

TABLES &

GRAPHICS

Graphic images included in rules are published separately in this tables and graphics section. Graphic images are arranged in this section in the following order: Title Number, Part Number, Chapter Number and Section Number.

Graphic images are indicated in the text of the emergency, proposed, and adopted rules by the following tag: the word "Figure" followed by the TAC citation, rule number, and the appropriate subsection, paragraph, subparagraph, and so on.

Figure: 19 TAC §228.10(b)(1)

Component I: Governance	Evidence
19 TAC §228.20(b): The representative nature of an advisory committee.	Records of advisory committee membership reflecting at least three of the groups listed in this subsection; and Advisory committee meeting attendance records.
19 TAC §228.20(b): Input provided by an advisory committee.	Advisory committee member input reflected in the advisory committee minutes.
19 TAC §228.20(b): EPP informed advisory committee members of their roles and responsibilities.	Advisory committee training materials, date(s), attendance records; or Advisory committee handbook with acknowledgement of receipt by advisory committee member; or Letter of invitation with roles and responsibilities outlined and acknowledged by invitee as to accept or decline; or Bylaws acknowledged receipt by advisory committee member.
19 TAC §228.20(b): Advisory committee meeting.	Dated minutes of each advisory committee meeting.
19 TAC §228.20(e): The EPP provided notice of amendments to its approved program.	Record of notification to TEA.
19 TAC §228.20(f): The EPP provided notice and received approval of amendments to its approved program.	Record of approval or denial from TEA.
19 TAC §228.20(g): The EPP published a calendar of activities.	Calendar posted on EPP website.
19 TAC §228.10(a): The EPP has met the requirements for approval.	EPP accreditation status on file with TEA.
19 TAC §228.10(b): The EPP has met the requirements for continuing approval.	EPP accreditation status on file with TEA.
19 TAC §228.10(c): The EPP has met the requirements to offer clinical teaching.	EPP clinical teaching status on file with TEA.
19 TAC §228.10(d): The EPP has met the requirements to offer a certification class and/or category.	EPP certification class and/or category status on file with TEA.
19 TAC §228.10(e): The EPP provided notice of an additional location.	Record of letter(s) on letterhead signed by an EPP's legally authorized agent or representative sent by email or regular mail.
19 TAC §228.15: The EPP has met the requirements for consolidation or closure.	EPP notice of consolidation or closure; and EPP notification of candidates; and EPP completion of required SBEC and TEA actions. If closing, EPP notification of representative.
19 TAC §228.17: The EPP has met the requirements for changing ownership.	EPP notice of change of ownership.

Component II: Admission	Evidence
19 TAC §227.1(c): The EPP has informed applicants of the required information.	Website; or Recruitment information; or Orientation materials; or Admission material.
19 TAC §227.10(a)(1) and (2): Candidates have met the required institution of higher education (IHE) enrollment or degree requirements.	Original transcripts.
19 TAC §227.10(e): Out-of-country candidates have met the required degree requirement.	Official transcript evaluated by approved vendor with equivalent report issued.
19 TAC §227.10(a)(3)(A): Candidates have met the minimum grade point average (GPA) requirement.	Official transcripts; and Documentation of calculations to determine GPA in the last 60 hours.
19 TAC §227.10(a)(3)(B) and (D): Candidates that have been admitted with a GPA less than the 2.5 minimum have met the requirements for the GPA exception.	Program policy; and Documentation signed by the director that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and Pre-Admission Content Test score report.
19 TAC §227.10(a)(4): Applicants demonstrated content knowledge prior to admission.	Official transcripts; and Record of calculation of content hours by course; and Score report for a comparable examination approved by TEA; or Score report for Pre-Admission Content Test.
19 TAC §227.10(a)(5): Applicants demonstrated basic skills prior to admission.	Score reports; or Official transcripts bearing TSI requirements.
19 TAC §227.10(a)(6): Applicants demonstrated proficiency in English language skills prior to admission.	Official transcripts with degree from U.S. university or college; or A letter from the out-of-country institution stating the language of instruction is English; or Official TOEFL scores.
19 TAC §227.10(a)(7): A screening device has been used to determine applicant admission.	Completed application; and Interview with standard questions and evaluated with a rubric and cut score; or Other screening instrument evaluated with a rubric and cut score.
19 TAC §227.10(a)(8): Applicants have met other academic criteria for admission.	Application for admission; and Records of academic requirements; and Academic requirements are published on website, or catalogues, or brochures, or orientation materials.

Component II: Admission	Evidence
19 TAC §227.10(b): Applicants have met additional admission requirements.	Records of admission requirements; and Documentation of published requirements in candidate records; and Admission requirements are published on website, or catalogues, or brochures, or orientation materials.
19 TAC §227.10(c): The EPP has appropriately admitted applicants who have transferred from other EPPs.	Transfer form; and Application for admission; and Official transcripts.
19 TAC §227.10(d): Career and Technical Education applicants have been admitted with the required documentation of licensure and experience.	License and/or other supporting documentation of work experience; and Statement of qualifications; and Diploma or Transcript.
19 TAC §227.17(a): Applicants have been formally admitted to the EPP.	Required admission documents; and Written formal admission offer letter; and Written and dated formal admission acceptance letter.
19 TAC §227.17(e) and (f): Candidates were admitted prior to beginning coursework and training or receiving approval to test.	Written and dated formal admission acceptance letter; and Coursework record with start and completion dates; and Testing history.
19 TAC §227.15(a): Applicants admitted on a contingency basis met all admission requirements relating to contingency admission.	Written contingency admission offer letter; and Written and dated contingency admission acceptance letter; and Required admission documents; and Official transcripts; and Information from university confirming date of graduation; and Program records indicating which semester admission applies.
19 TAC §241.5(c), Principal; and 19 TAC §242.5(c), Superintendent: Candidates admitted met all admission requirements.	Screening instrument with rubric and cut score.
19 TAC §242.5(a): Superintendent applicants were admitted with required degree requirements.	Official transcript.

Component III: Curriculum	Evidence
19 TAC §228.30(a): The curriculum is based on approved educator standards.	Charts identifying alignment of educator standards in curriculum; and Application of educator standards identified in syllabi/course outlines; or Application of educator standards identified in course/training lesson plans.
19 TAC §228.30(a): The curriculum addresses the relevant Texas Essential Knowledge and Skills (TEKS).	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines identifying training in using TEKS to inform instruction and assessment; or Instructor lesson plans reflecting instruction and use of TEKS.
19 TAC §228.40(a): The EPP uses assessments to measure candidate progress.	Syllabi/course outlines reflecting assessments of knowledge and skills; and Assessments based on educator standards; and Assessments that measure mastery of knowledge and skills in course content.
19 TAC §228.30(b): The curriculum is research-based.	Syllabi/course outlines with bibliographies/references.
19 TAC §228.30(c)-(e): The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class.	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(a)(1): The EPP provides candidates with adequate preparation and training.	Candidate testing history; and Syllabi/course outlines; and Program benchmarks; and Degree plan/transcripts.
19 TAC §228.35(a)(2): Coursework and/or training meets requirements.	Syllabi/course outline; or Coursework.
19 TAC §228.35(a)(3): Candidates complete coursework and training prior to EPP completion and standard certification.	Program benchmarks; and Attendance records; and Program schedule of courses/modules; and Degree plan/transcripts for each candidate reviewed.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(a)(4)(A): The EPP has procedures for allowing relevant military experiences.	Policies and procedures in handbooks; and Advisory committee minutes; or Admission information; or Orientation material; or Website information.
19 TAC §228.35(a)(4)(B): The EPP has procedures for allowing prior experience, education, or training.	Policies and procedures in handbooks; and Advisory committee minutes; or Admission information; or Orientation material; or Website information.
19 TAC §228.35(a)(5): Coursework and training that is offered online meets standards.	Accreditation documentation; or Quality assurance documentation; or THECB compliance documentation.
19 TAC §228.35(b): Candidates for initial teacher certification receive the required number of hours of coursework and training.	Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Benchmarks.
19 TAC §228.35(b)(1): Candidates have completed the field-based experience requirements prior to clinical teaching or internship.	Start date of clinical teaching or internship; and Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and Reflections of observation.
19 TAC §228.35(b)(2): Candidates have completed the required coursework and/or training prior to clinical teaching or internship.	Start date of clinical teaching or internship; and Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Benchmarks.
19 TAC §228.35(c): Candidates seeking initial certification in a class other than classroom teacher have completed the required clock hours of coursework and/or training.	Document tracking hours for courses; or Degree plans; or Transcripts; or Program Course/Module Schedule; or Benchmarks.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(d): Late hire candidates have completed the pre-internship requirements.	<p>Record of coursework completed (start and end dates); and</p> <p>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and</p> <p>Reflections of observation; and</p> <p>Record of assignment date.</p>
19 TAC §228.35(e)(1)(A): Teacher candidates complete required field-based experiences.	<p>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interactions with students; verifying signatures of observed teacher; and</p> <p>Reflections of observation.</p>
19 TAC §228.35(e)(1)(B): Field-based experience via electronic transmission or other video or technology-based method meets requirements.	<p>Field-based observation log reflecting date, subject area, and grade level; verifying signatures of program staff; and</p> <p>Reflections of observation.</p>
19 TAC §228.35(e)(2)(A) and (B): Candidates seeking initial teacher certification have completed clinical teaching.	<p>Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and</p> <p>Clinical teaching log including dates, start and end times each day; verified by cooperating teacher.</p>
19 TAC §228.35(e)(2)(C)(i): Candidates seeking initial teacher certification have completed an internship.	<p>Completed statement of eligibility; and</p> <p>Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned.</p> <p>If more than 30 days of internship are missed:</p> <ul style="list-style-type: none"> • Request letter from candidate; and • Approval by appropriate program staff; and • Identified start date and end date of internship; and • Make-up plan if more than thirty days; and • Documentation of make-up time.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(e)(2)(C)(iii): Candidates complete additional internship assignments that meet requirements for an internship and are appropriately supervised by the EPP.	Record of coursework completed; and Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Intern or probationary certificates; and Field supervisor observation logs; and Letter from school district.
19 TAC §228.35(e)(2)(C)(iv): Candidates hold probationary or intern certificates while completing internship assignments.	Intern or probationary certificate.
19 TAC §228.35(e)(2)(C)(v): Additional internships recommended by the EPP have met the requirements for allowing candidates to complete additional internships.	Record of successful or unsuccessful internship; and Deficiency plan; and Benchmarks.
19 TAC §228.35(e)(2)(C)(vi)(I): The EPP supports the candidate during an additional internship unless the internship is ended early due to issuance of a standard certificate.	Standard certificate.
19 TAC §228.35(e)(2)(C)(vi)(II) The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate is non-renewed by, resigns from, or is terminated by the employer.	Written notice from candidate; and Written notice to candidate; and Written notice to TEA.
19 TAC §228.35(e)(2)(C)(vi)(III): The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate is released from the EPP.	Written notice to candidate; and Written notice to school or district; and Written notice to TEA.
19 TAC §228.35(e)(2)(C)(vi)(IV): The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate withdraws from the EPP.	Written notice to program; and Written notice to candidate; and Written notice to school or district; and Written notice to TEA.
19 TAC §228.35(e)(2)(E): The EPP requested and was approved for an exception to the clinical teaching option.	Record of approval from SBEC.
19 TAC §228.35(e)(2)(F): Candidate training included experiences with a full range of professional responsibilities including the start of the school year.	Documentation of field-based experiences and/or clinical teaching experiences.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(e)(3): An internship or clinical teaching experience was completed at a Head Start Program that meets requirements.	Teacher certification and mentor training records; and Federal and TEA approval records; and Records documenting Head Start student population; and Head Start curriculum.
19 TAC §228.35(e)(4) and (5): The internship or clinical teaching experiences take place in setting that meets requirements.	Internship or clinical teaching placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Statement of eligibility.
19 TAC §228.35(e)(6)(A) and (B): Candidates seeking certification in a class other than classroom teacher complete a practicum that meets the requirements.	Field supervisor observation logs reflecting educator standards based activities; and Practicum information with start and end dates, district, campus, site, and field supervisor assigned.
19 TAC §228.35(e)(6)(C)(i): An intern or probationary certificate has been issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions.	Statement of eligibility; and Program requirements; and Testing history.
19 TAC §228.35(e)(6)(C)(ii): Additional practicums recommended by the EPP have met the requirements for allowing candidates to complete additional practicums.	Record of successful or unsuccessful practicum; and Deficiency plan; and Benchmarks.
19 TAC §228.35(e)(7): The EPP applied and received approval for a candidate to complete field-based experience, clinical teaching, internship, or practicum in an out-of-state or out-of-country placement.	Record of approval from TEA.
19 TAC §228.35(f): Candidates placed in clinical teaching, internship, or practicum assignments were assigned cooperating teachers, mentors, or site supervisors as appropriate.	Candidate placement information showing date of placement, name of candidate, name of cooperating teacher/mentor/site supervisor, subject area, grade level, supervising administrator name, campus name, and district name.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p>19 TAC §228.2(12) and (23): The cooperating teachers and mentors were trained and held the required credentials.</p>	<p>Service record; and Teaching certificate; and Evidence of training; and Evidence of accomplishment as an educator includes:</p> <ul style="list-style-type: none"> • Evaluations that include evidence of student learning; or • Campus or district reports that include evidence of student learning; or • Letters of recommendation that include evidence of student learning. <p>Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.</p>
<p>19 TAC §228.2(30): The site supervisors were trained and held the required credentials.</p>	<p>Service record; and Educator certificate; and Evidence of training; and Evidence of accomplishment as an educator includes:</p> <ul style="list-style-type: none"> • Evaluations that include evidence of student learning; or • Campus or district reports that include evidence of student learning; or • Letters of recommendation that include evidence of student learning. <p>Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.</p>
<p>19 TAC §228.35(f): The EPP provided scientifically-based training to cooperating teachers, mentors, and site supervisors.</p>	<p>Training materials and dated attendance records with signatures; or School district/ESC certificate of completion; or Cooperating teacher/mentor/site supervisor handbook acknowledgement; or Training materials and dated attendance information for online training.</p>
<p>19 TAC §228.35(g): Candidates have been assigned to field supervisors who held the required credentials.</p>	<p>Candidate placement information showing date of placement and field supervisor assigned; and Records of field supervisor certification, degree, experience, and/or continuing professional education; and Field supervisor logs.</p>

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(g) and (h): Field supervisors have been trained.	Training material and dated attendance records with signature of field supervisor; or Handbook acknowledged with field supervisor signature; or Training materials and dated attendance information for online training. After 9/1/2017, certificate of completion of TEA-approved observation training.
19 TAC §228.35(g): Field supervisors made the required initial contact.	Field supervisor log; or Emails; or Phone records; or Other electronic communication.
19 TAC §228.35(g): For each observation, the field supervisor has held the required conferences with each candidate. Each candidate has received written feedback that meets the requirements.	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.
19 TAC §228.35(g): The field supervisor has provided a copy of the written observation feedback to the required individuals.	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.
19 TAC §228.35(g): The candidate receives informal observations and ongoing coaching as appropriate.	Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Observation forms; or Other electronic records of observation and coaching.
19 TAC §228.35(g): The field supervisor collaborates with the required individuals.	Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Signed observation forms.
19 TAC §228.35(g)(1)-(8): Formal observations conducted by field supervisors meet the requirements for duration, frequency, and format.	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(h): Candidates seeking certification in a class other than Classroom Teacher are assigned to field supervisors who have the required education and credentials.	Candidate placement information showing date of placement and field supervisor assigned; and Records of field supervisor certification, degree, experience, and continuing professional education; and Field supervisor logs.
19 TAC §228.35(h): Field supervisors make required initial contact with candidates.	Email with delivery/read receipt; or Phone or face-to-face record in field supervisor log with date and verifying signatures of field supervisor and candidate; or Course syllabi with first contact class noted with attendance records.
19 TAC §228.35(h): For each observation, the field supervisor has held the required conferences with each candidate. Each candidate has received the required written feedback.	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.
19 TAC §228.35(h): The field supervisor has provided a copy of the written observation feedback to the candidate's site supervisor.	Field supervisor log; or Email records with delivery/read receipts; or Signed observation forms.
19 TAC §228.35(h): The field supervisor provides informal observations and coaching as appropriate.	Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Observation forms; or Other electronic records of observation and coaching.
19 TAC §228.35(h): The field supervisor collaborates with the candidate and site supervisor throughout the practicum experience.	Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Signed observation forms.
19 TAC §228.35(h)(1)-(4): Observations conducted by field supervisors meet the requirements for duration, frequency, and format.	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level, with record of instructional strategies observed; and/or Field supervisor contact log with date and signatures.
19 TAC §228.35(i): A candidate seeking certification as a teacher has been exempt from completing field-based experience, clinical teaching or internship by meeting requirements.	Record from the THECB documenting exemption eligibility.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(i)(2): A candidate that currently is or was a JROTC instructor has been exempt from completing field-based experience, clinical teaching, or internship by meeting requirements.	Service record; or Record of current employment.
19 TAC §241.10(b), Principal; 19 TAC §242.10(b), Superintendent; 19 TAC §239.10(b), Counselor; 19 TAC §239.50(a), Librarian; 19 TAC §239.82(a), Educational Diagnostician; 19 TAC §239.92(a), Reading Specialist; and 19 TAC §239.100(c), Master Teachers: During the practicum, candidates demonstrate proficiency in the standards.	Field supervisor logs of educator standards based activities with verifying signatures; or Candidate journals which reflect standards; or Completed educator standards based projects and activities.

Component V: Assessment and Evaluation of Candidates and Program	Evidence
19 TAC §228.40(a): The EPP has established benchmarks to measure candidate progress.	Benchmarks.
19 TAC §228.40(b): The EPP has processes to ensure candidates are prepared to be successful on their content examinations.	Candidate document(s) reflecting meeting criteria for testing with date; and Syllabi/course outlines; or Benchmarks.
19 TAC §228.40(c): A candidate who is prepared in different certification in which the candidate was admitted.	Written request of candidate.
19 TAC §228.40(d): The EPP has a process for determining that formally admitted candidates are prepared to take certification examinations.	Criteria for testing published; and Dated record verifying criteria met.
19 TAC §228.40(e): The EPP uses information from a variety of sources to evaluate program design and delivery.	Evaluation plan detailing the activity, timeline, person responsible; and Data results from internal and external sources; and Dated evaluation reports; and Advisory committee minutes.

Component VI: Professional Conduct	Evidence
19 TAC §228.50: EPP staff and candidates adhere to the Educators' Code of Ethics.	Signed statement by staff and candidates of reading, understanding and abiding.

Component VII: Complaints Procedures	Evidence
19 TAC §228.70(b)(1): The EPP has sent a copy of the EPP complaint procedure to TEA.	Complaint process on file with TEA.
19 TAC §228.70(b)(2): The EPP has posted on its website the complaint policy and a link to the TEA complaints website.	Web posting.

Component VII: Complaints Procedures	Evidence
19 TAC §228.70(b)(3): The EPP complaint policy is posted on-site.	Notification posting at physical site.
19 TAC §228.70(b)(4): The EPP provides written information about filing complaints.	Written information for candidate available.

Component VIII: Certification procedures	Evidence
19 TAC §230.13(a)(1): The candidate has met the appropriate degree and/or experience requirements.	Official transcripts; and/or Documentation of experience.
19 TAC §230.13(b)(2): The candidate has met the appropriate preparation, experience, and/or licensure certification, or registration requirements.	Documentation of preparation, experience, and/or licensure certification, or registration requirements.
19 TAC §230.13(a)(2) and (b)(3): The candidate has completed an EPP.	Record of EPP completion.
19 TAC §230.13(a)(3) and (b)(4): The candidate has passing scores on required certification examinations.	Testing history.
19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; 19 TAC §239.93, Reading Specialist; and 19 TAC §239.100, Master Teachers: Candidates have passed appropriate certification examinations.	Testing history.
19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have met the degree requirement.	Official transcripts.
19 TAC §241.20, Principal, and 19 TAC §239.84, Educational Diagnostician; Candidates have met the certification requirement.	Valid classroom teaching certificate.
19 TAC §242.20, Superintendent: Candidates have met the certificate requirement.	Principal certificate or equivalent.
19 TAC §241.20, Principal; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have met the creditable years of teaching experience requirement.	Official service records.
19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have successfully completed an EPP.	Record of EPP completion.

Component VIII: Certification procedures	Evidence
<p>19 TAC §239.101, Master Reading Teacher: Candidates either</p> <p>1) hold the Reading Specialist Certificate & complete an EPP;</p> <p>OR</p> <p>2) hold a valid teaching certificate with the required creditable years of service, and complete an EPP.</p>	<p>Reading Specialist Certificate; and</p> <p>Record of EPP completion; or</p> <p>Valid teaching certificate; and</p> <p>Official service records; and</p> <p>Record of EPP completion.</p>
<p>19 TAC §239.102, Master Mathematics Teacher: Candidates hold a valid teaching certificate, the required creditable years teaching experience, and complete an EPP.</p>	<p>Valid teaching certificate; and</p> <p>Official service records; and</p> <p>Record of EPP completion.</p>
<p>19 TAC §239.103, Master Technology Teacher: Candidates either</p> <p>1) hold the Technology Applications Certificate or the Technology Education Certificate, and complete an EPP;</p> <p>OR</p> <p>2) hold a valid teaching certificate with the required creditable years of teaching experience and complete an EPP</p>	<p>Technology Application or Technology Education Certificate; and</p> <p>Record of EPP completion; or</p> <p>Valid teaching certificate; and</p> <p>Official service records; and</p> <p>Record of EPP completion.</p>
<p>19 TAC §239.104, Master Science Teacher: Candidates hold a valid teaching certificate with the required creditable years of teaching experience, and complete an EPP.</p>	<p>Valid teaching certificate; and</p> <p>Official service records; and</p> <p>Record of EPP completion.</p>

Component IX: Integrity of Data Submission	Evidence
<p>19 TAC §229.3(f)(1): The EPP has reported required data in an accurate and timely manner.</p>	<p>Met timeline for reporting; and</p> <p>Accuracy of ASEP reports.</p>

Figure: 19 TAC §229.3(f)(1)

Section A: Determination of Accreditation Status			
Data required to support Texas Education Code (TEC), §21.045(a), and 19 TAC §229.4, disaggregated by gender, race, and ethnicity			
Accountability System Data	Description of Data	Required Submission Date and Method of Reporting	
1	Results of certification examinations prescribed under TEC, §21.048(a)	Pass rate as defined in 19 TAC §229.4(a)(1).	Certification test scores will be uploaded into the Accountability System for Educator Preparation (ASEP). Texas Education Agency (TEA) staff will analyze the data and report it on the TEA website.
2	Beginning teacher performance	The percentage of beginning teachers rated sufficiently prepared or well prepared on a survey completed by administrators.	Administrators of first-year teachers will complete a survey evaluating first-year teacher performance by June 15 of each year. TEA staff will analyze the data and report it on the TEA website.
3	Student achievement	The achievement, including the improvement of achievement, of students taught by beginning teachers for the first three years.	Date and method of collection when available. TEA staff will analyze the data and report it on the TEA website.
4	Frequency, duration, and quality of field supervisor guidance	The percentage of candidates who received the required number of field observations of the required duration. Percentage of teacher candidates indicating that their field support during clinical teaching and internships was satisfactory.	By September 15 of each year, each Educator Preparation Program (EPP) will document field supervision in a format determined by TEA staff. Teacher candidates will complete an exit survey indicating the quality of their preparation by August 31 of the year the candidate completed an EPP. TEA staff will analyze the data and report it on the TEA website.
5	Teacher Satisfaction Survey	By program and year, the percentage of new teachers at the end of their first year of teaching after earning a standard certificate who indicate they were sufficiently prepared for their first year in the classroom on a teacher satisfaction survey.	Teachers will complete a survey evaluating the quality of preparation from their EPP by August 31 of their first year as a teacher after earning a standard certificate. TEA staff will analyze the data and report it on the TEA website.

Section B: Annual Performance Report			
Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
1	Acceptance Rate	The percentage of applicants who are admitted to the program each year.	TEA staff will analyze the data and report it on the TEA website.
2	Number of applicants	Report submitted by the EPP. This is the number of candidates who applied to be admitted to the program during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
3	Number of candidates admitted	Report submitted by the EPP. This is the number of candidates who were admitted during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
4	Number of candidates retained	Report submitted by the EPP. This is the number of candidates who have been admitted to the EPP but have not completed the EPP.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
5	Number of candidates completing all EPP requirements	Report submitted by the EPP.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
6	Number of candidates employed as beginning teachers under standard teaching certificates by no later than the first anniversary of completing the program	Number and percentage of completers who have earned a standard certificate and are employed in the school system.	TEA staff will use completer data as reported in B.5 with Educator Certification Online System (ECOS) and Public Education Information Management System (PEIMS) Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.
7	Time required for candidates with probationary teaching certificates to be issued standard teaching certificates	Number of days between the first probationary certificate effective date and the first standard certificate effective date.	TEA staff will analyze the data and report it on the TEA website.
8	Number of candidates retained in the profession	Number and percentage of persons who are still employed in the school system five (5) years after earning a standard certificate.	TEA staff will use completer data as reported in B.5 with ECOS and PEIMS Fall Snapshot data. TEA staff will analyze the data and report it on the TEA website.

Section B: Annual Performance Report Data required to support TEC, §21.045(b), disaggregated by gender, race, and ethnicity			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
9	All information required by federal law	Reports submitted by the EPPs in accordance with federal law.	EPPs will submit data required by federal law to the U.S. Department of Education or its agents in accordance with deadlines set by those entities. TEA website will include a link to the Title II website to enhance access to the data.
10	Percentage of all tests passed	The number of candidates who passed a certification examination approved by an EPP divided by the number of attempts by candidates on examinations approved by an EPP.	Certification test scores will be uploaded into ASEP. TEA staff will analyze testing contractor or ASEP data and report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs Data required to support TEC, §21.0452			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
1	EPP status based on adherence to the standards	Accreditation Rating as described by TEC, §21.0451(a).	Determined annually by the State Board for Educator Certification (SBEC).
2	Optional EPP designation or ranking as provided by TEC, §21.0452(e)	Consumer Information designation or ranking based on data from TEC, §21.0452(b)(1).	If optional designations or ratings are determined by the SBEC, TEA staff will report it on the TEA website.
3	Annual Performance Report data	Data elements submitted or calculated as required by TEC, §21.045(b). See Section B.	TEA staff will analyze the data and report it on the TEA website.
4	Average overall grade point average of persons admitted to the program	The average overall grade point average of persons admitted to the program as required by 19 TAC §227.19.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.
5	Average grade point average in specific subject areas	The average grade point average in courses that are related to the certificate class and/or category in which candidates were admitted to the program.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.
6	Average admitted grade point average	The average grade point average used to admit persons to the program as required by 19 TAC §227.19.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. TEA staff will analyze the data and report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs
Data required to support TEC, §21.0452

Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
7	Average GRE® scores and date	The overall and subject-specific GRE® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit GRE® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
8	Average SAT® scores and date	The overall and subject-specific SAT® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit SAT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
9	Average ACT® scores and date	The overall and subject-specific ACT® scores used to admit candidates to the program.	If required for admission to the institution, programs will submit ACT® scores and test date for each candidate by September 15 of each year in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
10	The degree to which persons who complete a program are successful in obtaining standard certification	The number and percentage of persons completing a program who earn their standard certificate.	TEA staff will use completer data as reported in B.5 with ECOS data. TEA staff will analyze the data and report it on the TEA website.
11	The extent to which the program prepares teachers to effectively teach students with disabilities	Percentage of new teachers in an academic year who report being sufficiently prepared to teach students with disabilities, or who are rated as being sufficiently prepared to teach students with disabilities.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared. TEA staff will analyze the data and report it on the TEA website.
12	The extent to which the program prepares teachers to effectively teach students of limited English proficiency	Percentage of new teachers in an academic year who report being sufficiently prepared to teach students of limited English proficiency, or who are rated as being sufficiently prepared to teach students of limited English proficiency.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to teach students of limited English proficiency. TEA staff will analyze the data and report it on the TEA website.

Section C: Consumer Information Regarding Educator Preparation Programs
Data required to support TEC, §21.0452

Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
13	Success preparing candidates to integrate technology effectively into curricula and instruction	Percentage of new teachers in an academic year who report being sufficiently prepared to integrate technology effectively into curricula and instruction, or who are rated as being sufficiently prepared to integrate technology effectively into curricula and instruction.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to integrate technology effectively into curricula and instruction. TEA staff will analyze the data and report it on the TEA website.
14	Success preparing candidates to use technology to collect, manage, and analyze data to improve teaching and learning	Percentage of new teachers in an academic year who report being sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning, or who are rated as being sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning.	TEA staff will use survey data from principals and new teachers to identify the percentage of teachers from each EPP who are sufficiently prepared to use technology to collect, manage, and analyze data to improve teaching and learning. TEA staff will analyze the data and report it on the TEA website.
15	Average ratio of field supervisors to candidates	The number of teacher candidates observed in the field per field supervisor observing candidates in the field, reported for the academic year, fall semester, and spring semester.	By September 15 of each year, each EPP will document field supervision in a format determined by TEA staff. TEA staff will analyze the data and report it on the TEA website.
16	Results of exit surveys given to program participants	The percentage of candidates who rate the field supervision as always or almost always providing the components of structural guidance and ongoing support.	TEA staff will administer an exit survey to interns and clinical teachers before they complete a program. TEA staff will analyze the data and report it on the TEA website.
17	Results of surveys given to school principals	The percentage of first-year teachers from each EPP who are appraised as sufficiently prepared.	TEA staff will administer a survey to principals of first year teachers. TEA staff will analyze the data and report it on the TEA website.
18	Results of satisfaction surveys given to beginning teachers	The percentage of new teachers who report they were sufficiently prepared or well prepared at the end of their first year of teaching with a standard certificate.	TEA staff will administer a satisfaction survey to new teachers near the end of their first year of teaching with a standard certificate. TEA staff will analyze the data and report it on the TEA website.

Appendix: Demographics Guidelines

ASEP will collect ethnicity and race information for candidates using the 1977 categories as well as using the new federal categories developed in 1997 as required by the United States Department of Education (USDE). The new federal category system requires that ethnicity and race be collected separately. It allows individuals to select multiple races. It requires all responses to be collected, but when reporting aggregate data to the USDE, a different set of categories is used for aggregate reporting. Beginning with the 2016-2017 academic year, educator preparation programs will report this information using the new categories only. The new categories are as follows:

Ethnicity	Race
Hispanic or Latino	American Indian or Alaska Native
Not Hispanic or Latino	Asian
	Black or African American
	Hawaiian or other Pacific Islander
	White

Aggregate Reporting Categories
Hispanic or Latino
American Indian or Alaska Native
Asian
Black or African American
Hawaiian or Other Pacific Islander
White
Two or more races

Figure: 40 TAC 748.303(a)

Serious Incident	(i) To Licensing? (ii) If so, when?	(i) To Parents? (ii) If so, when?	(i) To Law enforcement? (ii) If so, when?
(1) A child dies while in your care.	(A)(i) YES (A)(ii) Within 2 hours after the child's death.	(B)(i) YES (B)(ii) Within 2 hours after the child's death.	(C)(i) YES (C)(ii) Immediately, but no later than 1 hour after the child's death.
(2) A substantial physical injury or critical illness that a reasonable person would conclude needs treatment by a medical professional or hospitalization.	(A)(i) YES (A)(ii) Report as soon as possible, but no later than 24 hours after the incident or occurrence.	(B)(i) YES (B)(ii) Report as soon as possible, but no later than 24 hours after the incident or occurrence.	(C)(i) NO (C)(ii) Not Applicable.
(3) Allegations of abuse, neglect, or exploitation of a child; or any incident where there are indications that a child in care may have been abused, neglected, or exploited.	(A)(i) YES (A)(ii) As soon as you become aware of it.	(B)(i) YES (B)(ii) As soon as you become aware of it.	(C)(i) NO (C)(ii) Not applicable.
(4) Physical abuse committed by a child against another child. For the purpose of this subsection, physical abuse occurs when there is substantial physical injury, excluding any accident; or failure to make a reasonable effort to prevent an action by another person that results in	(A)(i) YES (A)(ii) As soon as you become aware of it.	(B)(i) YES (B)(ii) As soon as you become aware of it.	(C)(i) NO (C)(ii) Not applicable.

Serious Incident	(i) To Licensing? (ii) If so, when?	(i) To Parents? (ii) If so, when?	(i) To Law enforcement? (ii) If so, when?
substantial physical injury to a child.			
(5) Sexual abuse committed by a child against another child. For the purpose of this subsection, sexual abuse is: conduct harmful to a child's mental, emotional or physical welfare, including nonconsensual sexual activity between children of any age, and consensual sexual activity between children with more than 24 months difference in age or when there is a significant difference in the developmental level of the children; or failure to make a reasonable effort to prevent sexual conduct harmful to a child.	(A)(i) YES (A)(ii) As soon as you become aware of it.	(B)(i) YES (B)(ii) As soon as you become aware of it.	(C)(i) NO (C)(ii) Not applicable.
(6) A child is indicted, charged, or arrested for a crime, not including being issued a ticket at school by law enforcement or any other citation that does not result in the child being detained; or when law enforcement responds to an alleged incident at the operation.	(A)(i) YES (A)(ii) As soon as possible, but no later than 24 hours after you become aware of it.	(B)(i) YES (B)(ii) As soon as you become aware of it.	(C)(i) NO (C)(ii) Not applicable.
(7) A child developmentally or chronologically under 6 years old is absent from your operation and cannot be located, including the removal of a child by an unauthorized person.	(A)(i) YES (A)(ii) Within 2 hours of notifying law enforcement.	(B)(i) YES (B)(ii) Within 2 hours of notifying law enforcement.	(C)(i) YES (C)(ii) Immediately upon determining the child is not on the premises and the child is still missing.

Serious Incident	(i) To Licensing? (ii) If so, when?	(i) To Parents? (ii) If so, when?	(i) To Law enforcement? (ii) If so, when?
(8) A child developmentally or chronologically 6 to 12 years old is absent from your operation and cannot be located, including the removal of a child by an unauthorized person.	(A)(i) YES (A)(ii) Within 2 hours of notifying law enforcement, if the child is still missing.	(B)(i) YES (B)(ii) Within 2 hours of determining the child is not on the premises, if the child is still missing.	(C)(i) YES (C)(ii) Within 2 hours of determining the child is not on the premises, if the child is still missing.
(9) A child 13 years old or older is absent from your operation and cannot be located, including the removal of a child by an unauthorized person.	(A)(i) YES (A)(ii) No later than 2 hours from when the child's absence is discovered and the child is still missing.	(B)(i) YES (B)(ii) No later than 2 hours from when the child's absence is discovered and the child is still missing.	(C)(i) YES (C)(ii) No later than 2 hours from when the child's absence is discovered and the child is still missing.
(10) A child in your care contracts a communicable disease that the law requires you to report to the Department of State Health Services (DSHS) as specified in 25 TAC Chapter 97, Subchapter A, (relating to Control of Communicable Diseases).	(A)(i) YES, unless the information is confidential. (A)(ii) As soon as possible, but no later than 24 hours after you become aware of the communicable disease.	(B)(i) YES, if their child has contracted the communicable disease or has been exposed to it. (B)(ii) As soon as possible, but no later than 24 hours after you become aware of the communicable disease.	(C)(i) NO (C)(ii) Not applicable.
(11) A suicide attempt by a child.	(A)(i) YES (A)(ii) As soon as you become aware of the incident.	(B)(i) YES (B)(ii) As soon as you become aware of the incident.	(C)(i) NO (C)(ii) Not applicable.

Figure: 40 TAC 748.303(d)

Serious Incident	(i) To Licensing? (ii) If so, when?	(i) To Parents? (ii) If so, when?
(1) Any incident that renders all or part of your operation unsafe or unsanitary for a child, such as a fire or a flood.	(A)(i) YES (A)(ii) As soon as possible, but no later than 24 hours after the incident.	(B)(i) YES (B)(ii) As soon as possible, but no later than 24 hours after the incident.
(2) A disaster or emergency that requires your operation to close.	(A)(i) YES (A)(ii) As soon as possible, but no later than 24 hours after the incident.	(B)(i) YES (B)(ii) As soon as possible, but no later than 24 hours after the incident.
(3) An adult who has contact with a child in care contracts a communicable disease noted in 25 TAC 97, Subchapter A, (relating to Control of Communicable Diseases).	(A)(i) YES, unless the information is confidential. (A)(ii) As soon as possible, but no later than 24 hours after you become aware of the communicable disease.	(B)(i) YES, if their child has contracted the communicable disease or has been exposed to it. (B)(ii) As soon as possible, but no later than 24 hours after you become aware of the communicable disease.
(4) An allegation that a person under the auspices of your operation who directly cares for or has access to a child in the operation has abused drugs within the past seven days.	(A)(i) YES (A)(ii) Within 24 hours after learning of the allegation.	(B)(i) NO (B)(ii) Not applicable.
(5) An investigation of abuse or neglect by an entity other than Licensing of an employee, professional level service provider, contract staff, volunteer, or other adult at the operation.	(A)(i) YES (A)(ii) As soon as possible, but no later than 24 hours after you become	(B)(i) NO (B)(ii) Not applicable.

Serious Incident	(i) To Licensing? (ii) If so, when?	(i) To Parents? (ii) If so, when?
	aware of the investigation.	
(6) An arrest; indictment; a county or district attorney accepts an "Information" regarding an official complaint against an employee, professional level service provider, contract staff, volunteer, or other adult at the operation alleging commission of any crime as provided in §745.651 of this title (relating to What types of criminal convictions may affect a person's ability to be present at an operation?); or when law enforcement responds to an alleged incident to the operation.	(A)(i) YES (A)(ii) As soon as possible, but no later than 24 hours after you become aware of the situation.	(B)(i) NO (B)(ii) Not applicable.

Figure: 40 TAC 748.313

Serious incident	Documentation
(1) Child death, substantial physical injury, or a suicide attempt reportable under §748.303(a)(1), (2), and (11) of this title (relating to When must I report and document a serious incident?).	Any emergency behavior interventions implemented on the child within 48 hours prior to the serious incident.
(2) Any substantial physical injury reportable under §748.303(a)(2) of this title that resulted from a short personal restraint.	Documentation of the short personal restraint, including the precipitating circumstances and specific behaviors that led to the emergency behavior intervention.
(3) Child absent without permission.	(A) Any efforts made to locate the child; (B) The date and time you notified the parent(s) and the appropriate law enforcement agency and the names of the persons with whom you spoke regarding the child's absence and subsequent location or return to the operation; and (C) If the parent cannot be located, dates and times of all efforts made to notify the parent regarding the child's absence and subsequent location or return to the operation.
(4) Any physical or sexual abuse committed by a child against another child reportable under §748.303(a)(4) or (5) of this title.	The difference in size, age, and developmental level of the children involved in the physical or sexual abuse.

Figure: 40 TAC 748.563(c)

Options:	Educational qualifications:	Professional qualifications:
Option 1	A master's degree or higher from an accredited college or university; or a bachelor's degree from an accredited college or university in social work or other human services field.	One year of documented full-time work experience in a residential child-care operation, or related field of child and family services.
Option 2	A bachelor's degree from an accredited college or university.	Two years of documented full-time work experience in a residential child-care operation, or related field of child and family services.

Figure: 40 TAC 748.1219

If:	Then:
<p>(1) You intend to provide treatment services for a child with an emotional disorder or autism spectrum disorder</p>	<p>(A) The admission assessment must include a written, dated, and signed:</p> <ul style="list-style-type: none"> (i) Psychiatric evaluation or psychological evaluation including the child's diagnosis; or (ii) Psychosocial assessment as defined in §748.43 of this title (relating to What do certain words and terms mean in this chapter?). <p>(B) A psychiatric evaluation, psychological evaluation, or psychosocial assessment must have been completed within:</p> <ul style="list-style-type: none"> (i) 14 months of the date of admission, if the child is coming from another regulated placement; or (ii) Six months of the date of admission, if the child is not coming from another regulated placement. <p>(C) The admission assessment must include the reason(s) for choosing treatment services for the child.</p> <p>(D) The admission assessment must include consideration given to any history of inpatient or outpatient treatment.</p>
<p>(2) You intend to provide treatment services for a child with an intellectual disability</p>	<p>(A) The admission assessment must include a written, dated, and signed:</p> <ul style="list-style-type: none"> (i) Psychological evaluation with psychometric testing, including the child's diagnosis; or (ii) Psychosocial assessment as defined in §748.43 of this title. <p>(B) A psychological evaluation or psychosocial assessment must be completed within 14 months of the date of admission.</p> <p>(C) A psychological evaluation must:</p> <ul style="list-style-type: none"> (i) Be performed by a licensed psychologist who has experience with intellectual disabilities or published scales; (ii) Include the use of standardized tests to determine the intellectual functioning of a child. The test results must be documented in the evaluation; (iii) Determine and document the child's level of adaptive functioning; and (iv) Indicate manifestations of an intellectual

If:	Then:
	<p>disability as defined in the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5).</p> <p>(D) The admission assessment must include the reason(s) for choosing treatment services for the child.</p> <p>(E) The admission assessment must include consideration given to any history of inpatient or outpatient treatment.</p>
<p>(3) You intend to provide treatment services for a child with primary medical needs</p>	<p>(A) The admission assessment must have a licensed physician's signed, written orders as the basis for the child's admission. An evaluation from a health care professional must confirm that the child can be cared for appropriately in a general residential operation.</p> <p>(B) The written orders and/or hospital discharge must include orders for:</p> <ul style="list-style-type: none"> (i) Medications; (ii) Treatments; (iii) Diet; (iv) Range-of-motion program at stated intervals; (v) Habilitation, as appropriate; and (vi) Any special medical or developmental procedures. <p>(C) The admission assessment must include the reason(s) for choosing treatment services for the child.</p> <p>(D) The admission assessment must include consideration given to any history of inpatient or outpatient treatment.</p>
<p>(4) The child's behavior and/or history within the last two months indicates that the child is an immediate danger to self or others</p>	<p>(A) The admission assessment must include a written, dated, and signed:</p> <ul style="list-style-type: none"> (i) Psychiatric evaluation or psychological evaluation, including the child's diagnosis; or (ii) Psychosocial assessment as defined in §748.43 of this title. <p>(B) A psychiatric evaluation or psychological evaluation must include:</p> <ul style="list-style-type: none"> (i) The child's diagnosis, if applicable; (ii) An assessment of the child's needs and potential danger to self or others; and (iii) Recommendations for care, treatment, and further evaluation. If the child is admitted, the recommendations must become part of the

If:	Then:
	child's service plan and must be implemented. (C) A psychiatric evaluation, psychological evaluation, or psychosocial assessment must have been completed within: (i) 14 months of the date of admission, if the child is coming from another regulated placement; or (ii) Six months of the date of admission, if the child is not coming from another regulated placement.

Figure: 40 TAC 748.1337(b)

Type of Service	Items that must be included:
(1) Child-care services	<p>(A) The child's needs identified in the admission assessment, in addition to basic needs related to day-to-day care and development, including:</p> <ul style="list-style-type: none"> (i) Medical needs, including scheduled medical exams and plans for recommended follow-up treatment; (ii) Dental needs, including scheduled dental exams and plans for recommended follow-up treatment; (iii) Intellectual functioning, including any testing and plans for recommended follow-up; (iv) Developmental functioning, including any developmental delays and plans to improve or remediate developmental functioning; (v) Educational needs and how those needs will be met, including planning for high school completion and post-secondary education and training, if appropriate, and any school evaluations or recommendations; (vi) Plans for normalcy, including: <ul style="list-style-type: none"> (I) Social, extracurricular, recreation, and leisure activities; and (II) Integrating the child into the community and community activities, as appropriate; (vii) Therapeutic needs, including plans for psychiatric evaluation, psychological evaluation, psychosocial assessment or follow-up treatment, testing, and the use of psychotropic medications; and (viii) Cultural identity needs, including assisting children in connecting with their culture in the community; <p>(B) Plans for maintaining and improving the child's relationship with family members, including recommendations for visitation and contacts between the child and the child's parents, the child and the child's siblings, and the child and the child's extended family;</p> <p>(C) Recent information from the current caregiver's evaluation of the child's behavior and level of functioning;</p> <p>(D) Specific goals and strategies to meet the child's needs, including instructions to caregivers responsible for the care of the child. Instructions must include specific information about:</p> <ul style="list-style-type: none"> (i) The child's personal trauma history; (ii) Level of supervision required; (iii) The child's trauma triggers; (iv) Methods of responding that improve a child's ability to trust, to feel safe, and to adapt to changes in the

Type of Service	Items that must be included:
	<p>child's environment;</p> <ul style="list-style-type: none"> (v) Discipline techniques; (vi) Behavior intervention techniques; (vii) Plans for trips and visits away from the operation; <p>and</p> <ul style="list-style-type: none"> (viii) Any actions the caregivers must take or conditions the caregivers must be aware of to meet the child's special needs, such as medications, medical care, dietary needs, therapeutic care, how to communicate with the child, and reward systems; <p>(E) If the child is 13 years old or older, a plan for educating the child in the following areas:</p> <ul style="list-style-type: none"> (i) Healthy interpersonal relationships; (ii) Healthy boundaries; (iii) Pro-social communication skills; (iv) Sexually transmitted diseases; and (v) Human reproduction; <p>(F) If the child is 14 years old or older, plans for the caregivers to assist the child in obtaining experiential life-skills training to improve the child's transition to independent living. Plans must:</p> <ul style="list-style-type: none"> (i) Be tailored to a child's skills and abilities; and (ii) Include training in practical activities that include, but are not limited to, grocery shopping, meal preparation, cooking, using public transportation, performing basic household tasks, and money management, including balancing a checkbook; <p>(G) For children 16 years old and older, preparation for independent living, including employment opportunities, if appropriate;</p> <p>(H) For children who exhibit high-risk behaviors:</p> <ul style="list-style-type: none"> (i) Plans to minimize the risk of harm to the child or others, such as special instructions for caregivers, sleeping arrangements, or bathroom arrangements; and (ii) A specific safety contract developed between the child and staff that addresses how the child's safety needs will be maintained; <p>(I) Expected outcomes of placement for the child and estimated length of stay in care;</p> <p>(J) Plans for discharge;</p> <p>(K) The names and roles of persons who participated in the development of the child's service plan;</p> <p>(L) The date the service plan was developed and completed;</p> <p>(M) The effective date of the service plan; and</p>

Type of Service	Items that must be included:
	(N) The signatures of the service planning team members that were involved in the development of the service plan.
(2) Treatment services	For children receiving treatment services, the plan must address all of the child's waking hours and include: (A) The child-care services planning requirements noted in paragraph (1) of this subsection; (B) A description of the emotional, behavioral, and physical conditions that require treatment services; (C) A description of the emotional, behavioral, and physical conditions the child must achieve and maintain to function in a less restrictive setting, including any special treatment program and/or other services and activities that are planned to help the child achieve and to function in a less restrictive setting; and (D) A list of emotional, physical, and social needs that require specific professional expertise, and plans to obtain the appropriate professional consultation and treatment for those needs. Any specialized testing, recommendations, and/or treatment must be documented in the child's record.
(3) Treatment services for children with an intellectual disability	(A) The child-care and treatment services planning requirements noted in paragraph (1) and (2) of this subsection; (B) A minimum of one hour per day of visual, auditory, and tactile stimulation to enhance the child's physical, neurological, and emotional development; (C) An educational or training plan encouraging normalization appropriate to the child's functioning; and (D) Career planning for older adolescents who are not receiving treatment services for a severe or profound intellectual disability.
(4) Transitional living program	(A) Child-care service planning requirements noted in paragraph (1) of this subsection; (B) Plans for encouraging the child to participate in community life and to form interpersonal relationships/friendships outside the transitional living program, such as extra-curricular recreational activities; (C) Plans for education related to meal planning, meal preparation, grocery shopping, public transportation, searching for an apartment, and obtaining utility services; (D) Career planning, including assisting the child in enrolling in an educational or vocational job training program; (E) Money management and assisting the child in

Type of Service	Items that must be included:
	<p>establishing a personal bank account;</p> <p>(F) Assisting the child with how to access resources, such as medical and dental care, counseling, mental health care, an attorney, the police, and other emergency assistance;</p> <p>(G) Assisting the child in obtaining the child's social security number, birth certificate, and a driver's license or a Department of Public Safety identification card, as needed; and</p> <p>(H) Problem-solving, such as assessing personal strengths and needs, stress management, reviewing options, assessing consequences for actions taken and possible short-term and long-term results, and establishing goals and planning for the future.</p>

Figure: 40 TAC 748.1345

Type of Treatment Service	The roles of professional level service providers in service planning include:
(1) Emotional disorder and autism spectrum disorder	(A) Reviewing the child's diagnoses; (B) Reviewing the identified needs and the plan for treatment based on the child's diagnoses; (C) Reviewing the techniques, strategies, and therapeutic interventions that are planned for the child to improve adaptive functioning; and (D) Reviewing any medications prescribed for a child with special review of psychotropic medications; the presence or absence of medication side effects, including the effects of the medications on the child's behavior; laboratory findings; and any reason the child should not use a medication.
(2) Intellectual disability	(A) Assessing the child's educational needs and progress toward meeting those needs; (B) Ensuring coordination between educators, caregivers, operation employees, and other professionals involved in the child's treatment; and (C) Providing information to the education system on the strategies and techniques used with the child in the operation.
(3) Primary medical needs	(A) Reviewing any medications prescribed for a child; (B) Recommending any special equipment needed by a child; and (C) Reviewing special instructions and training to caregivers for the daily care of the child.

Figure: 40 TAC 748.1381

Type of Service	Review and Update
(1) Child-care services	At least 180 days from the date of the child's last service plan.
(2) Treatment services for emotional disorder, autism spectrum disorder, or primary medical needs	At least 90 days from the date of the child's last service plan.
(3) Treatment services for intellectual disabilities	In the first year of care, the plan must be reviewed at least every 180 days from the date of the child's last service plan. Thereafter, the plan must be reviewed at least annually from the date of the child's last service plan review.

Figure: 40 TAC 748.3701

Types of service	The caregivers must:
(1) Child-care services	(A) Ensure that opportunities to participate in community activities, such as school sports or other extracurricular school activities, religious activities, or local social events, are available to the child; and (B) Organize community activities, religious activities, or local social events that are available to the child.
(2) Treatment services	(A) Meet the requirements in paragraph (1)(A) of this chart; (B) Ensure that each child receiving treatment services has an individualized recreation plan designed by the service planning team or professionals who are qualified to address the child's individual needs, that the plan is implemented, and that the plan is revised by the service planning team or qualified professionals, as needed; and (C) Ensure that medical and physical support are given if the recreational and leisure-time activities require it for a child who is receiving treatment services for primary medical needs, autism spectrum disorder, or intellectual disability.

Figure: 40 TAC 748.3757(a)

If the age of the youngest child is...	Then the Swimming Child/Adult Ratio is
0 to 23 months old	1:1
2 years old	2:1
3 years old	3:1
4 years old	4:1
5 years old or older	You must meet the applicable child/caregiver ratios as provided in §748.1003 of this title (relating to For purposes of the child/caregiver ratio, how many children can a single caregiver care for during the children's waking hours?).

Figure: 40 TAC §807.353(e)

Violation	First Offense: Penalty	Repeat Offenses: Penalty	Definition of Instance
<p><u>Failure of a small school transitioning to a large school to notify the Agency of status change, timely apply, or remit increased fees</u></p> <p>[Small school transitioning to a large school:</p> <ul style="list-style-type: none"> ● Failure to notify Agency of the school's status change; ● Failure to timely apply; or ● Failure to remit increased fees.] 	\$250	<p>[Second Offense: \$500</p> <p>Third and Subsequent Offenses: \$1,000]</p> <p><u>NA</u></p>	<u>Per violation</u>
<p><u>Failure to disclose to the Agency changes in tuition, fees, or other charges</u></p> <p>[Failure to disclose tuition, fees, or other charges, including increases, to the Agency]</p>	\$250	<p>Second Offense: \$500</p> <p>[Third and] Subsequent Offenses: \$1,000</p>	<u>Per violation</u>
<p><u>Failure to provide the Agency notice of a change of address prior to permanently vacating the school facility</u></p> <p>[Vacating the school facility without providing prior notification to the Agency of a change of address]</p>	\$250	<p>Second Offense: \$500</p> <p>[Third and] Subsequent Offenses: \$1,000</p>	<u>Per violation</u>
<p>Failure to maintain records demonstrating compliance with requirements of statute or rule</p>	\$250	<p>Second Offense: \$500</p> <p>[Third and] Subsequent Offenses: \$1,000</p>	<u>Per record or student record</u>
<p><u>Failure to properly destroy or arrange for the destruction of sensitive personal information in the school's custody or control</u></p>	\$250	<p>Second Offense: \$500</p> <p>Subsequent Offenses: \$1,000</p>	<u>Per student affected</u>
<p><u>Failure to protect student records against damage, loss, or misuse</u></p>	\$250	<p>Second Offense: \$500</p> <p>Subsequent Offenses: \$1,000</p>	<u>Per record or student record</u>
<p>Failure to provide complete and accurate information as required by the Agency</p>	\$250	<p>Second Offense: \$500</p> <p>[Third and] Subsequent Offenses: \$1,000</p>	<u>Per violation</u>
<p>Failure to ensure a staff member has taken required training <u>and been</u> approved by the Agency</p>	\$500	<p>[Second and] Subsequent Offenses: \$1,000</p>	<u>Per staff member</u>

Failure to provide an instructor who meets necessary qualifications and whose application was submitted within required time frames	\$500	[Second and] Subsequent Offenses: \$1,000	<u>Per instructor</u>
Failure to make arrangements satisfactory to the Agency for the completion of a discontinued course of instruction	\$500	[Second and] Subsequent Offenses: \$1,000	<u>Per course of instruction</u>
[Failure to respond to a request or direction from the Agency]	[\$500]	[Second and Subsequent Offenses: \$1,000]	
Making a false statement in an application to the Agency	\$500	[Second and] Subsequent Offenses: \$1,000	<u>Per violation</u>
Failure to maintain the [schools] instructors, facilities, equipment, or courses of instruction and outcomes on the basis of which approval was issued	\$500	[Second and] Subsequent Offenses: \$1,000	<u>Per course of instruction</u>
Failure to disclose limitations on transferability of courses of instruction to a prospective student	\$500	[Second and] Subsequent Offenses: \$1,000	<u>Per student affected</u>
Advertising that financial aid is available or advertising that financial aid may be available for a program for which it is not available	\$500	[Second and] Subsequent Offenses: \$1,000	<u>Per student affected</u>
Failure to establish that a student met the approved admission requirements when the student was enrolled	\$750	[Second and] Subsequent Offenses: \$1,000	<u>Per student affected</u>
Failure to submit the annual program completion, job placement, and employment data required by the Agency by the required due date	\$750	[Second and] Subsequent Offenses: \$1,000	<u>Per school</u>
Failure to submit annual financial statements no later than 180 days from the close of the school's or college's fiscal year	\$750	[Second and] Subsequent Offenses: \$1,000	<u>Per school</u>
Transfer of all students from one school location to another school location, by an owner with multiple school locations, without Agency approval	\$750	[Second and] Subsequent Offenses: \$1,000	<u>Per violation</u>
Dismissal of all students contrary to the school's class schedule as printed in the school catalog for reasons not approved by the Agency	\$750	[Second and] Subsequent Offenses: \$1,000	<u>Per dismissal event</u>
Operating a school without a certificate of approval	\$1,000	[Second and] Subsequent Offenses: \$1,000	<u>Per school</u>

Teaching a course of instruction or revised course of instruction that has not been approved by the Agency	\$1,000	[Second and] Subsequent Offenses: \$1,000	<u>Per course of instruction</u>
Using advertising that is false, misleading, or deceptive, including the misrepresentation of degrees other than those approved by the Coordinating Board	\$1,000	[Second and] Subsequent Offenses: \$1,000	<u>Per student affected</u>
Failure to notify the Agency of the discontinuance of the course of instruction or the operation of a school or college within 72 hours of cessation of classes, and to make available accurate records as required	\$1,000	[Second and] Subsequent Offenses: \$1,000	<u>Per course of instruction</u>
Solicitation of a prospective student in violation of statutory and rule requirements	\$1,000	[Second and] Subsequent Offenses: \$1,000	<u>Per student affected</u>
Any misrepresentation	\$1,000	[Second and] Subsequent Offenses: \$1,000	<u>Per misrepresentation</u>
Failure to file a complete application for renewal at least 30 days before the expiration date of the certificate of approval	10% of renewal fee not less than \$200 and not more than \$1,000	[Second and] Subsequent Offenses: 10% of renewal fee, not less than \$200 and not more than \$1,000	<u>Per application</u>
Failure to pay any fee or penalty installment by the required due date	50% of the total amount of the fee	50% of the total amount of the fee	<u>Per failure</u>
Paying a refund late	A rate established annually by the Commission	A rate established annually by the Commission	<u>Per refund</u>