TEXAS EDUCATION AGENCY
Division of Educator Standards

Proposal to Offer the Master Math Teacher Certificate For Currently Approved Programs

2010-2011

Procedure for Submitting Application and Proposal

Submit ONE electronic copy of the completed application and proposal to:

Dr. Janice Lopez, Director of Educator Standards
janice.lopez@tea.state.tx.us
512-936-8226

It is the applicant's responsibility to understand and comply with all statutes and Texas Administrative Code (TAC) governing Texas educator preparation programs. In addition, the applicant will be responsible for implementing Texas Administrative Code that may go into effect in the future. It is the applicant's responsibility to insure that all information in the application and proposal complies with current rule and is accurate and complete. If required information is missing, the proposal will not proceed to a full review. The new certification class application and proposal will be reviewed by the TEA Division of Educator Standards staff to determine if it has met the required criteria. Upon completion of the review, the proposal will be submitted to State Board of Educator Certification (SBEC) for possible approval.

The timeline for a new class of certificate approval is **approximately 6 months.** Proposals are accepted on a rolling basis. After the proposal has been evaluated and reviewed by two program specialists and the director, it will be placed on the next available SBEC Board agenda. The Executive Summary of the proposal will be printed in the agenda, and therefore must be in publishable form approximately 6 weeks prior to each SBEC Board meeting to allow for production time.

See TAC §239.100and §239.102 regarding requirements to offer the master math teacher certificate at www.tea.state.tx.us.

STATUTORY BASIS AND TEXAS ADMINISTRATIVE CODE RULES

The enabling rules of the State Board for Educator Certification (SBEC) are located in Texas Education Code (TEC) Chapter 21. SBEC is the board responsible for approving an entity to operate as an educator preparation program in Texas. To apply for SBEC approval, an entity must provide the information contained in the Texas Administrative Code (TAC) Chapter 228 as described below. To seek approval to offer a new class of educator certificate in Texas and lawfully deliver such services, an entity must submit a proposal to add a new class of certificate to the TEA Division of Educator Standards in accordance with the instructions provided herein. The TEA Division of Educator Standards application and proposal requires the applicant to demonstrate the ability to comply with the following: TAC Chapters 227, 228,229, and §239.80 found at www.tea.state.tx.us.

Entities must also comply with all *No Child Left Behind Act of 2001* statutes and regulations, as applicable, when partnering with programs funded under the Elementary and Secondary Act; and TEC §61.0514, related to the Texas Higher Education Coordinating Board (THECB).

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CONTACT INFORMATION

Entity/Organization:_____**County-District #:**_____

Program Name:_____

Program Mailing Address:_____

City:_____**State:**_____**Zip Code:**_____

Program Phone:_____**Fax:**_____

Dean/Director/Owner:_____**Title:**_____

Dean/Director/Owner's email address:_____

Dean/Director/Owner's Phone:_____

Certification Officer's Name:_____**Title:**_____

Certification Officer Phone:_____**Email:**_____

Proposal Author:_____**Title:**_____

Author Phone:_____**Email:**_____

Additional Program Contact Name (optional):_____

Additional Phone:_____**Email:**_____

Program Assurances

The chief executive officer of each program (Dean/Director or Owner) must attest to the following:

I attest that the educator preparation program herein named will comply with:

1. All Texas statutes, rules and regulations concerning educator preparation programs and any revisions that may occur in the future.
2. All federal and state statutes and rules prohibiting unlawful discrimination in the admission of applicants to educator preparation programs.
3. All requirements of the federal NCLB for educator preparation programs.

On behalf of the program designated on this form, I understand and agree to the above requirements and verify that the information provided on this form is true, correct, and complete. Any falsification or misrepresentation of information may result in revocation of the program's authorization to operate.

Signature of Chief Executive Officer (Dean/Director or Owner)	Title	Date

Printed name of Chief Executive Officer (Dean/Director or Owner)	Title	Date

Pre-Submission Checklist

The application and proposal must meet all the following criteria to move forward to full proposal scoring.
Please check off each item when complete and include this page in the submission to TEA.

1. Correct contact information _____
2. Program assurances signed by correct person _____
3. Executive Summary follows correct format _____
4. Executive Summary includes all necessary information for the SBEC Board _____
5. Proposal in correct format _____
6. Text and tables integrated with instructions omitted _____
7. Appendix A contains all requested information _____
8. Fee of $1,000.00 paid according to TAC § 229.9. _____

_____
Signature of Dean/Director or Owner

Proposal to Offer the Master Math Teacher Certification

SECTION A: EXECUTIVE SUMMARY

Briefly describe each of the topics below in the Executive Summary. The Executive Summary must be no more than two pages. Use Arial 11 pt type (font), and have one-inch margins on all sides. Label each component in bold, flush left, as shown below. The two-page Executive Summary will be printed in the SBEC Board agenda when the program is presented for possible approval; thus do not refer to attachments. The Executive Summary must meet all formatting and content requirement above for the proposal to move forward. Please summarize how each rule will be met as TEA staff cannot make assumptions about the program. Do not include the instructions below in the final Executive Summary.

Introduction: State the entity and the new certificate requested, including the grade level. List program's location and the intended service areas. Estimate the anticipated number of people to be certified each year in the proposed new certification class. State the anticipated start date of the program and cost per candidate. State that resumes/vitas of entity owner(s)/director(s) are provided. Briefly justify the need for the new certification class in this geographic area.

Component 1: Governance of Educator Preparation Programs: Describe the advisory committee including number of members representing public/private schools, Regional Education Service Center, institutions of higher education, business, and community. Summarize the roles and responsibilities of the advisory committee. *See TAC §228.20 for rules regarding advisory committees. Be sure to include all applicable rules.*

Component 2: Admission Criteria: Describe program admission criteria for the class of certification sought. Describe any other admissions criteria required by the program above minimum state requirements. Include information about applicants from out-of-country or out-of-state. *For master math teacher admissions requirements, see TAC §239.102, 227.10, 245, and 230.413.*

Component 3: Educator Preparation Curriculum: Describe how the standards for master math teacher are incorporated into the preparation program and acknowledge commitment to realign the curriculum when new standards become available. Describe the benchmarks in the program that demonstrate candidates' progress toward the mastery of standards prior to certification testing. Describe the assessments for courses/modules. *See the master math teacher testing framework for standards and competencies.*

Component 4: Preparation Program Coursework, Delivery & Ongoing Support: State how the program will be delivered (i.e. face-to-face, online, hybrid, etc.). State the average estimated length of time required to complete the proposed certification program. List the total clock hours necessary to complete the proposed coursework, and clock hours necessary for practicum. Describe field supervision and mentoring provided to candidates. If the program plans to offer online courses, detail how the online courses will be delivered; who created the online material and how the program will secure it; what standards for online course development will be used; how candidates will interact with the instructor and other cohort members; how hours will be verified; how online assessment will be addressed; and what types of technical and instructional assistance will be available to the candidates.

Component 5: Assessment & Evaluation of Candidates & Program: Describe briefly how you will evaluate both the overall program and curriculum. State how often the program will evaluate both the overall program and the curriculum. Describe participation of the advisory committee in the program evaluation process.

PROPOSAL: SECTION B - COMPONENTS 1 - 5 DETAILS

Address each of the topics below in narrative text, and the specified tables. Section B may be as long as necessary to thoroughly explain how the program plans to prepare candidates for this new certification class. Use Arial 11 pt type, with one-inch margins on all sides. Label each component in bold as shown, flush left. Resumes, vitas and other attachments should be in an Appendix. Please include as much detail as possible about how the program will meet required rules and any measures beyond the required minimum. Do not include the instructions below in the finished proposal.

Component 1: Governance of Educator Preparation Programs

TAC §228.20 (c)- The governing body and chief operating officer of an educator preparation program must provide sufficient support to meet all SBEC Board standards and shall be accountable for the quality of the program and candidates whom the program recommends for certification.

In narrative text:

- **Justify the need** for the new class of certification desired in the location by presenting concrete evidence of need.
- **Describe advisory committee** participation in the design and delivery of the preparation program regarding this new class of certificate; participation in major policy decisions; and participation in program evaluation. Describe the program's process for making policy decisions.
- **Describe the participation** of the chief executive officer (owner, director, dean, chairperson). How does this person demonstrate commitment to program quality and the dedicated resources necessary to insure success?
- **Describe the program's** process for fiscal planning.
- **Describe the program's** physical and technological resources and facilities.
- **List the schedule** for advisory committee meetings during the first academic year this class of certificate is proposed to be offered.
- **Describe how the agendas,** minutes, and roster of member attendance will be kept.

Using a table like the one illustrated below, list members of the advisory committee, the organization they represent, their titles, and the stakeholder category each person represents. (Insert this chart in the correct place in the proposal narrative.)

Advisory Committee Members

Name of Member	Entity/Organization Represented	Title/Position	Category Represented 1.Public/private school, 2. Institute of higher education, 3. Education Service Center, 4. Business or Community

Component 2: Admission Criteria

According to TAC 227.10, the entity shall develop procedures to determine the candidates' appropriateness for the certification being sought.

In narrative text:

- State the admission criteria for the program, including all applicable TAC rules.
- State where the admission criteria are published.
- Describe the process for exiting participants from the program prior to completion, if that situation were ever to become necessary.

In a table like the one below, list all admission criteria for the program.

Admission Requirements for Master Math Teacher

State Minimums Required by Texas Administrative Code	Program Admission Requirements (may be above state minimum requirements)	Additional Detail
Hold a bachelor's degree or higher from a regionally accredited institution of higher education (TAC §239.100)		
Screening activities to determine the candidate's appropriateness such as those in TAC §227.10		
Application form		
Interview		
Other screening instrument(s)		
A program may adopt requirements for admission in addition to those required by TAC §242.5	Please list	
Methods of evaluating out-of-country applicants (see TAC §245)		
English Language Proficiency (see TAC §230.413)		
NOTE: By the end of the program, to be eligible to receive the Master Math Teacher certificate, the candidate must: Hold a valid teaching certificate **and** Have at least three years creditable experience as a classroom teacher TAC §239.104		

Component 3: Educator Preparation Curriculum

TAC §239.100(b) Standards approved by the board shall be the basis for a program that prepares individuals to be certified as master teachers …and Chapter 228 of this title…

In narrative text:

- Describe how the standards for master math teacher are incorporated into the curriculum and reinforce a commitment to realign the curriculum when new standards are developed and approved by the SBEC Board.
- Describe the assessments that demonstrate candidates' progress toward the mastery of the standards prior to certification testing. Assessments should include authentic forms that are congruent with both the knowledge and skills of the relevant standards. Please explain how the assessments will be evaluated.
- If the program plans to offer online courses, detail how the courses will be delivered; who created the online material and how the program will secure the content.
- If the program is developing online courses, explain what standards for online course development will be used, such as those from the International Association for K-12 Online Learning at www.inacol.org.
- For online courses, explain how candidates will interact with the instructor and other cohort members.
- Explain how hours will be verified for online courses.
- Explain how online assessments will be administered and evaluated.
- Explain what types of technical and instructional assistance will be available to candidates in online courses.

In a table like the one below, list the required information about the proposed curriculum. Please see www.texes.ets.org for the testing framework domains and competencies. Assessments should reflect the rigor of thought and practice necessary to diagnose learning challenges. Alignment of course description, standards, domains, competencies, and benchmarks and assessments must be clear and specific to the master math teacher position.

Additionally, please attach course syllabi and vitae for all instructors in Appendix A at the end of the proposal.

Master math teacher Curriculum Matrix

EC-4 (test #087)_____4-8 (test #088)_____ 8-12 (test # 089)

(Check which grade level and test you are applying for.)

Course/Module Name and Description	Master Math Teacher Standards (see TAC §239.102)	Framework Domains and Competencies	Benchmarks and Assessments

Component 4: Preparation Program Coursework, Delivery & Ongoing Support

TAC§ 239.102- [The master math teacher preparation program] shall include a field-based practicum .TAC §228.35(b) ….an educator preparation program shall provide a candidate [for master math teacher] with a minimum of 200 clock-hours of coursework that is directly aligned to the state standards.TAC §228.25 (C)(3)…an educator preparation program shall provide a practicum…for a minimum of 160 clock-hours [for master math teacher].

In narrative text:

- Describe how the coursework will be delivered, i.e. face-to-face, online, or hybrid.
- State the number of clock-hours of required coursework. One semester hour is equal to 15 clock-hours.
- State the number of clock-hours of practicum required.
- Explain how the practicum will be supervised, including a description of the field supervisor's qualifications and duties.
- Explain how the candidate will be placed in the practicum.
- Explain how the candidate will be mentored on the campus or district.
- Explain how the candidate will be evaluated, and how feedback will be delivered to the candidate.
- Describe support the program will provide to any candidate who may struggle in the practicum, or has a grievance or conflict with the field supervisor.

In a table like the one below, give the number of clock-hours required in the program.

Clock-Hours Required for Master Math Teacher Coursework and Practicum

	Minimum Clock-Hours Required by State	Clock-Hours Required by Program
Coursework	200 clock-hours	
Practicum	160 clock-hours	

Component 5: Assessment & Evaluation of Candidates and Program

TAC §228.40 (c) and (d)—For purposes of educator preparation program improvement, an entity shall continuously evaluate the design and delivery of the educator preparation curriculum bases on performance data, scientifically-based research practices, and the results of internal and external assessments…an educator preparation program shall retain…candidate admission documents and evidence of candidate completion for five years after program completion. TAC §229.3 (a) Educator preparation programs…shall provide to the TEA staff all data and information required by this chapter….

In narrative text:

- Describe benchmarks candidates must meet in order to ensure progress through the program.
- Describe how decisions will be made concerning evaluation and revision (as necessary) of the curriculum.
- Describe how often the curriculum will be evaluated and the personnel involved in that process.
- Describe how overall program effectiveness will be evaluated, when the evaluation will be done, and the personnel involved.

In a table like the one below, please detail the overall plan for program evaluation.

Overall Plan for Master Math Teacher Program Evaluation

Strategic Intent	Indicator	Program's Measurement Tool/Procedure	Timeline for Data Collection	Personnel Responsible
Candidate Academic Achievement	TExES test scores; # passing on first attempt			
Candidate Practicum Success	Candidate/School district evaluations			
Candidate Satisfaction	Candidate feedback			
Candidate Employment Success	# Candidates hired for diagnostician positions			
School District Satisfaction	School district feedback			
Curriculum Quality	Meets or exceeds state and national standards; candidate feedback			
Quality of Curriculum Delivery	Candidate evaluations			
Fiscal Responsibility	Revenue and expenses			
Field Supervision Quality	Feedback from candidates, field supervisors and school district			
Advisory Committee Quality	Active Advisory Committee			
Others				

Appendix A

- Course syllabi for all master math teacher courses or modules
- Vitae for all instructors for master math teacher courses or modules
- Vita for Director or Owner
- Organizational chart showing oversight for the program.
- Application form, admission interview questions, any other screening instruments, grading rubrics, etc.
- If a state-funded university, a letter from THECB approving courses for master math teacher certification.