

## Clinical Teaching Exception Request Information

At its October 2016 meeting, the State Board for Educator Certification (SBEC) adopted amendments to 19 Texas Administrative Code (TAC) Chapter 228. The effective date of the amendments was December 27, 2016. One of the results of this action is that teacher preparation programs may request an exception must be submitted in a form developed

by (TEA) staff. TEA staff will review exception requests, TEA  
of all requests, and recommend to the SBEC whether an exception  
C may

h conditions;

ation; or

ion, pending receipt of further information.

y the SBEC, the applicant must submit a written report of  
clinical teaching exception to the TEA by September 15 of each  
contains confidential data, the report must be submitted through the  
SBEC reserves the right to request additional and/or more  
program outcomes during the duration of the clinical teaching  
denied approval by the SBEC, an applicant must wait at least six  
SBEC's denial before submitting a new application for SBEC

is to "ensure the highest level of educator preparation to promote  
the safety and welfare of Texas school children," it is vital  
tion is focused on the highest level of teacher preparation.  
ain standardization and consistency, Texas teacher preparation  
her candidates are able to demonstrate competency in the  
beginning teachers through clinical teaching.

must be completed and delivered (in person, by mail, or by a  
application to be tracked) in a narrative format to: Texas  
preparation & Program Accountability, WBT 5-100, 1701 North  
as 78701-1494. Questions about the application process may be  
xas.gov. Applications received on or before the following dates  
t:

ered for the 2017-2018 academic year at the June 9, 2017 SBEC

ered for the 2017-2018 academic year at the August 4, 2017

sidered for the 2018-2019 academic year

## **Clinical Teaching Exception Request Application**

### **1. Educator Preparation Program (EPP) Identification Form**

- a. Name of EPP
- b. Type(s) of EPP
- c. Name of EPP legal authority
- d. Mailing address of EPP
- e. Current SBEC accreditation status
- f. Contact information for individual submitting application to the TEA
- g. Verification of truth and accuracy of information in the application

### **2. Rationale and Support for the Clinical Teaching Exception**

- a. Description of the rationale for the clinical teaching exception
- b. Description of state and regional needs and priorities addressed by the clinical teaching exception, including regional and/or statewide stakeholder input
- c. Indication that state and regional needs and priorities are addressed
- d. Letter of support from the governing entity
- e. Evidence that the clinical teaching exception can be sustained over time

### **3. Full Description and Methodology of the Clinical Teaching Exception**

- a. Detailed description of the clinical teaching exception
- b. Methodological design of the clinical teaching exception with details about full implementation, including evidence-based activities and strategies supported by strong, moderate, and/or promising evidence
- c. Expected outcomes of the clinical teaching exception including how it will adequately prepare candidates for educator certification and ensure educators are effective in the classroom
- d. Methods to measure expected outcomes
- e. Timeline for implementing clinical teaching exception

### **4. Controls to Maintain an Equivalent and Quality Education**

- a. Description of methods incorporated into the clinical teaching exception to ensure that candidates in the clinical teaching exception receive an equivalent and quality education compared to candidates who participate in clinical teaching options described in 19 TAC §228.35(e)(2)(A) or (B)
- b. Ongoing evaluation plan to determine candidates' progress in demonstrating competency in the educator standards during clinical teaching exception
- c. Corrective measures plan to modify clinical teaching exception if the ongoing evaluation plan indicates that expected outcomes are not being and/or are not going to be met

**Clinical Teaching Exception Request Application**

**Educator Preparation Program Identification Form**

Name of Educator Preparation Program (EPP): \_\_\_\_\_

EPP Type(s): \_\_\_ Undergraduate \_\_\_ Post-Baccalaureate \_\_\_ Alternative

Name of EPP Legal Authority: \_\_\_\_\_

Mailing Address of EPP: \_\_\_\_\_

Current SBEC Accreditation Status: \_\_\_ Accredited \_\_\_ Warned \_\_\_ Probation \_\_\_ Not Rated

Name and Contact Information for Individual Submitting Application:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City and State: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Fax: \_\_\_\_\_

I, \_\_\_\_\_, hereby attest to the truth and accuracy of the information in the application.

Signature of Individual Submitting Application \_\_\_\_\_

## **Clinical Teaching Exception Request Criteria**

### **2.a Rationale**

Scoring: All questions must be answered to receive 5 points.

1. Does the rationale include a problem statement?
2. Are available resources identified?
3. Are activities and/or strategies identified?
4. Are short-term outcomes of the activities and/or strategies identified?
5. Are long-term outcomes of the activities and/or strategies identified?
6. Does the rationale include internal and/or external assumptions?

### **2b. Identifying Needs and Priorities**

Scoring: All questions must be answered to receive 5 points. If only regional or only state needs are addressed, this section will receive 3 points.

1. Are the stakeholders who helped identify needs identified?
2. Are the data that were used to best understand needs identified?
3. Are the needs prioritized when several were identified?
4. Are regional needs and priorities identified?
5. Are state needs and priorities identified?

### **2.c Addressing Needs and Priorities**

Scoring: All questions must be answered to receive 5 points. If only regional or only state needs are addressed, this section will receive 3 points.

1. Are each of the regional needs and priorities addressed?
2. Are each of the state needs and priorities addressed?

### **2.d Letter of Support**

Scoring: Receive 10 points if the letter indicates support from the governing entity. If EPP is within a larger entity, the letter must be from a legal authority of the larger entity. If the EPP is not within a larger entity, the letter must be from the EPP legal authority.

### **2.e Sustainability**

Scoring: Receive 5 points if there is evidence that the clinical teaching exception can be sustained over time.



## **Clinical Teaching Exception Request Criteria**

### **4.a Description of Methods**

Scoring: Receive 5 points if there are there methods to ensure candidates receive an equivalent and quality clinical teaching experience compared to the requirements in 19 TAC §228.35(e)(2)(A) and/or (B).

### **4.b Ongoing Evaluation**

Scoring: Receive 5 points if there is a plan for ongoing evaluation of candidate progress in demonstrating competency in the educator standards during clinical teaching exception.

### **4.c Corrective Measures**

Scoring: Receive 5 points if there is a corrective measures plan if ongoing evaluation

## Clinical Teaching Exception Request Scoring

<b>1. Identification Information</b>	
Form	0 – Not Provided or Incomplete 5 – Complete
Accreditation Status	0 – Warned, Probation, or Not Rated 10 – Accredited
<b>2. Rationale and Support</b>	
a. Description of Rationale	0 – Not Provided or Incomplete 5 – Provided
b. Identifying Needs and Priorities	0 – Not Provided or Incomplete 3 – Only Regional or Only State 5 – Regional and State
c. Addressing Needs and Priorities	0 – Not Provided or Incomplete 3 – Only Regional or Only State 5 – Regional and State
d. Letter of Support	0 – Not Provided or Incomplete 10 – Provided
e. Sustainability	0 – Not Provided or Incomplete 5 – Provided
<b>3. Description and Methodology</b>	
a. Description of Exception	0 – Not Provided or Incomplete 5 – Provided
b. Methodological Design	0 – No evidence 3 – Moderate Evidence 5 – Strong Evidence
c. Expected Outcomes	0 – Not Provided or Incomplete 5 – Provided
d. Measuring Outcomes	0 – Not Provided or Incomplete 5 – Provided
e. Timeline	0 – Not Provided or Incomplete 5 – Provided
<b>4. Quality Education and Effective Teachers</b>	
a. Description of Methods	0 – Not Provided or Incomplete 5 – Provided
b. Ongoing Evaluation	0 – Not Provided or Incomplete 5 – Provided
c. Corrective Measures	0 – Not Provided or Incomplete 5 – Provided
<b>Spelling and Grammar Errors – 1 point deduction per component (i.e. a, b, c)</b> <b>Total points must be 77 (90%) or above to recommend approval</b>	

TEA Staff Recommendation \_\_ Approve \_\_ Approve with Conditions \_\_ Deny Approval

Conditions: