These are standard policies for approving TExES test retakes.

| **Status** | **Policy** |
| --- | --- |
| **After Failed 1st Attempt** | 1. Student submits a reflective essay[[1]](#footnote-1) and an action plan[[2]](#footnote-2) to the Director for Assessment and Program Accountability (DAPA), completes 50 hours of remediation, and documents the activities and resources used.
2. Student scores 85% on the practice examination or comparable examination.
 |
| **After Failed 2nd Attempt** | 1. Student writes a reflective essay regarding the repeated failures and submit it to the department chair. Chair completes a [Formal Review: Level I](http://education.utsa.edu/images/uploads/FAL12_FTT_FormalReview.pdf).
2. Student develops an action plan using non-UTSA resources and documents the activities and resources used.
 |
| **After Failed 3rd Attempt** | 1. Student meets the Fitness to Teach Council. Council completes a [Formal Review: Level II](http://education.utsa.edu/images/uploads/FTTCouncil%20Review%20Fill-In%20Form.pdf).
2. Student completes remediation and presents evidence of readiness as prescribed by the Council.
 |
| **After Failed 4th Attempt** | 1. DAPA approves 5th attempt.
 |
| **After Failed 5th Attempt** | 1. DAPA signs the waiver request prepared by the student as required by SBEC policy.
 |
| **After Failed 6 or more attempts** | 1. DAPA signs waiver requests prepared by the student as require by SBEC policy.
 |
| **Legacy Failures[[3]](#footnote-3) – Under 5 Years** | 1. Follow the policies above depending on the number of failures.
 |
| **Legacy Failures – Over 5 Years** | 1. Candidate meets with an Assistant Director, Teacher Certification to explain the candidate’s aspirations, the reasons for past failures, and plans for testing successfully.
2. The Fitness to Teach Council approves or disapproves the candidate for testing.
 |

# Remedial Activities

The following types of activities can count towards remediation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Hour Type** | **Counted Hours** | **Notes** |
| 1:1 or 1:Many Direct Contact with Faculty or Staff | Clock Hours | 1:1 |  |
| CPE Offered by an Approved Provider, including webinars and other distance learning resources. | Reported Hours | 1:1 | Includes Texas Gateway, T-Cert and similar sites as well as RESCs and districts. The student must produce a certificate or similar documentation of the time credited. |
| Coursework at UTSA or IHE, including auditing a class | Credit Hours | 15:1 | Each semester hour is good for 15 hours of remediation. |
| Guided Self-Study | Recorded Hours | 1:1 | Faculty/Staff may encourage students in guided self-study, e.g. aligning test competencies with TEKS requirements, assessed curriculum, and released test items. Guided self-study can count for up to 80% of the required hours before a student reaches the five-test limit. If a student is applying for a waiver to the five-test limit, guided self-study can count towards no more than 10% of the required remedial hours for an SBEC waiver to the 5-test limit. |

# Self-Study

Guided self-study must include a formal record of the students’ time and focus. Here is a sample record. Students record this in Excel.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | Jane Smith |  | English Language Arts & Reading |
| **Banner ID:** | @12345678 |  |
| **Total Time:** | 0:45 |  |
| **Date** | **Competency** | **Start Time** | **Stop Time** | **Elapsed Time** | **Resources** | **Notes** |
| 7/6/2018 | 2(H) | 11:30 AM | 12:15 PM | 0:45 | List Resources Used | Add relevant notes  |
|   |   |   |   | 0:00 |   |   |
|   |   |   |   | 0:00 |   |   |
|   |   |   |   | 0:00 |   |   |

# TEKS Alignment/Study

The TEKS alignment tool helps students see the links between the Test at a Glance, TEKS, the Assessed Curriculum, and Released Test Questions. This is a tool for guiding and focusing student preparations for the tests, and it is useful for preparing them to teach their subjects.

|  |  |  |
| --- | --- | --- |
| **Name:** |   | Social Studies 7-12 |
| **Banner ID** |   |
| **TEKS Alignment**  |   |
| **Subject** | **TExES Competency** | **TEKS** | **Assessed Curriculum** | **Test Questions(s)** | **Resources** |
| U.S. History | 7G, 8A-8F, 9A-9F | TAC 113.42 (c)(2),(3),(4) | RC 1:(2), (3), (4) | 2017 (14, 25, 26, 30, 41, 45, 47,  | [PBS Learning Media](https://klrn.pbslearningmedia.org/resource/d8148c7c-655f-400e-b880-bd115fdecc7f/how-world-war-i-started-crash-course-world-history-209/#.W1iRKLgnYuU), [Epic History](https://www.youtube.com/watch?v=PbwH1ZBnYds) |

1. A [reflective essay](http://education.utsa.edu/images/uploads/SampleReflectiveEssay.pdf) includes an analysis of the student’s score report, identification of competencies where the student needs additional study, and identification of needed resources to address those competencies. [↑](#footnote-ref-1)
2. An [action plan](http://education.utsa.edu/images/uploads/SampleReflectiveEssay.pdf) is the student’s plan for mastering the knowledge, skills and attitudes identified in the reflective essay. It should include resources, a schedule/timeline, and benchmarks/standards for measuring progress. [↑](#footnote-ref-2)
3. A legacy failure is a candidate who graduated five or more years ago, failed a test in the past, finished the program at UTSA, and is asking for test approval. [↑](#footnote-ref-3)