

**PROCESS FOR APPROVAL OF AN ENTITY TO PREPARE EDUCATORS FOR CERTIFICATION**  
**19 TAC Chapters 227, 228, 229**  
**(Refer to these Chapters on the SBEC website at <http://www.sbec.state.tx.us>)**

This document contains the five Program Components, SBEC Requirements, and Sample Indicators and Measures for entities seeking approval to deliver a certification program and should assist programs in developing and organizing program proposals for submission to SBEC. Please note that the Sample Indicators and Measures and Matrix are intended only as examples for your guidance and include neither a required nor an exhaustive list of ideas for expansion. The process of approval does not require an indication of semester hours of coursework, but rather a matrix illustrating how standards are integrated into the curriculum, with an indication of how they will be assessed. An entity must meet requirements of all other appropriate governing bodies (e.g., Texas Education Agency, Texas Higher Education Coordinating Board, and Southern Association of Colleges and Schools).

<b>EXECUTIVE SUMMARY</b>	<b>SBEC Requirements</b>
<p>Briefly describe each of the five components of the Proposal for Program Approval.</p> <p>This summary document should be no more than two pages in length.</p>	<p>The entity shall organize the executive summary as follows:</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Describe the entity and area of certification for which approval is sought, anticipated number of people to be certified each year, and anticipated start date of the program.</li> </ul> <p><b>Commitment and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Briefly describe members of the advisory committee.</li> </ul> <p><b>Recruitment and Admission</b></p> <ul style="list-style-type: none"> <li>• Describe recruitment strategies to be used and admission criteria.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Description of how the new standards for Texas educators are incorporated into the preparation program or an acknowledgement of commitment to shift to new standards when they become available.</li> <li>• Briefly describe the benchmarks to show how the candidates' progress toward the mastery of standards will be assessed.</li> </ul> <p><b>Program Delivery and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Briefly describe how the program will be delivered.</li> <li>• Length of the program and the cost of the program for the prospective educator (including all test and certificate fees).</li> <li>• Briefly describe program evaluation procedures.</li> <li>• Acknowledgement of accountability requirements.</li> </ul> <p><b>On-going Support</b></p> <ul style="list-style-type: none"> <li>• Briefly describe support efforts that will be provided to beginning educators.</li> </ul>

<b>COMPONENT 1</b>	<b>SBEC Requirements</b>	<b>Sample Indicators and Measures</b>
<p><b>Entity Commitment and Collaboration to Promote Educator Certification</b></p> <p>19 TAC Chapter 228, §228.20.</p> <p>The entity and other stakeholders show commitment to support and promote educator certification.</p> <p>Executives at the entities' highest levels shall provide sufficient support for educator preparation to enable all programs to meet standards, and shall be accountable for the quality of the programs and the candidates recommended for certification.</p>	<p>The entity shall adequately prepare candidates to meet certification standards and shall be accountable for the quality of programs so that the candidates will be certified.</p> <p>An advisory committee with members representing stakeholders shall assist in the following:</p> <ul style="list-style-type: none"> <li>• Design and delivery of the preparation program</li> <li>• Major policy decisions of the preparation program</li> <li>• Program evaluation</li> </ul> <p>The entity should also include information about regularly scheduled advisory committee meetings.</p>	<p>Evidence of commitment to providing a quality certification program may include a description of:</p> <ul style="list-style-type: none"> <li>• Issues and needs evidenced during planning process.</li> <li>• Management and advisory committee roles and responsibilities in major policy decisions including program design, delivery, evaluation and support.</li> <li>• Letters of support from advisory committee members outlining commitment and support.</li> <li>• Fiscal planning documents and availability of adequate facilities of the entity. This includes program cost to the entity and total cost to the candidate enrolled in the program.</li> </ul>

<b>COMPONENT 2</b>	<b>SBEC Requirements</b>	<b>Sample Indicators and Measures</b>
<p><b>Admission to an Educator Preparation Program</b></p> <p>19 TAC Chapter 227, §227.10.</p> <p>The entity shall develop procedures to determine the candidate's appropriateness for the certification sought.</p>	<p>The entity delivering educator preparation shall establish policies and procedures for the following:</p> <ul style="list-style-type: none"> <li>• (For initial certification) Screening for admission to include but not be limited to appropriate knowledge and skills in reading, critical thinking, mathematics, and oral and written communication, including the candidates' ability to speak and understand the English language sufficiently to use it easily and readily in conversation and teaching [§230.413(b)(5)].</li> <li>• Screening activities to determine candidates' appropriateness for certification and evidence of subject-matter knowledge.</li> <li>• Academic criteria for admission that are published and applied consistently to all candidates.</li> <li>• Evidence of degree or other academic and/or job-related credentials. (These may relate directly to criteria used during an employment screening process.)</li> <li>• (For post-baccalaureate and alternative certification programs) Evidence of a baccalaureate degree from a regionally-accredited institution of higher education [§230.413(a)].</li> <li>• Recruitment strategies for the program.</li> </ul>	<p>Admission criteria may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Letters of recommendation</li> <li>• Portfolios</li> <li>• Testing and written assessments</li> <li>• Interviews</li> <li>• Successful classroom performance</li> </ul> <p>Evidence that policies and procedures for admission are disseminated and applied consistently.</p> <p>Description of recruitment procedures, goals and objectives as related to state/regional needs.</p>

COMPONENT 3	SBEC Requirements	Sample Indicators and Measures
<p><b>Curriculum</b></p> <p>19 TAC Chapter 228, §228.30.</p> <p>The educator standards (see SBEC website) adopted by the Board shall be the curricular basis for educator preparation and must address the relevant TEKS for each certificate.</p> <p>19 TAC Chapter 228, §228.40 (a)(b).</p> <p>Entities shall establish benchmarks and structured assessments of the candidate's progress throughout the program.</p>	<p>The preparation program will identify levels and areas of certification to be delivered.</p> <p>The preparation entity will:</p> <ul style="list-style-type: none"> <li>• Describe procedures for ensuring that the curriculum is aligned with the certification standards and the Texas Essential Knowledge and Skills (TEKS).</li> <li>• Include evidence of faculty/trainer knowledge of the standards, teaching strategies, and TEKS.</li> <li>• Include descriptors of curriculum modules/courses (course syllabi, catalog descriptions, etc).</li> <li>• Describe benchmarks to show how the candidates' progress toward the mastery of standards will be assessed.</li> </ul>	<p>Provide <b>matrix</b> showing curriculum alignment with the appropriate content and pedagogy certification standards/test frameworks, including the Technology Applications standards for beginning educators. Also indicate how the program will benchmark/assess whether its candidates have the required knowledge and skills.</p> <p><b>Matrix</b>  SBEC Standards / (Test Frameworks) / Curriculum / (TEKS) / Benchmarks-Assessments</p> <p>( ) = if applicable</p> <p><b>See table below for sample matrix</b></p>

**PARTIAL SAMPLE ONLY**

**Pedagogy and Professional Responsibilities EC-4**

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Educator Standards	(Test Frameworks) (TEExES PPR EC-4)	Program Curriculum	(TEKS)	Program Benchmarks/Assessments
<p>The beginning teacher knows and understands:</p> <p>1.1k the intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 4</p> <p>1.2k the implications of students' developmental characteristics for planning appropriate instruction</p> <p>1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs</p> <p>1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;</p> <p>1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning</p> <p>1.6k appropriate strategies for instructing English language learners.</p>	<p>Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.</p> <p>Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning</p> <p>Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.</p>	<p>Course/Workshop/Seminar:</p> <p>EDUC 101 - Effective Teaching and Assessment Practices</p> <p>Future teachers learn the philosophy and strategies behind active instructional practice. Students must be engaged in learning and successful in learning to reach their maximum potential. The teachers will learn how to maximize instruction through the daily schedule, how to develop lesson plans targeting the TEKS, and how pacing and sequencing is important to successful learning. They will learn strategies to identify research based instructional strategies for best practices in the core curriculum: reading, mathematics, language arts, science, social studies, economics, fine arts and health. They will also find how the integration of technology, content areas and skill development will maximize the student's learning. Trainees will analyze TAKS data, relate it to the TEKS, and focus on</p>	<p>Not applicable</p>	<p>Direct observation of Teacher-Candidates</p> <p>Classroom exams</p> <p>Teacher-Candidates self-evaluations</p> <p>Teacher-Candidates projects</p> <p>Electronic lesson plans</p> <p>Presentation of a lesson using PowerPoint and smart boards</p> <p>Portfolio</p> <p>Candidate-developed assessment for classroom use</p>

<p>The beginning teacher is able to:</p> <p>1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs</p> <p>1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners</p> <p>1.3s use effective approaches to address varied students' learning needs and preferences</p> <p>1.4s plan instruction that motivates students to want to learn and achieve</p> <p>1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction</p> <p>1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction</p>	<p>Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.</p> <p>Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.</p> <p>Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.</p>	<p>the improvement of student performance. Participants learn Bloom's Taxonomy and how to include various levels of critical thinking and problem solving strategies in instruction. The practitioners will learn how to move students from externally motivated to internally motivated learning practices. They will demonstrate the importance of connecting learning to values of the individual student in order to increase motivation and the desire to learn.</p> <p>Practitioners will also learn to when to choose and how to use formative and summative assessment tests. They will learn how to align assessment and instruction as a part of initial instruction and to reinforce learning. Constructive feedback and relearning activities are integrated into the assessment/instructional package. The teachers will build self-evaluation as well as student-evaluation into the daily work practices.</p>		
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**Address the remaining standards in a fashion similar to that shown above for both Pedagogy and Professional Responsibilities AND the content area(s).**

<b>COMPONENT 4</b>	<b>SBEC Requirements</b>	<b>Sample Indicators and Measures</b>
<p><b>Program Delivery and Evaluation</b></p> <p>19 TAC Chapter 228, §228.30(d)</p> <p>The entity shall establish a system for program delivery and improvement.</p>	<p>The preparation entity will describe how the program will be delivered.</p> <p>The preparation program will provide indicators of:</p> <ul style="list-style-type: none"> <li>• Systematic use of data, follow-up of candidates' teaching success, and retention in the profession for continuous program improvement</li> <li>• Ongoing, relevant teaching experiences in a variety of educational settings with diverse student populations</li> <li>• Field-based practicum in the area and at the level for which the certificate is sought: <ul style="list-style-type: none"> <li>• Undergraduate candidates shall complete a minimum of 12 weeks of full-day teaching practicum (student teaching) [§228.30(c)(1)]</li> <li>• Post-baccalaureate and alternative routes shall provide a field-based practicum or internship that allows the candidate to serve as a full-time teacher of record on a probationary certificate for at least one school year or to complete a teaching practicum (student teaching) comparable to that required in an undergraduate program [§228.30(c)(2)]</li> </ul> </li> <li>• Program evaluation procedures using internal and external criteria</li> </ul>	<p>Evidence of the quality of program delivery to be examined in program evaluations may include:</p> <ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• ASEP data</li> <li>• Evaluation of training, including alignment with curriculum</li> <li>• Field-based training designed to integrate elements of the standards</li> <li>• Written reflections of current research and promising practices</li> <li>• Use of portfolios</li> <li>• Classroom performance</li> </ul>

COMPONENT 5	SBEC Requirements	Sample Indicators and Measures
<p><b>On-going Support</b></p> <p>19 TAC Chapter 228, §228.40(e)</p> <p>On-going support of the certification candidates must be a part of the program design. Observations and results from this participation should be used in the evaluations conducted under Component 4.</p> <p>19 TAC Chapter 230, §230.610 19 TAC Chapter 232, §232.4</p> <p>Induction Program for Beginning Teachers</p>	<p>Describe support efforts, such as the Texas Beginning Educator Support System (TxBESS), which will be provided to beginning educators.</p> <p>Beginning teachers who do not have prior teaching experiences shall be assigned a mentor teacher.</p> <p>Beginning teachers shall participate in teacher orientation, which may include specialized induction year program activities.</p> <p>Beginning educator support is to be provided by an experienced educator who has been trained in mentoring.</p>	<p>The preparation will provide indicators of:</p> <ul style="list-style-type: none"> <li>• Regularly scheduled meetings between candidates, mentor teachers, and program field supervisors during pre-service and student teaching or internship</li> <li>• Activities that consist of structured guidance and regular ongoing support as part of a developmental induction process designed to assist the educator in their professional growth and development [§232.4(a)(4)]</li> <li>• Include information about mentor training</li> </ul>

Program proposals should be emailed to Dr. Bill Wale at [bill.wale@sbec.state.tx.us](mailto:bill.wale@sbec.state.tx.us). Please allow 2-3 weeks for initial review. SBEC Accountability Staff will be in contact with programs should additional information or clarification be needed.

Upon completion of the paper review, SBEC staff will schedule an on-site review of the program. Additional information regarding the on-site review can be found on the SBEC website at <http://www.sbec.state.tx.us>.