

## 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

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**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, Sanctions Under Accountability System for Educator Preparation Programs:**

- (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, Consumer Information Regarding Educator Preparation Programs (excerpt):**

- (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 public-school 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**

<b>IN THE MATTER</b>	§	<b>BEFORE THE STATE BOARD</b>
	§	
<b>OF</b>	§	<b>FOR</b>
	§	
<b>UNIVERSITY OF ST. THOMAS, EDUCATOR PREPARATION PROGRAM</b>	§	<b>EDUCATOR CERTIFICATION</b>
	§	
	§	

**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 five-year 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-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)
Core Subjects with STR (EC-6) (Trad)	Principal as Instructional Leader (EC-12) (PB)/TRAD)
Core Subjects with STR (EC-6) (Trad)	Reading Specialist (EC-12) (PB)/(TRAD)
Educational Diagnostician (EC-12) (PB)/(TRAD)	Reserve Officer Training Corps (ROTC) (6-12) (PB)
English as a Second Language Supplemental (NA) (PB)	Reserve Officer Training Corps (ROTC) (6-12) (Trad)
English as a Second Language Supplemental (NA) (TRAD)	School Counselor (EC-12) (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)
Languages Other Than English - Latin (EC-12) (PB)	Special Education Supplemental (NA) (PB)
Languages Other Than English - Latin (EC-12) (Trad)	Special Education Supplemental (NA) (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:

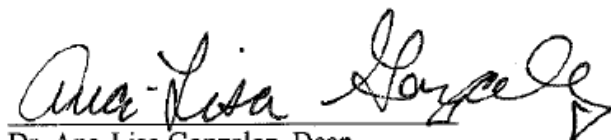
Art (EC-12) Post-Baccalaureate (PB)	Mathematics (7-12) (Trad)
Art (EC-12) Traditional (Trad)	Mathematics/Science (4-8) (PB)
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Bilingual Education Supplemental-Spanish (NA) (Trad)	Music (EC-12) (PB)
Chemistry (7-12) (PB)	Music (EC-12) (Trad)
Chemistry (7-12) (Trad)	Physical Science (6-12) (PB)
Core Subjects with STR (EC-6) (PB)	Physical Science (6-12) (Trad)
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English as a Second Language Supplemental (NA) (PB)	Reserve Officer Training Corps (ROTC) (6-12) (Trad)
English as a Second Language Supplemental (NA) (TRAD)	School Counselor (EC-12) (PB)/(TRAD)
English Language Arts and Reading (7-12) (PB)	Science (4-8) (PB)
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History (7-12) (Trad)	Social Studies (4-8) (Trad)
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Journalism (7-12) (TRAD)	Social Studies (7-12) (Trad)
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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<sup>th</sup> 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

**Exhibit A**  
Summary of Deficiencies and  
Required Evidence

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Deliverable
<b>Governance 19 TAC §228.10</b>				
<p><b>19 TAC §228.20(g)</b> Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.</p>	<p>Require EPP to develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.</p>	<p>Provide the specific link where the calendar of activities information can be found on the website for each program.</p>	<p><u>Not approved</u> for Principal and Superintendent programs.</p> <p>The link provided links to practicum and observation requirements and not to a calendar of EPP activities for each certificate.</p>	<p>Provide the specific link where the calendar of activities information that meets requirements can be found on the website for the following program:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Superintendent</li> </ul> <p>TEA will navigate to the UST website to locate the calendar of activities for each certification class identified to verify that it meets requirements.</p>

<b>Admission 19 TAC §227.10</b>				
<p><b>19 TAC § 227.10(a)(1) &amp; (2)</b> Require of <u>all applicants seeking initial certification in any class of 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 bachelor's degree earned from and conferred by an accredited IHE.</p>	<p>Require all non-teacher applicants to hold at a minimum a bachelor's degree at the time of admission.</p>	<p>For all non-teacher classes (Principal, School Counselor, Educational Diagnostician, and Reading Specialist) provide the official degree with TEA ID used for admission.</p>	<p><u>Not approved</u> for Reading Specialist.  The EPP submitted the implementation plan and sample documents with TEA ID for all programs except Reading Specialist.</p>	<p>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.</p>
<p><b>19 §TAC 242.5(a)</b> 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</p>	<p>Require all Superintendent applicants to hold at a minimum a master's degree.</p>	<p>Provide 1 Superintendent file with TEA ID that shows the official degree used for admission.</p>	<p><u>Not approved</u> 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.</p>	<p>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</p>

				10 Superintendent files with TEA ID that shows the official degree used for admission, if any Superintendent candidates have been admitted to date.
<p><b>19 TAC §227.10(a)(3)(A) Admission Requirements: GPA</b></p> <p>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</p>	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.	<p><u>Not approved for Reading Specialist program.</u></p> <p>Provided new protocol for admission GPA for all and sample files with TEA IDs noting required GPA met, except Reading Specialist program.</p>	<p>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.</p> <p>Provide the new protocol for Reading Specialist admission that identifies all admission requirements and includes the GPA required for admission for Reading Specialist applicants.</p>
<p><b>19 TAC §227.10(a)(6) Admission Requirements: Basic Skills</b></p> <p>An applicant <u>must demonstrate basic skills</u> in reading, written</p>	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.	<p><u>Not approved for Reading Specialist program.</u></p> <p>No evidence provided. Did not provide a process for future Reading Specialist admissions.</p>	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



<p>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 ...</p>				<p>that the candidate met the basic skills requirement if any candidates have been admitted to date. This would be the official transcripts.</p> <p>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.</p>
<p><b>19 TAC §227.10(a)(7) Admission Requirements: English Language Proficiency</b> An applicant must <u>demonstrate the English language proficiency skills as specified in 19 TAC §230.11...</u> (B) <u>An applicant to a university undergraduate program</u> that leads to a bachelor's degree may satisfy the English language proficiency requirement by meeting the English language proficiency requirement of the</p>	<p>Require all applicants to meet English language proficiency requirements prior to admission.</p>	<p>Notify identified Principal candidate in writing that finished EPP that EPP cannot standard certify until official TOEFL scores are received.</p> <p>Notify identified School Counselor candidate in writing not eligible for admission and remove from EPP.</p> <p>Notify identified post-bac (PB) teacher candidate in writing not eligible for admission and remove from EPP.</p> <p>Provide a candidate acknowledgement from each.</p>	<p><u>Not approved:</u></p> <p>Principal candidate missing candidate acknowledgement that cannot be standard certified until TOEFL scores received was not provided.</p> <p>School Counselor candidate acknowledgement not eligible for admission was not provided.</p> <p>PB teacher candidate acknowledgement not eligible for admission was not provided.</p>	<p>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.</p> <p>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.</p> <p>Provide the acknowledgement from the candidate that the PB candidate</p>

<p>accredited IHE at which the applicant is enrolled. <b>Effective 2/28/2016</b></p> <p><a href="#">Link to Out of Country Credential Review Results</a></p>				<p>was not eligible for admission. Include the TEA ID.</p> <p>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.</p>
<p><b>19 TAC §227.10(a)(8) Admission Requirements: Application</b>                  An applicant must submit an application...</p>	<p>Require all applicants to submit an application.</p>	<p>Provide one Reading Specialist file with TEA ID that contains the application used for admission.</p>	<p><u>Not approved:</u></p> <p>Nothing provided. Did not provide a process for future Reading Specialist admissions.</p>	<p>To demonstrate the EPP has implemented the admission 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.</p> <p>If no Reading Specialist candidates have been admitted, provide an attestation of commitment to implement the application when UST does have a Reading Specialist applicant.</p> <p>Provide a copy of the application that will be used for future</p>

				Reading Specialist applicants.
<p><b>19 TAC §227.10(a)(8) Admission Requirements: Screen</b> An applicant must... participate in either an <u>interview or other screening instrument</u> to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.</p> <p><b>Note: Principal &amp; Superintendent 2 or more per 19 TAC §241.5 &amp; §242.5.</b></p>	<p>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.</p>	<p>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.</p>	<p><u>Not Approved:</u></p> <p>Principal program provided new protocol. Only one screen, an interview. Principal admission requires more than one screen.</p> <p>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 requires more than one screen.</p> <p>Educational Diagnostician screen was an interview, but no rubric or cut score provided to be able to determine the screen.</p> <p>Reading Specialist nothing provided., not even a process for future admits.</p> <p>Teacher PB nothing provided.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

				<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Provide the screening protocol and the</p>
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				<p>screen that will be used for admission to the PB teacher program. Include the rubric and cut score for admission used on the screen.</p> <p>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 contain the candidate response to the screen, and the evaluative rubric, as evidence that the screen has been implemented.</p>
<p><b>19 TAC §227.10(f) Admission Requirements: Out of Country Applicant</b>                  An EPP may admit an applicant who has met the minimum academic criteria through credentials from outside the United States that are <u>determined to be equivalent to those required by this section</u> using the procedures and standards specified in 19 TAC Chapter 245. <u>An EPP at an entity that is accredited by an accrediting organization recognized by the THECB may use</u></p>	<p>Require all out-of-country applicants to meet minimum review of credentials process/transcript evaluation requirements prior to admission.</p>	<p>Notify identified School Counselor not eligible for admission due to lack of transcript evaluation and remove from EPP.</p> <p>Notify identified teacher PB not eligible for admission due to lack of transcript evaluation and remove from EPP.</p> <p>Provide official notifications from EPP to candidates and candidate acknowledgement as evidence.</p>	<p><u>Not Approved:</u></p> <p>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.</p> <p>Identified teacher PB removed from system via EPP data fix submitted. EPP notified candidate, but candidate acknowledgement not provided.</p> <p>Reading Specialist: Nothing provided.</p> <p>Teacher PB: Nothing provided but did provide</p>	<p>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.</p> <p>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.</p>

<p><u>its own foreign credential evaluation service</u> to meet the requirement described in 19 TAC §245.10(a)(2), if the entity is in good standing with its accrediting organization. <a href="#">Link to English Language Proficiency Results</a></p>			<p>an undergrad admission packet as an example that contained a sample offer of admission and acceptance letter.</p>	<p>For the teacher PB program, provide the published admission requirements that contain all admission requirements including requirements specific to applicants with credentials from out-of-country and the foreign credential evaluation and service used by UST.</p>
<p><b>9 TAC §227.17 Formal Admission</b> For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in 19 TAC §227.10. (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the <u>offer of formal admission in writing</u> by mail, personal delivery, facsimile, email, or an electronic notification. (c) For an applicant to be</p>	<p>Require applicants to be formally admitted.</p>	<p>Provide 1 file each with TEA ID for a Principal, School Counselor, and Reading Specialist formally admitted that shows that they were formally admitted – notification in writing, acceptance by applicant, and the effective date for which the candidate is to be admitted for: Principal, School Counselor, and Reading Specialist.</p>	<p><u>Not Approved:</u>  Principal identified: Provided formal offer of admission letter for 5/24/21. Acceptance letter provided. Admitted 5/24/2021, but not uploaded until 6/1/2021 (8 days later).  School Counselor identified: Provided identified candidate as the School Counselor example and labeled as such, but that individual was admitted to Principal program.</p>	<p>For all certificate categories/classes/routes, provide the formal and contingency admission protocol that will be used by UST that includes:</p> <ul style="list-style-type: none"> <li>• the written offer of acceptance</li> <li>• the applicant’s written offer of acceptance or denial, and</li> <li>• the effective date of admission.</li> </ul> <p>Include in the UST protocol how the EPP will ensure that admitted candidates will be uploaded into ECOS within 7 calendar days.</p> <p>Include in the process how the EPP will ensure that the candidates are uploaded as admitted</p>

<p>considered formally admitted to the EPP, the applicant must <u>accept the offer of formal admission in writing</u> by mail, personal delivery, facsimile, email, or an electronic notification.  <b>Effective 3/1/2016</b>  <b>19 TAC §227.17(d)</b>  <b>Formal Admission: Dates</b>                  The <u>effective date</u> of formal admission was included in the offer of formal admission.  <b>Effective 1/1/2017</b></p>			<p>RS nothing provided.</p> <p>EPP also provided an Ed Diagnostician identified and TEA reviewed it: Provided formal offer of admission letter for admission on 1/13/2020. Acceptance letter dated 7/22/2020 (6 months later). Admission record in ASEP documented as admitted 9/8/2020 and uploaded 9/17/2020 (9 days later)</p> <p>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.</p>	<p>to the correct certification category/class/route.</p> <p>To demonstrate the EPP has implemented the formal admission requirement, provide an admission letter for up to 10 candidates for each certificate class with TEA ID that includes all of the required elements for the following programs:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• School Counselor</li> <li>• Reading Specialist</li> <li>• Educational Diagnostician</li> <li>• Superintendent</li> </ul>
<p><b>Curriculum 19 TAC §228.30</b></p>				
<p><b>19 TAC §228.30(a)</b>  <b>Standards-based Curriculum</b>                  The <u>educator standards</u> adopted by the State Board</p>	<p>Provide all candidates with a standards-based curriculum.</p>	<p>Submit an Application A for the Core Subjects EC-6/ STR undergrad program as evidence of</p>	<p><u>Not Approved:</u>                  Application A submitted for undergrad Core Subjects EC-6/Science of</p>	<p>Submit a completed curriculum matrix for each certification category/class/route that UST intends to retain.</p>

<p>for Educator Certification shall be the curricular basis for all educator preparation</p>		<p>compliance. There is no fee associated with the App A because it is required as a part of the EPP Review.</p>	<p>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.</p>	<p>Each curriculum matrix will identify the applicable educator standards.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul>
<p><b>19 TAC §228.30(a) TEKS Instruction</b></p>	<p>Require all instruction for all certificates offered</p>	<p>Submit an Application A for the Core Subjects EC-6/ STR</p>	<p><u>Not Approved:</u>                  TEKS alignment chart submitted</p>	<p>Submit a curriculum matrix for each certification category/class/route</p>



<p>The educator standards adopted by the State Board for Educator Certification shall... for <u>each certificate</u>, <u>address the relevant Texas Essential Knowledge and Skills (TEKS)</u>.</p>	<p>to address the relevant TEKS.</p>	<p>undergrad program as evidence of compliance. The associated TEKS alignment chart will show relevant TEKS are addressed.</p>	<p>with Application A. Courses on TEKS alignment chart are not in curriculum matrix of curriculum section of Application A: MS 4331, MS 4334, BIED 4331, BIED 4362 in. Completely filled in, though.</p>	<p>UST intends to retain.</p> <p>Include the TEKS alignment chart for each as applicable. The TEKS alignment chart must include courses that are aligned to the scope &amp; sequence for each.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in</li> </ul>
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				each of the standards.
<p><b>19 TAC §228.30(c) Code of Ethics Instruction</b>                  The following <u>subject matter</u> shall be included in the curriculum for candidates <u>seeking initial certification in any certification class</u>:                  (1) the <u>code of ethics</u> 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;</p>	<p>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.</p>	<p>Submit an Application A for the Core Subjects EC-6/ STR undergrad program as evidence of compliance. The application and supporting material (scope &amp; sequence) will identify where the code of ethics is taught.</p>	<p><u>Not Approved:</u>                   Not found in Application A material, alignment charts, or in syllabi submitted for Core Subjects EC-6 / STR certification field.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The Code of Ethics will be included in the scope &amp; sequence and must be in alignment with the curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements</li> </ul>

				with applicable observation instruments that measure candidate proficiency in each of the standards.
<p><b>19 TAC §228.30(c) Dyslexia Instruction</b>                  The following <u>subject matter shall be included</u> in the curriculum for candidates seeking initial certification in <u>any certification class: (2) instruction in detection and education of students with dyslexia</u>, as indicated in the Texas Education Code (TEC), §21.044(b);</p>	<p>Require all candidates seeking initial certification in any certification class to receive instruction in detection and education of students with Dyslexia.</p>	<p>Submit an Application A for the Core Subjects EC-6/ STR undergrad program as evidence of compliance. The application and supporting material (scope &amp; sequence) will identify where Dyslexia instruction is taught.</p>	<p><u>Not Approved:</u>                   Not found in Application A material, alignment charts, or in syllabi submitted for Core Subjects EC-6 / STR certification field. Specifically reviewed RDGED 4325 Diagnosis of Reading syllabus, SPED 4320 Exceptionality in Today’s School syllabus, EDUC 3306 Early Childhood through Elementary Age Learning syllabus, and RDGED 3305 Foundations of Reading Syllabus and did not locate evidence.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The dyslexia training will be included in the scope and sequence and must be in alignment with the curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> </ul>

				<ul style="list-style-type: none"> <li>Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul>
<p><b>19 TAC §228.30(c) Mental Health Instruction</b>                  The following <u>subject matter</u> shall be included in the curriculum for candidates seeking <u>initial certification in any certification class</u>:</p> <p>(3) instruction regarding <u>mental health, substance abuse, and youth suicide</u>, as indicated in the TEC, §21.044(c-1).</p>	<p>Require all candidates seeking initial certification in any certification class to receive instruction in mental health, substance abuse, and youth suicide.</p>	<p>Submit an Application A for Core Subjects EC-6 / STR undergrad program as evidence of compliance and include information on where/which courses mental health training is taught.</p> <p>Provide a certificate of completion from an approved provider for one Ed Diagnostician and RS candidate with TEA ID.</p>	<p><u>Not Approved:</u></p> <p>Not found in Application A material, alignment charts, or in syllabi submitted for Core Subjects EC-6 / STR certification field.</p> <p>Certificate of completion of mental health training not provided for an Educational Diagnostician or Reading Specialist candidate.</p> <p>EDUC 5322 Syllabus for Educational Diagnostician not provided as evidence that the training is required.</p> <p>Nothing provided for Reading Specialist program-no candidates admitted.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The mental health/substance abuse/youth suicide training must be included in curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>Assessment instruments/ scoring rubrics aligned to standards.</li> <li>Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> </ul>

				<ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>Include the name of the approved mental health/substance abuse/youth suicide provider that the EPP is using for all certification categories/classes/ routes.</p> <p>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.</p> <p>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.</p>
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<p><b>19 TAC §228.30(c) Educator &amp; Student Expectations</b>                  The following subject matter shall be included in the curriculum for candidates <u>seeking initial certification in any certification class:</u> (6) the <u>framework in this state for teacher and Principal evaluation;</u>                  Effective 12/27/2016</p>	<p>Require all candidates seeking initial certification in any certification class to receive instruction in the framework for teacher and Principal evaluation.</p>	<p>The App A submitted for EC-6 will include information on where/which courses the requirements are taught.</p> <p>Provide course syllabus for Superintendent program where taught.</p> <p>Provide course syllabus for Educational Diagnostician program where taught.</p>	<p><u>Not Approved:</u></p> <p>Not found in Application A material, alignment charts, or in syllabi submitted for Core Subjects EC-6 / STR certification field.</p> <p>Not found in Educational Diagnostician material.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The framework for teacher and Principal evaluation must be reflected in the scope &amp; sequence and must be in alignment with the curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that</li> </ul>
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				measure candidate proficiency in each of the standards.
<p><b>19 TAC §228.30(c) Educator &amp; Student Expectations</b>                  The following subject matter shall be included in the curriculum for candidates <u>seeking initial certification in any certification class:</u> (7) <u>appropriate relationships, boundaries, and communications</u> between educators and students</p>	<p><b>Provided</b></p>	<p>The App A submitted for EC-6 will include information on where/which courses the requirements are taught.</p> <p>Provide course syllabus for Superintendent program where taught.</p> <p>Provide course syllabus for Reading Specialist program where taught.</p> <p>Provide the course syllabus where taught in the teacher PB program.</p>	<p><u>Not Approved:</u></p> <p>Not found in Application A material, alignment charts, or in syllabi submitted for Core Subjects EC-6 / STR certification field.</p> <p>Nothing provided for Reading Specialist program. No candidates admitted.</p> <p>Nothing provided for teacher PB program.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>Evidence of instruction in appropriate relationships, boundaries, and communications between educators and students must be reflected in the curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based</li> </ul>

				<p>experience information as applicable.</p> <ul style="list-style-type: none"> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul>
<p><b>19 TAC §228.30(c) Digital Literacy</b> The following subject matter shall be included in the curriculum for candidates seeking <u>initial certification in any certification class</u>:</p> <p>(8) <u>instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum...</u> <i>Effective 12/20/2018</i></p>	<p>Require all candidates seeking initial certification in any certification class to receive instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum that is aligned to the ISTE standards and address any deficiencies identified by the digital literacy evaluation.</p>	<p>The App A submitted for EC-6 will include information on where/which courses the requirements are taught.</p> <p>Provide the syllabi for the Superintendent and Educational Diagnostician program. where the requirement is taught.</p>	<p><u>Not approved:</u></p> <p>Superintendent program: taught in EDUC 8392 Provided pre-test form, ISTE standards, analysis chart. Analysis Chart is not related to ISTE standards, rather they are supt. tested competencies.</p> <p>Educational Diagnostician program: Evidence not found. Provided a curriculum matrix labeled Educational Diagnostician but contained Ed Leadership CAEP standards and was specific to Principal program.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum and resources to address any deficiencies must be included in the scope &amp; sequence and must be in alignment with the curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum</li> </ul>



				<p>alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul>
<p><b>19 TAC §228.30(d) Prekindergarten Guidelines</b>                  The following subject matter shall be included in the curriculum for candidates seeking <u>initial certification in the classroom teacher certification class</u>:</p> <p>(3) for certificates that include early childhood and prekindergarten, <u>the Prekindergarten (PK) Guidelines</u>:</p>	<p>Require instruction in the PK guidelines for all teacher certificates that include early childhood (EC) and prekindergarten.</p>	<p>The App A submitted for EC-6 will include information on where/which courses the requirements are taught.</p>	<p><u>Not Approved:</u></p> <p>PK guidelines not provided in application A material and did not provide a PK Guidelines alignment chart to be able to determine alignment.</p>	<p>Submit a completed curriculum matrix for each teacher certification category/route that includes PK that UST intends to retain.</p> <p>The PK guidelines must be included in the scope &amp; sequence and must be in alignment with the curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/</li> </ul>

				scoring rubrics aligned to standards. <ul style="list-style-type: none"> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul>
<b>Coursework and Delivery 19 TAC §228.35</b>				
<b>19 TAC §228.35(e)(8) Skills Implementation: Candidate Proficiency in Practicum/Clinical Experience</b> ... a candidate must <u>demonstrate proficiency in each of the educator standards</u> for the certificate class being sought.	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.	<u>Not Approved:</u> 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.

				<p>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.</p> <p>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.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that</li> </ul>
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				<p>reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul>
<p><b>19 TAC §228.35(e)(8) Skills Implementation: Non-Teacher Practicum</b>                  For certification in a class other than classroom teacher, each EPP shall provide <u>a practicum for a minimum of 160 clock-hours...</u></p>	<p>Require a 160 clock-hour practicum of all non-teacher candidates.</p>	<p>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.</p>	<p><u>Not Approved:</u></p> <p>Principal practicum totaled 80 clock-hours.</p> <p>Superintendent practicum totaled 105 clock-hours.</p>	<p>Submit a completed curriculum matrix for the Principal and Superintendent classes that UST intends to retain.</p> <p>The 160 clock-hr. practicums must be reflected in the scope and sequence and must be in alignment with the curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> </ul>

				<ul style="list-style-type: none"> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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</p>
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				<p>the requirement was completed, and the signature of the site supervisor who verified the requirement was met.</p> <p>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).</p>
<p><b>19 TAC §228.2(12), §228.2 (24), and §228.2(31) Campus Supervision: Qualifications of Cooperating Teachers, Mentors, Site Supervisors</b> (12) Cooperating teacher--For a clinical teacher candidate, an educator who... has <u>at least three years of teaching experience</u>; who is an <u>accomplished educator as shown by student learning</u>; ...who is <u>currently certified</u> in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification;...</p>	<p>Require all site supervisors, mentors, and cooperating teachers to be certified, an accomplished educator as shown by student learning, and qualified.</p>	<p>Provide one file each with TEA ID to show that the site supervisor assigned to candidates was qualified: Principal, Superintendent, counselor, and Educational Diagnostician.</p> <p>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.</p>	<p><u>Not Approved:</u></p> <p>Principal Site Supervisor - Certified, but no service record to show years of experience, or qualifications provided.</p> <p>School Counselor Site Supervisor - Certified, but no service record to show years of experience, or qualifications provided.</p> <p>Educational Diagnostician Site Supervisor - Certified, but no service record to show years of experience or qualifications provided.</p> <p>Teacher UG Cooperating Teacher – certified, service record to show years of experience, but</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The qualifications of the site supervisor, mentor, cooperating teacher must be included in the curriculum matrix.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are</li> </ul>

<p>(24) Mentor--For an internship candidate, an educator who... has <u>at least three years of teaching experience</u>; who <u>is an accomplished educator as shown by student learning</u>; ...who is <u>currently certified</u> in the certification category in which the internship candidate is seeking certification;...</p> <p>(31) Site supervisor--For a practicum candidate, an educator who has <u>at least three years of experience</u> in the aspect(s) of the certification class being pursued by the candidate; ...who is <u>currently certified</u> in the certification class in which the practicum candidate is seeking certification; ... who is <u>an accomplished educator as shown by student learning</u>;...</p> <p>Effective 12/27/2016</p>			<p>qualifications not found.</p> <p>Teacher PB – Nothing provided.</p>	<p>taught in each course and correlate to the courses listed and scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>To demonstrate the EPP has implemented the qualification requirement, UST will submit and TEA will review the evidence retained in the records for up to 10 candidates each with TEA ID (Principal, School Counselor, Educational Diagnostician, teacher UG, and teacher PB) who are completing a practicum, clinical teaching, or internship to verify the site supervisor, clinical teacher, and mentor assigned to the candidates met qualification requirements.</p>
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<p><b>19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors</b> ...The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor <u>training</u> that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented. With §228.2(12) cooperating teacher ...who has completed cooperating teacher <u>training, including training in how to coach and mentor teacher candidates,</u> by the EPP...</p> <p>§228.2(24) mentor ...who has completed mentor <u>training, including training in how to coach and mentor teacher candidates,</u> by an EPP...</p>	<p>Require all mentors, cooperating teachers, and site supervisors to provide training that meets requirements or allow the school, district, or regional education service center if properly documented.</p>	<p>Provide the training material and dated attendance records/certificates of completion for one candidate each with TEA ID to show that site supervisors have been trained: Principal, Superintendent, counselor, Educational Diagnostician, and Reading Specialist.</p> <p>Provide the training material and dated attendance records/certificates of completion for one candidate each with TEA ID to show that cooperating teacher and mentor have been trained: Teacher UG and Teacher PB</p>	<p><u>Not Approved:</u></p> <p>Principal program: No training material or dated attendance record for site supervisor training provided.</p> <p>Superintendent program: Provided a document signed by site supervisor attesting to being trained and receiving a certificate of attendance, but actual training material not provided.</p> <p>School Counselor program: No training material or dated attendance record for site supervisor training provided.</p> <p>Educational Diagnostician program: No training material or dated attendance record for site supervisor training provided.</p> <p>Reading Specialist program: No evidence</p> <p>Teacher UG program: No training material or dated attendance record for cooperating teacher training provided.</p> <p>Teacher PB program: No evidence provided</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The training material for the site supervisors, mentors, cooperating teachers must be included in the curriculum matrix for each.</p> <p>The EPP must include how they verify that the training was completed as prescribed.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> </ul>
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<p>§228.2(31) site supervisor ...who has completed <u>training by the EPP, including training in how to coach and mentor candidates...</u></p>				<ul style="list-style-type: none"> <li>Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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.</p>
<p><b>19 TAC §228.35(g), §228.35(h) Field Supervision: Candidates Assigned a Field Supervisor</b> ...Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has</p>	<p>Require all field supervisors assigned to candidates to meet requirements for training, including local and statewide field supervisor training.</p>	<p>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</p>	<p><u>Not Approved:</u></p> <p>Principal Program: FS Training local and statewide not provided.</p> <p>Superintendent Program: Statewide FS training not provided.</p> <p>School Counselor Program: Statewide FS</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The training material for the field supervisors must be included in the curriculum matrix for each.</p> <p>The EPP must identify specifically that field supervisors must receive both local and statewide</p>

<p>been trained as a field supervisor.</p>		<p>Reading Specialist. Include the dated local and statewide Field Supervisor training for each.</p>	<p>training not provided.</p> <p>Educational Diagnostician Program: No local or statewide FS training evidence provided.</p> <p>Reading Specialist Program: No evidence provided and no candidates. Consider removing certificate from inventory.</p>	<p>field supervisor training.</p> <p>Provide a written description of how the EPP verifies that the training was completed as prescribed.</p> <p>Provide a written description of how the EPP will communicate training requirements to all field supervisors.</p> <p>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.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are</li> </ul>
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				<p>taught in each course and correlate to the courses listed and scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul>
<p><b>19 TAC §228.2(16) Field Supervision: Field Supervisor Qualifications</b> Field supervisors held the <u>required credentials appropriate for the candidate(s) supervised.</u> (16) Field supervisor--A <u>currently certified</u> educator, ... who preferably has <u>advanced credentials</u>, ... shall have <u>at least three years of experience</u> and current certification in the class in which supervision is provided. A field supervisor shall be <u>an accomplished educator as shown</u></p>	<p>Require all field supervisors assigned to candidates to be qualified.</p>	<p>Provide the following for one FS each for the corresponding candidate each with TEA ID: teacher UG, teacher PB, and Principal, Superintendent, 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 continuing professional education:</p> <ul style="list-style-type: none"> <li>• Resume; or</li> <li>• Service records; or</li> </ul>	<p><u>Not Approved:</u></p> <p>Teacher UG-No qualifications provided.</p> <p>Teacher PB – No evidence provided.</p> <p>Principal – No evidence of qualifications.</p> <p>School Counselor - No evidence of qualifications.</p> <p>Educational Diagnostician- No evidence of qualifications.</p> <p>Reading Specialist – No evidence provided. Consider removing the certificate from certificate inventory.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The field supervisor qualifications must be included in the curriculum matrix for each.</p> <p>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.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p>

<p><u>by student learning.</u></p> <p>If an individual is <u>not currently certified</u>, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in 19 TAC §232.11, §232.13, and §232.15.</p>		<ul style="list-style-type: none"> <li>• Letters of recommendation</li> </ul> <p>Evidence of accomplishment as an educator:</p> <ul style="list-style-type: none"> <li>• Evaluations that include evidence of student learning; or</li> <li>• Campus or district reports that include evidence of student learning; or                         <ul style="list-style-type: none"> <li>• Letters of recommendation that include evidence of student learning.</li> </ul> </li> </ul>		<p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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,</p>
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				<p>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.</p>
<p><b>19 TAC §228.35(g) &amp; (h) Field Supervision: Field Supervisor Training</b></p> <p>...who has been trained as a field supervisor. <u>Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.</u></p>	<p>Require all field supervisors to complete statewide field supervisor training or be T-TESS trained.</p>	<p>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.</p>	<p><u>Not Approved:</u></p> <p>Teacher UG - No evidence provided.</p> <p>Teacher PB – No evidence provided.</p> <p>School Principal– Evidence for statewide training not provided.</p> <p>Superintendent: - Statewide FS training evidence not provided.</p> <p>School Counselor - Statewide FS training not provided.</p> <p>Educational Diagnostician - No statewide FS training evidence provided.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The field supervisor training must be included in the curriculum matrix for each.</p> <p>Identify specifically that field supervisors must complete both local and statewide field supervisor training within the curriculum matrix.</p> <p>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.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p>

				<p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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,</p>
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				<p>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.</p>
<p><b>19 TAC §228.35(g) &amp; §228.35(h) Field Supervision: Field Supervisor Initial Contact</b></p> <p>(g) ...initial certification of teachers... The <u>initial contact</u>, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur <u>within the first three weeks of assignment</u>.</p> <p>(h) ...for certification in a certification class other than classroom teacher... <u>The initial contact</u>, which may be made by telephone, email, or other electronic communication, with the assigned candidate must</p>	<p>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.</p>	<p>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.</p>	<p><u>Not Approved:</u></p> <p>Teacher PB: no evidence of initial contact within first three weeks of assignment provided.</p> <p>Principal: no evidence of initial contact within first quarter of assignment.</p> <p>School Counselor: no evidence of initial contact within first quarter of assignment</p> <p>Educational Diagnostician: no evidence of initial contact within first quarter of assignment.</p> <p>Reading Specialist: No evidence provided. Consider removing the certificate from certificate inventory.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The initial contact between the candidate and the field supervisors must be included in the curriculum matrix for each.</p> <p>Identify specifically how the field supervisors make the initial contact within the curriculum matrix for each curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum</li> </ul>

<p>occur <u>within the first quarter of the assignment.</u></p>				<p>alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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 required.</p>
<p><b>19 TAC §228.35(g), §228.35(h)</b>  <b>Field Supervision: Pre- and Post-Conferences</b></p>	<p>Require the field supervisor to participate in a pre- and post-observation with the candidate assigned in all certification</p>	<p>Provide the pre- and post-observation evidence with TEA ID for each: Teacher UG, Teacher PB, and Principal, Superintendent, School Counselor,</p>	<p><u>Not Approved:</u>                  Teacher UG – No evidence of pre-observation conference for 3 observations by FS.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p>



<p>...For each formal observation, the field supervisor shall participate in an individualized <u>pre-observation conference</u> with the candidate; ...provide written feedback through an individualized, synchronous, and interactive <u>post-observation conference</u> with the candidate; ...Neither the pre-observation conference nor the post-observation conference needs to be onsite.</p>	<p>categories/classes as required.</p>	<p>Educational Diagnostician, and Reading Specialist: Documentation verifying pre-conference and individualized post-conference; and Observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed and feedback.</p>	<p>Teacher PB – No evidence provided.  Principal - No evidence of pre- or post-observation provided for three observations by FS.  School Counselor– No evidence of pre- or post-observation conference for each of 3 formal observations conducted by FS.  Educational Diagnostician– No evidence of pre- or post-observation conference by FS for each of 3 formal observations provided.  Reading Specialist - No evidence provided. Consider removing the certificate from certificate inventory.</p>	<p>The pre- and post-observation conferences between the candidate and the field supervisors must be included in the curriculum matrix for each.  Identify specifically how the field supervisors conduct the pre- and post-observation conferences within the curriculum matrix for each.  Submit the observation instrument used by the field supervisor with each curriculum matrix.  All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.  A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as</li> </ul>
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				<p>applicable.</p> <ul style="list-style-type: none"> <li>Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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.</p>
<p><b>19 TAC §228.35 §228.35(h)</b></p> <p><b>Field Supervision: Educational Practices Observed</b>                  ...For each formal observation, the</p>	<p>Require the field supervisor to document educational practices observed at each formal observation and require the candidate to sign for receipt of the observation.</p>	<p>Provide the Observation instruments completed by field supervisors and signed by the candidate with TEA ID for each: Superintendent, Educational Diagnostician.</p>	<p><u>Not Approved:</u></p> <p>Educational Diagnostician: Three observations provided, but not signed by candidate and no evidence that a</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The educational practices observed by the field supervisors must be included in</p>

<p>field supervisor shall ...<u>document educational practices observed</u>; ...</p> <p>...for certification in a <u>certification class other than classroom teacher</u>.</p> <p>...For each formal observation, the field supervisor shall ...<u>provide a copy of the written feedback to the candidate's site supervisor</u>.</p>		<p>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.</p>	<p>copy was provided to the site supervisor.</p>	<p>the curriculum matrix for each.</p> <p>To demonstrate the EPP has implemented the requirement, submit the observation instrument used by the field supervisor that includes the educational practices observed with each curriculum matrix.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure</li> </ul>
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				<p>candidate proficiency in each of the standards.</p> <p>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, and site supervisor signed off on each observation as required. This will include the actual observation documentation for all files requested.</p>
<p><b>19 TAC 228.35(g) and (h) Field Supervision: Observation-Written Feedback</b></p>	<p>Require candidates to receive written feedback after each formal observation.</p>	<p>Provide the following with TEA ID for each Superintendent and 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.</p>	<p><u>Not Approved:</u></p> <p>Educational Diagnostician: Three observations provided, but not signed by candidate and no evidence that a copy was provided to the site supervisor.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>Information about the written feedback from the field supervisor must be included in the curriculum matrix for each.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/</li> </ul>

				<p>scoring rubrics aligned to standards.</p> <ul style="list-style-type: none"> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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.</p> <p>Submit the observation instrument used by the field supervisor with each curriculum matrix.</p> <p>Everything in the curriculum matrix, scope &amp; sequence,</p>
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				<p>and alignment charts must correspond and be complete to demonstrate an aligned curriculum.</p> <p>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 provided written feedback to the candidate at each observation as required. This will include the actual observation documentation for all files requested.</p>
<p><b>19 TAC §228.35(g) &amp; §228.35(h) Field Supervision: Informal Observations &amp; Ongoing Coaching</b>  <u>...Informal observations and coaching shall be provided by the field supervisor as appropriate...</u></p>	<p>Provide all candidates seeking certification in any certificate category or class with informal observations and coaching by the field supervisor as appropriate.</p>	<p>Provide the 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.</p>	<p><u>Not Approved:</u></p> <p>Teacher PB: No evidence provided.</p> <p>School Principal: No evidence provided.</p> <p>Educational Diagnostician: No evidence provided.</p> <p>School Counselor: No evidence provided.</p> <p>Reading Specialist: No evidence provided.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The informal observations and coaching by the field supervisors must be included in the curriculum matrix for each.</p> <p>Identify within the curriculum matrix how the field supervisor will provide informal observations and coaching to each candidate.</p> <p>All components of the curriculum matrix</p>

				<p>must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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</p>
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				Specialist) to show that the field supervisor provided ongoing support as required.
<p><b>19 TAC §228.35(g), §228.35(h)</b> (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.</p> <p>(h) The FS shall collaborate with the candidate and site supervisor throughout the practicum experience.</p>	<p>Require the field supervisor to collaborate with the candidate, cooperating teacher/mentor/campus administrator/site supervisor as required.</p>	<p>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.</p>	<p><u>Not Approved:</u>  Teacher PB: No evidence provided.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The collaboration between the field supervisor, candidate, cooperating teacher/mentor/site supervisor must be addressed within the curriculum matrix for each.</p> <p>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.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where</li> </ul>



				<p>standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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.</p>
<p><b>19 TAC §228.35(b)(1) Pre-Service Requirements: FBE Hours</b></p> <p>Unless a candidate qualifies as a late hire, a candidate <u>shall complete the following prior to any clinical</u></p>	<p>Require all teacher candidates to complete field-based experiences as required.</p>	<p>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.</p>	<p><u>Not Approved:</u></p> <p>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.</p>	<p>Submit a completed curriculum matrix for each teacher certification category/ route UST intends to retain.</p> <p>The field-based experiences (FBEs) must be addressed within the curriculum matrix for each.</p>

<p><u>teaching or internship:</u></p> <p>(1) a <u>minimum of 30 clock-hours</u> of field-based experience....</p> <p><b>19 TAC §228.35(e)(1) FBE: Settings</b></p> <p>An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a <u>variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning...</u></p> <p><b>19 TAC §228.35(e)(1)(A) FBE: Interactive Hours</b></p> <p>Field-based experiences must include <u>15 clock-hours</u> in which the candidate, under the direction of the EPP, is <u>actively engaged in instructional or educational activities</u> that include:</p> <p>(i) authentic school settings in</p>			<p>Teacher PB: No evidence provided.</p>	<p>Identify how FBEs will be documented and how the EPP will ensure that the minimum number of FBEs are completed prior to clinical teaching/internship in a variety of settings and verified by the certified teacher observed by including an FBE log for each curriculum matrix submitted.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</li> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that</li> </ul>
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<p>a public school accredited by the TEA or other school approved by the TEA for this purpose; (ii) instruction by content certified teachers; (iii) actual students in classrooms/instructional settings with identity-proof provisions; (iv) content or grade-level specific classrooms/instructional settings; and (v) written reflection of the observation.</p>				<p>measure candidate proficiency in each of the standards.</p> <p>To demonstrate the EPP has implemented the requirement, provide evidence of FBEs completed for 10 UG and 10 PB teacher candidates with TEA ID that meet all FBE requirements, including interactive FBEs.</p>
<p><b>19 TAC §228.35(e)(2)(B)(i v)</b> <b>Skills Implementation: Internship Certification</b></p> <p>A candidate <u>must hold an intern or probationary certificate while participating in an internship...</u></p>	<p>Require all candidates completing an internship to hold an intern or probationary certificate.</p>	<p>Teacher PB EPP needs to notify candidate identified that EPP cannot standard certify until an internship (with PRO/INT) or Clinical Teaching assignment is completed.</p> <p>Provide TEA the official notifications from the EPP and candidate acknowledgement as evidence.</p>	<p><u>Not Approved:</u></p> <p>PB teacher candidate: Requested evidence, the official notifications from the EPP and candidate acknowledgement, not provided.</p>	<p>Provide the published information (handbook, webpage link, etc.) that reflects internship requirements for teacher candidates in all certification categories/routes to hold an intern or probationary certificate.</p> <p>TEA will independently review the website for the posted notification.</p> <p>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 complete by providing the official notifications from the</p>

				EPP and candidate acknowledgement that the candidate has received and understands the requirement and will not be standard certified until it is met.
<p><b>19 TAC §228.35(4) Skills Implementation: First of Year Experiences</b></p> <p>Candidates participating in an internship, or a clinical teaching assignment <u>need to experience a full range of professional responsibilities that shall include the start of the school year.</u> The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided <u>through clinical teaching or an internship,</u> they must be provided through <u>field-based experiences.</u></p>	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.	<p><u>Not approved:</u></p> <p>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).</p> <p>Teacher PB: No evidence provided.</p>	<p>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.</p> <p>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 teaching, internship, or field-based experiences.</p>
<b>Assessment and Evaluation of Candidates for Certification and Program Improvement 19 TAC §228.40</b>				
<p><b>19 TAC §228.40(a) Benchmarks</b></p> <p>To ensure that a candidate for educator</p>	Establish benchmarks for candidates in every program approved to offer certification.	Provide a benchmark document for one candidate each with TEA ID: UG/PB teacher, Principal,	<p><u>Not approved:</u></p> <p>Teacher PB – No evidence provided.</p>	<p>Provide a benchmark document for 10 candidates each with TEA ID:</p> <ul style="list-style-type: none"> <li>• PB teacher</li> <li>• Reading</li> </ul>

<p>certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish <u>benchmarks</u>...</p>		<p>Superintendent, counselor, Educational Diagnostician, Reading Specialist.</p>	<p>Reading Specialist – No evidence provided. Consider removing the certificate from the EPP inventory.</p>	<p>Specialist.</p>
<p><b>19 TAC §228.40(a) Candidate Assessment</b> To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish ...<u>structured assessments</u> of the candidate's progress throughout the EPP.</p> <p><b>19 TAC §228.40(b) &amp; §228.40(d) Test Preparation</b> (b) An EPP is responsible for ensuring that each <u>candidate is adequately prepared to pass the appropriate content pedagogy examination(s)</u> required for certification unless that content pedagogy test is</p>	<p>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.</p>	<p>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.</p> <p>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.</p>	<p><u>Not approved:</u> 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.</p> <p><u>Not approved:</u> Teacher PB – No evidence provided.</p> <p>Reading Specialist – No evidence provided. Consider removing from certificate inventory.</p>	<p>Submit a completed curriculum matrix for each certification category/class/route UST intends to retain.</p> <p>The candidate standards-based performance-based assessments with associated rubric &amp; levels of proficiency noted must be included for each course in each curriculum matrix provided.</p> <p>Candidate readiness to test is addressed within the curriculum matrix and the EPP must address how readiness to test is determined.</p> <p>All components of the curriculum matrix must be complete and correspond exactly to demonstrate an aligned curriculum.</p> <p>A complete curriculum matrix includes:</p> <ul style="list-style-type: none"> <li>• Assessment instruments/ scoring rubrics aligned to standards.</li> <li>• Completed curriculum alignment charts</li> </ul>

<p>used for admission purposes.</p> <p>(d) An EPP shall determine the <u>readiness of each candidate to take the appropriate certification examination</u> of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct.</p>				<p>aligned to standards that reflect where standards are taught in each course and correlate to the courses listed and scope &amp; sequence.</p> <ul style="list-style-type: none"> <li>• Field based experience information as applicable.</li> <li>• Clinical teaching/ internship/ practicum requirements with applicable observation instruments that measure candidate proficiency in each of the standards.</li> </ul> <p>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.</p> <p>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.</p>
<p><b>Required Submissions of Information, Surveys, and Other Data 19 TAC §229.3</b></p>				

<p><b>19 TAC §229.3(a), §229.3(f)(1), &amp; related graphic Figure 19 TAC §229.3(f)(1) Data Reported: Accurately</b> (a) Educator preparation programs (EPPs) ...field supervisors, administrators, mentors, site supervisors, and cooperating teachers <u>shall provide to the TEA staff all data and information</u> required by 19 TAC Chapter 229, as set forth in 19 TAC §229.3(e) and §229.3(f) of this section.</p> <p>(f)(1) EPPs <u>shall provide data for all candidates</u> as specified in the figure: <a href="#">Figure: 19 TAC §229.3(f)(1)</a></p>	<p>Report all data to TEA accurately.</p>	<p>Require the EPP to accurately report all data.</p> <p>This includes uploading formal admissions within 7-days, reporting GPA accurately, reporting candidates correctly as OE / F for each year they are in the program, uploading observations for all candidates in clinical teaching, internship, and practicum assignments.</p>	<p><u>Not approved:</u></p> <p>Admission records not uploaded within seven days based on admission documents provided for compliance plan and verified in the Accountability System for Educator Preparation (ASEP).</p> <p>Additionally, TEA randomly checked admits to the Principal and School Counselor programs, which were the only admits the EPP has had since the EPP review and the four-month timeframe to correct deficiencies.</p> <p>The three counselor admits were admitted 5/24/2021, but not uploaded until 6/1/2021. This was nine days after the candidates were admitted.</p>	<p>Provide the protocol that UST will use beginning with the 21-22 academic year to ensure that all data is accurately reported.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• A protocol for ensuring that admission records are created in ECOS for each admitted candidate within 7-days of the formal admission date.</li> <li>• A protocol ensuring that candidates are correctly identified as “Other Enrolled” for each year they are enrolled and identified as a “Finisher” in the year that all requirements are met.</li> </ul> <p>TEA will continue to monitor all data fixes submitted by UST to ensure that candidate enrollment status is correctly reported based on corrections requested by UST.</p> <p>TEA will review all records submitted and correlate to data submitted to ensure that they all correlate to data submitted to ECOS/ASEP.</p>

\*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.