

ATTACHMENT III

[Figure: 19 TAC §228.15(b)(1)]

Teacher Residency Preparation Route Evidence Sources

<u>If the TAC Requirement Includes...</u>	<u>Requirements</u>	<u>Acceptable Evidence of Compliance is...</u>
<u>Coursework Requirement</u>	§228.37(a)	Residency Program Scope and Sequence (including clearly outlined timeline for gradual increase of instructional responsibility) Methods Course Syllabus Content Pedagogy Syllabi
<u>Practice-Based Experience in a Classroom Setting</u>	§228.65(a)	Scope and Sequence of Residency Program Educator Preparation Program (EPP) Handbook: Submission of guidance for gradual release and co-teaching. Evidence of host teacher training related to best practices in co-teaching.
<u>Instructional Setting</u>	§228.65(b)(1) and (3) §228.43(a)-(c)	EPP handbook: description on instructional setting selection process Form used for determining that a candidate should have multiple placements. EPP handbook: description of expectations for candidate completion of field-based experiences (FBEs) Log or tracking tool of candidate FBE completion
<u>Host Teacher</u>	§228.91(a), (b), (d), and (e) §228.95(a) and (b)	Host Teacher Profile or Job Description EPP handbook includes description of host criteria, selection process, and training. Host teacher training calendar and/or scope and sequence Host teacher training artifacts: agenda, training materials that show evidence of focus on coaching and co-teaching practice Host teacher job embedded support artifacts: example check in, example of observation of host teacher or debrief notes.
<u>Co-Teaching</u>	§228.65(b)(2)	EPP Scope and Sequence and/or Handbook with description of co-teaching practices
<u>Field Supervisors</u>	§228.101(a) §228.101(b)(1), (4), and (10)	EPP handbook description of Field Supervisor (FS) requirements, selection, and training FS training calendar

		• FS training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching. • Sample resume of a Field Supervisor
<u>Teacher Resident Coaching</u>	<u>§228.101(b)(7)</u>	• EPP Handbook: teacher resident coaching and informal observations, including protocols, observation feedback process description • Sample coaching tools • Samples of written candidate feedback that includes candidate follow-up support plans
<u>Formal Observations</u>	<u>§228.103(a) and (b)</u>	• EPP Handbook: description of formal observation practices (observation pre and post practices, length of observation), FS training to meet TEA requirements. • EPP's formal observation tool • EPP's calendar of formal observations
<u>Certification Exam Requirements</u>	<u>§228.31(d) and (e)</u> <u>§230.39(b)(5) (6)</u>	• EPP handbook: description of certification exam timeline requirements for teacher residents, description of supports for candidates to prepare for and access exam by EPP established deadline. • EPP handbook: description of certification requirements, surrounding processes for candidates to be recommended for and to achieve completer status within their program. • Sample recommendation form for candidates to be certified upon completion of a teacher residency program.
<u>Evaluation of Teacher Candidate Readiness</u>	<u>§228.31(c)</u> <u>§228.65(c) (g)</u>	• EPP Handbook: description of progression of performance gates, description of response to candidate performance on each gate and intervention supports, description of candidate recommendation process • Submission of all performance gates for review of quality criteria • Sample intervention plan template • Candidate recommendation for certification form/document, reflecting shared decision making with district partner.
<u>Governance</u>	<u>§228.25(d)</u>	• Governance practices, from EPP handbook • Sample governance meeting agenda • Sample governance meeting minutes • Current MOUs from partner districts]