Trad)
Languages Other Than English - Spanish (EC-12)	
(PB)	Superintendent (EC-12) (PB)/(TRAD)
Languages Other Than English - Spanish (EC-12)	
(Trad)	Theatre (EC-12) (PB)
Life Sciences (7-12) (PB)	Theatre (EC-12) (Trad)
Life Sciences (7-12) (Trad)	
Mathematics (4-8) (PB)	
Mathematics (4-8) (Trad)	
Mathematics (7-12) (PB)	

- 6. Parties agree that UST will submit curriculum matrices for each certificate category, class, and route that UST is approved to offer to TEA staff on or before March 1, 2022. Any certificate category/class/route for which TEA staff has not received a curriculum matrix by March 1, 2022 will be revoked effective August 31, 2022 without further review, hearing, or opportunity for appeal. Any certificate category/class/route not approved will be revoked effective August 31, 2022, without further review, hearing, or opportunity for appeal.
- 7. The Parties agree that UST must correct all other deficiencies, aside from the lack of curriculum matrices and any deficiencies identified for certification categories, classes or routes for which UST does not submit curriculum matrices by March 1, 2022, identified in Exhibit A and submit all required documentary evidence as set out in Exhibit A to TEA staff for approval by March 1, 2022. Any deficiency in Exhibit A that is not corrected by UST by March 1, 2022 and approved by TEA staff will result in revocation of UST's continuing approval to recommend candidates for certification effective August 31, 2022, without further review, hearing, or opportunity for appeal.
- 8. The Parties agree that UST will post notice on the landing page of its website by December 13, 2021, stating that it is unable to accept new candidates for any certification category, class, or route for which UST has not received approval of the curriculum matrix from TEA staff. The website post will include the title: Not Accepting New Candidates. After TEA staff has reviewed the documentary evidence UST submits and determined its sufficiency, TEA staff will inform UST in writing that UST may remove the post "Not Accepting New Candidates" from its website.
- 9. The Parties agree that if UST violates any provisions of this Order, TEA staff will immediately recommend to the SBEC revocation of UST's continuing approval to recommend candidates for certification, without any opportunity for an informal review under 19 Texas Administrative Code §229.6(c) or §229.7 or a contested case hearing under Texas Government Code Chapter 2001. The SBEC shall determine whether UST's

performance under this agreement is acceptable and shall revoke UST's continuing approval and assign an accreditation status of Not Accredited-Revoked if the SBEC determines that UST has failed to comply with the terms of this agreement.

10. The Parties agree that if UST's continuing approval to recommend candidates is revoked, whether for individual certificate categories, classes, or routes or for the entire program, UST will comply with the requirements of 19 Texas Administrative Code §228.15(a) with regard to the affected candidates by August 31, 2022.

CONCLUSIONS OF LAW

- 1. UST is subject to the jurisdiction of the SBEC and is required to comply with 19 Texas Administrative Code, Chapters 227, 228, 229, 230, 231, 234, 241, and 247 and Texas Education Code §§21.044, 21.0441, 21.0443, 21.045, 21.0451, 21.0452, 21.0454, 21.0455, 21.046, 21.048, and 21.049.
- 2. The Board is authorized, pursuant to 19 Texas Administrative Code Chapter 229 and Texas Education Code §21.0443 to revoke or refuse to renew its approval of an educator preparation program, and to put conditions on the continuing approval of a program.
- 3. The SBEC and UST agree to the actions set forth herein in lieu of formal revocation proceedings.

IT IS THEREFORE ORDERED, ADJUDGED AND DECREED THAT:

1. Upon the effective date of this Order, UST will not admit any new candidates into the EPP until a curriculum matrix has been approved by TEA staff for each certification category/class/route that UST intends to retain.

This includes the following certificate categories/classes/routes:

A = (EC, 12) D = (D = 1) D = (DD)	M_{24} (7.12) (True 1)
Art (EC-12) Post-Baccalaureate (PB)	Mathematics (7-12) (Trad)
Art (EC-12) Traditional (Trad)	Mathematics/Science (4-8) (PB)
Bilingual Education Supplemental-Spanish Not	
Applicable (NA) (PB)	Mathematics/Science (4-8) (Trad)
Bilingual Education Supplemental-Spanish (NA)	
(Trad)	Music (EC-12) (PB)
Chemistry (7-12) (PB)	Music (EC-12) (Trad)
Chemistry (7-12) (Trad)	Physical Science (6-12) (PB)
Core Subjects with STR (EC-6) (PB)	Physical Science (6-12) (Trad)
	Principal as Instructional Leader (EC-
Core Subjects with STR (EC-6) (Trad)	12) (PB)/TRAD)
	Reading Specialist (EC-12)
Core Subjects with STR (EC-6) (Trad)	(PB)/(TRAD)
	Reserve Officer Training Corps (ROTC)
Educational Diagnostician (EC-12) (PB)/(TRAD)	(6-12) (PB)
English as a Second Language Supplemental (NA)	Reserve Officer Training Corps (ROTC)
(PB)	(6-12) (Trad)
English as a Second Language Supplemental (NA)	School Counselor (EC-12)
(TRAD)	(PB)/(TRAD)
English Language Arts and Reading (7-12) (PB)	Science (4-8) (PB)
English Language Arts and Reading (7-12) (Trad)	Science (4-8) (Trad)

English Language Arts and Reading with STR (4-8)	
(PB)	Science (7-12) (PB)
English Language Arts and Reading with STR (4-8)	
(TRAD)	Science (7-12) (Trad)
History (7-12) (PB)	Social Studies (4-8) (PB)
History (7-12) (Trad)	Social Studies (4-8) (Trad)
Journalism (7-12) (PB)	Social Studies (7-12) (PB)
Journalism (7-12) (TRAD)	Social Studies (7-12) (Trad)
Languages Other Than English - French (EC-12)	
(PB)	Special Education (EC-12) (PB)
Languages Other Than English - French (EC-12)	
(Trad)	Special Education (EC-12) (Trad)
	Special Education Supplemental (NA)
Languages Other Than English - Latin (EC-12) (PB)	(PB)
Languages Other Than English - Latin (EC-12)	Special Education Supplemental (NA)
(Trad)	(Trad)
Languages Other Than English - Mandarin Chinese	
(EC-12) (PB)	Speech 7-12 (PB)
Languages Other Than English - Mandarin Chinese	
(EC-12) (Trad)	Speech 7-12 (Trad)
Languages Other Than English - Spanish (EC-12)	
(PB)	Superintendent (EC-12) (PB)/(TRAD)
Languages Other Than English - Spanish (EC-12)	
(Trad)	Theatre (EC-12) (PB)
Life Sciences (7-12) (PB)	Theatre (EC-12) (Trad)
Life Sciences (7-12) (Trad)	
Mathematics (4-8) (PB)	
Mathematics (4-8) (Trad)	
Mathematics (7-12) (PB)	

- 2. UST will submit curriculum matrices for each certificate category, class, and route identified above to TEA staff on or before March 1, 2022. Any certificate category/class/route for which TEA staff has not received a curriculum matrix by March 1, 2022 will be revoked effective August 31, 2022, without further review, hearing, or opportunity for appeal. TEA staff will inform UST in writing of whether the submitted curriculum matrices are approved. Any certificate category/class/route not approved will be revoked effective August 31, 2022, without further review, hearing, or opportunity for appeal.
- 3. UST must correct all other deficiencies, aside from the lack of curriculum matrices and any deficiencies identified for certification categories, classes, or routes for which UST does not submit curriculum matrices by March 1, 2022, identified in Exhibit A and submit all required documentary evidence as set out in Exhibit A to TEA staff for approval by March 1, 2022. Any deficiency in Exhibit A that is not corrected by UST by March 1, 2022 and approved by TEA staff will result in revocation of UST's continuing

approval to recommend candidates effective August 31, 2022, without further review, hearing, or opportunity for appeal.

- 4. UST will post notice on the landing page of its website by December 13, 2021, stating that it is unable to accept new candidates for any certification area for which UST has not received approval of the curriculum matrices for each certification category/class/route from TEA staff. The website post will include the title: Not Accepting New Candidates. After TEA staff has reviewed the documentary evidence UST submits and determined its sufficiency, TEA staff will inform UST in writing that UST may remove the post "Not Accepting New Candidates" from its website.
- 5. If UST violates any provisions of this Order, TEA staff will immediately recommend to the SBEC revocation of the UST's continuing approval to recommend candidates, without any opportunity for an informal review under 19 Texas Administrative Code §229.6(c) or §229.7 or a contested case hearing under Texas Government Code Chapter 2001.
- 6. The SBEC shall determine whether UST's performance under this agreement is acceptable and shall revoke UST's continuing approval and assign an accreditation status of Not Accredited-Revoked if the SBEC determines that UST as failed to comply with the terms of this agreement.
- 7. If UST's continuing approval to recommend candidates is revoked, whether for individual certificate categories, classes, or routes or for the entire program, UST must comply with the requirements of 19 Texas Administrative Code §228.15(a) with regard to the affected candidates by August 31, 2022.
- 8. UST waives its rights to a contested case hearing before the State Office of Administrative Hearings for the revocation of certification categories, classes, or routes or its authority to approve candidates, waives any right to seek removal or modification of the revocation of certification categories noted herein, any right to seek removal or modification of the terms of this order, and any right to seek judicial review of this order.

SIGNED this 12 th day of November 2021

Dr. Ana-Lisa Gonzalez, Dean Chief Operating Officer and Legal Authority University of St. Thomas

On behalf of the State Board for Educator Certification: SIGNED this _____day of _____, 2021

Dr. John Kelly, Chair State Board for Educator Certification

Discrepancy	Action Item-	Requested/ Expected	Delivered Item	Agreed Order Deliverable
	Agreed	Deliverable		
Governance 19 TAC			1	1
19 TAC	Require EPP to	Provide the	Not approved for	Provide the specific
§228.20(g) Each	develop and	specific link where	Principal and	link where the
EPP must develop	implement a	the calendar of	Superintendent programs.	calendar of
and implement a	calendar of	activities	programs.	activities
calendar of	program activities	information can be	The link provided	information that
program activities	that must include a	found on the	links to practicum	meets requirements
that must include a	deadline for	website for each	and observation	can be found on the
deadline for	accepting	program.	requirements and	website for the
accepting	candidates into a		not to a calendar of	following program:
candidates into a	program cycle to assure adequate		EPP activities for each certificate.	Principal
program cycle to assure adequate	time for			• Superintendent
time for	admission,			TEA will poriante
admission,	coursework,			TEA will navigate to the UST website
coursework,	training, and field-			to locate the
training, and field-	based experience			calendar of
based experience	requirements prior			activities for each
requirements prior	to a clinical			certification class
to a clinical	teaching or			identified to verify
teaching or	internship			that it meets
internship	experience. If an			requirements.
experience. If an	EPP accepts			1
EPP accepts	candidates after			
candidates after	the deadline, the			
the deadline, the	EPP must develop			
EPP must develop	and implement a			
and implement a	calendar of			
calendar of	program activities			
program activities	to assure adequate			
to assure adequate	time for			
time for	admission,			
admission,	coursework,			
coursework,	training, and field- based experience			
training, and field- based experience	requirements prior			
requirements prior	to a clinical			
to a clinical	teaching			
teaching	experience or prior			
experience or prior	to or during an			
to or during an	internship			
internship	experience.			
experience.	*			

Exhibit A Summary of Deficiencies and Required Evidence

Admission 19 TAC 8	227.10			
Admission 19 TAC § 19 TAC § 227.10(a)(1) & (2) Require of <u>all</u> <u>applicants</u> seeking initial certification in any class of <u>certificate</u> , 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	227.10 Require all non- teacher applicants to hold at a minimum a bachelor's degree at the time of admission.	For all non-teacher classes (Principal, School Counselor, Educational Diagnostician, and Reading Specialist) provide the official degree with TEA ID used for admission.	Not approved for Reading Specialist. The EPP submitted the implementation plan and sample documents with TEA ID for all programs except Reading Specialist.	For the Reading Specialist class, provide the official degree used for admission for up to 10 candidates with TEA ID. Provide the link to the webpage where admission requirements are posted for the Reading Specialist class. The page must reflect the degree that is required for admission to the Reading Specialist program.
bachelor's degree earned from and conferred by an accredited IHE. 19 §TAC 242.5(a) 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	Require all Superintendent applicants to hold at a minimum a master's degree.	Provide 1 Superintendent file with TEA ID that shows the official degree used for admission.	Not approved The EPP provided a new protocol for admission into the Superintendent program that requires a master's degree, but the protocol contained Educational Diagnostician material noting a bachelor's degree required.	Provide the protocol for admission to the Superintendent program that includes all requirements for admission. The protocol must reflect that a master's degree is required. To demonstrate the EPP has implemented the requirement to collect evidence of a master's degree at admission, the EPP must provide up to

				10 Superintendent files with TEA ID that shows the official degree used for admission, if any Superintendent candidates have been admitted to date.
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	Require all applicants admitted to have a minimum 2.5 GPA	Provide one file each with TEA ID that identifies the GPA used for admission purposes: School Counselor, Educational Diagnostician, Reading Specialist.	Not approved for <u>Reading Specialist</u> <u>program.</u> Provided new protocol for admission GPA for all and sample files with TEA IDs noting required GPA met, except Reading Specialist program.	To demonstrate the EPP has implemented the requirement to collect GPA evidence at admission, provide up to 10 Reading Specialist files with TEA ID that identifies the GPA used for admission purposes if any candidates have been admitted to date. Provide the new protocol for Reading Specialist admission that identifies all admission requirements and includes the GPA required for admission for Reading Specialist applicants.
19 TAC §227.10(a)(6) Admission Requirements: Basic Skills An applicant <u>must</u> demonstrate basic <u>skills</u> in reading, written	Require all applicants to meet basic skills requirements.	Provide 1 Reading Specialist file with TEA ID that shows that the candidate met the TSI requirement. This would be the official transcripts.	Not approved for Reading Specialist program. No evidence provided. Did not provide a process for future Reading Specialist admissions.	To demonstrate the EPP has implemented the requirement to collect basic skills information at admission, provide up to 10 Reading Specialist files with TEA ID that shows

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				that the candidate met the basic skills requirement if any candidates have been admitted to date. This would be the official transcripts. Provide the protocol for future Reading Specialist admissions that includes all requirements for admission and identify which basic skills requirement UST will implement and the evidence that will be collected in support of this determination for admission to the Reading Specialist program.
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 (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	Require all applicants to meet English language proficiency requirements prior to admission.	Notify identified Principal candidate in writing that finished EPP that EPP cannot standard certify until official TOEFL scores are received. Notify identified School Counselor candidate in writing not eligible for admission and remove from EPP. Notify identified post-bac (PB) teacher candidate in writing not eligible for admission and remove from EPP. Provide a candidate acknowledgement from each.	Not approved: Principal candidate missing candidate acknowledgement that cannot be standard certified until TOEFL scores received was not provided. School Counselor candidate acknowledgement not eligible for admission was not provided. PB teacher candidate acknowledgement not eligible for admission was not provided.	For the identified Principal candidate with TEA ID, provide the candidate acknowledgement that details that the candidate knows/understands that s/he cannot be standard certified until the required TOEFL scores are received by the EPP. For the identified School Counselor candidate with TEA ID, provide the written acknowledgement that the candidate knows/understands that s/he was not eligible for admission. Provide the acknowledgement from the candidate that the PB candidate

accredited IHE at which the applicant is enrolled. Effective 2/28/2016 Link to Out of <u>Country</u> <u>Credential Review</u> <u>Results</u>				was not eligible for admission. Include the TEA ID. Provide a written statement with the protocol about how UST will process candidates with credentials from out of country going forward for all applicants in all certificate categories/classes/ routes.
19 TAC §227.10(a)(8) Admission Requirements: Application An applicant must submit an application	Require all applicants to submit an application.	Provide one Reading Specialist file with TEA ID that contains the application used for admission.	Nothing provided. Did not provide a process for future Reading Specialist admissions.	To demonstrate the EPP has implemented the admission application requirements for the Reading Specialist program, provide up to 10 Reading Specialist files, with TEA ID, that contain a completed application used for admission, if any Reading Specialist candidates have been admitted to date. If no Reading Specialist candidates have been admitted, provide an attestation of commitment to implement the application when UST does have a Reading Specialist application the application the applicat

				Reading Specialist applicants.
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.	Require all applicants to participate in an interview or other screening instrument to determine if the applicant's knowledge, experience, skills, and aptitude are appropriate for the certificate sought.	Provide the interview or other screening instrument and the rubric with cut score required for admission used for 1 each with TEA ID: Principal requires 2 screens, Superintendent requires 2 screens, School Counselor, Educational Diagnostician and Reading Specialist, and Teacher UG and Teacher PB.	Not Approved:Principal program provided new protocol. Only one screen, an interview. Principal admission requires more than one screen.Superintendent program provided new protocol, but it contained Educational Diagnostician material. Provided a Superintendent screen, but everything else pertained to Educational Diagnostician admission. Superintendent admission Superintendent admission Superintendent admission screen.Educational Diagnostician admission screen.Educational Diagnostician admission screen.Educational Diagnostician screen.Educational Diagnostician screen.Educational Diagnostician screen.Educational Diagnostician screen.Educational Diagnostician screen.Educational Diagnostician screen.Educational Diagnostician screen.Educational Diagnostician screen was an interview, but no rubric or cut score provided to be able to determine the screen.Reading Specialist nothing provided., not even a process for future admits.Teacher PB nothing provided.	Provide the screening protocol and the screens that will be used for admission to the Principal program. Include the rubric and cut score for admission used for each screen. To demonstrate the EPP has implemented the requirement of screens, provide files for up to 10 Principal candidates with TEA ID that contain the candidate response to each screen and the evaluative rubric for each as evidence that the screens have been implemented. Provide the screening protocol and the screens that will be used for admission to the Superintendent program. Include the rubric and cut score for each screen used for admission. Ensure that the material provided is for admission to the Superintendent program. To demonstrate the EPP has implemented the requirement of screens, provide files for up to 10 Superintendent candidates that contain the candidate response to each screen and the evaluative rubric for each as evidence that the screens have been implemented.

		Provide the screening protocol and the screen that will be used for admission to the Educational Diagnostician program. Include the rubric and cut score for admission used on the screen.
		To demonstrate the EPP has implemented the requirement of a screen, provide files for up to 10 Educational Diagnostician candidates with TEA ID that contain the candidate response to the screen, and the evaluative rubric, as evidence that the screen has been implemented.
		Provide the screening protocol and the screen that will be used for admission to the Reading Specialist program. Include the rubric and cut score for admission used on the screen.
		To demonstrate the EPP has implemented the requirement of a screen, provide files for up to 10 Reading Specialist candidates with TEA ID that that contain the candidate response to the screen, and the evaluative rubric, as evidence that the screen has been implemented.
		Provide the screening protocol and the

				screen that will be used for admission to the PB teacher program. Include the rubric and cut score for admission used on the screen. To demonstrate the EPP has implemented the requirement of a screen, provide files for up to 10 PB teacher candidates with TEA ID that that that contain the candidate response to the screen, and the evaluative rubric, as evidence that the screen has been implemented.
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 <u>section</u> using the procedures and standards specified in 19 TAC Chapter 245. <u>An EPP at an</u> entity that is <u>accredited by an</u> <u>accrediting</u> organization <u>recognized by the</u> <u>THECB may use</u>	Require all out-of- country applicants to meet minimum review of credentials process/transcript evaluation requirements prior to admission.	Notify identified School Counselor not eligible for admission due to lack of transcript evaluation and remove from EPP. Notify identified teacher PB not eligible for admission due to lack of transcript evaluation and remove from EPP. Provide official notifications from EPP to candidates and candidate acknowledgement as evidence.	Not Approved: Identified School Counselor notified and removed, submitted data fix to remove from system for 19-20, but currently enrolled for 20-21 and candidate acknowledgement not provided. Identified teacher PB removed from system via EPP data fix submitted. EPP notified candidate, but candidate acknowledgement not provided. Reading Specialist: Nothing provided. Teacher PB: Nothing provided but did provide	For the identified School Counselor candidate with TEA ID, remove the candidate from ECOS for the 2020-2021 and 2021-2022 reporting years. Provide the candidate acknowledgement that the candidate understands that s/he was not eligible for admission due to lack of transcript evaluation. For the identified teacher PB candidate with TEA ID, provide the candidate acknowledgement that shows that the candidate understands that s/he was not eligible for admission.

its own foreign			an undergrad	For the teacher PB
credential			admission packet	program, provide
evaluation service			as an example	the published
to meet the			that contained a	admission
requirement			sample offer of	requirements that
described in 19			admission and	contain all
TAC			acceptance letter.	admission
§245.10(a)(2), if			acceptance retter.	requirements
				•
the entity is in				including
good standing				requirements
with its				specific to
accrediting				applicants with
organization.				credentials from
Link to English				out-of-country and
Language				the foreign
Proficiency				credential
Results				evaluation and
				service used by
				UST.
9 TAC §227.17	Require applicants	Provide 1 file each	Not Approved:	For all certificate
Formal	to be formally	with TEA ID for a		categories/classes/
Admission	admitted.	Principal, School	Principal	routes, provide the
For an applicant to		Counselor, and	identified:	formal and
be formally		Reading Specialist	Provided formal	contingency
admitted to an		formally admitted	offer of	admission protocol
educator		that shows that they	admission letter	that will be used by
preparation		were formally	for 5/24/21.	UST that includes:
		admitted –	Acceptance letter	• the written
program (EPP),		notification in	provided.	offer of
the applicant must		writing, acceptance	Admitted	acceptance
meet all the		by applicant, and the effective date for	5/24/2021, but	• the applicant's
admission		which the candidate	not uploaded	written offer
requirements		is to be admitted for:	·	of acceptance
specified in 19		Principal, School	until 6/1/2021 (8	or denial, and
TAC §227.10.		Counselor, and	days later).	• the effective date of
(b) For an		Reading Specialist.	0 1 1 0 1	admission.
applicant to be			School Counselor	aumi551011.
formally admitted			identified:	Include in the UST
to an EPP, the			Provided	protocol how the EPP
EPP must notify			identified	will ensure that
the applicant of			candidate as the	admitted candidates
the offer of formal			School Counselor	will be uploaded into
admission in			example and	ECOS within 7
writing by mail,			labeled as such,	calendar days.
personal delivery,			but that	
facsimile, email,			individual was	Include in the process
or an electronic			admitted to	how the EPP will
notification.			Principal	ensure that the
(c) For an			program.	candidates are
applicant to be				uploaded as admitted
approant to be	1	1	I	

		1		
considered			RS nothing	to the correct
formally admitted			provided.	certification category/
to the EPP, the				class/route.
applicant must			EPP also	To demonstrate the
accept the offer of			provided an Ed	EPP has implemented
formal admission			Diagnostician	the formal admission
in writing by mail,			identified and	requirement, provide
personal delivery,			TEA reviewed it:	an admission letter
facsimile, email,			Provided formal	for up to 10
or an electronic			offer of	candidates for each
notification.			admission letter	certificate class with
Effective 3/1/2016			for admission on	TEA ID that includes
19 TAC			1/13/2020.	all of the required
§227.17(d)			Acceptance letter	elements for the
Formal			dated 7/22/2020	following programs:
Admission: Dates			(6 months later).	Principal
The effective date			Admission record	School
of formal			in ASEP	Counselor
admission was			documented as	• Reading
included in the			admitted	Specialist
offer of formal			9/8/2020 and	Educational
admission.			uploaded	Diagnostician
Effective 1/1/2017			9/17/2020 (9	• Superintendent
			days later)	
			EPP also	
			provided a	
			Superintendent identified and	
			TEA reviewed it:	
			Provided	
			acceptance letter	
			only. Admitted	
			5/24/2021, but	
			uploaded	
			6/21/2021 (one	
			month later).	
			Formal offer of	
			admission not	
			provided.	
	8228 20			
Curriculum 19 TAC 19 TAC	9228.30 Provide all	Submit an	Not Approved:	Submit a completed
§228.30(a)	candidates with a	Application A for	<u></u>	curriculum matrix for
Standards-based	standards-based	the Core Subjects	Application A	each certification
Curriculum	curriculum.	EC-6/ STR	submitted for	category/class/route
The <u>educator</u>		undergrad	undergrad Core	that UST intends to
standards adopted		e e	Subjects EC-	retain.
by the State Board		program as evidence of	6/Science of	
,		Evidence of		

		1	r	
for Educator Certification shall be the curricular basis for all educator preparation		compliance. There is no fee associated with the App A because it is required as a part of the EPP Review.	Teaching Reading (STR) certificate field. Not all courses identified in the curriculum section of Application A are standards-based (six out of seven courses were not) per performance- based assessments/rubrics / alignment charts submitted for review by two Education Specialists. EPP submitted syllabi with links to standards for a total of 15 courses, seven were accounted for in curriculum section of application and eight were not in application.	 Each curriculum matrix will identify the applicable educator standards. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: A complete curriculum matrix includes: Assessment instruments/ scoring rubrics aligned to standards. Completed curriculum alignment charts aligned to standards that reflect where standards that reflect where standards are taught in each course and correlate to the courses listed and scope & sequence. Field based experience information as applicable. Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.
19 TAC §228.30(a) TEKS Instruction	Require all instruction for all certificates offered	Submit an Application A for the Core Subjects EC-6/ STR	Not Approved: TEKS alignment chart submitted	Submit a curriculum matrix for each certification category/class/route

The educator	to address the	undergrad program	with Application	UST intends to
standards adopted	relevant TEKS.	as evidence of	A. Courses on	retain.
by the State Board		compliance. The	TEKS alignment	
for Educator		associated TEKS	chart are not in	Include the TEKS
Certification shall		alignment chart will	curriculum matrix	alignment chart for
for each certificate,		show relevant TEKS	of curriculum	each as applicable.
address the relevant		are addressed.	section of	The TEKS alignment
Texas Essential			Application A: MS	chart must include
Knowledge and			4331, MS 4334,	courses that are
Skills (TEKS).			BIED 4331, BIED	aligned to the scope
			4362 in.	& sequence for each.
			Completely filled	
			in, though.	All components of
				the curriculum matrix
				must be complete and
				correspond exactly to
				demonstrate an
				aligned curriculum.
				C
				A complete
				curriculum matrix
				includes:
				• Assessment
				instruments/
				scoring rubrics
				aligned to
				standards.
				 Completed
				curriculum
				alignment charts
				aligned to
				standards that
				reflect where
				standards are
				taught in each
				course and
				correlate to the
				courses listed
				and scope &
				sequence.
				 Field based
				experience
				information as
				applicable.
				Clinical
				teaching/
				internship/
				practicum
				requirements
				with applicable
				observation
				instruments that
				measure
				candidate
				proficiency in
l	1			····· <i>j</i> ····

				each of the standards.
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;	Require instruction in the code of ethics and standard practices for Texas educators to be taught to all candidates seeking initial certification in any class.	Submit an Application A for the Core Subjects EC-6/ STR undergrad program as evidence of compliance. The application and supporting material (scope & sequence) will identify where the code of ethics is taught.	Not Approved: Not found in Application A material, alignment charts, or in syllabi submitted for Core Subjects EC-6 / STR certification field.	Submit a completed curriculum matrix for each certification category/class/route UST intends to retain. The Code of Ethics will be included in the scope & sequence and must be in alignment with the curriculum matrix submitted. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: • Assessment instruments/ scoring rubrics aligned to standards. • Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope & sequence. • Field based experience information as applicable. • Clinical teaching/ internship/ practicum requirements

				with applicable
				observation
				instruments that
				measure
				candidate
				proficiency in
				each of the
				standards.
19 TAC	Require all	Submit an	Not Approved:	Submit a completed
§228.30(c)	candidates seeking initial certification	Application A for	Not found in	curriculum matrix for each certification
Dyslexia	in any certification	the Core Subjects EC-6/ STR	Application A	category/class/route
Instruction	class to receive	undergrad program	material, alignment	UST intends to
The following	instruction in	as evidence of	charts, or in syllabi	retain.
subject matter	detection and	compliance. The	submitted for Core	
shall be included	education of	application and	Subjects EC-6 /	The dyslexia training
in the curriculum	students with	supporting material	STR certification	will be included in
for candidates	Dyslexia.	(scope & sequence)	field. Specifically	the scope and
seeking initial		will identify where Dyslexia instruction	reviewed RDGED 4325 Diagnosis of	sequence and must be in alignment with the
certification in <u>any</u> certification class:		is taught.	Reading syllabus,	curriculum matrix
(2) instruction in		is taught.	SPED 4320	submitted.
detection and			Exceptionality in	
education of			Today's School	All components of
students with			syllabus, EDUC	the curriculum matrix
dyslexia, as			3306 Early	must be complete and
indicated in the			Childhood through	correspond exactly to demonstrate an
Texas Education			Elementary Age Learning syllabus,	aligned curriculum.
Code (TEC),			and RDGED 3305	unghed curriculum.
§21.044(b);			Foundations of	A complete
			Reading Syllabus	curriculum matrix
			and did not locate	includes:
			evidence.	• Assessment
				instruments/
				scoring rubrics aligned to
				standards.
				 Completed
				curriculum
				alignment charts
				aligned to
				standards that
				reflect where standards are
				taught in each
				course and
				correlate to the
				courses listed
				and scope &
				sequence.
				• Field based
				experience information as
				applicable.
	I			appricable.

				Clinical
				teaching/
				internship/
				practicum
				requirements
				with applicable
				observation
				instruments that
				measure
				candidate
				proficiency in each of the
				standards.
19 TAC	Require all	Submit an	Not Approved:	Submit a completed
§228.30(c)	candidates seeking	Application A for	<u>Not Approved.</u>	curriculum matrix for
Mental Health	initial certification		Not found in	each certification
Instruction	in any certification	Core Subjects EC-	Application A	category/class/route
	class to receive	6 / STR undergrad	material, alignment	UST intends to
The following subject matter	instruction in mental	program as evidence of	charts, or in syllabi	retain.
shall be included	health, substance		submitted for Core	
in the curriculum	abuse, and youth	compliance and include	Subjects EC-6 /	The mental
for candidates	suicide.	information on	STR certification	health/substance
		where/which	field.	abuse/youth suicide
seeking <u>initial</u>			Certificate of	training must be included in
certification in any		courses mental		curriculum matrix
certification class:		health training is	completion of mental health	submitted.
(3) instruction		taught.	training not	Suchinted
regarding <u>mental</u>		Provide a	provided for an	All components of
health, substance		certificate of	Educational	the curriculum matrix
abuse, and youth		completion from	Diagnostician or	must be complete and
suicide, as		an approved	Reading	correspond exactly to
indicated in the		provider for one	Specialist	demonstrate an
TEC, §21.044(c-		Ed Diagnostician	candidate.	aligned curriculum.
1).		and RS candidate	candidate.	A complete
1).		with TEA ID.	EDUC 5322	curriculum matrix
		with TLAID.	Syllabus for	includes:
			Educational	 Assessment
			Diagnostician not	instruments/
			provided as	scoring rubrics
			evidence that the	aligned to
			training is	standards.
			required.	Completed
			required.	curriculum alignment charts
			Nothing provided	aligned to
			for Reading	standards that
			Specialist	reflect where
			program-no	standards are
			candidates	taught in each
			admitted.	course and
				correlate to the
				courses listed
				and scope &
				sequence.

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			• Field based
			experience
			information as
			applicable.Clinical
			Clinical teaching/
			internship/
			practicum
			requirements
			with applicable
			observation
			instruments that
			measure
			candidate
			proficiency in
			each of the
			standards.
			T. 1. 1. 1. 0
			Include the name of
			the approved mental health/substance
			abuse/youth suicide
			provider that the EPP
			is using for all
			certification
			categories/classes/
			routes.
			If a certificate of
			completion is
			required, provide the certificate for 10
			candidates, with TEA
			ID, for each
			certificate class
			(teacher UG, teacher
			PB, Principal,
			Superintendent,
			Reading Specialist,
			School Counselor,
			and Educational
			Diagnostician.
			If a certificate is
			required, include that
			a certificate is
			required in each
			curriculum matrix
			and the number of
			hours each candidate
			will earn for the
			training.

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19 TAC	Require all	The App A	Not Approved:	Submit a completed
§228.30(c)	candidates seeking initial certification	submitted for EC-	Not found in	curriculum matrix for each certification
Educator &	in any certification	6 will include	Application A	
Student	class to receive	information on	material, alignment	category/class/route UST intends to
Expectations	instruction in the	where/which	charts, or in syllabi	retain.
The following	framework for	courses the	submitted for Core	retain.
subject matter	teacher and	requirements are	Subjects EC-6 /	The framework for
shall be included	Principal evaluation.	taught.	STR certification	teacher and Principal
in the curriculum	1		field.	evaluation must be
for candidates		Provide course		reflected in the scope
seeking initial		syllabus for	Not found in	& sequence and must
certification in any		Superintendent	Educational	be in alignment with
certification class:		program where	Diagnostician	the curriculum matrix
(6) the <u>framework</u>		taught.	material.	submitted.
in this state for				All components of
teacher and		Provide course		the curriculum matrix
Principal		syllabus for		must be complete and
evaluation;		Educational		correspond exactly to
Effective		Diagnostician		demonstrate an
12/27/2016		program where		aligned curriculum.
		taught.		
				A complete
				curriculum matrix
				includes:
				 Assessment instruments/
				scoring rubrics
				aligned to
				standards.
				 Completed
				curriculum
				alignment charts
				aligned to
				standards that
				reflect where
				standards are
				taught in each course and
				correlate to the
				courses listed
				and scope &
				sequence.
				 Field based
				experience
				information as
				applicable.
				Clinical
				teaching/
				internship/ practicum
				requirements
				with applicable
				observation
				instruments that

				i
				measure
				candidate
				proficiency in each of the
				standards.
19 TAC		The App A	Not Approved:	Submit a completed
§228.30(c)	Provided	submitted for EC-	<u>itter ipproved.</u>	curriculum matrix
Educator &	110,100	6 will include	Not found in	for each
Student		information on	Application A	certification
Expectations		where/which	material, alignment	category/class/route
The following		courses the	charts, or in syllabi	UST intends to
subject matter		requirements are	submitted for Core	retain.
shall be included		taught.	Subjects EC-6 /	Iciaiii.
in the curriculum		taught.	STR certification	Evidence of
for candidates		Provide course	field.	instruction in
			Nothing provided	
seeking initial certification in any		syllabus for Superintendent	for Reading	appropriate relationships
certification class:		program where	Specialist program.	relationships, boundaries, and
		taught.	No candidates	communications
(7) <u>appropriate</u> relationships,		taugiit.	admitted.	between educators
boundaries, and		Provide course		and students
			Nothing provided	must be reflected in
<u>communications</u> between educators		syllabus for Reading Specialist	for teacher PB	the curriculum matrix
and students		Reading Specialist program where	program.	submitted.
and students		taught.		5.00111100.00
		taugiit.		All components of
		Provide the course		the curriculum matrix
		syllabus where		must be complete and
		taught in the		correspond exactly to
		teacher PB		demonstrate an
		program.		aligned curriculum.
		program.		A complete
				curriculum matrix
				includes:
				• Assessment
				instruments/
				scoring rubrics
				aligned to
				standards.
				• Completed
				curriculum
				alignment charts aligned to
				standards that
				reflect where
				standards are
				taught in each
				course and
				correlate to the
				courses listed
				and scope &
				sequence.
				 Field based

				avnamianca
				experience information as
				applicable.
				Clinical
				teaching/
				internship/
				practicum
				requirements
				with applicable
				observation
				instruments that
				measure
				candidate
				proficiency in
				each of the
				standards.
19 TAC	Require all	The App A	Not approved:	Submit a completed
§228.30(c)	candidates seeking	submitted for EC-6	Companyator dent	curriculum matrix for
Digital Literacy	initial certification	will include information on	Superintendent	each certification
The following	in any certification class to receive	where/which	program: taught in EDUC 8392	category/class/route UST intends to
subject matter	instruction in digital	courses the	Provided pre-test	retain.
shall be included	learning, including a	requirements are	form, ISTE	1000111.
in the curriculum	digital literacy	taught.	standards, analysis	The instruction in
for candidates	evaluation followed	6	chart. Analysis	digital learning,
seeking initial	by a prescribed	Provide the syllabi	Chart is not related	including a digital
certification in any	digital learning	for the	to ISTE standards,	literacy evaluation
certification class:	curriculum that is	Superintendent	rather they are	followed by a
	aligned to the ISTE	and Educational	supt. tested	prescribed digital
(8) instruction in	standards and	Diagnostician	competencies.	learning curriculum
digital learning,	address any	program. where		and resources to
including a digital	deficiencies	the requirement is	Educational	address any
literacy evaluation	identified by the	taught.	Diagnostician	deficiencies must be
followed by a	digital literacy	taught.	program: Evidence	included in the scope
prescribed digital	evaluation.		not found.	& sequence and must
learning			Provided a	be in alignment with the curriculum matrix
curriculum			curriculum matrix labeled Educational	submitted.
Effective			Diagnostician but	submitted.
12/20/2018			contained Ed	All components of
12/20/2010			Leadership CAEP	the curriculum matrix
			standards and was	must be complete and
			specific to	correspond exactly to
			Principal program.	demonstrate an
			110	aligned curriculum.
				A complete
				curriculum matrix
				includes:
				• Assessment
				instruments/
				scoring rubrics
				aligned to
				standards.
				Completed
				curriculum

19 TAC §228.30(d) Prekindergarten Guidelines The following subject matter shall be included in the curriculum for candidates seeking <u>initial</u> certification in the classroom teacher certification class: (3) for certificates that include early childhood and prekindergarten, the <u>Prekindergarten</u> (PK) Guidelines;	Require instruction in the PK guidelines for all teacher certificates that include early childhood (EC) and prekindergarten.	The App A submitted for EC- 6 will include information on where/which courses the requirements are taught.	Not Approved: PK guidelines not provided in application A material and did not provide a PK Guidelines alignment chart to be able to determine alignment.	 alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope & sequence. Field based experience information as applicable. Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards. Submit a completed curriculum matrix for each teacher certification category/route that includes PK that UST intends to retain. The PK guidelines must be included in the scope & sequence and must be in alignment with the curriculum matrix submitted. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes:
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				 scoring rubrics aligned to standards. Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope & sequence. Field based experience information as applicable. Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the
Coursewerk and Del				standards.
Coursework and Del 19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinic al Experience a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.	ivery 19 TAC §228.35 Require all non- teacher candidates to demonstrate proficiency in each of the educator standards for the certificate being sought as identified in observation documentation by the field supervisor assigned.	Provide the actual observation instruments with TEA ID, signed by FS and candidate for the following: Superintendent, counselor, and Educational Diagnostician candidate as evidence that the candidate demonstrated proficiency in the educator standards.	Not Approved: Superintendent candidate – Observation documents provided. No levels of proficiency noted to determine if proficiency in standards was achieved.	Provide the observation instrument used by field supervisors for formal observations of Superintendent candidates. This document must be included as an Appendix item in the curriculum matrix for the Superintendent certificate class. All levels of proficiency in the Superintendent standards must be included in the observation instrument.

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		The observation instrument must include a place for the candidate, field supervisor, and site supervisor to sign once the candidate has had an interactive post-observation conference with the field supervisor.
		To demonstrate the EPP has implemented the requirement that candidates demonstrate proficiency in each of the standards, provide up to 10 Superintendent candidate files, with TEA ID, that contain one or more completed observation instruments used by the field supervisor to formally observe the candidates. The observation documentation must
		meet all requirements. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix
		 Assessment instruments/ scoring rubrics aligned to standards. Completed curriculum alignment charts aligned to standards that

19 TAC §228.35(e)(8) Skills Implementation: Non-Teacher Practicum For certification in a class other than classroom teacher, each EPP shall provide <u>a practicum</u> <u>for a minimum of</u> <u>160 clock-hours</u>	Require a 160 clock- hour practicum of all non-teacher candidates.	Provide one file each with TEA ID that shows the practicum was 160 hrs.: Principal, Superintendent, and Educational Diagnostician. Include the start/end dates, district/campus, site-supervisor name, and standards-based activities that the candidate participated in while in the practicum.	Not Approved: Principal practicum totaled 80 clock- hours. Superintendent practicum totaled 105 clock-hours.	reflect where standards are taught in each course and correlate to the courses listed and scope & sequence. • Field based experience information as applicable. • Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards. Submit a completed curriculum matrix for the Principal and Superintendent classes that UST intends to retain. The 160 clock-hr. practicums must be reflected in the scope and sequence and must be in alignment with the curriculum matrix submitted. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: • Assessment
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		• Completed
		curriculum
		alignment charts
		aligned to
		standards that
		reflect where
		standards are
		taught in each
		course and
		correlate to the
		courses listed
		and scope &
		sequence.
		 Field based
		experience
		information as
		applicable.
		 Clinical
		teaching/
		internship/
		practicum
		requirements
		with applicable
		observation
		instruments that
		measure
		candidate
		proficiency in
		each of the
		standards.
		To demonstrate that
		the EPP has
		implemented the
		requirement of the
		160 clock-hour
		practicum,
		provide completed
		practicum logs for up
		to 10 Superintendent
		and up to 10
		Principal candidates,
		with TEA ID. The
		practicum logs must
		reflect that the
		required standards-
		based hours were
		met, must capture
		hours completed in
		each standard, the
		course(s) where the
		requirement was
		completed, the
		campus/district where
		the requirement was
		completed, the dates

19 TAC §228.2(12), \$228.2(12),	Require all site supervisors, mentors and	Provide one file each with TEA ID	<u>Not Approved</u> : Principal Site	the requirement was completed, and the signature of the site supervisor who verified the requirement was met. Provide as evidence, the published document or information about the practicum (e.g., a candidate handbook, or a webpage of completion requirements that includes the 160 clock-hour practicum requirement). Submit a completed curriculum matrix for each certification
§228.2 (24), and §228.2 (31) Campus Supervision: Qualifications_of Cooperating Teachers, Mentors, Site Supervisors (12) Cooperating teacherFor a clinical teacher candidate, an educator who has <u>at least three</u> years of teaching experience; who is an <u>accomplished</u> educator as shown by student learning;who is <u>currently certified</u> in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification;	mentors, and cooperating teachers to be certified, an accomplished educator as shown by student learning, and qualified.	to show that the site supervisor assigned to candidates was qualified: Principal. Superintendent, counselor, and Educational Diagnostician. Provide one file each with TEA ID to show that the cooperating teacher/mentor assigned to the candidates was qualified: Teacher UG and Teacher PB.	Principal Site Supervisor - Certified, but no service record to show years of experience, or qualifications provided. School Counselor Site Supervisor - Certified, but no service record to show years of experience, or qualifications provided. Educational Diagnostician Site Supervisor - Certified, but no service record to show years of experience or qualifications provided. Educational Diagnostician Site Supervisor - Certified, but no service record to show years of experience or qualifications provided. Teacher UG Cooperating Teacher – certified, service record to show years of	 each certification category/class/route UST intends to retain. The qualifications of the site supervisor, mentor, cooperating teacher must be included in the curriculum matrix. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: Assessment instruments/ scoring rubrics aligned to standards. Completed curriculum alignment charts aligned to standards that reflect where

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		qualifications not	taught in each
(24) MentorFor		found.	course and
an internship		Teacher PB –	correlate to the courses listed
candidate, an		Nothing provided.	and scope &
educator who		Nothing provided.	sequence.
has at least three			 Field based
years of teaching			experience
experience; who is			information as
an accomplished			applicable.
educator as shown			 Clinical
by student			teaching/
learning;who is			internship/
currently certified			practicum
in the certification			requirements
category in which			with applicable
the internship			observation
candidate is			instruments that
seeking			measure
certification;			candidate
,			proficiency in
(31) Site			each of the
supervisorFor a			standards.
practicum			To demonstrate the
candidate, an			EPP has implemented
educator who has			the qualification
at least three years			requirement,
of experience in			UST will submit
the aspect(s) of the			and TEA will
certification class			review the evidence
being pursued by			retained in the
the candidate;			records for up to 10
who is <u>currently</u>			candidates each
certified in the			with TEA ID
certification class			(Principal, School
in which the			Counselor,
practicum			Educational
candidate is			Diagnostician,
seeking			teacher UG, and
certification;			
who is <u>an</u>			teacher PB) who
accomplished			are completing a
educator as shown			practicum, clinical
by student			teaching, or
learning;			internship to verify
Effective			the site supervisor,
12/27/2016			clinical teacher,
			and mentor
			assigned to the
			candidates met
			qualification
			requirements.

19 TAC	Require all mentors,	Provide the	Not Approved:	Submit a completed
§228.35(f)	cooperating	training material	D 1 1 1	curriculum matrix for
Campus	teachers, and site	and dated	Principal program:	each certification
Supervision:	supervisors to	attendance	No training	category/class/route UST intends to
Training	provide training that meets requirements	records/certificates	material or dated attendance record	retain.
Mentors,	or allow the school,	of completion for	for site supervisor	Ictaili.
Cooperating	district, or regional	one candidate each	training provided.	The training material
Teachers, and	education service	with TEA ID to	daming provide a	for the site
Site Supervisors	center if properly	show that site	Superintendent	supervisors, mentors,
The EPP is	documented.	supervisors have	program: Provided	cooperating teachers
responsible for		been trained:	a document signed	must be included in
providing mentor,		Principal,	by site supervisor	the curriculum matrix
cooperating		Superintendent,	attesting to being	for each.
teacher, and/or site		counselor,	trained and	
supervisor training		Educational	receiving a certificate of	The EPP must include how they
that relies on		Diagnostician, and	attendance, but	verify that the
scientifically-		Reading	actual training	training was
based research,		Specialist.	material not	completed as
but the program			provided.	prescribed.
may allow the		Provide the	1	1
training to be		training material	School Counselor	All components of
provided by a		and dated	program: No	the curriculum matrix
school, district, or		attendance	training material or	must be complete and
regional education		records/certificates	dated attendance	correspond exactly to
service center if		of completion for	record for site	demonstrate an
properly		one candidate each	supervisor training	aligned curriculum.
documented.		with TEA ID to	provided.	A complete
With		show that	Educational	curriculum matrix
§228.2(12)		cooperating	Diagnostician	includes:
cooperating		teacher and	program: No	 Assessment
teacher who has		mentor have been	training material or	instruments/
completed		trained: Teacher	dated attendance	scoring rubrics
cooperating		UG and Teacher	record for site	aligned to
teacher <u>training</u> ,		PB	supervisor training	standards.
including training			provided.	 Completed
in how to coach				curriculum
and mentor			Reading Specialist	alignment charts
teacher candidates,			program: No evidence	aligned to
by the EPP				standards that reflect where
J -			Teacher UG	standards are
§228.2(24) mentor			program: No	taught in each
who has			training material or	course and
completed mentor			dated attendance	correlate to the
training, including			record for	courses listed
training in how to			cooperating teacher	and scope &
coach and mentor			training provided.	sequence.
teacher candidates,				• Field based
by an EPP			Teacher PB	experience
- j wii L/I I			program: No evidence provided	information as
			evidence provided	applicable.

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§228.2(31) site supervisorwho has completed <u>training by the</u> <u>EPP, including</u> <u>training in how to</u> <u>coach and mentor</u> <u>candidates</u>				 Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards. To demonstrate the EPP has implemented the requirement of cooperating teacher/mentor/site supervisor training, UST will submit evidence for 10 candidates each with TEA ID (Principal, School Counselor, Educational Diagnostician, teacher UG, and teacher PB) that shows their site supervisors, cooperating teachers, or mentors attended training.
19 TAC §228.35(g), §228.35(h) 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	Require all field supervisors assigned to candidates to meet requirements for training, including local and statewide field supervisor training.	Provide one file each with TEA ID that contains candidate placement information showing date of placement and Field Supervisor (FS) assigned or Field Supervisor logs with the information for a Principal, Superintendent, counselor, and Educational Diagnostician, and	Not Approved: Principal Program: FS Training local and statewide not provided. Superintendent Program: Statewide FS training not provided. School Counselor Program: Statewide FS	Submit a completed curriculum matrix for each certification category/class/route UST intends to retain. The training material for the field supervisors must be included in the curriculum matrix for each. The EPP must identify specifically that field supervisors must receive both local and statewide

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been trained as a field supervisor.		Specialist. Include	training not provided.	field supervisor training.
been trained as a field supervisor.		Reading Specialist. Include the dated local and statewide Field Supervisor training for each.	training not provided. Educational Diagnostician Program: No local or statewide FS training evidence provided. Reading Specialist Program: No evidence provided and no candidates. Consider removing certificate from inventory.	Provide a written description of how the EPP verifies that the training was completed as prescribed. Provide a written description of how the EPP will communicate training requirements to all field supervisors. To demonstrate the EPP has implemented the requirement of field supervisor training, submit evidence for 10 candidates each with TEA ID (Principal, School Counselor, Educational Diagnostician, Reading Specialist) that documents that their field supervisor attended required training. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: • Assessment instruments/ scoring rubrics
				aligned to standards.Completed
				curriculum alignment charts aligned to
				standards that reflect where standards are

19 TAC §228.2(16) Field Supervision: Field Supervisor Qualifications Field supervisors	Require all field supervisors assigned to candidates to be qualified.	Provide the following for one FS each for the corresponding candidate each with TEA ID: teacher UG, teacher PB, and	Not Approved: Teacher UG-No qualifications provided. Teacher PB – No	 taught in each course and correlate to the courses listed and scope & sequence. Field based experience information as applicable. Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards. Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.
<u>credentials</u> <u>appropriate for the</u> <u>candidate(s)</u> <u>supervised</u> . (16) Field supervisorA <u>currently certified</u> educator,who preferably has <u>advanced</u> <u>credentials</u> , shall have <u>at</u> <u>least three years of</u> <u>experience</u> and current		counselor, Educational Diagnostician, and Reading Specialist: 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	Principal – No evidence of qualifications. School Counselor - No evidence of qualifications. Educational Diagnostician- No evidence of qualifications. Reading Specialist – No evidence provided. Consider	be included in the curriculum matrix for each. Identify specifically how the EPP will verify that field supervisors will meet all minimum qualifications identified in TAC. This must be included in the curriculum matrix. All components of
certification in the class in which supervision is provided. A field supervisor shall be <u>an accomplished</u> <u>educator as shown</u>		continuing professional education: • Resume; or • Service records; or	removing the certificate from certificate inventory.	the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.

<u>by student</u>	• Letters of	A complete
learning.	recommendatio	curriculum matrix
	n	includes:
If an individual is	Evidence of	 Assessment
not currently	accomplishment	instruments/
certified, an	as an educator:	scoring rubrics
individual must	 Evaluations 	aligned to
hold at least a	that include	standards.
	evidence of	 Completed
master's degree in	student	curriculum
the academic area		alignment charts
or field related to	learning; or	aligned to
the certification	Campus or	standards that
class for which	district reports	reflect where
supervision is	that include	standards are
being provided	evidence of	taught in each
and comply with	student	course and
the same number,	learning; or	correlate to the
content, and type	• Letters of	courses listed
of continuing	recommen	and scope &
professional	dation that	sequence.
education	include	• Field based
		experience
requirements	evidence	information as
described in 19	of student	applicable.
TAC §232.11,	learning.	Clinical
§232.13, and		teaching/
§232.15.		internship/
		practicum
		requirements
		with applicable
		observation
		instruments that
		measure
		candidate proficiency in
		each of the
		standards.
		To demonstrate the
		EPP has implemented
		the field supervisor
		qualification requirement, UST
		will provide and
		TEA will review
		the evidence
		retained in the
		records for up to 10
		candidates each
		with TEA ID
		(teacher UG,
		teacher PB,
		Principal, School
		Counselor,

				Educational Diagnostician, and Reading Specialist) who are completing a clinical teaching, internship, or practicum to verify the field supervisor assigned to the candidates met qualification requirements.
19 TAC §228.35(g) & (h) 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.	Require all field supervisors to complete statewide field supervisor training or be T- TESS trained.	Provide evidence that the assigned field supervisor has completed TEA-approved observation training for one candidate in each of the following classes: Teacher UG, Teacher PB, Principal, Superintendent, School Counselor, and Educational Diagnostician.	Not Approved: Teacher UG - No evidence provided. Teacher PB – No evidence provided. School Principal– Evidence for statewide training not provided. Superintendent: - Statewide FS training evidence not provided. School Counselor - Statewide FS training not provided. Educational Diagnostician - No statewide FS training evidence provided.	Submit a completed curriculum matrix for each certification category/class/route UST intends to retain. The field supervisor training must be included in the curriculum matrix for each. Identify specifically that field supervisors must complete both local and statewide field supervisor training within the curriculum matrix. Provide the training provider that UST will use for statewide training. Identify the specific Education Service Center (ESC) or specify that the field supervisors will complete yearly T- TESS training within the curriculum matrix. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.

		A complete
		curriculum matrix
		includes:
		 Assessment
		instruments/
		scoring rubrics
		aligned to
		standards.
		 Completed
		curriculum
		alignment charts
		aligned to
		standards that
		reflect where
		standards are
		taught in each
		course and
		correlate to the
		courses listed
		and scope &
		sequence.
		 Field based
		experience
		information as
		applicable.
		Clinical
		teaching/
		internship/
		practicum
		requirements
		with applicable
		observation
		instruments that
		measure
		candidate
		proficiency in
		each of the
		standards.
		To demonstrate the
		EPP has implemented
		the field supervisor
		training requirement,
		UST will submit and
		TEA will review
		the evidence
		retained in the
		records for up to 10
		candidates each
		with TEA ID
		(teacher UG,
		teacher PB,
		Principal,
		Superintendent,

				School Counselor, and Educational Diagnostician) who are completing a clinical teaching, internship, or practicum to verify the field supervisor assigned to the candidates met training requirements.
 19 TAC §228.35(g) & §228.35(h) 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 	Require the field supervisor to conduct an initial contact within the first three weeks of assignment for teacher candidates and the first quarter of assignment for non-teacher candidates.	Provide the document that is evidence that the FS has made a first contact as required for each with TEA ID: All teacher and non- teacher Teacher UG, Teacher PB, and Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.	Not Approved: Teacher PB: no evidence of initial contact within first three weeks of assignment provided. Principal: no evidence of initial contact within first quarter of assignment. School Counselor: no evidence of initial contact within first quarter of assignment Educational Diagnostician: no evidence of initial contact within first quarter of assignment. Educational Diagnostician: no evidence of initial contact within first quarter of assignment. Reading Specialist: No evidence provided. Consider removing the certificate from certificate from certificate inventory.	Submit a completed curriculum matrix for each certification category/class/route UST intends to retain. The initial contact between the candidate and the field supervisors must be included in the curriculum matrix for each. Identify specifically how the field supervisors make the initial contact within the curriculum matrix for each curriculum matrix submitted. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: • Assessment instruments/ scoring rubrics aligned to standards. • Completed curriculum

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occur <u>within the</u> <u>first quarter of the</u> <u>assignment</u> .				 alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope & sequence. Field based experience information as applicable. Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards. To demonstrate the EPP has implemented the initial contact requirement, submit initial contact evidence for up to 10 candidates each with TEA ID (teacher PB, Principal, School Counselor, and Educational Diagnostician) so TEA can verify that the assigned field supervisor conducted the initial contact as
				-
19 TAC §228.35(g), §228.35(h) Field Supervision: Pre- and Post- Conferences	Require the field supervisor to participate in a pre- and post-observation with the candidate assigned in all certification	Provide the pre- and post-observation evidence with TEA ID for each: Teacher UG, Teacher PB, and Principal, Superintendent, School Counselor,	Not Approved: Teacher UG – No evidence of pre- observation conference for 3 observations by FS.	Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.

observation field supervisor shall participate in an individualized tere-observation conference and individualized post- conference and individualized, experisors conference and individualized, experisors conference, and observation documents signed by candidate and field supervisor with aconference, and documents signed by candidate and field supervisor with aconference or post- observation sched 2 and field supervisors conference or post- observation conference or post- observationUse observation conference or post- observation conference by PS for each of 3 formal observation provided.Submit the observation matrix.No be onsite.No wide core provided.Submit the observation conference by PS for each of 3 formal observation provided.All components of the curriculum matrix induceds evidence or pro- opst-observation conference by PS for each of 3 formal observation sorgin phres solution instruments/ socgin pubries aligned to standards.All components of the curriculum matrix includes:No best provided.A complete curriculum matrix includes:Submit the core conservation					
field supervisor Reading Specialist: Principal - No conference and individualized post-conference; and conference; with the conference; and conservation documents signed biaservation three provided for three observation by FS. conference; with the conference; and conference; with the conference in the curviculum matrix for each. conference; with the conference in the pre- observation conference on the po-observation conference in the destance. School Counselor- No servation doservation the curviculum matrix for each. conference; with the conference in the pre- observation conference in the strategies observed and feedback. School Counselor- No servation conference with the conference in the pre- and post- observation conference by FS. conference; with the conference in the curviculum matrix. Fducational biaservation conference by FS. Submit the observation conference by FS. conference; No beervation conference by FS. Fducational biaservation conference by FS. Submit the observation conference by FS. conference; No beervation conference by FS. Fducational biaservation conference by FS. Submit the observation conference by FS. conference; with the consiste. Fducational biaservation conference by FS. Submit the observation conference by FS. formal observation conference by FS. Formal observation conference by FS. Submit Accounce within conference b	For each formal	categories/classes as	Educational	Teacher PB – No	The pre- and post-
shall participate in an individualized pre-observation conference and individualized post- conference and individualized post- conference and individualized post- conference and individualized post- conference and individualized, synchronous, and interactive <u>post- due</u> start and stop time, subject, and grade level with e-andidate;Neither the pre-observation be onsite.	observation, the	required.	Diagnostician, and	evidence provided.	observation
shall participate in an individualized pre-observation conference and individualized post- conference and individualized post- conference and individualized post- conference and individualized post- conference and individualized, synchronous, and interactive <u>post- due</u> start and stop time, subject, and grade level with e-andidate;Neither the pre-observation be onsite.	field supervisor	-		-	conferences between
an individualized sconference with the candidate; provide written feedback through an individualized, synchronous, and interactive post- dostervation conference with the candidate;Neither the pre-observation conference nor the post-observation conference nor the post-observation conference needs to be onsite. verifying pre- conference and individualized post- conference and field supervisor with record of instructional strategies observation conference or he- post-observation conference or the post-observation conference or the post-observation be onsite. School Counselor- bus evidence of pre- or post- observation conference for each. Identify specifically how the field supervisors conduct the pre- and post- observation conference or pre- or post- observation instructional strategies observed and feedback. School Counselor- the pre- and post- observation conference for each conference or pre- or post- observation conference or pre- or post- observation conference or pre- or post-observation conference or pre- or post- observation instrument used by the field supervisors with each curriculum matrix. No evidence provided. Consider removing the curriculum matrix includes: No evidence provided. Consider aligned curriculum. No evidence provided. Consider inventory. Complete and curriculum matrix includes: No evidence provided. Consider aligned to standards stat reflet other course and correlate to the course and correlate to the coursene pre- storelate to the course and correlate to the c				Principal - No	the candidate and the
pre-observation conference and individualized post- conference; and Observation decuments signed synchronous, and interactive post- observation conference with the candidate;, Neither the pre-observation conference nor the post-observation conference of pre- or conducted by FS.post-observation post-observation conference for each of 3 formal observation conference of pre- or conducted by FS.Identify specifically how evidence of pre- or post- observation conference for each of 3 formal observation conference of pre- or conducted by FS.Identify specifically supervisors conduct to be onsite.interaction conference nor the post-observation conference by FSSupervisors conduct observation conference of pre- or cach of 3 formal observations conference by FSSupervisor with the discusted in the curriculum matrix for each of 3 formal observations conference by FSSubmit the observation conference by FSIdentify specifically by obt-observation conference of pre- or cach of 3 formal observations conference by FSSubmit the observation conference by FSIdentify specifically by obt-observation conference by FSSubmit the observations conference by FSIdentify specifically by obt-observation conference by FSSubmit the conf			verifying pre-		field supervisors
conference with the candidate; provide written feedback through an individualized, synchronous, and interactive post- observation conference nor the post-observation conference nor the post-observation conference nor the post-observation conference nor the post-observation conference to ret be onsite.individualized post- observation field supervisor with the re-observation conference hor each of a formal observation conference hor each of a formal observation conference hor each the curriculum matrix for each.Identify specifically how the field supervisors conduct observation conference hor soften conference hor soften post-observation conference hor abservation conference hor abservation doservations provided.Submit the conference hor abservation instruments of the curriculum matrix formal observations provided.Submit the curriculum matrix matrix.All components of thread hor abservation aligned to	pre-observation			1	
candidate; provide written feedback through an individualized, synchronous, and interactive <u>post- observation</u> conference nor the post-observation conference needs to be onsite. conference, and Observation documents signed by candidate and grade level with record of instructional strategies observed and feedback. School Counselor- No evidence of post-observation conference for each of 3 formal observations conference by FS. Identify specifically how evidence of conference for each of 3 formal observations conference by FS. be onsite. Educational strategies observed and feedback. Submit the observation conference by FS. Submit the observation conference by FS. All components of the field supervisor with ecounting the certificate from certificate from correspond exactly to do standards that reflect where standards are taught in each correspond standards that reflect where standards are taught in each correspond correspond correspond correspond standards that reflect where standards are taught in each correspond corespond correspon			individualized post-		the curriculum matrix
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information as					
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				applicable.
				 Clinical
				teaching/
				internship/
				practicum
				requirements
				with applicable
				observation
				instruments that
				measure
				candidate proficiency in
				each of the
				standards.
				To demonstrate the
				EPP has implemented
				the requirement of
				the pre- and post- observation
				requirements,
				submit evidence for
				the pre- and post-
				observation
				conferences for up to
				10 candidates each
				with TEA ID (teacher
				UG, teacher PB,
				Principal, School
				Counselor, Reading
				Specialist, and Educational
				Diagnostician) so
				TEA can verify that
				the assigned field
				supervisor conducted
				the pre- and post-
				observations as
				required. This will
				include the actual
				observation
				documentation for all files requested.
				mes requested.
	Demoine the Coll	Durani da dh	NT-4 Ammune 1	Submit a supplied to 1
19 TAC §228.35	Require the field supervisor to	Provide the Observation	Not Approved:	Submit a completed curriculum matrix for
§228.35(h)	document	instruments	Educational	each certification
Field	educational	completed by field	Diagnostician:	category/class/route
Field	practices observed	supervisors and	Three	UST intends to
Supervision:	at each formal	signed by the	observations	retain.
Educational	observation and	candidate with TEA	provided, but not	
Practices	require the	ID for each:	signed by	The educational
Observed	candidate to sign for	Superintendent,	candidate and no	practices observed by
For each formal	receipt of the	Educational	evidence that a	the field supervisors
observation, the	observation.	Diagnostician.	evidence that a	must be included in

fi al 1 anna amria an	Observation		the curriculum matrix
field supervisor shalldocument	instrument with	copy was provided to the	for each.
	cooperating teacher,		ior caen.
educational	mentor, and/or	site supervisor.	To demonstrate the
practices	campus supervisor		EPP has implemented
observed;	signature; or		the requirement,
	Email with		submit the
for certification	delivery/read		observation
in a certification	receipt; or		instrument used by
class other than	Dated copy of letter		the field supervisor
classroom teacher.	on program		that includes the
For each formal	letterhead sent with		educational practices
observation, the	observation results.		observed with each
field supervisor			curriculum matrix.
shall provide a			
<u>copy of the written</u>			All components of
feedback to the			the curriculum matrix
candidate's site			must be complete and
			correspond exactly to
supervisor.			demonstrate an
			aligned curriculum.
			A complete
			curriculum matrix
			includes:
			• Assessment
			instruments/
			scoring rubrics
			aligned to
			standards.
			Completed
			curriculum
			alignment charts
			aligned to standards that
			reflect where
			standards are
			taught in each
			course and
			correlate to the
			courses listed
			and scope &
			sequence.
			• Field based
			experience
			information as
			applicable.
			Clinical
			teaching/
			internship/
			practicum
			requirements
			with applicable
			observation
			instruments that
			measure

				candidate proficiency in each of the standards. To demonstrate the EPP has implemented the requirement, submit evidence for each observation conducted by the field supervisor for up to 10 candidates with TEA ID (Educational Diagnostician) so TEA can verify that the assigned field supervisor, candidate,
19 TAC 228.35(g) and (h) Field	Require candidates to receive written feedback after each formal observation.	Provide the following with TEA ID for each Superintendent and	Not Approved: Educational Diagnostician:	and site supervisor signed off on each observation as required. This will include the actual observation documentation for all files requested. Submit a completed curriculum matrix for each certification category/class/route
Supervision: Observation- Written Feedback		Educational Diagnostician: 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.	Diagnostician: Three observations provided, but not signed by candidate and no evidence that a copy was provided to the site supervisor.	UST intends to retain. Information about the written feedback from the field supervisor must be included in the curriculum matrix for each. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes:

	1	1	
			scoring rubrics
			aligned to
			standards.
			• Completed
			curriculum
			alignment charts
			aligned to
			standards that
			reflect where
			standards are
			taught in each
			course and
			correlate to the
			courses listed
			and scope &
			sequence.
			 Field based
			experience
			information as
			applicable.
			Clinical
			teaching/
			internship/
			practicum
			requirements
			with applicable
			observation
			instruments that
			measure
			candidate
			proficiency in
			each of the
			standards.
			Describe specifically
			how the field
			supervisor will
			document educational
			practices observed
			and provide written
			feedback after each
			formal observation to
			the candidate within
			the curriculum matrix
			for each.
			Submit the
			observation
			instrument used by
			the field supervisor with each curriculum
			matrix.
			matrix.
			Everything in the
			curriculum matrix,
			scope & sequence,
L			scope & sequence,

				and alignment charts must correspond and be complete to demonstrate an aligned curriculum. To demonstrate the EPP has implemented the requirement, submit evidence for each observation conducted by the field supervisor for up to 10 candidates with TEA ID (Educational Diagnostician) so TEA can verify that
19 TAC	Provide all	Provide the	Not Approved:	the assigned field supervisor provided written feedback to the candidate at each observation as required. This will include the actual observation documentation for all files requested.
§228.35(g) & §228.35(h) Field Supervision: Informal Observations & Ongoing Coaching Informal observations and coaching shall be provided by the field supervisor as appropriate	candidates seeking certification in any certificate category or class with informal observations and coaching by the field supervisor as appropriate.	following for each with TEA ID: Teacher UG, Teacher PB, Principal, Superintendent, counselor, Educational Diagnostician, and Reading Specialist as evidence of informal observations and support: Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Observation forms; or Other electronic records of observation and coaching.	Teacher PB: No evidence provided. School Principal: No evidence provided. Educational Diagnostician: No evidence provided. School Counselor: No evidence provided. Reading Specialist: No evidence provided.	curriculum matrix for each certification category/class/route UST intends to retain. The informal observations and coaching by the field supervisors must be included in the curriculum matrix for each. Identify within the curriculum matrix how the field supervisor will provide informal observations and coaching to each candidate. All components of the curriculum matrix

		must be complete and
		correspond exactly to
		demonstrate an
		aligned curriculum.
		A
		A complete
		curriculum matrix
		includes:
		 Assessment
		instruments/
		scoring rubrics
		aligned to
		standards.
		• Completed
		curriculum
		alignment charts
		aligned to
		standards that
		reflect where
		standards are
		taught in each
		course and
		course and correlate to the
		courses listed
		and scope &
		sequence.
		• Field based
		experience
		information as
		applicable.
		Clinical
		teaching/
		internship/
		practicum
		requirements
		with applicable
		observation
		instruments that
		measure
		candidate
		proficiency in
		each of the
		standards.
		To demonstrate the
		EPP has implemented
		the requirement,
		provide 10 files each
		with TEA ID and
		documentation
		(teacher PB,
		Principal.
		Educational
		Diagnostician,
		School Counselor,
		and Reading

				Specialist) to show that the field supervisor provided ongoing support as required.
 19 TAC §228.35(g), §228.35(h) (g) in clinical teaching the FS shall collaborate with candidate and cooperating teacher throughout clinical teaching. For an internship, the FS shall collaborate with the candidate, mentor, and campus administrator throughout the internship. (h) The FS shall collaborate with the candidate and site supervisor throughout the practicum experience. 	Require the field supervisor to collaborate with the candidate, cooperating teacher/mentor/cam pus administrator/site supervisor as required.	Provide the following for each with TEA ID for a Teacher UG, Teacher PB, and Principal, Superintendent, and Educational Diagnostician candidate as evidence of collaboration with the candidate, site supervisor, and FS: dated FS logs, email records with delivery/read receipt, phone records, or signed observation forms.	Not Approved: Teacher PB: No evidence provided.	Submit a completed curriculum matrix for each certification category/class/route UST intends to retain. The collaboration between the field supervisor, candidate, cooperating teacher/mentor/site supervisor must be addressed within the curriculum matrix for each. Identify how the field supervisor will collaborate with the candidate, cooperating teacher/mentor/site supervisor throughout clinical teaching /internship/ practicum experience within the curriculum matrix. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: • Assessment instruments/ scoring rubrics aligned to standards. • Completed curriculum alignment charts aligned to standards that reflect where

				
				 standards are taught in each course and correlate to the courses listed and scope & sequence. Field based experience information as applicable. Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards. To demonstrate the EPP has implemented the requirement, provide 10 files (teacher PB) with TEA ID containing evidence to show that the field supervisor collaborated with the candidate, mentor/cooperating teacher/campus administrator throughout the internship/clinical teaching experience.
19TAC§228.35(b)(1)Pre-ServiceRequirements:FBE HoursUnless a candidatequalifies as a latehire, a candidateshall complete thefollowing prior toany clinical	Require all teacher candidates to complete field-based experiences as required.	Provide FBE documentation showing the minimum number of hours, the documented settings, and when candidates were actively engaged for one candidate from each of the following routes: Teacher UG and Teacher PB.	Not Approved: Teacher UG: No evidence provided. Because candidate completed clinical teaching in Spring semester, evidence of FBEs completed in the Fall semester should have been provided.	Submit a completed curriculum matrix for each teacher certification category/ route UST intends to retain. The field-based experiences (FBEs) must be addressed within the curriculum matrix for each.

teaching or		Teacher PB: No	Identify how FBEs
internship:		evidence provided.	will be documented
			and how the EPP will
(1) a <u>minimum of</u>			ensure that the
<u>30 clock-hours</u> of			minimum number of
			FBEs are completed
field-based			prior to clinical
experience			teaching/internship in
			a variety of settings
19 TAC			and verified by the
§228.35(e)(1)			certified teacher
FBE: Settings			observed by
8			including an FBE log
An EPP shall			for each curriculum
provide evidence			matrix submitted.
-			
of ongoing and			All components of
relevant field-			the curriculum matrix
based experiences			must be complete and
throughout the			correspond exactly to
EPP in a <u>variety of</u>			demonstrate an
educational			aligned curriculum.
settings with			
diverse student			A complete
populations,			curriculum matrix
including			includes:
observation,			 Assessment
modeling, and			instruments/
			scoring rubrics
demonstration of			aligned to
effective practices			standards.
to improve student			 Completed
<u>learning</u>			curriculum
			alignment charts
19 TAC			aligned to
§228.35(e)(1)(A)			standards that
FBE: Interactive			reflect where
Hours			standards are
liouis			taught in each
Field-based			course and
			correlate to the
experiences must			courses listed
include <u>15 clock-</u>			and scope &
hours in which the			sequence.
candidate, under			 Field based
the direction of the			experience
EPP, is <u>actively</u>			information as
engaged in			applicable.
instructional or			Clinical
educational			teaching/
activities that			internship/
include:			practicum
			requirements
(i) authentic			with applicable
(i) authentic			observation
school settings in			instruments that

a public school				measure
accredited by the				candidate
TEA or other				proficiency in
school approved				each of the
by the TEA for				standards.
this purpose;				
(ii) instruction by				To demonstrate the
content certified				EPP has implemented
				the requirement,
teachers;				provide evidence of
(iii) actual				FBEs completed for
students in				10 UG and 10 PB
classrooms/instruc				teacher candidates
tional settings				with TEA ID that meet all FBE
with identity-proof				requirements,
provisions;				including interactive
(iv) content or				FBEs.
grade-level				1 2 2 3.
specific				
classrooms/instruc				
tional settings; and				
(v) written				
reflection of the				
observation.				
19 TAC	Require all	Teacher PB EPP	Not Approved:	Provide the published
§228.35(e)(2)(B)(i	candidates	needs to notify		information
v)	completing an	candidate	PB teacher	(handbook, webpage
Skills	internship to hold an	identified that EPP	candidate:	link, etc.) that reflects
Implementation:	intern or		Requested	
	and the state of the second	cannot standard	Requested	internship
Internship	probationary		evidence, the	requirements for
Internship Certification	probationary certificate.	certify until an	evidence, the official	requirements for teacher candidates in
		certify until an internship (with	evidence, the official notifications from	requirements for teacher candidates in all certification
Certification		certify until an internship (with PRO/INT) or	evidence, the official notifications from the EPP and	requirements for teacher candidates in all certification categories/routes to
Certification A candidate <u>must</u>		certify until an internship (with PRO/INT) or Clinical Teaching	evidence, the official notifications from the EPP and candidate	requirements for teacher candidates in all certification categories/routes to hold an intern or
Certification A candidate <u>must</u> <u>hold an intern or</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u>		certify until an internship (with PRO/INT) or Clinical Teaching	evidence, the official notifications from the EPP and candidate	requirements for teacher candidates in all certification categories/routes to hold an intern or
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed.	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed.	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification.
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified with TEA ID: notify
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified with TEA ID: notify the candidate that
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified with TEA ID: notify the candidate that UST cannot standard
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified with TEA ID: notify the candidate that UST cannot standard certify the candidate
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified with TEA ID: notify the candidate that UST cannot standard certify the candidate until an internship
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified with TEA ID: notify the candidate that UST cannot standard certify the candidate until an internship (with PRO/INT) is
Certification A candidate <u>must</u> <u>hold an intern or</u> <u>probationary</u> <u>certificate while</u> <u>participating in an</u>		certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed. Provide TEA the official notifications from the EPP and candidate acknowledgement as	evidence, the official notifications from the EPP and candidate acknowledgement,	requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate. TEA will independently review the website for the posted notification. For the PB teacher candidate identified with TEA ID: notify the candidate that UST cannot standard certify the candidate until an internship

§228.35(4) Skills Implementation: First of Year Experiences Candidates	Require all teacher candidates to experience the start of the school year (first 15 days) as required, either through clinical teaching, internship, or field-based experiences.	Submit evidence of start of the school year experiences (first 15 days) for one candidate in each of the following routes: Teacher UG and Teacher PB.	Not approved: Teacher UG: No evidence provided. Because clinical teaching was in the Spring, start of the school year experiences should have been provided through field-based experiences (FBEs). Teacher PB: No evidence provided.	EPP and candidate acknowledgement that the candidate has received and understands the requirement and will not be standard certified until it is met. Submit evidence of start of the school year experiences (first 15 days) for 10 candidates with TEA ID in each of the following routes: Teacher UG and Teacher PB, if any have been admitted and started/completed the requirement to date. Provide the protocol document and candidate handbook that UST will use to ensure that all teacher candidates know and understand that they must experience the start of the school year (first 15 days) as required, either through clinical
the first 15 instructional days				year (first 15 days) as required, either
Assessment and Evaluation	ation of Candidates f	or Certification and P	rogram Improvemen	t 19 TAC 8228.40
	Establish	Provide a	Not approved:	Provide a benchmark
17 1110	benchmarks for	benchmark	<u> </u>	document for 10
Benchmarks	candidates in every	document for one	Teacher PB – No	candidates each with
To ensure that a	program approved	candidate each with	evidence provided.	TEA ID:
candidate for	to offer certification.	TEA ID: UG/PB		• PB teacher
educator		teacher, Principal,		Reading

certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish <u>benchmarks</u>		Superintendent, counselor, Educational Diagnostician, Reading Specialist.	Reading Specialist – No evidence provided. Consider removing the certificate from the EPP inventory.	Specialist.
 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 <u>structured</u> <u>assessments</u> of the candidate's progress throughout the EPP. 19 TAC §228.40(b) & §228.40(d) Test Preparation (b) An EPP is responsible for ensuring that each <u>candidate is</u> <u>adequately</u> prepared to pass the appropriate <u>content pedagogy</u> <u>examination(s)</u> required for certification unless that content pedagogy test is 	Require structured assessments in the form of performance-based assessments to all candidates in all coursework leading to standard certification in every certificate class and category offered.	Provide the following for one UG Core Subjects EC-6/STR candidate with TEA ID: A performance-based assessment (PBA) and associated rubric as evidence of compliance. Provide one file each: PB Teacher. Principal, supt., counselor, ed. diag., and RS candidate file with TEA ID that documents that the candidate was ready to test.	Not approved: This would have been provided as a part of the application A documents, but only one PBA was provided that met requirements and it was not related to science of teaching reading (STR). Not approved. <u>Not approved:</u> Teacher PB – No evidence provided. Reading Specialist – No evidence provided. Consider removing from certificate inventory.	Submit a completed curriculum matrix for each certification category/class/route UST intends to retain. The candidate standards-based performance-based assessments with associated rubric & levels of proficiency noted must be included for each course in each curriculum matrix provided. Candidate readiness to test is addressed within the curriculum matrix and the EPP must address how readiness to test is determined. All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum. A complete curriculum matrix includes: Assessment instruments/ scoring rubrics aligned to standards. Completed curriculum alignment charts

used for admission	aligned to					
purposes.	standards that					
	reflect where					
(d) An EPP shall	standards are					
determine the	taught in each					
readiness of each	course and					
candidate to take the	correlate to the					
appropriate	courses listed					
certification	and scope &					
examination of	sequence.					
content, pedagogy,	Field based					
and professional	experience					
responsibilities,	information as					
including	applicable.					
professional ethics	• Clinical					
and standards of	teaching/					
conduct.	internship/					
	practicum					
	requirements					
	with applicable					
	observation					
	instruments that					
	measure					
	candidate					
	proficiency in each of the					
	standards.					
	standards.					
	To demonstrate the EPP has implemented					
	the requirement,					
	submit 10 files each					
	with TEA ID (teacher					
	PB, Reading					
	Specialist) that					
	identifies how the					
	EPP determined					
	readiness to test.					
	D					
	Provide the protocol					
	that the EPP uses to					
	determine readiness					
	to test for all					
	candidates in each					
	certification					
	category/class/route:					
	teacher UG, teacher					
	PB, Principal,					
	Superintendent,					
	School Counselor,					
	Educational					
	Diagnostician, and					
	Reading Specialist.					
Required Submissions of Information, Surveys, ar	d					
Other Data 19 TAC §229.3						

	D 11 1 1 1	n		
19 TAC §229.3(a),	Report all data to	Require the EPP	Not approved:	Provide the protocol
§229.3(f)(1), &	TEA accurately.	to accurately		that UST will use
related graphic		report all data.	Admission records	beginning with the
Figure 19 TAC			not uploaded	21-22 academic year
§229.3(f)(1)		This includes	within seven days	to ensure that all data
Data Reported:		uploading formal	based on admission	is accurately
Accurately		admissions within	documents	reported.
(a) Educator		7-days, reporting	provided for	TT1 · · 1 1
preparation			compliance plan	This includes:
programs (EPPs)		GPA accurately,	and verified in the	• A protocol for
field		reporting	Accountability	ensuring that
supervisors,		candidates	System for	admission
administrators,		correctly as OE / F	Educator	records are
mentors, site		for each year they	Preparation	created in ECOS
supervisors, and		are in the program,	(ASEP).	for each admitted
cooperating		uploading	Additionally TEA	candidate within
teachers shall		observations for	Additionally, TEA	7-days of the
		all candidates in	randomly checked admits to the	formal admission date.
provide to the		clinical teaching,	Principal and	
TEA staff all data		internship, and	School Counselor	A protocol
and information		practicum	programs, which	ensuring that
required by 19		assignments.	were the only	candidates are
TAC Chapter 229,		assignments.	admits the EPP has	correctly identified as
as set forth in 19			had since the EPP	"Other Enrolled"
TAC §229.3(e)			review and the	
and §229.3(f) of			four-month	for each year they are enrolled
this section.			timeframe to	and identified as
			correct	a "Finisher" in
(f)(1) EPPs shall			deficiencies.	the year that all
provide data for				requirements are
<u>all candidates</u> as			The three	met.
specified in the			counselor admits	met.
figure:			were admitted	TEA will continue to
e			5/24/2021, but not	monitor all data fixes
Figure: 19 TAC			uploaded until	submitted by UST to
<u>§229.3(f)(1)</u>			6/1/2021. This was	ensure that candidate
			nine days after the	enrollment status is
			candidates were	correctly reported
			admitted.	based on corrections
				requested by UST.
				1
				TEA will review all
				records submitted
				and correlate to data
				submitted to ensure
				that they all correlate
				to data submitted to
				ECOS/ASEP.
		1		

*The Application A package that was a part of the Compliance Plan consists of a description of how the standards are incorporated into the EPP, documentation showing the program has the staff knowledge and expertise to support individuals participating in each of the certificate areas, scope and sequence, and a curriculum matrix that includes the standards, framework competencies, alignment charts,

applicable TEKS, course and/or modules names, and benchmark assessments used to measure successful program progress.