

ATTACHMENT II
Text of Proposed Amendment to 19 TAC

Chapter 232. General Certification Provisions

Subchapter A. Certificate Renewal and Continuing Professional Education Requirements

§232.11. Number and Content of Required Continuing Professional Education Hours.

- (a) The appropriate number of clock-hours of continuing professional education (CPE), as specified in §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), must be completed during each five-year renewal period.
- (b) One semester credit hour earned at an accredited institution of higher education is equivalent to 15 CPE clock-hours.
- (c) At least 80% of the CPE activities shall be directly related to the certificate(s) being renewed and focus on the standards required for the initial issuance of the certificate(s), including:
 - (1) content area knowledge and skills;
 - (2) professional ethics and standards of conduct;
 - (3) professional development, which should encompass topics such as the following:
 - (A) district and campus priorities and objectives;
 - (B) child development, including research on how children learn;
 - (C) classroom management;
 - (D) applicable federal and state laws;
 - (E) diversity and special needs of student populations;
 - (F) increasing and maintaining parental involvement;
 - (G) integration of technology into educational practices;
 - (H) ensuring that students read on or above grade level;
 - (I) diagnosing and removing obstacles to student achievement; and
 - (J) instructional practices.
 - (4) Not more than 25% of the CPE activities for a classroom teacher shall include instruction regarding:
 - (A) collecting and analyzing information that will improve effectiveness in the classroom;
 - (B) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (C) digital learning, digital teaching, and integrating technology into classroom instruction;
[and]
 - (D) educating diverse student populations, including:
 - (i) students with disabilities, including mental health disorders;
 - (ii) students who are educationally disadvantaged;
 - (iii) students of limited English proficiency; and
 - (iv) students at risk of dropping out of school ; and []
 - (E) understanding appropriate relationships, boundaries, and communications between educators and students.

- (5) Not more than 25% of the CPE activities for a principal shall include instruction regarding:
 - (A) effective and efficient management, including:
 - (i) collecting and analyzing information;
 - (ii) making decisions and managing time; and
 - (iii) supervising student discipline and managing behavior;
 - (B) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (C) digital learning, digital teaching, and integrating technology into campus curriculum and instruction; ~~and~~
 - (D) educating diverse student populations, including:
 - (i) students with disabilities, including mental health disorders;
 - (ii) students who are educationally disadvantaged;
 - (iii) students of limited English proficiency; and
 - (iv) students at risk of dropping out of school ; ~~and~~ ~~;~~
 - (E) preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under the Texas Penal Code, §21.12, or for which reporting is required under the Texas Education Code (TEC), §21.006.
- (6) Not more than 25% of the CPE activities for a school counselor shall include instruction regarding:
 - (A) assisting students in developing high school graduation plans;
 - (B) implementing dropout prevention strategies; and
 - (C) informing students concerning:
 - (i) college admissions, including college financial aid resources and application procedures; and
 - (ii) career opportunities.
- (d) Educators are encouraged to identify CPE activities based on results of his or her annual appraisal required under the TEC ~~[Texas Education Code]~~ , Chapter 21, Subchapter H.
- (e) The required CPE for educators who teach students with dyslexia must include training regarding new research and practices in educating students with dyslexia. The required training may be satisfied through an online course approved by Texas Education Agency staff.
- (f) An educator eligible to renew multiple classes of certificates issued during the same renewal period may satisfy the requirements specified in §232.13 of this title for any class of certificate issued for less than the full five-year period by completing a prorated number of the required CPE clock-hours. Educators must complete a minimum of one-fifth of the additional CPE clock-hours for each full calendar year that the additional class of certificate is valid.
- (g) An educator may fulfill up to 12 clock-hours of required CPE activities by participating in a mental health first aid training program offered by a local mental health authority under the Texas Health and Safety Code, §1001.203. The number of clock-hours of CPE an educator may fulfill under this subsection may not exceed the number of clock-hours the educator actually spends participating in a mental health first aid training program.
- (h) An educator may receive credit toward CPE requirements for completion of an instructional course on the use of an automated external defibrillator (AED) that meets the guidelines for AED training approved under Texas Health and Safety Code, §779.002, in accordance with the TEC ~~[Texas Education Code (TEC)]~~ , §21.0541.

- (i) An educator may receive credit toward CPE requirements for completion of suicide prevention training that meets the guidelines for suicide prevention training approved under the TEC, §21.451.
- (j) Continuing education requirements for a classroom teacher and principal may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
- (k) An educator may receive credit toward CPE requirements for completion of education courses that:
 - (1) use technology to increase the educator's digital literacy; and
 - (2) assist the educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.