



NEW EDUCATOR PREPARATION PROGRAM INFORMATION, APPLICATION, AND INSTRUCTIONS 2009

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New Educator Preparation Program Information, Application and Instructions

INTRODUCTION

Success for all Texas students depends on the recruitment and retention of highly qualified teachers to prepare them for the future. One of the goals of both the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA) is to improve the quality of educator preparation programs and, ultimately, teachers in the state of Texas.

This document provides the following:

- Texas Education Code and Texas Administrative Code (TAC) are the governing rules applicable for Educator Preparation Programs
- Texas Education Code Senate Bill 174
- Steps and Timeline to Apply for Approval of an Educator Preparation Program
- New Educator Preparation Program Application
- New Educator Preparation Program Proposal
- Rubric for Approval of an Educator Preparation Program
- Submission Checklist for Application Process
- Appendices providing templates for use with New Educator Preparation Program Proposal

STATUTORY BASIS AND TEXAS ADMINISTRATIVE CODE RULES

The enabling rules of the State Board for Educator Certification (SBEC) are located in Texas Education Code (TEC) Chapter 21 statute.

SBEC is the governmental body responsible to approve an entity to operate as an Educator Preparation Program in Texas. To apply for SBEC approval, an entity must provide the information contained in the Texas Administrative Code (TAC) Chapter 228 as described below.

To seek approval as an Educator Preparation Program in Texas and lawfully deliver such services, an entity must submit a New Educator Preparation Program Application and Proposal to Educator Standards in accordance with the instructions provided herein.

This Texas Education Agency Division of Educator Standards Application and Proposal requires the applicant to demonstrate the ability to comply with the following:

- TAC Chapters 227, 228 and 229 as applicable to Educator Preparation Programs located at www.sbec.state.tx.us
- *No Child Left Behind Act of 2001* statutes and regulations, as applicable, when partnering with programs funded under the Elementary and Secondary Act.
- Texas Education Code §61.0514, related to the Texas Higher Education Coordinating Board (THECB)

It is the applicant's responsibility to understand and comply with all rules and regulations governing Educator Preparation Programs. In addition, the applicant will be responsible for implementing Texas Administrative Code that may go into effect in the future.

It is the applicant's responsibility to ensure that all information in the application and proposal follows current rule and is accurate and complete. If required information is missing, the proposal will not proceed to a full review. The Educator Preparation Program Application and Proposal will be reviewed by Educator Standards staff to determine if it has met the required criteria. Upon completion of the review and pre-approval site visit, the program will be submitted to SBEC for possible approval.

STEPS AND TIMELINE TO APPLY FOR APPROVAL

Steps		Timeline
1.	Applicant Attends Required TEA Applicant Conference (face-to-face) TEA requires each applicant to attend a conference to learn about the application process and complete a form of intent regarding their particular program. Contact Ada Costey at ada.costey@tea.state.tx.us for scheduling and enrollment.	Jul/Jan
2.	Applicant Submits Application and Proposal to TEA Following the applicant conference, each applicant must complete and submit the New Educator Preparation Program Application and Proposal to the Division of Educator Standards as described below. Applicant is responsible for accuracy and completeness.	<u>Aug/Feb</u>
3.	TEA Staff Reviews Application and Proposal Upon receipt, TEA staff will review the Application and Proposal for compliance with the required criteria. If any information is missing, review of the proposal will stop. If the application proceeds, two program specialists plus the director must recommend approval at this point or the application review stops.	<u>Sept/Mar</u>
4.	TEA Staff Conducts Pre-Approval Site Visit and Recommends Revisions If application and proposal are recommended for approval by program specialists and director, TEA staff will conduct a site visit to determine the program's capacity to implement the program components successfully. As a result of the TEA staff visit, applicants may be required to submit revisions of the Application and Proposal within required lead-time for desired SBEC meeting date.	<u>Oct/Apr</u>
5.	TEA Staff Submits Program Information to the SBEC Board The Executive Summary and TEA staff reports are submitted for SBEC Board Meeting Agenda.	See SBEC meeting Schedule
6.	The SBEC Board Provides Final Decision The SBEC Board considers the program proposal and will have the opportunity to approve or disapprove the new program	

Procedure for Submitting APPLICATION AND Proposal

Please submit **ONE** paper and **ONE** electronic copy of the completed application to:

Dr. Janice Lopez, Director
Division of Educator Standards
Texas Education Agency
Educator Standards, 5-100E
1701 N. Congress Ave.
Austin, TX 78701

AND to
e-mail: Janice.Lopez@tea.state.tx.us



New Educator Preparation Program Application

Program Type: ☐ UI (University Initial) ☐ ACP (Alternate Certification Program) ☐ PB (Post-Baccalaureate)

Entity Name:

Certificate Desired:

Grade Level:

Dean/Director/Owner

Mailing Address:

City:

Zip Code:

State:

Phone:

Fax:

Email:

Website:

Submission Date:

Location of Training:

Applicable Rules:

Refer to the Texas Administrative Code (TAC) Chapters 227 and 228 for the rules regarding New Entity Approval and Continuing Entity Approval and Provisions for Educator Preparation of Candidates. Refer to the Texas Administrative Code (TAC) Chapter 229 and Senate Bill 174 for the rules regarding the Accountability System for Educator Preparation Programs (ASEP) and accreditation status.

Program Assurances

All programs understand and agree to comply with the following requirements for approved educator preparation programs in Texas:

1. The entity must comply fully with the nondiscrimination provisions of all federal and state statutes, laws, and rules that prohibit unlawful discrimination in the admission of applicants to the program.
2. The entity shall comply with all the requirements of the federal NCLB for educator preparation programs.
3. The entity understands the rules and expectations and agrees to comply with and implement all future revisions of the Texas Administrative Code rules relating to educator preparation programs approved by the SBEC (<http://www.sbec.state.tx.us>).
4. Appropriate entity personnel must attend the Accountability System for Educator Preparation (ASEP) Certification trainings during the first 6 months of operation.
5. Curriculum offered by the entity shall conform to minimum requirements of TAC Chapter 228.30 and to the advancement of professional knowledge and skills identified by the standards and competencies of the State Board for Educator Certification.
6. The entity must specify the curriculum content, number of total program hours required, and program delivery method(s).
7. The activities offered must promote high levels of learning for all participants and provide access to various models of effective teaching practices.
8. The entity must conduct an ongoing, in-depth self-study to systematically assess the needs and priorities of educators served by the entity as well as the quality of the activities offered.
9. The entity must provide appropriate written documentation outlining the program expectations, requirements, and procedural guidelines.
10. The entity shall retain documents that demonstrate a candidate's eligibility for admission to the program, and evidence of completion of all program requirements for a period of five years after program completion.
11. The program understands that a pre-approval site visit will be conducted to determine the program's ability to successfully implement the proposed components. Additional site visits shall be conducted.
12. **Expansion** of an existing SBEC approved program will be considered by the SBEC Board only if the program is fully accredited.

On behalf of the program designated on this form, I understand and agree to the above requirements and verify that the information provided on this form is true, correct, and complete. Any falsification or misrepresentation of information may result in revocation of the program's authorization to operate.

Printed Name of Dean, Director (University/ISD/ESC) or Entity Owner (Private Entity)

Title

Signature

Date

CONTACT INFORMATION

Organization/Entity:			
Program Name:			
Program Mailing Address:			
City:		Zip Code:	State:
Program Mailing Address:			
City:		Zip Code:	State:
Email:		Website:	
County:		Phone:	Fax:
Proposed Certificate(s) and Grade Level(s):			

Dean/Director/Owner's Name:		Title:	
Phone Number		Fax	email

Certification Officer:		Title:	
Phone Number		Fax	email

Additional Program Contact:		Title:	
Phone Number		Fax	email

Additional Program Contact:		Title:	
Phone Number		Fax	email

NEW EDUCATOR PREPARATION PROGRAM PROPOSAL

PROPOSAL: SECTION A - EXECUTIVE SUMMARY

Briefly describe each of the topics below in an Executive Summary. The Executive Summary must be no more than two pages. Use Arial 11 pt type (font), and have one-inch margins on all sides. Label each component in bold as shown, flush left. The two-page Executive Summary will be printed in the SBEC Board agenda when the program is presented to the SBEC Board for possible approval; thus do not refer to attachments.

Organize the Executive Summary as follows:

Introductory Paragraph

- List program's location and the intended service areas.
- Describe the entity and area(s) of certification for which approval is sought.
- Estimate the anticipated number of people to be certified each year.
- State the anticipated start date of the program and cost per student.
- State that resumes/vitas of entity owner(s)/director(s) are provided.
- Briefly justify the need for a new program in this geographic area, and in the requested certification areas.

Component 1: Governance of Educator Preparation Programs

- Describe the Advisory Committee including number of members representing public/private schools, Region Education Service Center, institutions of higher education, business, and community.
- Summarize the duties and expectations of the Advisory Committee.

Component 2: Admission Criteria

- Describe program recruitment strategies and admission criteria.
- List total program cost for candidates (including tuition, texts, materials, and all test and certificate fees).

Component 3: Educator Preparation Curriculum

- Describe how the standards for Texas educators are incorporated into the preparation program and acknowledge commitment to realign the curriculum when new standards become available.
- Describe how the 17 required Pedagogy and Professional Development topics will be incorporated into the preparation program.
- Describe the benchmarks in the program that demonstrate candidates' progress toward the mastery of standards prior to certification testing.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support

- List program's geographic location and the intended service area.
- State the average estimated length of time required to complete the program.
- List the total clock hours necessary to complete the program; hours of field-based experience prior to the teaching practicum; hours of PPR test preparation; and total course work hours prior to the teaching practicum.
- State if your classes will be delivered in a face-to-face, online, or hybrid of both formats.
- If you are offering online courses, detail how your online courses will be delivered; who created the online material or how you will secure them; if you develop the online courses, what standards will be used; how students will interact with the instructor and other cohort members; how hours will be verified; how online assessment will be addressed; and what types of technical and instructional assistance will be available to the candidates.
- Describe field supervision and mentoring provided to beginning educators.
-

Component 5: Assessment & Evaluation of Candidates & Program

- Describe briefly how you will evaluate both your overall program and curriculum.
- State how often the program will evaluate both the overall program and the curriculum.
- Acknowledge participation by Advisory Committee in the program evaluation process.

PROPOSAL: SECTION B - COMPONENTS 1 - 5 DETAILS

Address each of the topics below using the Rubric for Approval (which immediately follows Section B) as a guide. Section B may be as long as necessary to thoroughly explain your program. Use Arial 11 pt type, with one-inch margins on all sides. Label each component in bold as shown, flush left. Resumes, vitas and other attachments should be at the end in an Appendix.

Component 1: Governance of Educator Preparation Programs

TAC 228.20 (c) The governing body and chief operating officer of an educator preparation program must provide sufficient support to meet all SBEC Board standards and shall be accountable for the quality of the program and candidates whom the program recommends for certification.

In narrative text,

- **Justify the need** for a new educator preparation program in your location and for each of the certification fields requested by presenting concrete evidence of need.
- **Describe Advisory Committee** participation in the design and delivery of the preparation program; participation in major policy decisions; and participation in program evaluation.
- Describe the program's process for making policy decisions.
- Describe the participation of the chief executive officer (owner, director, dean, chairperson). How does this person demonstrate commitment to program quality and resources necessary for success?
- Describe the program's process for fiscal planning.
- Describe the program's physical and technological resources and facilities.
- List the schedule for Advisory Committee meeting during the first academic year of operation.
- Describe how the agendas, minutes, and roster of member attendance will be kept.

In the chart below, list members of the Advisory Committee, the organization they represent, their titles, and circle the stakeholder category each person represents.

Advisory Committee Members

Name of Member	Entity/Organization Represented	Title/Position	Category Represented

Component 2: Admission Criteria

According to TAC 227.10, the entity shall develop procedures to determine the candidates' appropriateness for the certification being sought and shall establish policies and procedures for the following:

In narrative text

- Describe the strategies used for recruiting candidates, including any targeted groups(s).
- Identify the process by which program staff determine the needs of school districts in the area and throughout the state, and how this information is used to set recruitment targets.
- State where the admission criteria are published.
- If the program is an ACP, will you require the Pre-Admission Content Test for admission?
- Describe the process for the actual placement/employment of interns/candidates in schools.
- Describe process for exiting participants from the program prior to completion.

In the chart below, list all admission criteria for the program.

Admission Requirements		
State Minimums Required by TAC§227.10	Program Admission Requirements (may be above state minimums)	Additional Detail
Be enrolled in an undergraduate program or have a baccalaureate degree from a regionally accredited institution of higher learning		
Overall grade point average (GPA) of at least 2.5 or at least 2.5 in the last 60 semester credit hours		
A minimum of 12 semester credit hours in the subject-specific content area for certification sought OR Passing score on content exam (PACT) prior to admission		
Demonstrate basic skills in reading, written communication and mathematics (List tests used)		
Application Form (Blank copy must be included in Appendix)		
Interview (List instrument used or attach in Appendix)		
Other Screening Instrument (List instrument(s) used)		
English Language Proficiency (List instrument(s) used)		
Methods of evaluating out-of-country applicants		
ACPs only Will you use the PACT?		
Add lines for any additional program criteria above state minimums:		

Component 3: Educator Preparation Curriculum

The educator standards adopted by SBEC shall be the curricular basis for educator preparation (TAC 228.30). Programs shall prepare a curriculum matrix, not to exceed two pages per course, providing the following information using the template below.

Universities and others who prepare candidates in content fields must complete both the content matrix and the Pedagogy and Professional Responsibilities (PPR) matrix. Alternative Certification Programs that require the PACT test prior to admission need only complete the PPR matrix.

Complete the curriculum matrix as follows for each certification field or class and grade level requested:

- Identify levels and areas of certification to be delivered, including **Certificate Name** and **Test Number(s)** required, and place this information on the appropriate lines at the top of the matrix.
- Course/Module Name:** Provide the course name(s) offered by your program.
- Standard #:** Describe how the curriculum is aligned with the certification standards. Refer to <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>.
- Framework Competency:** Describe the relationship between curriculum, content and pedagogy.
- TEKS:** Student **TEKS** for each content area. See: <http://www.tea.state.tx.us/teks/>.
- Benchmarks/Assessments** - Describe how each course/module will be assessed prior to certification testing. Include a brief identification of the assessment, content the assessment will cover, and how the assessment will be graded.

Examples: 1) Twenty-item multiple choice quiz over plant life graded at 80% mastery; or 2) Lesson plan using cooperative learning for 5th grade math, graded on a six-point rubric, or 3) Science lab experiment graded by a checklist of safety procedures at 95% mastery.

Complete one matrix for each certification field requested.

Content Curriculum Matrix #1

Certificate Name/Grade Level		Test Required:		
Course/Module Name	Standard #	Framework Competency	TEKS (if applicable)	Benchmarks/Assessments

Content Curriculum Matrix #2

Certificate Name/Grade Level

Test Required:

Course/Module Name	Standard #	Framework Competency	TEKS <i>(if applicable)</i>	Benchmarks/Assessments

Content Curriculum Matrix #3

Certificate Name/Grade Level

Test Required:

Course/Module Name	Standard #	Framework Competency	TEKS <i>(if applicable)</i>	Benchmarks/Assessments

Content Curriculum Matrix #4

Certificate Name/Grade Level Test Required:

Course/Module Name	Standard #	Framework Competency	TEKS <i>(if applicable)</i>	Benchmarks/Assessments

Content Curriculum Matrix #5

Certificate Name/Grade Level Test Required:

Course/Module Name	Standard #	Framework Competency	TEKS <i>(if applicable)</i>	Benchmarks/Assessments

Complete one matrix for the Pedagogy and Professional Responsibilities that includes the seventeen (17) required curriculum areas.

Only one PPR matrix is necessary, no matter how many certification fields are requested.

Pedagogy and Professional Responsibilities Curriculum Matrix

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Course/Module Name & Description	Assessments for Essential Components in each Course or Module
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)		
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TACS 247.2		
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.		
I, II, III	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.		
I, II, III	5. Learning Theories	Programs will teach a variety of learning theories		
I, III	6. TEKS Organization, Skills	http://ritter.tea.state.tx.us/teks/		

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Course/Module Name & Description	Assessments for Essential Components in each Course or Module
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/		
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.		
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.		
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories and methods appropriate for teaching formative assessment to diagnose learning needs and other types of classroom assessment.		
II, IV	11. Classroom Management	Programs will select from a variety of theories and methods appropriate for teaching classroom management.		
I, II, III, IV	12. Special Populations ELPS --English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual ELPS 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT C. Special Education 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline		

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Course/Module Name & Description	Assessments for Essential Components in each Course or Module
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.		
I, III	14. Instructional Technology http:// www.sbec.state.tx.us/ SBECOnline/standtest/ edstancertfieldlevl.asp	SBEC Tech . Stds. for All Teachers 1.Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.		
I, III, IV	15.Pedagogy/ Instructional Strategies	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.		
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.		
IV	17. Certification Test Preparation (6 clock hours required)	Testing study guides, standards, frameworks, competencies www.texas.ets.org		

Submit one Course Syllabus for each course or module in the educator preparation program, including PPR. The syllabus must contain the minimum information listed below, and any other information deemed suitable by the program. Include these in the Appendix. *Do not send syllabi for undergraduate courses in departments other than education.*

Faculty-Instructors - Include vitas/resumes for each faculty/instructor in the program in the Appendix. Label the teaching field or course(s) each instructor will teach in order to document their qualifications for the position. Each vita/resume must list the person's degrees and teaching certifications, universities attended and dates, and other pertinent professional experience. Please include a letter of commitment from prospective faculty/instructors. If you do not have specific faculty/instructors in place at this point, provide a description of the qualifications for the positions.

Online Courses - If you are offering online courses, describe who the developer of the coursework is, and describe the standards that were used for its development.

Component 4: Preparation Program Coursework, Delivery & Ongoing Support

The program shall establish a system for delivery and improvement. On-going support of the certification candidates must be a part of the program design.

- Describe how your courses will be delivered: face-to-face; online; or a hybrid of both.
- Detail how the online students will interact with the instructor and other cohort members; how hours will be verified; how online assessment will be addressed; and what types of technical and instructional assistance will be available to the candidates.

Job Title	Job Description/Responsibilities	Qualifications
Director/Dean/ Owner		
Certification Officer		
Field Supervisor		
Content/Curriculum Specialists		
Data Specialists		
Student Program Advisor		
Add as many others as needed for your program		

In narrative text,

- **Describe how the required field-based experiences** for initial teacher certification will be provided and structured. Candidates must have at least 30 clock hours of field-based experiences prior to the teaching practicum. Explain how and where these experiences will be provided and how the candidates' experiences will be documented by the program. Explain how the students will react and use these experiences in their coursework.
- **Describe how Cooperating Teachers/Mentors** will be selected for teaching candidates. Include the criteria required by the program for Cooperating Teachers/Mentors.
- Describe required training for Cooperating Teachers/Mentors by the program. Programs may accept mentor training provided by school districts or Education Service Centers (TxBESS), but the program must document such training. Describe any handbooks, online information or other support for Cooperating Teachers/Mentors provided by the program.
- Describe how Cooperating Teachers/Mentors will communicate with Field Supervisors and other program staff. Include the program's expectations for Cooperating Teachers/Mentors observations and coaching of teaching candidates.
- Discuss how the program will compensate Cooperating Teachers/Mentors.(Strongly recommended)
- **Describe how the Field Supervisor** will guide the candidate during the teaching practicum. When will initial contact between Field Supervisor and candidate occur? When will the first observation occur? How many observations will there be each semester? How long will each observation last? How will observations be documented? How will the Field Supervisor give constructive feedback to the candidate concerning the observations? How will the Field Supervisor provide written feedback on each observation to the campus principal?
- Describe the type of on-going training that will be provided to the Field Supervisor each year.
- Explain how the program will ensure high quality field supervision.
- Describe how the program will support any candidate who may struggle in the classroom during the teaching practicum.
- Describe the process for addressing student grievances.

Type	Minimum Clock Hours	Program's Clock Hours
Coursework/ Training prior to Student Teaching/internship	80	
Field-based Exp. prior to Student Teaching/internship	30	
Subtotal (required hours required prior to student teaching/clinical teaching/internship)	110	
Test Prep	6	
Additional Coursework (necessary to make required 300 min.)	184	
(Optional: 50 hours or less maybe given by school district with CPE # documentation in each student folder. If no documentation, program is responsible for these hours.)	(50)	
Total Coursework Minimum	300	
Internship	180 school days (in addition to 300 min. clock hours of program)	
Student Teaching/Clinical Teaching	12-week, full-day minimum (in addition to 300 min. clock hours of program)	

If you are requesting a professional certification class, complete the table below.

Minimum Program Hours Required by TAC §228.35 (b) & (d)(3) for Professional Certification

(principal, superintendent, counselor, master teacher, librarian, educational. diagnostician, reading specialist)

Any program can provide more program hours than the minimum, but not less

Type	Minimum Clock Hours	Program's Clock Hours
Coursework	200	
Internship	160	
Total Minimum	360	

If you are requesting a professional certification class, complete the table below.

Minimum Program Hours Required by TAC §228.35 (b) & (d)(3) for Professional Certification

(principal, superintendent, counselor, master teacher, librarian, educational. diagnostician, reading specialist)

Any program can provide more program hours than the minimum, but not fewer.

Strategic Intent	Indicator	Program's Measurement Tool/Procedure	Timeline for Program Data Collection	Staff Position Responsible
Candidate Achievement	TExES and PPR test scores			
Candidate Success	Teaching Performance			
Candidate Success	Number passing tests on first attempt			
Fiscal Responsibility	Revenue and Expenses			
Candidate Satisfaction	Candidate Feedback of overall program			
Candidate Satisfaction	Candidate Feedback on Coursework			
Candidate Satisfaction	Candidate Feedback on Teaching Practicum			
Program Quality	Field Supervision Frequency, Duration, and Quality			
Program Quality	Meeting TEA Reporting Requirements (S.B. 174, TAC §229)			
Program Quality	Active Advisory Committee			
Program Quality	Up-to-Date Curriculum			
Customer Satisfaction	Principal's Feedback on Candidate in Teaching Practicum			

SUBMISSION CHECKLIST FOR APPLICATION PROCESS

(For "yes", please check box.)

1. Email Ada Costey at Ada.costey@tea.state.tx.us to attend an Application Conference as required at TEA.	<input type="checkbox"/>
2. Attend your selected Application Conference	<input type="checkbox"/>
3. Complete "Form of Intent" during the conference	<input type="checkbox"/>
4. If you represent a public institution of higher education, request a letter of approval from the Texas Higher Education Coordinating Board (THECB) showing the degree plan has been approved for the certification field proposing to be offered.	<input type="checkbox"/>
5. Complete and submit to Educator Standards:	
a. Letter of approval from the Texas Higher Education Coordinating Board, if applicable	<input type="checkbox"/>
b. Educator Preparation Program Application	<input type="checkbox"/>
c. Educator Preparation Program Proposal	<input type="checkbox"/>
6. Section A - Executive Summary	<input type="checkbox"/>
7. Section B- Components 1-5	<input type="checkbox"/>
8. Prepare for and participate in a Pre-Approval Site visit	<input type="checkbox"/>

Please be aware that the projected time for new program approval is approximately 6 -9 months. After your proposal has been evaluated and reviewed by two Program Specialists and the Director, it will be placed on the next available SBEC Board agenda. Keep in mind that all agenda items must be turned in approximately 6 weeks prior to each SBEC Board meeting to allow for printing and production time.