



**CPE Provider Registration Form
2012-2013
Instructions**

All persons or organizations seeking to provide Continuing Professional Education (CPE) activities to educators for certificate renewal purposes must register with the Texas Education Agency.

The following entities are pre-approved as providers (Texas Administrative Code [TAC] §232.870) **of continuing professional education and are required to fill out Sections A and B of the subsequent form.**

- Texas public school districts;
- Regional education service centers;
- Accredited institutions of higher education;
- Professional education membership associations that have offered professional development in Texas for at least five years and have tax exempt status, or a state association affiliated with a national association with tax exempt status;
- Accredited non-public Texas schools;
- Texas Education Agency; and
- State Board for Educator Certification.

All other entities are required to fill out Sections A, B, and C of the following form (TAC §232.871).

When complete, email the form to Danielle Warren at cpe@tea.state.tx.us.

All questions regarding the CPE provider registration process should be directed to the email address listed above.

NOTE: CPE Professional Development credit hours do not include credit toward Gifted/Talented training or Board Member and Officer training requirements.

*For information regarding the required **Gifted/Talented (G/T)** 30-hour training and 6-hour updates, contact the Division of Curriculum: curriculum@tea.state.tx.us.*

**TEXAS EDUCATION AGENCY
CPE Provider Registration Form**

General Instructions: All Pre-Approved providers of Continuing Professional Education (CPE) activities for standard certificate renewal must complete Sections A and B through the assurances. All other prospective providers must complete Sections A, B, and C.

SECTION A

Part 1 – Provider Information

Name of Provider (Individual or Organization)			
Street Address or P.O. Box	City	State	Zip
(Area) Phone Number	Extension	(Area) Fax Number	
Primary Contact Person	Contact Person Title		
E-mail Address	Website Address		
Tax Exempt ID Number [<i>if applicable under 26 USC §501(C)(3)-(C)(6)</i>]			

Part 2 – Proposed CPE Audience (Texas Administrative Code §232.851)

Certified Teachers_____ School Counselors_____ Reading Specialists_____

Supts/Principals_____ School Librarians_____ Ed. Diagnosticians_____

Master Teachers_____

Part 3 – Delivery Method

Online: __Yes or __No Is there a fee associated with this Activity/Workshop? __Yes or __No
If online, please provide web link.

Part 4 – Content Areas Addressed by Training *(check all that apply)* (Texas Administrative Code §232.850)

English Language Arts

- English
- Journalism
- Reading
- Speech Communication

Languages Other Than English
(i.e. Spanish, French, German)

Spanish/Language Arts (EC-4)

Bilingual Education

ESL

Math

Science

Earth Science

Life Science

Physical Science

Social Studies

Economics

Geography

Government

History

Psychology

Sociology

Physical Education

Health Education

Concussion Training

Fine Arts

Art

Music

Dance

Theatre

Special Education

Gifted/Talented Strategies (not counted toward required 30-hr G/T Training or 6-hr G/T Annual Prof Dev)

Hearing Impaired

Mild/Moderate SPED

Profound/Severe SPED

Visually Impaired

SPED Other

Technology Applications

Career and Technology Education

Agricultural Science

Business and/or Marketing Education

Career Connections/Career Investigation

Family and Consumer Sciences

Health Science Technology Education

Technology Education

Trade and Industrial Education

Other Content Areas (specify):

Part 5 – Professional Development CPE Areas *(check all that apply)* (Texas Administrative Code §232.850)

District/Campus Priorities

Instructional Strategies

Child Development and Research

Discipline Management

Applicable Federal and State Laws

Diversity and Special Needs Populations

Ethics and Standards of Conduct

Ensure Students Read On/Above Grade Level

Diagnosing and Removing Obstacles to Student Learning

Integrating Technology into Ed. Practices

Increasing/ Maintaining Parental Involvement

Other Related Prof. Dev. Issues

SECTION B –Assurances (Texas Administrative Code §232.872)

I assure the Texas Education Agency (TEA) that this CPE provider applicant will:

1. Comply with all applicable statutes and rules;
2. Provide CPE activities to all Texas certified educators without discrimination;
3. Document that each CPE activity:
 - a. Complies with all applicable TAC rules;
 - b. Contributes to the advancement of professional knowledge and skills as identified by the State Board of Educator Certification (SBEC) for each certification area or class;
 - c. Is developed and presented by personnel with appropriate knowledge and skills;
 - d. Provided documentation of the training which includes the name of the sponsoring agency, name of workshop/session, brief description of workshop/session, participant's name, date, number of creditable clock hours (1 hour = 1 hour), and the CPE number.

NOTE: *The individual signing below must have the authority to provide the assurances above on behalf of the provider. Entering your name below constitutes an electronic signature and indicates that the individual is representing that he or she has such authority. This individual may be, but is not required to be, the primary contact person listed in Section A, Part 1 above.*

On behalf of the applicant designated on this form, I assure TEA that the CPE provider applicant will adhere to the above requirements and verify that the information provided on this form is true, correct, and complete.

Printed Name of Individual Provider or Authorized Representative	
Title of Individual Provider or Authorized Representative	
Signature of Applicant or Authorized Representative	Date

SECTION C

General Instructions: Please provide clear written responses to the following items. (*Note: Applicants may also be asked to supply additional information upon request.*)

1. Submit short vitas or résumés of your main program design team members, lecturers, or presenters (Texas Administrative Code §232.872 (C)). Each vita or résumé should be no longer than two pages, and must include college degrees, certifications, and years of experience offering professional development activities.
2. Describe the professional development activity or workshop for educators that you are applying to present by completing the chart below (TAC §232.872 (B):

Necessary Information	Describe Your Activity or Workshop
Title of Activity or Workshop	
Typical Length	
Learning Objectives Please list as many as necessary	At the end of the training, the educator participant will be able to
How will you evaluate the effectiveness of the professional development activities or workshops?	ATTACH a blank evaluation document to the end of this application.

Additional Chart of Other Workshop/Activity Offerings (if any): *If you are applying to provide more than one professional development activity or workshop, describe them using a similar chart as the one above.*

3. Describe how your activities/workshops meet the Texas criteria for quality professional development by completing the chart below. All six indicators may not apply in some cases, therefore discuss as many as applicable (TAC §232.872 (B)).
(See <http://www.sbec.state.tx.us/SBECOnline/certinfo/pdchart.pdf> for additional information.)

Professional Development Indicators	Describe how your CPE activity/workshop achieves the following (limit your response to each question to 150 words or less):
<u>Results-Driven Learning</u> Does your CPE activity examine or analyze student achievement data in any way? Yes _____ No _____ Not Applicable _____	<ol style="list-style-type: none"> 1. How do educators analyze student achievement results to make decisions about teaching and learning? 2. How is student learning examined to determine the effectiveness of professional development? 3. What data sources are used to plan, design and implement professional development?
<u>Student-Centered Learning</u> Does your CPE activity focus on student learning needs? Yes _____ No _____ Not Applicable _____	

<u>Flexible Groups</u> Does your CPE activity include flexible grouping of students? Yes _____ No ___ Not Applicable _____	
<u>Collaboration</u> Does your CPE activity promote collaboration between teachers or students? Yes _____ No ___ Not Applicable _____	
<u>Follow Up</u> Is there any follow up for your CPE activity? Yes _____ No ___ Not Applicable _____	
<u>Commitment</u> Does your CPE activity foster educator commitment for their own learning? Yes _____ No ___ Not Applicable _____	

4. Describe how your activities or workshops meet the Texas Proficiencies for Teachers (TAC §150.1002). All domains will not apply in most cases; therefore address only those that do apply to your activity/workshop. (See the link for details:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=150&ri=1002](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=150&ri=1002)

Complete the chart below:

Domain # (s) and Title(s)	How your activity/workshop contributes
Domain I: Active, successful student participation in the learning process;	
Domain II: Learner-centered instruction;	
Domain III: Evaluation and feedback on student progress;	
Domain IV: Management of student discipline, instructional strategies, time and materials;	
Domain V: Professional communication	

4. For activities or workshops in academic content areas only (Section A, Part 3), list relevant Texas Essential Knowledge and Skills (TEKS) by number for specific grade level, and explain how your activities contribute to enhanced educator understanding (TAC §232.850 (c)). Refer to activities mentioned in Question 2. See TEKS at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

Complete the chart below using the example as a guide:

TEKS	Activity/workshop contribution to educator understanding
<p>Example: Math, Grade 4 (4.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p>	<p>Example: Math, Grade 4 (4.1) in this workshop the educator will learn and apply strategies for using concrete materials such as place value mats and units/rods/flats to teach students to represent whole numbers and decimals in concrete and abstract formats.</p>