

September 11, 2015  
Via Email with Delivery/Read Receipt

Dr. Stacey Edmonson  
Sam Houston State University  
[sedmonson@shsu.edu](mailto:sedmonson@shsu.edu)

Dear Dr. Edmonson:

**Sam Houston State University, # 236501**, has been selected for a compliance audit by the Texas Education Agency (TEA), Division of Educator Preparation during the academic year 2015-2016. The purpose of the review is to comply with Texas Administrative Code (TAC) §228.10(c) *Continuing Entity Approval*, which requires that educator preparation programs be reviewed periodically by TEA.

The content area(s) to be audited will be determined by one of the following:

- (1) If the program requires ALL candidates to take the Pre-Admission Content Tests (PACT) prior to formal admission, the Pedagogy and Professional Responsibilities (PPR) will be the only area audited.
- (2) If the program does not PACT ALL candidates, any content area certificate and/or the Pedagogy and Professional Responsibilities (PPR) are subject to audit.

#### **Compliance Audit Details**

Type of Audit: Continuing  
Curriculum Area(s) to be Audited: Core Subjects EC-6  
Dates: **November 17-19, 2015**

\*Assigned Program Specialist: Sandra nix, [sandra.nix@tea.texas.gov](mailto:sandra.nix@tea.texas.gov), 512-936-8233

Training webinars to answer questions and assist you in preparing have been scheduled. Please see training session opportunities below. All necessary documents will be sent prior to training.

Prior to the audit, by **October 5, 2015**, your program is required to submit to the \*Assigned Program Specialist the following:

- **A table with email addresses** for program stakeholders:

Four weeks prior to the visit, by **October 19, 2015**, your program is required to submit the following to the \*Assigned Program Specialist:

- **Self-Report**
- **Curriculum Alignment Charts** for the certification area to be audited
- **Document Review** information (email or thumb/flash drive)

We look forward to learning more about your educator preparation program. Please do not hesitate to contact the \*Assigned Program Specialist" with any questions.

Respectfully,



TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

Sandra Jo Nix  
Manager, Education Preparation  
Educator Preparation

### COMPLIANCE AUDIT TRAINING SESSIONS EACH SESSION IS THE SAME.

#### Compliance Audit Training

Join us for a webinar on Sep 23, 2015 at 9:00 AM CDT.

**Register now!**

<https://attendee.gotowebinar.com/register/1273570185158592514>

The session will assist programs identified for compliance audits to prepare.

After registering, you will receive a confirmation email containing information about joining the webinar.

[View System Requirements](#)

#### Compliance Audit Training

Join us for a webinar on Sep 29, 2015 at 1:00 PM CDT.

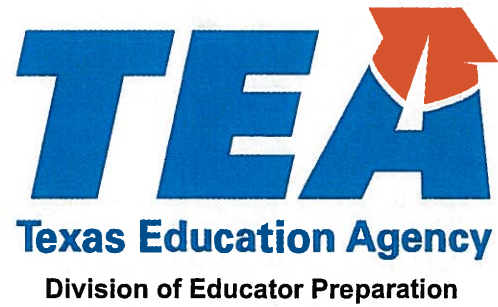
**Register now!**

<https://attendee.gotowebinar.com/register/7989951257079721986>

The session will assist programs identified for compliance audits to prepare.

After registering, you will receive a confirmation email containing information about joining the webinar.

[View System Requirements](#)



# **Educator Preparation Program Compliance Audit Handbook**

## **2015-2016**

**County/District Number**

Many programs have the same names but different locations. To facilitate identification of the correct program, the county/district number, which is unique to the program, should be placed on the self-report as well as any other communication with the Texas Education Agency (TEA).

## **Compliance Audits**

TEA is committed to ensuring quality educator preparation programs that recruit and prepare qualified educators. The agency is required by Texas Administrative Code [(TAC) §228.10(c)] to review programs at least once every five years. This is currently being accomplished through a 5-year continuing approval review (compliance audit). The scope of the compliance audit is limited to the program's compliance with TAC §227, §228, §229, §230 and Commissioner Rules §149 (§239, §241, or §242 as relevant to audits of professional class certificates). An EPP may also receive a discretionary continuing approval review. This type of visit may occur at any time outside of the 5 year audit rotation and most often occurs when an EPP needs assistance bringing program components back into compliance with TAC and TEC. There are three (3) different formats used for continuing approval compliance audits and discretionary continuing approval visits: the traditional audit, the desk audit, and the training audit. The EPP will be notified in advance of the type of audit to expect. This handbook provides detailed instructions and forms to facilitate the audit process.

### **Traditional Compliance Audits**

In the traditional audit model, 2-4 TEA staff members travel to the Educator Preparation Program (EPP) to conduct the audit on-site. During the audit, TEA staff members review the documents and records compiled by the EPP staff. Since the compliance audit is considered a snapshot in time, all documentation and artifacts must be available during the on-site portion of the audit. Once the program specialists leave the site, additional documentation will not be accepted. The entire traditional audit process has five stages: 1) notification and training by TEA; 2) preparation and submission of materials by the EPP; 3) the on-site visit by TEA staff; 4) TEA analysis of material and data; and 5) an official written report.

### **Compliance Desk Audits**

Desk audits require educator preparation programs to submit specific audit documents to TEA and do not include an onsite visit to the EPP. The desk audit process includes: 1) notification and training by TEA; 2) preparation and submission of materials by the EPP; 3) TEA analysis of material and data; 4) TEA conference call with EPP to review preliminary results; 5) EPP submission of additional documents; 6) follow-up conference call with EPP to review audit results; and 7) an official written report. Once the follow-up conference call is complete, TEA program specialists will not accept any additional documentation.

### **Training Compliance Audit**

In the training audit, 2-3 educator preparation programs participate in the audit concurrently at a neutral site. Multiple EPP staff members attend the "audit" for three (3) full days. TEA auditors guide the EPP staff through a self-review / self-audit process. All documentation and artifacts must be available during the on-site portion of the audit. Once the audit closes, no additional documentation will be accepted. The training audit process includes: 1) notification and training by TEA; 2) preparation and submission of materials by the EPP; 3) EPP staff member training and analysis of material and data; 4) an official written report.

## **Fees for Compliance Audit**

TAC §229.9, effective April 18, 2010 and subsequent revision in 2015, mandate the following fees for compliance audits:

- Five-year continuing approval review = \$1,500 for 2015-2016 audit year; \$4500 beginning 2016-2017 audit year
- Discretionary continuing approval review (technical assistance) = \$4,500 for 2015-2016 audit year and thereafter

To submit fees:

- ✓ Complete the Educator Preparation Program (EPP) Fee Form found in Appendix A of this handbook;
- ✓ Make checks payable to TEA – Educator Preparation; and
- ✓ Mail to TEA-Accounting Dept., 1701 N. Congress Ave., Austin, TX 78701.

Note: The fee must be received **FOUR (4) WEEKS** prior to the Compliance Audit.

## **Eight Components of the Compliance Audit**

Educator preparation programs are required to comply with Texas Administrative Code (TAC) which guides various aspects of the program. The TAC specifies the components of the compliance monitoring visit. The components are:

I. Entity Commitment and Collaboration TAC §228.20

II. Admission Criteria TAC §227.10

III. Curriculum TAC §228.30

IV. Program Delivery and On-Going Support TAC §228.35

V. Program Evaluation TAC §228.40

VI. Professional Conduct TAC §228.50; §228.30; and TAC §247

VII. Complaint Process TAC §228.70

VIII. Issuance of Probationary Certificates TAC §230

## Program Preparation Prior to the Compliance Audit

### Required Email Addresses for Electronic Questionnaires

The audit process includes gathering information regarding the program from key stakeholders directly involved with the program (advisory committee members, candidates, cooperating teachers/mentors, principals, and field supervisors). To obtain important information, TEA has created a web-based questionnaire specific to each stakeholder group. TEA will email these individuals a link to access the questionnaires. The educator preparation program must submit a detailed list of email addresses for individuals in these stakeholder groups **SIX (6) WEEKS** prior to the scheduled monitoring visit. Email addresses should be submitted using the Excel table found in Appendix B of this handbook. Email addresses for each stakeholder group should be listed separately. For example, list all of the candidates' email addresses in one group and list all mentors' email addresses together in a separate group. Carefully label each group so that each receives the appropriate questionnaire.

NOTE: The Program Specialist assigned to your audit will discuss which candidates will receive the questionnaires. For optimal results, the candidates should have completed or be in process of their clinical teaching/ internship/ practicum.

It is the responsibility of the EPP to advise their program stakeholders that they will be receiving the questionnaires and to encourage a prompt response. A high rate of return of questionnaire responses is essential for an accurate snapshot of the program's operation.

### Required Educator Preparation Program Self-Report

A Microsoft Word template for the program's self-report provides the program an opportunity for in-depth self-evaluation and reflection. The self-report document is attached to your audit notification materials. For traditional and training audits, the completed self-report should be submitted to TEA **FOUR (4) WEEKS** prior to the audit date to allow the audit team time for review. For a desk audit, the self-report will be submitted with the audit documents and candidate records at the designated due date.

### Document Review

Part of the audit process includes the review of documents. The documentation should provide evidence of the program's compliance with TAC. Please see the Compliance Audit Document Review in Appendix B for specific documents and information to be collected. For traditional and training audits, all documents should be collected electronically and a) emailed to the assigned program specialist **FOUR (4) WEEKS** prior to the audit date; and b) placed on a thumb (flash) drive to be provided to the TEA staff members upon arrival at the audit site. For Desk audits, documents will be labeled and submitted per the format detailed in the desk audit instructions.

### Candidate Record Review

Candidate records provide evidence of program compliance with TAC. From the candidate records, auditors will be able to determine a candidate's eligibility for admission to the EPP and if the candidate has completed all program requirements as prescribed by TAC. The Candidates' Record Review in Appendix B details the types of records you will want to compile for the audit visit. The candidates' records to be reviewed will be pre-determined by the audit

team. For the traditional and training audits, the audit team will present a list of candidates for review once onsite for the audit. In this case, candidates' records will not be submitted to TEA. If records are kept electronically, a person from the EPP staff must assist in retrieving the documents. For the desk audit, a list of candidates and required documentation will be identified in the desk audit instructions. Candidates' records must be submitted to TEA using the secure document submission process that is defined in the desk audit instructions.

### **Program Hours by Certification Type**

As prescribed by TAC §228.35(a)(3) for initial teacher certification, an educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training that includes a minimum of 30 clock-hours of field-based observations and 80 clock-hours of coursework to be completed prior to clinical teaching/internship. As prescribed in TAC §228.35(b), professional certification requires a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification class, plus a minimum of 160 clock-hour practicum or an internship [TAC §228.35(d)(3)]. The self-report document contains a chart in which the EPP should record the number of clock hours necessary to complete the various requirements of educator preparation. A three hour semester credit course is equal to 45 clock-hours.

### **Curriculum Review**

TEA staff will review the credentials of faculty members and will review course materials to ensure the program is adhering to all curriculum requirements as prescribed by TAC. TEA will choose one certification field for the focus of the curriculum evaluation. To facilitate the curriculum review process for the traditional or training audit, the program shall:

- Prepare all documents requested in items #1 - #15 in the Compliance Audit Document Review (See Appendix B). For traditional and training audits, all documents should be collected electronically and a) emailed to the assigned program specialist **FOUR (4) WEEKS** prior to the audit date; and b) placed on a thumb (flash) drive to be provided to the TEA staff members upon arrival at the audit site. Note: For Item #7, send the syllabi and alignment charts by email but not the course of study materials. The course of study materials will be reviewed during the audit.
- If the program is offered online, the EPP is required to furnish TEA with student access to the online coursework (a user name and a password) **FOUR (4) WEEKS prior to the visit;**
- For universities, include only those courses taught in the College of Education and/or that lead to the certification area being audited;
- For alternative certification programs, include all coursework and materials that a candidate would receive when being prepared as an educator in the certification field being audited.
- For the desk audit, the EPP will label and submit the curriculum related documents as identified in the desk audit instructions.

## **The On-site Visit**

A team of two-three (2-3) program specialists is designated for each compliance audit. One of the program specialists assigned to the visit will be your designated contact. That person will work with you on the logistics of the visit and will act as the primary contact for all communications concerning the compliance audit.

The traditional audit and the training audit require that the TEA staff conduct an on-site visit of the program(s). A typical traditional audit lasts two and a half to three (2.5-3) days in length. The length may depend on the organization and availability of records and relevant documents at the EPP or the type of audit. The training audit will require three (3) days to complete.

### **Travel Arrangements**

All travel arrangements will be made by the TEA audit team in accordance with TEA policies and procedures. Do not plan for breakfasts, lunches or evening activities during the visit. The program specialists' work often continues after leaving the audit site. However, the program specialist may request assistance in securing specific directions to the program and/or meeting site.

### **Agenda for the Compliance Audit**

The TEA designated contact assigned to the audit will consult with the EPP on the specific agenda and will prepare and email a final copy of the agenda to the EPP. For the traditional and training audits, the TEA program specialists will bring additional copies of the audit agenda and sign-in sheets to the audit site.

### **On-Site Facilities**

The program specialists will require a room which can be locked and which has internet access.

### **Audit Rubric**

Attached to your notification materials is a copy of the Compliance Audit Rubric. The rubric is aligned to TAC for each type of program (Traditional, Post Bac, ACP, or Professional Certification). The rubric will be used by the audit team when evaluating EPP records and documents during the traditional, training, or desk audits. In all cases, the audit team may ask for additional specific evidence to verify compliance with a specific area of code.

### **Closing Session**

Upon completion of the audit, the audit team will review the findings with the EPP staff. If compliance issues are identified during the audit, the TEA and EPP staff will work together to produce a Compliance Plan for the purpose of correcting the out-of-compliance issues.



## After the Visit

All evidence will be reviewed/analyzed again once the audit team returns to TEA so items may be added or deleted.

### **Compliance Audit Report**

An official compliance audit report will be prepared and mailed electronically within approximately 60 days of the audit's close. In some instances, the preparation of the report may take longer. After the program receives the report, the program has ten business days to correct any inaccuracies or to comment on its contents. If TEA does not hear from the program within ten business days, the audit report will become official on the eleventh business day.

### **Compliance Plan**

If a Compliance Plan is created during the close of the audit, it will be reviewed approximately every sixty (60) days thereafter to insure the EPP follows up on needed improvements. The itemized evidence listed in the Compliance Plan should be submitted to TEA on or before the due date(s) identified in the plan. The EPP does not need to wait for the sixty (60) day review to submit compliance items. If the program cannot complete the compliance items as outlined in the Compliance Plan, the EPP should contact the assigned TEA program specialist to negotiate an extension. Once the program has completed the items in the Compliance Plan, the program will receive a letter from TEA stating that the program has met the requirements of TAC. This letter should be attached to the original TEA compliance audit report and retained in the EPP records for 5 years.

## Required Email Addresses

Please construct an Excel table like the one below to submit email addresses for the following individuals **SIX WEEKS** prior to the scheduled compliance audit:

- Advisory Committee Members – List all names together;
- Educator Candidates: Interns/Clinical Teachers/Student Teachers/ Professional Class Practicum candidates – List all the names together. Please provide the email addresses for both the current interns/clinical teachers and those from the last semester;
- Mentors/Cooperating Teachers – List all the names together and do not duplicate the name if the person has two student teachers, etc. Please provide the email addresses for both the current Mentors/Cooperating Teachers and those from the past semester;
- Principals of campuses where educator candidates are assigned – Do not duplicate names if the principal has several interns or student teachers on his/her campus. List all the names together. Please provide the email addresses for both the current administrators and the those of the last semester);
- Field Supervisors – List all the names together; and
- If the visit involves audits of multiple types of programs (i.e. traditional, alternative certification, professional class), submit separate lists for each type of program.

### Email List from the University or Alternative Certification Program Name

(This chart is an example only. Please construct your own Excel chart like this one. Please email the Excel chart to the designated TEA program specialist **SIX (6) WEEKS** prior to the actual audit.)

Note: There should be a SEPARATE list for initial teacher certification and for any class of professional certification designated if two certification areas are being audited at the same time (i.e. Core Subjects EC-6 and principal).

Program Name/EPP #:		Email Address:
Submitted By:		Phone Number:
<i>Category Title or Role</i>	<i>Name of Individual</i>	<i>Email Address of Individual</i>
Field Supervisor		
Field Supervisor		
Advisory Committee Member		
Advisory Committee Member		
Educator Candidate		
Educator Candidate		
Cooperating /Mentor Teacher		
Cooperating/Mentor Teacher		
Campus Principal		
Campus Principal		



## Self-Report for Initial Teacher Certification 2015-2016

**Insert Name of EPP Here**

**Provide the program's six (6) digit County District Number:**

**Provide contact information for the main program location.**

Official Name of Program (College/University, ESC, Private):

Contact Person:

Email Address:

Phone Number:

Mailing Address:

City/Town/ State:

Zip Code:

Per TAC §229.3(a) "Educator preparation programs (EPPs), educator preparation candidates, beginning teachers, field supervisors, school principals and administrators, campus mentors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter as set forth in subsection (e) of this section and the Texas Education Code (TEC) 21.045 and 21.0452."

## GENERAL PROGRAM INFORMATION

**Directions:** Place an "x" or a number, as requested, in the left hand column to make the selection(s).

1. Identify EACH type of route to certification offered by the college/university/ACP.

	University Initial
	University Post Baccalaureate
	University Based Alternative Certification Program (ACP)
	Non-University Based ACP
	University Graduate for Professional Certificates
	ACP for Professional Certificates

2. What is the current TEA accreditation status of the educator preparation program? [TAC §229]

	Accredited
	Accredited - Not Rated
	Accredited - Warned
	Accredited - Probation

3. If the preparation program was notified that an action plan was warranted, have you prepared and submitted it? [TAC §229.4(g)(6), §229.4(h)]

	Yes / Date _____
	No
	Not Applicable

4. What evidence can you provide that applicants and enrolled candidates have been made aware of the TEA complaint process?

	Sign posted in prominent place in facility
	Handbook
	Information on website
	Handout for candidates

5. What evidence can you provide that a formal invitation to enroll was issued to the applicant and the applicant accepted or rejected the offer?

	Email sent to applicant
	Letter sent to applicant
	Letter of acceptance received from applicant
	Other

6. How many applicants were ADMITTED into the EPP during the 2014-2015 academic year? \_\_\_\_\_

7. What was the TOTAL ENROLLMENT in the EPP program counting undergraduate, graduate, Post BAC, and ACP for the 2014-2015 academic year? (This should be one total number and should not be a duplicate count of candidates). \_\_\_\_\_

8. How many **CLINICAL TEACHERS/INTERNS** were enrolled in the last semester of the **academic year (2014-2015) or first semester of (2015-2016)**? Place a number in the left column.

	Clinical Teachers (traditional, post-bac and alt cert)
	Interns (post-bac and alt. cert.)

9. Identify the current status for certification fields and classes that the program is approved to offer. This is for information only. No certification fields or classes will be added or removed without the request of the program. Check only those that apply.

Certification Area	Status: Approved/ Not Active	Status: Approved/ Active	# Enrolled 2014-2015	Certification Area	Status: Approved/ Not Active	Status: Approved/ Active	# Enrolled 2014-2015
Agricultural Sciences & Technology 6-12				Languages Other Than English (LOTE) - Vietnamese EC-12			
Agriculture, Food and Natural Resources 6-12				Life Science 7-12			
American Sign language (ASL) EC-12				Life Science 8-12			
Art EC-12				Marketing 6-12			
Bilingual Arabic				Marketing Education 8-12			
Bilingual Mandarin Chinese				Master Mathematics Teacher			
Bilingual Japanese				Master Reading Teacher			
Bilingual Vietnamese				Master Science Teacher			
Bilingual Education Supplemental				Master Technology Teacher			
Bilingual Generalist Spanish EC-6				Mathematics 4-8			
Bilingual Generalist Spanish 4-8				Mathematics 7-12			
Braille				Mathematics 8-12			
Business Education 6-12				Mathematics/Physical Science/Engineering 6-12			
Business & Finance 6-12				Mathematics/Physical Science/Engineering 8-12			

Certification Area	Status: Approved/ Not Active	Status: Approved/ Active	# Enrolled 2014- 2015	Certification Area	Status: Approved/ Not Active	Status: Approved/ Active	# Enrolled 2014- 2015
Chemistry 7-12				Mathematics/Physics 7-12			
Chemistry 8-12				Mathematics/Physics 8-12			
Computer Science 8-12				Mathematics/Science 4-8			
Core Subjects EC-6				Music EC-12			
Core Subjects 4-8				Physical Education EC- 12			
Dance 8-12				Physical Education 8-12			
Deaf & Hard of Hearing				Physical Science 6-12			
Educational Diagnostician				Physical Science 8-12			
English as a Second Language/Generalist EC-6				Principal			
ESL/Generalist 4-8				Reading Specialist			
ESL Supplemental				School Counselor			
English Language Arts & Reading 4-8				School Librarian			
English Language Arts & Reading 8-12				Science 4-8			
English Language Arts & Reading 7-12				Science 7-12			
English Language Arts & Reading/Social Studies 4-8				Science 8-12			
Family & Consumer Science Composite 6-12				Social Studies 4-8			
Family & Consumer Science – Hospitality, Nutrition, & Food Science 8-12				Social Studies 7-12			
Family & Consumer Science – Human Development & Family Studies 8-12				Social Studies 8-12			
Generalist EC-6				Special Education EC-12			
Generalist 4-8				Special Education Supplemental			

Certification Area	Status: Approved/ Not Active	Status: Approved/ Active	# Enrolled 2014- 2015	Certification Area	Status: Approved/ Not Active	Status: Approved/ Active	# Enrolled 2014- 2015
Gifted & Talented Supplemental				Speech 7-12			
Health EC-12				Superintendent			
Health Science 6-12				Teachers of Visually Impaired Supplemental			
Health Science Technology Education 8-12				Technology Applications EC-12			
History 7-12				Technology Applications 8-12			
History 8-12				Technology Education 6-12			
Journalism 7-12				Theatre EC-12			
Journalism 8-12				Trade & Industrial Education 6-12			
Languages Other Than English (LOTE) - Arabic EC-12				Trade & Industrial Education 8-12			
Languages Other Than English (LOTE) - French EC-12				Other _____			
Languages Other Than English (LOTE) – German EC-12				Other _____			
Languages Other Than English (LOTE) – Japanese EC-12				Other _____			
Languages Other Than English (LOTE) - Latin EC-12				Other _____			
Languages Other Than English (LOTE) – Mandarin Chinese EC- 12				Other _____			
Languages Other Than English (LOTE) - Russian EC-12				Other _____			
Languages Other Than English (LOTE) – Spanish EC-12				Other _____			

**Texas Education Code 21.044(e) [Versuibs: As added by Acts 2013, 83<sup>rd</sup> Leg., ch. 1282]**

**10. What evidence can you provide that consistent and accurate information is provided to all applicants and enrolled candidates on the skills that educators are required to possess?**

	Orientation session
	Handbook
	Website
	Content of coursework
	Application
	Other: Specify

**11. What evidence can you provide that consistent and accurate information is provided to all applicants and enrolled candidates on the responsibilities that educators are required to accept?**

	Orientation session
	Handbook
	Website
	Content of coursework
	Application
	Other: Specify

**12. What evidence can you provide that consistent and accurate information is provided to all applicants and enrolled candidates on the high expectations for students in this state?**

	Orientation session
	Handbook
	Website
	Content of coursework
	Application
	Other: Specify

**13. What evidence can you provide that consistent and accurate information is provided to all applicants and enrolled candidates on the effect of supply and demand forces on the educator workforce in this state?**

	Orientation session
	Handbook
	Website
	Content of coursework
	Application
	Other: Specify



**14. What evidence can you provide that consistent and accurate information is provided to all applicants and enrolled candidates on the performance over time of the educator preparation program?**

	Orientation session
	Handbook
	Website
	Content of coursework
	Application
	Other: Specify

**15. What evidence can you provide that consistent and accurate information is provided to all applicants and enrolled candidates on the importance of building strong classroom management skills?**

	Orientation session
	Handbook
	Website
	Content of coursework
	Application
	Other: Specify

**16. What evidence can you provide that consistent and accurate information is provided to enrolled candidates concerning the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H?**

	Orientation session
	Handbook
	Website
	Content of coursework
	Application
	Other: Specify



**21. What evidence can be provided to verify that the advisory committee members are knowledgeable about their roles and responsibilities as defined and communicated by the educator preparation program? [TAC §228.20(b)]**

	Invitation letter acceptance signed by advisory committee member
	Bylaws
	Advisory Committee Training attendance records on file
	Advisory Committee Handbook – receipt acknowledged by advisory committee member
	None

**22. If there is any additional information to share regarding the governance or the advisory committee, provide it below:**

**COMPONENT II: ADMISSION CRITERIA - Texas Administrative Code (TAC)  
§227.10**

23. Select all criteria that the program uses to determine if an out-of-country candidate is able to speak and understand the English language sufficiently to use it easily and readily in conversation and teaching prior to admission to the educator preparation program. [TAC §230.11(5)(C)]

<input type="checkbox"/>	Test of English as a Foreign Language (TOEFL) (26 oral-all sections must be completed)
<input type="checkbox"/>	Bachelors or Graduate Degree from accredited U.S. institution
<input type="checkbox"/>	Degree from outside of U.S. with primary language of English
<input type="checkbox"/>	None

24. How many candidates have been admitted into the program in the last three (3) years from out-of-country that required verification of the ability to speak and understand the English language at a level where they could readily participate in conversations and respond appropriately? [TAC §227.10(5) & TAC §230.413(b)(5)]

<input type="checkbox"/>	None
<input type="checkbox"/>	Five or Less
<input type="checkbox"/>	Six to 19
<input type="checkbox"/>	Over 20

25. What evidence can be provided to verify that out-of-country applicants have had transcripts evaluated by an approved evaluator? [TAC §227.10(e) & TAC §245]

<input type="checkbox"/>	Results from Evaluation Services in candidate's records
<input type="checkbox"/>	None

26. How many candidates are currently in the program that were admitted under the 10% exception rule? A cohort is defined as all candidates that are admitted to the program during the period from September 1- August 31. [TAC §227.10(a)(3)(B) and §227.2]

0.1 x \_\_\_\_\_ (# Admitted) = \_\_\_\_\_ (# Allowable)

<input type="checkbox"/>	None
<input type="checkbox"/>	5 or less
<input type="checkbox"/>	6-10
<input type="checkbox"/>	11 or more

27. What evidence can be provided to verify that the candidate admitted under the 10% exception rule was approved by the program director and that the candidate's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement? [TAC §227.10(a)(3)(B)]

<input type="checkbox"/>	None
<input type="checkbox"/>	Document signed by program director with explanation of GPA equivalent. Documentation retained in candidate record.

**28. Select all program admission requirements that apply to the education preparation program. These should be the same requirements listed on your website and admission material.**

	Four year degree from an institution of higher education verified by official transcript [TAC §227.10(a)(2)]
	Passing score on a Pre-Admission Content Test (PACT) [TAC §227.10(a)(3)(C)]
	2.5 GPA (overall or last 60 hours) [TAC §227.10(a)(3)(A)]
	Application [TAC §227.10(a)(6)]
	Interview [TAC §227.10(a)(6)]
	Written assessment [TAC §227.10(b)]
	Other Screening Instruments: [TAC §227.10(b)] Specify:
	12 semester credit hours in subject-specific content area [TAC §227.10(3)(C)]
	15 semester for teaching Math or Science 7-12 at grades 7+ [TAC §227.10(3)(C)]
	24 semester credit hours in subject-specific content area [TAC §227.10(b)]
	Resume evaluation [TAC §227.10(b)]
	Successful background check [TAC §227.10(b)]
	Job-related credentials or licenses [TAC §227.10(a)(3)(B)]
	Letters of recommendation [TAC §227.10(b)]
	Other, please explain.

**29. For Post Bacs and ACPs only: How many “late hire” interns or probationary certified candidates are currently enrolled in the program? [TAC §228.10 (13)]**

	None
	5 or less
	6-10
	11 or more

**30. For Post Bacs and ACPs only:** What evidence can be provided to verify that “late hire” candidates have completed the 30 clock-hours of field-based experience and the 80 clock-hours of initial training within 90 school days of school assignment? [TAC §228.35(c)]

	None
	Logs showing 30 hours of field-based observations with dates
	Attendance records for 80 clock hours of training with dates

**31. How many Career and Technology Education candidates are currently enrolled in the program?**  
[TAC §227.10(d) and 233.14]

	None
	5 or less
	6-10
	11 or more

**32. What evidence can be provided to verify experience and preparation requirements for Career and Technology Education candidates as outlined in TAC §230 and §233?** [TAC §227.10(d)]

	None
	Current licensure
	Wage-earning experience
	Statement of Qualifications
	Transcript for college/university associate degree/high school diploma or equivalent

**33. Where can the public find information about the program’s admission requirements?**  
[TAC §227.10(a)(7)]

	Website
	Catalog
	Brochures
	Media outlets (radio, television, newspaper, billboards, etc.)
	Not Available

**34. How many applicants have been admitted on a contingency basis? These are applicants who are currently enrolled in and expect to complete the courses and other requirements for obtaining a bachelor’s degree at the end of the semester in which admission to the program is sought [TAC §227.15(a)(1)] and have met all other admission requirements?** [TAC §227.15(a)(2)]

	None
	5 or less
	6-10
	11 or more

**35. What evidence can be provided to verify that the applicant was eligible to be admitted on a contingency basis? [TAC §227.15(a)(1) and TAC §227.15(a)(2)]**

	None
	Statement from college/university to verify current enrollment
	Degree plan showing graduation at the end of the semester in which the applicant has applied
	Official transcript reflecting graduation at the end of the semester
	Meets all other EPP program admission requirements

**36. How do you manage candidates' records? Check all that apply. [TAC §228.40(d)]**

	Records are retained for five years.
	Records are securely stored.
	Records are stored electronically.
	Records are kept in paper format.

**37. If there is any additional information to share regarding the admission to the educator preparation program, provide it below.**

**COMPONENT III: EDUCATOR PREPARATION CURRICULUM Texas**  
**Administrative Code (TAC) §228.30**

**38. How many instructors are currently providing educator preparation training in your program (initial and professional classes)?**

	Less than five
	6 to 10
	11 to 20
	21 +

**39. Select the criteria that the educator preparation program uses to ensure that all course instructors/trainers have the necessary knowledge and skills to deliver a rigorous, in-depth curriculum to ensure that the candidate is effective in the classroom. [TAC §228.35(a)(1)]**

	Advanced Degree
	Texas Teacher Certificate in corresponding content and grade level
	More than 5 years experience teaching content at specific grade level in a public or private school
	Out-of-State Teaching Certification in corresponding content and grade level
	Principal/Superintendent certification
	No criteria established

**40. What evidence can be provided to verify that the educator certification standards adopted by the State Board for Educator Certification are the curricular basis for all educator preparation? [TAC §228.30(a)]**

	None
	Educator Standards alignment charts for each certificate offered
	Syllabi and corresponding course/module outlines addressing appropriate Texas educator standards for the course/module for the certification field
	Syllabi and corresponding course/module outlines addressing appropriate knowledge for the certification field as identified in the educator standards for the certification field
	Syllabi and corresponding course/module outlines addressing the designated skills to be developed for the certification field as identified in the educator standards for the certification field
	Focused field-based experiences embedded in course/module that address knowledge and skills identified by the educator standards for the certification field
	Syllabi and corresponding course/module outlines and corresponding course/module outlines addressing appropriate TExES domains and competencies for the certification field
	Syllabi and corresponding course/module outlines addressing assessments to verify acquisition of skills identified for the certification field
	Syllabi and corresponding course/module outlines addressing assessment to verify acquisition of knowledge identified for the certification field



41. What evidence can be provided to verify that the educator preparation program relies on scientifically-based research to ensure teacher effectiveness? [TAC §228.30(b)]

	None
	Syllabi and corresponding course/module outlines addressing scientifically-based research for the certification field
	Focused field-based experiences embedded in course/module that address scientifically-based research for the certification field

42. What evidence can be provided that ALL educator preparation candidates are offered instruction in basic reading methodologies (vocabulary, comprehension, fluency, phonics, phonemic awareness) in their respective certification field? [TAC §228.30(b)(1)]

	None
	Degree Plans
	Alignment Charts
	Course/Module Schedule
	Online records

43. What evidence can be provided that ALL educator candidates are offered instruction in dyslexia and mental or emotional disorders?

<i>Training Required by Texas Education Code 21.044</i>	Course													
<b>Dyslexia</b>														
1. Characteristics of dyslexia														
2. Identification of dyslexia														
3. Multi-sensory strategies for teaching students with dyslexia														
<b>Mental or Emotional Disorders</b>														
1. Characteristics of the prevalent mental or emotional disorders														
2. Identification of mental or emotional disorders														
3. Effective strategies for teaching and intervening including de-escalation techniques and positive behavioral interventions and supports														
4. Notice and referral to a parent or guardian so that the parent may take appropriate action such as seeking mental health services														

45. Provide the following information for each course/module that a candidate would complete in the course of study for the certification field being audited (include only courses offered within the Educator Preparation program):

Name of Course/ Module	Behavioral Objectives and Relevant Educator Standards	Knowledge & Skill Development Activities	Assessment Used to Evaluate Mastery of Relevant Standards	Remediation for Candidates who do not Master Relevant Standards
<b>Example:</b> <b>Module I – Content Methodology: Agriculture, Food, &amp; Natural Resources</b>	<b>Objective 1: The teaching candidate will construct five lesson plans in his/her content area effectively demonstrating the use of 1) the 5e lesson planning format; 2) relevant TEKS; and 3) differentiated for 3 different learning styles, evaluated on a 10-point rubric with a score of 8 demonstrating mastery.</b>  <b>AFNR Standards: 10.1k, 10.2k, 10.3k, 10.4k, 10.8k, 10.2s</b>  <b>PPR Standards: 1.6s – 1.8s, 1.14s – 1.15s, 1.19s - 1.22s</b>	<b>Knowledge Activities: Read Chapter 5, and on the blank 5e lesson plan form, summarize the information to be included in each section.</b>  <b>Skill Development Activity: Develop five lesson plans using the 5e model focusing on relevant laws and policies that include differentiation for student learning styles, five different instructional strategies, and five different methods of assessing for understanding.</b>	<b>Assessment of Knowledge: Completed summary with 80% correct.</b>  <b>Assessment of Skills: Evaluated with 10 point rubric with 8 points representing mastery.</b>	<b>Review interpretation of TEKS to understand “intent”.</b>  <b>Provide additional information on strategies for differentiating instruction.</b>  <b>Candidate updates &amp; improves lesson plans and resubmits.</b>

46. Is 51% of the educator preparation program's curriculum offered online?

	Yes
	No

**If you answered “NO” to question # 46 above, skip to question # 55.**

47. Select all methods the program uses to procure online modules/courses.

<input type="checkbox"/>	Develop our own courses
<input type="checkbox"/>	Purchase modules/courses
<input type="checkbox"/>	Subscribe to modules/courses

48. What standards for development and delivery were used in the online program?

<input type="checkbox"/>	Developed our own standards
<input type="checkbox"/>	ISTE (International Society for Technology Education)
<input type="checkbox"/>	iNACOL (North American Council for Online Learning)
<input type="checkbox"/>	Quality Matters
<input type="checkbox"/>	No specific standards
<input type="checkbox"/>	Other: _____.

49. Identify the instructional strategies used in the online program

<input type="checkbox"/>	Peer-based learning
<input type="checkbox"/>	Inquiry-based activities
<input type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Discussion groups
<input type="checkbox"/>	Self-directed learning
<input type="checkbox"/>	Case studies
<input type="checkbox"/>	Small group work
<input type="checkbox"/>	Guided design

50. How does the instructor promote on-going and frequent teacher-candidate interactions?

51. How does the instructor promote on-going and frequent candidate to-candidate interactions?

**52. Identify the following criteria that are included as standard practice in the online program.**

	Clearly stated and attainable objectives
	Clear and coherent in its organization
	Utilizes quality instructional material and appropriate technology
	Demonstrates rigorous course content
	High degree of interaction between teacher, learners, and among learners
	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities
	Meets requirements of appropriate educator certification standards
	Meets requirement of accessibility for individuals with disabilities
	Meets copyright and fair use requirements
	Accommodates different learning styles
	Designed with consideration for time and place limitations of candidates
	Is grounded in program's mission, beliefs, and expectations for candidate learning
	Supported by research and best practice
	Continuous refinement based on assessment of stakeholders' needs
	Sensitive to cultural differences of candidates
	Faculty holds required state certifications
	Faculty is trained in and demonstrates competency in online instructional methodologies and learning technologies
	Includes a process to monitor that the work and assessments are completed by the actual candidates registered in the course
	Enables candidates to monitor their own learning progress
	Enables teachers to immediately adapt their instruction to meet learner needs
	Uses multiple methods to assess candidates' performance
	Assess a variety of types of candidate performance
	Uses formative assessments to inform instructional practice
	Provides ongoing course design and revisions
	Measures candidate's attainment of course's objectives
	Provides for timely and frequent feedback about candidate progress
	Provides for feedback on teacher's performance
	Provides a wide variety of professional development activities for instructors
	Provides timely, effective technical support
	Provides an orientation to online learning technologies and online candidate practices
	Provides support services to individuals
	Ensures academic advising
	Online learning environment is appropriately maintained, secure, and is a productive

	and safe work environment for candidates and staff
	Provides a work environment consisting of resources, tools, organizational policies for staff
	Conducts ongoing internal evaluation which relies on data
	Conducts periodic external evaluation
	Establishes procedures for continual program improvement
	Other, please explain.

**53. Select types of assessments used in the online coursework to verify that the candidate has understood the knowledge and acquired the skills necessary for the certification field being sought.**

	Quizzes/tests with mastery level determined
	Open ended essay questions graded with rubrics
	Student-written reports graded with rubrics
	Portfolios collections graded with rubrics
	Reactions to case studies/hypothetical classroom situations graded with rubrics
	Projects graded with rubrics
	Lesson plans graded with rubrics
	None required
	Other, please explain.

**54. Select assistance (technical or instructional) available to candidates for online modules/courses.**

	Phone contact with instructor
	Online contact with instructor
	Face-to-face contact with instructor
	Phone contact with field supervisor
	Face-to-face contact with field supervisor
	Free telephone helpline
	Telephone helpline at additional cost
	Free online help
	Free user's manual
	Online help at additional cost
	Free user's manual
	User's manual at additional cost
	Instructor resources and notes available to candidates
	Ability for candidates to access grades online
	Ability for candidates to access grades through instructor
	None available
	Other, please explain.

**For Online Delivery Only:** Complete the chart below for ADA compliance by placing an "X" in the yes or no block to indicate if the accommodation is available in your online delivery.

**Check List for Section 508 ADA Compliance for Online Programs**

Guidelines	ADA Standards		
<b>Links</b>	Provide wordings for the links. Avoid using "click here" for the links.	Yes	No
	Uses text descriptions for the links.		
<b>Texts</b>	Uses sans-serif fonts for readability.		
	Uses dark font colors on light backgrounds (preferably use black text on a white background).		
	Avoids extremely bright colors as a background colors.		
	Uses one font type throughout the site.		
	Avoids overuse of all CAPS, bold, or italics text.		
	Avoids underlining words, as the screen reader can mistake it for a navigation link.		
<b>Images</b>	Images are clear.		
	Image files are optimized for efficient loading.		
	High contrast between the background color and the font color.		
	Avoids bright colors as a background color.		
	Use of animated images is limited to only those that contribute to the learning experience – supporting the course content.		
	Avoid animated or blinking images, text or cursors. They can cause seizures for some people.		
	All images have alt texts (alt tags)/long descriptions attached to them.		
<b>Audio</b>	Audio quality is clear.		
	Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths.		
	Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.		
	Provides text versions of all audio files		
<b>Video</b>	Video quality is clear.		

	Video file length is adequate to meet the goals of the activity without being too large to restrict user' ability to download the file on computers with lower bandwidths.		
	Provides closed-captioning or has accompanying text-based scripts for all videos.		
	Video file lengths are adequate to meet the goals of the activity without adding unnecessary information.		
	Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.		

**55. If there is any additional information to share regarding the educator preparation curriculum, provide it below.**

**COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT - Texas  
Administrative Code (TAC) Section 228.35**

**56. Complete the Program Hours Chart for all grade levels.**

**Minimum Program Hours Required by TAC §228.35(a)(3) for  
Initial Teacher Certification**

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

Type	Minimum Clock Hours	Traditional Undergrad Program			Post-Bac Program			ACP		
		Elementary/ Middle Clock Hours	High School Clock Hours	All Level EC-12 Clock Hours	Elementary/ Middle Clock Hours	High School Clock Hours	All Level EC-12 Clock Hours	Elementary/ Middle Clock Hours	High School Clock Hours	All Level EC-12 Clock Hours
Coursework Training prior to Student Teaching/Clinical Teaching/Internship	80									
Field-based Exp. prior to Student Teaching/Clinical Teaching/Internship	30									
Subtotal (required hours required prior to student teaching/clinical teaching/internship)	110									
Additional Coursework (necessary to make required 300 min.)	190									
(Optional: 50 hours or less maybe given by school district with CPE # documentation in each candidate's record/folder. If no documentation is available, this option cannot be used.)	(50)									



<b>Total Coursework Minimum</b>	<b>300</b>									
(Check if applicable) <b>Internship</b>  180 school days  (in addition to 300 min. clock hours of program)	180 days									
(Check all applicable) <b>Clinical Teaching/Student Teaching</b>  Consecutive 12-week, full-day minimum  Or  24 weeks half day (3.5 hrs) (in addition to 300 min. clock hours of program)	12 weeks  OR  24 weeks									

**57. Are candidates provided test preparation sessions?**

<input type="checkbox"/>	Yes, provide number of hours.
<input type="checkbox"/>	No

**58. What evidence can be provided to verify that a system is in place to determine the candidate's readiness to test? [TAC §228.40(b)]**

<input type="checkbox"/>	A document detailing the criteria for testing available to candidates
<input type="checkbox"/>	A candidate record showing criteria and date met
<input type="checkbox"/>	None

**59. What evidence can be provided to verify that a system is in place to ensure that test approval for the Pedagogy and Professional Responsibilities assessment is not provided until a candidate has met all of the requirements for admission into the educator preparation program and has been formally accepted into the program? [TAC §228.40(b)]**

<input type="checkbox"/>	Letter of admission to EPP with date signed by candidate
<input type="checkbox"/>	A candidate record with date of admission to EPP and test approval date for PPR testing
<input type="checkbox"/>	None

60. If the program uses video as part of the field-based observations, how many hours of video are counted toward the 30 clock hours? [TAC §228.35(a)(3)(A)]

	Fifteen clock hours
	Less than 15 clock hours
	Not Applicable

61. What evidence can be provided to verify that candidates complete their 30 clock-hours of field-based experiences? [TAC §228.35(d)(1)]

	Time logs with candidate's name, date, and signed by observed teacher
	Database kept by EPP program recording the above information.
	None

62. What evidence can be provided to verify that candidates complete their field observations in a variety of educational settings with diverse student populations, including observations, modeling, and demonstration of effective practices to improve student learning? [TAC §228.35(d)]

	Time logs with campus name, grade level, subject, and school demographic information.
	Database kept by EPP program
	Candidate reflections with information noted kept in candidates' records or in online candidate record.

63. What evidence can be provided to verify that candidates experience a minimum of 15 clock hours in which the candidate is actively engaged in instructional or educational activities under supervision with students during the their field-based experiences. [TAC228.35(a)(3)]

	Time logs with campus name, grade level, subject, and school demographic information.
	Database kept by EPP program
	Candidate reflections with information noted kept in candidates' records or in online candidate record.

64. **For Post Bac/ACP Programs Only:** Does the program accept up to 50 clock-hours of professional training from school districts toward program credit? [TAC §228.35(a)(5)]

	Yes
	No

**65. For Post Bac/ACP Programs Only:** If yes above, what evidence can be provided to verify the 50 clock hours of candidates' professional training contact hours from the school district/campus? [TAC §228.35(a)(5)]

	CPE certificate of attendance
	School district/campus record of training
	Sign-in sheet provided by school district/campus
	None
	Not applicable

**66. What evidence can be provided to verify that cooperating teachers/mentors are selected for each candidate in the process of clinical teaching/internship?** [TAC §228.35(e)]

	Database records of candidate and cooperating teacher/mentor assigned with contact information
	Assignment sheet in candidate's records specifying cooperating teacher/mentor assigned with contact information

**67. What evidence can be provided to verify that training for cooperating teachers/mentors has been completed within the last three years?** [TAC §228.35(e)]

	Attendance records with original signatures date(s) from EPP program
	Verification of receipt by cooperating teacher/mentor by signature and date of student/teacher handbook, CD, or other material delivered
	Dated, sign-in information for online training recorded by EPP
	Professional development records from school districts/campuses with dates
	Training records from Education Service Centers with dates
	CPE certificates with dates
	None

**68. Identify all criteria used for selecting field supervisors. [TAC §228.35(f) and TAC §228.2(10)]**

	Experienced professional educators currently certified in Texas
	Former principals or administrators currently certified in Texas
	Current EPP faculty/instructors certified in Texas
	Experienced professional educators currently certified out-of-state
	Former principals or administrators currently certified out-of-state
	Current EPP faculty/instructors certified out-of-state
	A minimum of 5 years teaching/administrative experience

**69. What is the ratio of clinical teachers/interns to field supervisor?**

<b>Number of candidates</b>	<b>To One field supervisor</b>

**70. What evidence can be provided to verify that yearly training has been provided to field supervisors? [TAC §228.35(f)]**

	Attendance records with original signature and date verifying training
	Verification of receipt by field supervisor by signature and date of training material, handbook, CD, or other material
	Dated, sign-in information for online training recorded by EPP
	Certificate of completion
	Training agendas with dates
	Online record of completion
	None

**71. What evidence can be provided to verify that the field supervisor contacted the teaching candidate during the first three weeks of the candidate's assignment? [TAC §228.35(f)]**

	Field supervisor contact log/records with candidate's placement date and date of first contact and method (face-to-face, email, phone)
	Signed contact form/observation form signed and dated by teaching candidate and field supervisor
	Database record

**72. What evidence can be provided to verify that a minimum of three formal observations were conducted by the field supervisor? Check all that apply. [TAC §228.35(f)]**

	Observation instrument
	Field supervisor contact log/records
	Signed observation form by field supervisor/teaching candidate
	Online record
	Database records
	None

**73. What evidence can be provided to verify that the duration (time) of a formal observation provided by a field supervisor was a minimum of 45 minutes? [TAC §228.35(f)(1)]**

	Start and stop time noted on observation instrument
	Field Supervisor log
	Database
	None

**74. What evidence can be provided to verify that the first formal observation occurred within the first six weeks of placement? [TAC §228.35(f)(2)]**

	Dated observation instrument
	Field Supervisor log with placement date and first observation date
	Database
	None

**75. What evidence can be provided to verify informal observations and coaching have been provided to a candidate who is struggling in the program? [TAC §228.35(f)]**

	Dated observation instrument
	Field Supervisor log with date coaching/observations provided
	Database
	Email records
	Phone records
	None

76. What evidence can be provided to verify that formal observation written feedback was provided to the candidate? [TAC §228.35(f)]

	Signed observation document (original or electronic)
	Field Supervisor log with signature or initials
	Email with read receipt
	Database
	None

77. What evidence can be provided to verify that the field supervisor conducted an interactive conference with the candidate after the observation? [TAC §228.35(f)]

	Signed observation instrument with start and stop time of interactive conference
	Field Supervisor log with candidate signature verifying conference
	Email with read receipt with response from candidate
	Database reflecting conference completed
	None

78. What evidence can be provided to verify that formal observation documentation was provided to the campus administration? [TAC §228.35(f)]

	Multi-copy observation instrument with principal distribution noted
	Field Supervisor log with initials of principal or his/her secretary
	Email with read receipt
	None

79. How many candidates are completing their clinical teaching or internship in the following manners:

	24 consecutive weeks of half days of 3.5 hours
	12 consecutive weeks full days of 7 hours per day
	180 days as Teacher of Record
	None

80. Number of candidates participating in clinical teaching or internships in Out-of-State, Out-of-Country, or U.S. Territory placements for the current & previous academic years (2014-2015 & 2015-2016) [TAC §228.35(d)(4)]:

Certification Field	Location (Is this a DOD School? Y / N)	Dates of Placement (Start & End)	Total Years in Program	TEA Approved Y / N

**81. What evidence can be provided to verify that the Out-of-State / Out-of-Country/U.S. Territory Students are meeting the requirements for the placement?  
[TAC §228.35(d)(4)(C)]**

**82. If there is additional information to share about program delivery and ongoing support, provide it below.**

	Record of Cooperating Teacher/Mentor assignment
	Record of Cooperating Teacher/Mentor Training
	Record of Field Supervisor Assignment
	Record of contact and observations on schedule prescribed by TAC
	Completed observation forms signed by candidate
	Record of written feedback and interactive conference
	Record of delivery of formal observation to campus administrator
	None
	Not Applicable

**COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES FOR CERTIFICATION AND PROGRAM IMPROVEMENT**  
**Texas Administrative Code (TAC) §228.40 -**

**83. How often does the program evaluate the overall performance (delivery and curriculum) of the program? [TAC §228.40(c)]**

Annually
Once every 3 years
Once every 5 years
Other: Specify
Never

**84. What evidence can be provided to verify that overall performance of the program is evaluated? [TAC §228.40(c)]**

A document detailing the evaluation activity, timeline, and person responsible
Other, please explain
None

**85. Identify specific internal and external data used to evaluate the program. [TAC §228.40(c)]**

ASEP data
Advisory committee input
Qualitative evaluations from teaching candidates
Qualitative evaluations from principals or school district staff
Qualitative evaluations from faculty members
Qualitative evaluations from cooperating teachers/mentors
Qualitative evaluations from program staff including field supervisors
Candidate retention information
Number of candidates' passing TExES on first attempt
Number of testing attempts by each candidate
Outside evaluation results
Other, please explain
None



**86. What evidence can be provided to verify that benchmarks are used to monitor a candidate's progress throughout the program? [TAC §228.40(a)]**

	A document detailing the benchmark activity, timeline, and person responsible
	A candidate record exists showing progression through benchmark points
	None

**87. Overall Plan for Program Evaluation. In the table below, please detail the educator preparation program's overall plan for program evaluation. [TAC §228.40(c)]**

Strategic Intent	Indicator	Program's Measurement Tool/Procedure	Timeline for Data Collection	Personnel Responsible
Candidate Academic Achievement	TEXES test scores; # passing on first attempt			
Candidate Practicum Success	Candidate/School district evaluations			
Candidate Satisfaction	Candidate recommendation of programs to others; exit survey			
Candidate Employment Success	# candidates hired for teaching or administrative positions			
School District Satisfaction	School district feedback			
Curriculum Quality	Meets or exceeds state and national standards; feedback from candidates, cooperating teachers/mentors, campus administration			
Quality of Curriculum Delivery	Evaluations from candidates,			
Field Supervision Quality	Feedback from candidates, cooperating teacher/mentor; and campus administrator			
Advisory Committee	Advisory Committee Survey			
Other (Please specify):				

88. If there is additional information to share regarding assessment and evaluation of program candidates for certification and program improvement, provide it below.

**COMPONENT VI: PROFESSIONAL CONDUCT TAC §228.50 and §228.30(b)(2)**

89. What evidence can be provided to verify that the educator preparation program has made efforts to make the candidates aware of the Texas Educators Code of Ethics?

	Information provided in courses
	Information provided in handbooks
	Signed acknowledgment of reading and understanding the Texas Educator's Code of Ethics
	None

90. What evidence can be provided to verify that all members of the educator preparation program staff are aware of the Texas Educators Code of Ethics?

	Information provided at staff meetings on agendas with dates
	Information provided in handbook/office procedures
	Signed acknowledgment of reading and understanding
	None

**COMPONENT VII: Complaint Process TAC 228.70**

91. Describe the complaint procedures utilized by the program to attempt to resolve complaints at the EPP level for a complaint is filed with TEA. [TAC 228.70(b)(1)]

92. Provide a screen shot from your website that shows a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy. [TAC 228.70(b)(2)]

93. Provide the wording that will be placed on posters at the physical sites used by employees and candidates regarding filing a complaint with TEA. [TAC 228.70(b)(3)]

94. Identify where the posting will be located in your facility. [TAC 228.70(b)(3)]

	Reception Office
	Classrooms
	Break Room
	Hallways
	Window of Establishment
	Other: Please Specify

95. Provide the written information that will be provided to an individual regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA in accordance with subsection (c)(1) of this section. [TAC228.70(b)(4)]

**COMPONENT VIII: Issuance of Probationary Certificates**

96. Identify the number of principal candidates who are currently on probationary certificates.

	None
	Five or Less
	Six to 19
	Over 20



**Division of Educator Preparation  
Candidates' Record Review**

**This documentation must be available for each candidate.**

\*Note to Programs: The candidates' documents do not have to be in this order.

File Item	Document(s) Requested
#1	Application with admission date TAC §227.10(6)
#2	Course Completion Information: <i>Degree plan, benchmark tracking chart reflecting 1) completion of 110 hours of coursework prior to clinical teaching or internship (including 30 clock hours of field-based experiences &amp; 80 clock hours of coursework); 2) completion of a minimum of 300 total clock hours of coursework; 3) completion of student teaching, clinical teaching, or internship; and 4) completion of any other benchmark requirements set by program.</i> TAC §228.35
#3	Official Transcripts, including GPA TAC §227.10(a)(1)(A) and TAC §227.10(a)(2)
#4	Basic Skills Verification: TAC §227.10(a)(4)
#5	Candidate verification of required 12 hours of content in a specific content area or 15 semester credit hours in math or science if seeking certification in grades 7-12. TAC §227.10(a)(3)(C) 12 hours in EC-6 (3 in each of English, Social Studies, Math, Science) Complete a Content Hours Transcript Review worksheet for each candidate (See Appendix C)
#6	Determination of Oral Language Proficiency and Official TOEFL Score TAC §227.10(a)(5)
	Out-of-Country Transcript Review: TAC §227.10(a)(5)
#7	30 Clock-Hours of Field-Based Experience: (Forms, Logs, Notes, etc.) TAC §228.35(a)(3)(A)
#8	Clinical Teaching/Internship Information: <i>(candidate name, field supervisor assigned, campus assignment, certification area and grade level, cooperating teacher/mentor assigned, principal assigned; start date of assignment)</i>
#9	Letter from THECB for Teacher Aide Exemption allowing exemption from student teaching (if applicable)
#10	Observation Documents <i>(for a minimum of three formal observations of 45 minutes in duration; interns require a minimum of three observations each year they are on probationary certificate).</i> TAC §228.35(f)
#11	District Training; Evidence of documentation of 50 hours such as school district transcripts. CPE certificates, or log kept by candidate (if applicable) TAC §228.35(a)(5)
#12	Signed Ethics Affirmation Letter by candidate ( TAC §228.50)
#13	Signed FERPA letter (optional but strongly recommended)



## Compliance Audit Document Review 2015-2016

- Read the list carefully and store them on a thumb/flash drive and send to TEA **FOUR (4) WEEKS** prior to the audit.
- **Include the folder number**, clearly labeled, for each of the items listed below on the thumb/flash drive.
- Align your program's glossary terms to the Standard TEA Definitions as per Texas Administrative Codes §227.5, §228.2, and TAC §229.2.
- TAC §229.3(a) states that all educator preparation programs must provide all data and information required to TEA staff. TEA staff has the right to request additional information not on this list at any time.

Folder	√	Documents
# 1		<p><b>Advisory Committee [TAC §228.20(b)]</b></p> <ul style="list-style-type: none"> <li>• Documents indicating evidence of Advisory Committee Meetings, including the dates, locations, agendas, minutes, and attendance records as well as future scheduled meeting dates for the current academic year and the past two academic years (September 1-August 31)</li> </ul>
# 2		<p><b>Admission Criteria [TAC §227.10]</b></p> <ul style="list-style-type: none"> <li>• Interview questions and scoring rubric</li> <li>• Information on other screening instruments, as applicable</li> <li>• Evidence that admission criteria are available to the public</li> <li>• Formal Admission letter with acceptance notice by applicant</li> </ul>
# 3		<p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• Student Handbook or Manual with policies and procedures</li> </ul> <p><b>Policies usually included in Student Handbook</b></p> <ul style="list-style-type: none"> <li>• Transfers</li> <li>• Admissions/Withdrawals</li> <li>• Late Hires</li> <li>• Career and Technical Education</li> <li>• Issuance of probationary certificates (if applicable)</li> <li>• Procedures for clinical teaching/internship</li> <li>• Criteria to determine readiness to test</li> <li>• Recommending for certification</li> <li>• Complaints/Grievances</li> </ul>
# 4		<p><b>Faculty/Instructors</b></p> <ul style="list-style-type: none"> <li>• List of faculty/trainers/instructors</li> <li>• Vita or resume for each faculty/trainer/instructor including University degrees with major and minor, teaching experience by years in public, charter, or private schools, and copy of teaching certificate. <u>Limit vitas to two pages.</u></li> <li>• Vita or resume for each field supervisor including University degrees with major and minor, teaching experience by years in public, charter, or private schools, and copy of <u>current</u> teaching certificate. <u>Limit vitas to two pages.</u></li> </ul>

# 5	<p><b>Mentor/Cooperating Teacher Training Materials [TAC §228.35(e)]</b></p> <ul style="list-style-type: none"> <li>• Mentor/Cooperating Teacher Handbooks, including policies and procedures</li> <li>• Training agendas with dates and attendance records</li> <li>• List of scientifically-based training materials used</li> <li>• Documentation of district training, if accepted</li> <li>• List of mentor/cooperating teacher names with certification field noted</li> </ul>
# 6	<p><b>Field Supervisor Training Materials [TAC §228.35(f)]</b></p> <ul style="list-style-type: none"> <li>• Field Supervisor Handbook, including policies and procedures</li> <li>• Training agendas with dates and attendance records</li> <li>• List of scientifically-based training materials used</li> </ul>
#7	<p><b>Curriculum Materials and Program Hours [TAC §228.30] &amp; [TAC §228.35]</b></p> <ul style="list-style-type: none"> <li>• For the certification field being audited, provide a course of study (including class notes, knowledge and skill activities, assessments, resources, etc.) for three (3) courses that the candidate would complete in order to be certified in that area.</li> <li>• Provide a syllabus for each course in class or module in this course of study.</li> <li>• Curriculum matrices (alignment charts) showing correlation to standards for designated certification fields (Those are sent separately.)</li> </ul>
#8	<p><b>For Online Programs Only: 51% or more of the program is Online Coursework &amp; Evaluations</b></p> <ul style="list-style-type: none"> <li>• Online access instructions with username and password for TEA staff</li> </ul>
#9	<p><b>Observation Documents [TAC §228.35(a)(3)(A) and TAC §228.35(f)]</b></p> <ul style="list-style-type: none"> <li>• Copy of document used to record 30 hours of field-based observations prior to clinical teaching or internship reflecting proper signatures.</li> <li>• Copy of formal observation instrument with placement date, date of observation, type of contact (first contact, first observation, second observation, third observation, additional support), start and stop time of observation, start and stop time of interactive conference, signed by field supervisor and candidate.</li> <li>• Evidence of delivery of observation information to the campus administrator.</li> </ul>
#10	<p><b>Program Evaluation Documents [TAC §228.40]</b></p> <ul style="list-style-type: none"> <li>• Copy of course evaluation documents (for example, surveys, questionnaires, rubrics, etc.)</li> <li>• Copy of program evaluation documents (for example, surveys, questionnaires, rubrics, etc.)</li> <li>• List of benchmarks to monitor the candidates' progress through the program</li> <li>• Criteria for determining a candidate's readiness to test</li> </ul>
#11	<p><b>Professional Ethics Documents [TAC §228.50]</b></p> <ul style="list-style-type: none"> <li>• Copy of Student Handbook with specific pages where professional ethics are noted.</li> <li>• Documentation verifying that each staff member has read, understands, and will abide by the Code of Ethics in Chapter 247.</li> <li>• Documentation that shows that each candidate has read, understands, and will abide by the Code of Ethics in Chapter 247.</li> </ul>



#12		<b>Probationary Certificates Documents [TAC §230]</b> <ul style="list-style-type: none"> <li>• Name/TEA ID of each candidate on probationary certificate with issuance dates</li> </ul>
#13		<b>Complaint Process</b> <ul style="list-style-type: none"> <li>• Complaint policy provided to all candidates</li> <li>• Copy of a sign posted at the physical address</li> <li>• Copy of web page and link to web page detailing complaint process</li> </ul>
#14		<b>Action Plan(s) [TAC §229.4(h)] &amp; [TAC §229.4(g)(6)]</b> <ul style="list-style-type: none"> <li>• Only for programs notified of <b>mandatory</b> Action Plan requirement due to ASEP pass rate results.</li> <li>• Provide Compliance Plans if they were required as a result of a prior visit.</li> </ul>

