

Figure: 19 TAC §228.15(b)(2)

Residency Route Evidence Sources (2028-2029)

Applicants seeking to offer the Residency Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below. Programs previously to offer the teacher residency route will only submit evidence of the following requirement areas: 2. Required PREP training content, 5. Host teacher, and 12. Recruitment and Admissions.

<u>If the TAC Requirement Includes...</u>	<u>TAC References</u>	<u>Evidence that may be required in the application</u>
<u>1. Coursework and Training Requirement</u>	<u>§228.33(a-e)</u> <u>§228.41(a)</u> <u>§228.43(a)-(e)</u>	• <u>Scope and Sequence of Residency Program</u> • <u>Methods Course Syllabus</u> • <u>Content Pedagogy Syllabi</u>
<u>2. Required PREP Training Content Integration</u>	<u>§228.31(d)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-4)</u>	• <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
<u>3. Practice-Based Experience in a Classroom Setting</u>	<u>§228.65(a)</u> <u>§228.65(b)(2)</u>	• <u>Scope and Sequence of Residency Program</u> • <u>Educator Preparation Program (EPP) Handbook:</u> ◦ <u>Guidance for gradual release and co-teaching</u> ◦ <u>Process for documentation of clinical experience hours</u> ◦ <u>Process for documentation of reduction of hours requirement if/when applicable</u> • <u>Evidence of host teacher training related to best practices in co-teaching</u>
<u>4. Instructional Setting</u>	<u>§228.65(b)(1) and (3)</u> <u>§228.43(a)-(e)</u>	• <u>EPP Handbook</u> ◦ <u>Description on instructional setting selection process</u> ◦ <u>Description of expectations for candidate completion of field-based experiences (FBEs)</u> • <u>Form used for determining that a candidate should have multiple placements</u> • <u>Log or tracking tool of candidate FBE completion</u>
<u>5. Host Teacher</u>	<u>§228.91(a), (b), (d), (e), and (f)</u> <u>§228.95(a) and (b)</u>	• <u>Host teacher profile or job description</u> • <u>EPP Handbook</u> ◦ <u>Description of host teacher criteria, selection process, and training</u> ◦ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that host teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Host teacher support and monitoring artifacts:</u>

		<u>example check in, example of observation of host teacher or debrief notes</u>
<u>6. Co-Teaching</u>	<u>§228.65(b)(2)</u>	• <u>EPP Handbook</u> ◦ <u>Description of co-teaching practices</u>
<u>7. Field Supervisors</u>	<u>§228.101(a)</u> <u>§228.101(b)(1), (4), and (12)</u>	• <u>EPP Handbook:</u> ◦ <u>Description of field supervisor requirements, selection, and training</u> • <u>Sample resume of a field supervisor</u> • <u>Field supervisor training calendar</u> • <u>Field supervisor training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching</u> • <u>Evidence of completion of state-required training</u> • <u>Artifacts showing collaboration between field supervisor, host teacher and campus supervisor: meeting calendars, check-in agendas, shared documents</u>
<u>8. Teacher Resident Coaching</u>	<u>§228.101(b)(7)</u>	• <u>EPP Handbook</u> ◦ <u>Teacher resident coaching and informal observations protocols</u> ◦ <u>Observation and feedback process description, including for identifying and supporting targeted skills</u> • <u>Sample coaching tools</u> • <u>Samples of written candidate feedback that includes candidate follow-up support plans</u>
<u>9. Formal Observations</u>	<u>§228.105(a-e)</u> <u>§228.103(a-b)</u>	• <u>EPP Handbook</u> ◦ <u>Description of formal observation practices (observation pre- and post-practices, length of observation)</u> • <u>EPP's formal observation tool</u> • <u>EPP's calendar of formal observations</u>
<u>10. Evaluation of Teacher Candidate Readiness</u>	<u>§228.31(c)</u> <u>§228.65(c)-(g)</u>	• <u>EPP Handbook</u> ◦ <u>Description of progression of performance gates</u> ◦ <u>Description of response to candidate performance on each gate and intervention supports</u> ◦ <u>Description of candidate recommendation process</u> • <u>Submission of all performance gates for review of quality criteria</u> • <u>Sample intervention plan template</u> • <u>Candidate recommendation for certification form/document, reflecting shared decision making with district partner.</u>

<u>11. Governance</u>	<u>§228.25(d)</u>	• <u>EPP Handbook</u> ◦ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<u>12. Recruitment and Admissions</u>	<u>§227.10(a)(9) and (b)</u>	• <u>EPP Handbook</u> ◦ <u>Description of research-based best practices for recruitment and admission</u> ◦ <u>Description of screening process with multiple measures (for example: experience-based indicators, portfolio reviews with rubric, institutional fit and engagement measures such as assessment of goals and motivation, academic measures, etc.)</u> • <u>Evidence of recruitment practices to meet partner's needs</u> ◦ <u>Evidence of collaboration to identify school system partner's needs</u> ◦ <u>Evidence of aligned counseling and support for applicants and candidates</u>