

ATTACHMENT V

Figure: 19 TAC §228.15(c)(1)

PREP Preservice Alternative Route Requirements for Programs Seeking Approval (2027-2028 Only)

Requirement	TAC References	Description of Required Evidence
<u>1. Required PREP Training Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	• <u>Evidence of faculty certification:</u> The program must provide evidence that their instructors have been certified to deliver PREP required content. The program should provide the names of the instructors, their assigned courses, and proof of certification. • <u>Attestations related to training content implementation:</u> Programs must attest that they will offer the required PREP training content to candidates by the 2027-2028 academic year. • <u>Initial plan for integration of the required content for the 2027-2028 academic year</u>
<u>2. Governance</u>	<u>§228.25(e)</u>	<u>Attestations related to partnership and governance:</u> Programs must attest that they will comply with updated governance requirements for the PREP Preservice Alternative Certification route in TAC, §228.25(e). They also must attest to at least one formal school system partnership beginning by 2027-2028.
<u>3. Pre-Internship Clinical Teaching Experience</u>	<u>§228.68, §228.101(b), §228.107, and §228.109</u>	<u>Attestations related to clinical experience:</u> Programs must attest that they will comply with all PREP Preservice Alternative Certification route requirements related to the pre-internship clinical teaching experience and the internship experience including those in TAC, §228.68, §228.101(b), §228.107, and §228.109.
<u>4. Readiness narrative to offer PREP Preservice Alternative Certification Route</u>	<u>Narrative components align to subsections: §228.68, §228.73, §228.25(e), and §228.101</u>	Programs must provide narrative evidence that demonstrates foundational readiness to offer the PREP Preservice Alternative Certification route, which may include: • <u>Summary of program model, including approach to mentoring support and co-teaching.</u> • <u>Timeline for development of the model</u> • <u>Overview of field supervision and candidate assessment of proficiency during the pre-internship clinical experience</u> • <u>Plan for communication and collaboration with school system partners</u> • <u>Description of how the program plans to ensure faculty can meet the training and certification to deliver PREP training content and to ensure integration of the training content in coursework.</u> • <u>If applicable, integration of Grow Your Own school system partnership</u>