

Item 19:

Adoption of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs. The proposed amendments would be necessary as a result of House Bill (HB) 2012, 83rd Texas Legislature, Regular Session, 2013, which requires the Texas Education Agency (TEA), the SBEC, and the Texas Higher Education Coordinating Board (THECB) to perform a joint review of the existing standards for preparation and admission that are applicable to educator preparation programs (EPPs), and Senate Bill (SB) 460, 83rd Texas Legislature, Regular Session, 2013. The proposed amendments would update the rules to reflect current law, clarify minimum standards for all EPPs, allow for flexibility, and ensure consistency among EPPs in the state. Additional changes are recommended to the proposed amendments to 19 TAC §§228.2, 228.20, 228.30, and 228.35 since published as proposed.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 228 is the Texas Education Code (TEC), §§21.031, 21.041(b)(1) and (2), 21.044, 21.045(a), 21.049(a), 21.050(a) and (c), and 21.051.

EFFECTIVE DATE: The proposed effective date of the proposed amendments to 19 TAC Chapter 228 would be October 26, 2014 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is also based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: The SBEC adopted 19 TAC Chapter 228 effective July 11, 1999. Sections 228.1, 228.10, 228.20, 228.30, 228.40, and 228.50 were last amended effective December 14, 2008. Section 228.60 was last amended effective December 26, 2010. Section 228.2 and §228.35 were last amended effective August 12, 2012. The SBEC approved amendments to 19 TAC Chapter 228 for filing as proposed at the May 2014 meeting.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The SBEC rules in 19 TAC Chapter 228 establish requirements for EPPs. The TEC, §21.049, authorizes the SBEC to adopt rules providing for educator certification programs as an alternative to traditional EPPs. The TEC, §21.031, states that the SBEC is established to oversee all aspects of the certification and continuing education of public school educators and to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

The proposed amendments to 19 TAC Chapter 228, shown in Attachment II, would update the rules to reflect current law and provide minimum standards with flexibility for all EPPs. These proposed amendments reflect discussions held during stakeholder meetings with EPPs held on

January 14, 2014; February 18, 2014; and March 26, 2014, and regional stakeholder meetings held on February 27, 2014; March 3, 2014; and March 4, 2014, with district and regional administrators. Additional changes also reflect input received from the staffs at the TEA and the THECB.

Definitions

Language in §228.2 would be amended to add a definition of *post-baccalaureate program* based on feedback from preparation programs, add a definition of *professional certification* for clarity, add a definition of *site supervisor* to better reflect the realities of a professional certification practicum, and update and standardize words and terms applicable to all programs in the state to ensure effective communication among and with all educators and stakeholders in the state.

The definition of *clinical teaching* would be amended to allow for 24-week half-day assignments so that candidates in clinical teaching positions would have time available to continue with or seek employment. The definition of *field supervisor* would also be amended to require that field supervisors keep their certification current. In addition, the definition of *internship* would be amended so that it better captures varied school calendars and internship start dates.

Language in §228.2 would also be updated so definitions in 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, would be uniform.

Since published as proposed, 19 TAC §228.2(7) and (16) would be amended for clarity to add the phrase "that must be" to the definition of *educator preparation program* and add the phrase "that is" to the definition of *post-baccalaureate program*, respectively.

Approval Process

Language in §228.10 would be amended to delete subsection (a) because the required submission is both redundant and could be obtained by the TEA. Language would be removed in proposed subsection (b) in response to both stakeholder and Texas Sunset Commission recommendations so that all EPPs would be on a five-year review cycle. Current subsection (d) would be deleted so that alternative certification programs could offer clinical teaching opportunities without having to obtain prior approval from TEA staff. Language in proposed subsection (d) would replace current subsection (f) to allow programs to open additional locations provided they notify the TEA in advance and run those programs in accordance with their practices that were approved by the TEA.

Governance of Educator Preparation Programs

Since published as proposed, 19 TAC §228.20(e) would be amended to correct punctuation, change "shall" to "must" for consistency in word usage, and add the phrase "to become effective" for clarity.

Educator Preparation Curriculum

Language in §228.30 would be amended to replace the majority of the curriculum requirements with the Texas teacher standards so that preparation is aligned with evaluation and professional development. Additionally, language would be added to reflect current law that requires training in the detection of students with mental or emotional disorders, in accordance with the TEC, §21.044(c-1).

Since published as proposed, 19 TAC §228.30(b) would be amended to correct punctuation.

Preparation Program Coursework and/or Training

Language in §228.35 would be amended to remove the requirement that programs spend six clock-hours on certification test preparation. The amendment also removes the requirement that the TEA keep a list of approved alternative sites and methods for field-based experiences.

Proposed subsection (g) would also be added to differentiate the components of field observations between initial certification of teachers and professional certification.

Since published as proposed, 19 TAC §228.35(d)(2) would be amended to correct punctuation and add the phrase "at least" for clarity.

Technical Changes

Minor technical edits such as updating cross references would also be made throughout Chapter 228.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and there are no additional costs to persons or entities required to comply with the proposed amendments. In addition, there is no direct additional adverse economic impact for small businesses and microbusinesses; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.022, is required.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed amendments would be the development of clear, minimum EPP requirements that would ensure educators are prepared to positively impact the performance of the diverse student population of this state.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed amendments would have no additional procedural and reporting implications.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed amendments would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: Following the May 2014 SBEC meeting, the proposed amendments to 19 TAC Chapter 228 were filed with the *Texas Register*, initiating the official public comment period. Following is a summary of the public comments received at the time this item was prepared and corresponding agency responses. Any additional comments received will be provided to the SBEC under separate cover prior to the August 2014 meeting.

Comment: The associate dean for teacher education for The University of Texas at San Antonio (UTSA) commented that removing the term *student teaching* throughout 19 TAC Chapter 228 and referring to student teaching in rule under the umbrella term *clinical teaching* would be confusing for many and would require universities to change their course catalogs.

Agency Response: The agency disagrees. The removal of the term *student teaching* from 19 TAC Chapter 228 is for the purposes of cleaning up rule language to avoid confusion that may arise from using two terms defined the same way in rule. The definition of *clinical teaching* refers to *student teaching* as being interchangeable with *clinical teaching*. The proposed amendments to 19 TAC Chapter 228 do not preclude any entity from continuing to use the term *student teaching* as it is defined in current rule on transcripts, in course catalogs, or when corresponding with education entities.

Comment: The associate dean for teacher education for UTSA commented that the requirement for field experience taking place in an "authentic school setting in a public school accredited by the TEA" should not be removed from 19 TAC §228.2(9).

Agency Response: The agency offers the following clarification. The requirement that field experience take place in an authentic school setting in a public school accredited by the TEA would be moved to 19 TAC §228.35(d)(1).

Comment: The associate dean for teacher education for UTSA commented that the word "interactive" should not be removed from 19 TAC §228.2(9).

Agency Response: The agency disagrees. Field-based experience can be interactive only at the discretion of the teacher hosting the candidate, and the candidate may or may not be properly prepared to interact with students at the time of the field-based experience. All of the requirements of field-based experience can be achieved without the experience being interactive.

Comment: The associate dean for teacher education for UTSA commented that all 30 clock-hours indicated in proposed 19 TAC §228.35(d)(1) should fit the requirements articulated in 19 TAC §228.35(d)(1)(A)-(E) because this would better prepare candidates for clinical teaching.

Agency Response: The agency disagrees. The 15 clock-hours requirement of field-based experience that meets the conditions articulated in 19 §228.35(d)(1)(A)-(E) matches the statutory requirement for field-based experience captured in TEC, §21.051(b).

Comment: The president of iteachTexas requested clarification of the implementation date and questioned whether the implementation date would be the same as the proposed effective date for the proposed revisions to 19 TAC Chapter 227, Provisions for Educator Preparation Candidates.

Agency Response: The agency offers the following clarification. The proposed amendments to 19 TAC Chapter 228 would be effective October 26, 2014, as stated on the first page of this item under the section heading "Effective Date."

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

INTERIM ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve for adoption, subject to State Board of Education review, the proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Respectfully submitted,

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Attachments: I. Statutory Citations
II. Text of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs

ATTACHMENT I**Statutory Citations Relating to Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs****Texas Education Code, §21.031, Purpose:**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

Texas Education Code, §21.041, Rules; Fees (excerpts):

- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
 - (2) specify the classes of educator certificates to be issued, including emergency certificates;

Texas Education Code, §21.044, Educator Preparation:

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.
- (b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the curriculum for that degree, instruction in detection and education of students with dyslexia. This subsection does not apply to a person who obtains a certificate through an alternative certification program adopted under Section 21.049.
- (c) The instruction under Subsection (b) must:
 - (1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:
 - (A) employed by institutions of higher education; and
 - (B) approved by the board; and
 - (2) include information on:
 - (A) characteristics of dyslexia;
 - (B) identification of dyslexia; and
 - (C) effective, multisensory strategies for teaching students with dyslexia.
- (c-1) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction in detection of students with mental or emotional disorders.

- (c-2) The instruction under Subsection (c-1) must:
- (1) be developed by a panel of experts in the diagnosis and treatment of mental or emotional disorders who are appointed by the board; and
 - (2) include information on:
 - (A) characteristics of the most prevalent mental or emotional disorders among children;
 - (B) identification of mental or emotional disorders;
 - (C) effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports; and
 - (D) providing, in compliance with Section 38.010, notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.
- (d) In proposing rules under this section, the board shall specify that to obtain a certificate to teach an "applied STEM course," as that term is defined by Section 28.027, at a secondary school, a person must:
- (1) pass the certification test administered by the recognized national or international business and industry group that created the curriculum the applied STEM course is based on; and
 - (2) have at a minimum:
 - (A) an associate degree from an accredited institution of higher education; and
 - (B) three years of work experience in an occupation for which the applied STEM course is intended to prepare the student.
- (e) [2 Versions: As added by Acts 2013, 83rd Leg., ch. 1091] In proposing rules under this section for a person to obtain a certificate to teach a health science technology education course, the board shall specify that a person must have:
- (1) an associate degree or more advanced degree from an accredited institution of higher education;
 - (2) current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and
 - (3) at least two years of wage earning experience utilizing the licensure requirement.
- (e) [2 Versions: As added by Acts 2013, 83rd Leg., ch. 1282] Each educator preparation program must provide information regarding:
- (1) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - (2) the effect of supply and demand forces on the educator workforce in this state;
 - (3) the performance over time of the educator preparation program;

- (4) the importance of building strong classroom management skills; and
 - (5) the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H.
- (f) The board may not propose rules for a certificate to teach a health science technology education course that specify that a person must have a bachelor's degree or that establish any other credential or teaching experience requirements that exceed the requirements under Subsection (e).

Texas Education Code, §21.045, Accountability System for Educator Preparation Programs (excerpt):

- (a) The board shall propose rules establishing standards to govern the approval and continuing accountability of all educator preparation programs based on information that is disaggregated with respect to sex and ethnicity and that includes:
- (1) results of the certification examinations prescribed under Section 21.048(a);
 - (2) performance based on the appraisal system for beginning teachers adopted by the board;
 - (3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable; and
 - (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to beginning teachers during their first year in the classroom.

Texas Education Code, §21.049, Alternative Certification (excerpt):

- (a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. The rules may not provide that a person may be certified under this section only if there is a demonstrated shortage of educators in a school district or subject area.

Texas Education Code, §21.050, Academic Degree Required for Teaching Certificate: Internship (excerpts):

- (a) A person who applies for a teaching certificate for which board rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under Subchapter A, Chapter 28.
- (c) A person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under Section 54.363 may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

Texas Education Code, §21.051, Rules Regarding Field-Based Experience and Options for Field Experience and Internships:

- (a) In this section, "teacher of record" means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

- (b) Before a school district may employ a candidate for certification as a teacher of record, the candidate must complete at least 15 hours of field-based experience in which the candidate is actively engaged in instructional or educational activities under supervision at:
 - (1) a public school campus accredited or approved for the purpose by the agency; or
 - (2) a private school recognized or approved for the purpose by the agency.
- (c) Subsection (b) applies only to an initial certification issued on or after September 1, 2012. Subsection (b) does not affect:
 - (1) the validity of a certification issued before September 1, 2012; or
 - (2) the eligibility of a person who holds a certification issued before September 1, 2012, to obtain a subsequent renewal of the certification in accordance with board rule.
- (d) Subsection (b) does not affect the period within which an individual must complete field-based experience hours as determined by board rule if the individual is not accepted into an educator preparation program before the deadline prescribed by board rule and is hired for a teaching assignment by a school district after the deadline prescribed by board rule.
- (e) The board shall propose rules relating to the field-based experience required by Subsection (b). The commissioner by rule shall adopt procedures and standards for recognizing a private school under Subsection (b)(2).
- (f) The board shall propose rules providing flexible options for persons for any field-based experience or internship required for certification.

House Bill 2012, Section 9, 83rd Texas Legislature, Regular Session, 2013:

Not later than September 1, 2014, the Texas Education Agency, the State Board for Educator Certification, and the Texas Higher Education Coordinating Board shall jointly review existing standards for preparation and admission that are applicable to educator preparation programs, including stakeholder input in the review and development of those standards, and develop and implement modifications necessary to reflect updated standards for the teaching profession.

ATTACHMENT II
Text of Proposed Amendments to 19 TAC

Chapter 228. Requirements for Educator Preparation Programs

§228.1. General Provisions.

- (a) To ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of educators must be the joint responsibility of educator preparation programs (EPPs) and the Early Childhood-Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is required.
- (b) Consistent with the Texas Education Code, §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of EPPs [~~educator preparation programs~~] to accommodate the unique characteristics and needs of different regions of the state as well as the diverse population of potential educators.
- (c) All EPPs [~~educator preparation programs~~] are subject to the same standards of accountability, as required under Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs).

§228.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) Alternative certification program--An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's [~~baccalaureate~~] degree.
- (3) Candidate-- An individual who has been admitted into an educator preparation program, including an individual who has been accepted on a contingency basis; also referred to as an enrollee or participant [~~A participant in an educator preparation program seeking certification~~].
- (4) Clinical teaching--A minimum 12-week full-day or 24-week half-day educator assignment through an educator preparation [~~alternative certification~~] program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate ; also referred to as student teaching .
- (5) Clock-hours--The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited university is equivalent to 15 clock-hours. Clock-hours of field-based experiences, [~~student teaching,~~] clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.
- (6) Cooperating teacher--The campus-based mentor teacher for the [~~student teacher or~~] clinical teacher.
- (7) Educator preparation program--An entity that must be approved by the State Board for Educator Certification [~~(SBEC)~~] to recommend candidates in one or more educator certification fields.
- (8) Entity--The legal entity that is approved to deliver an educator preparation program.
- (9) Field-based experiences-- Introductory [~~If required by the Texas Education Code, §21.051 and §228.35(a)(3) of this title (relating to Preparation Program Coursework and/or Training), field-based experiences must include 15 clock hours in which the candidate is actively engaged in instructional or educational activities under supervision. In addition, field-based experiences should also include introductory~~] experiences for a certification candidate involving [~~interactive~~]

- ~~and~~ reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting. ~~[that reflect:]~~
- ~~[(A) — authentic school settings in a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose:]~~
- ~~[(B) — instruction by content certified teachers:]~~
- ~~[(C) — actual students in classrooms/instructional settings with identity proof provisions:]~~
- ~~[(D) — content or grade level specific classrooms/instructional settings:]~~
- ~~[(E) — variable time length of observation; and]~~
- ~~[(F) — reflection of the observation.]~~
- (10) Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their ~~[his or her]~~ performance, and provide constructive feedback to improve their effectiveness as educators ~~[his or her professional performance]~~ .
- (11) Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (12) Internship--A supervised, full-time educator assignment for one full school year ~~[one academic year (or 180 school days) supervised educator assignment]~~ at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
- (13) Late hire--An individual who has not been accepted into an educator preparation program before June 15 and who is hired for a teaching assignment by a school after June 15 or after the school's academic year has begun.
- (14) Mentor--For a classroom teacher, a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the ~~[beginning]~~ teacher during his or her intern year in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the ~~[beginning]~~ teacher's progress to that teacher's educator preparation program.
- (15) Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- ~~(16) Post-baccalaureate program--An approved educator preparation program that is designed for individuals who already hold at least a bachelor's degree and that is approved by the State Board for Educator Certification to recommend candidates for certification.~~
- ~~(17) [(16)]~~ Practicum--A supervised professional educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular field for which a professional certificate is sought such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.
- ~~(18) Professional certification--Certification for superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.~~
- ~~(19) Site supervisor--For a practicum, a certified educator who has experience in the aspect(s) of the professional certification being pursued by the candidate; who has completed training or orientation for site supervision; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's educator preparation program.~~
- ~~[(17) — Student teaching — A 12 week full day teaching experience through a program provided by an accredited university at a public school accredited by the Texas Education Agency (TEA) or other~~

~~school approved by the TEA for this purpose that may lead to completion of a standard certificate.]~~

- (20) ~~(18)~~ Teacher of record--An educator employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.
- (21) ~~(19)~~ Texas Education Agency staff--Staff of the Texas Education Agency [TEA] assigned by the commissioner of education to perform the State Board for Educator Certification's [SBEC's] administrative functions and services.
- (22) ~~(20)~~ Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

§228.10. Approval Process.

~~(a) Approval to Operate. A public institution of higher education must provide documentation to the Texas Education Agency (TEA) from the Texas Higher Education Coordinating Board (THECB) of approval to operate in Texas prior to submitting a proposal to offer an educator preparation and/or alternative certification program.]~~

(a) ~~(b)~~ New Entity Approval. An entity seeking initial approval to deliver an educator preparation program (EPP) shall submit an application and proposal with evidence indicating the ability to comply with the provisions of this chapter and Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates). The proposal shall include the following program approval components: entity commitment to adequate preparation of certification candidates, program standards, and community collaboration; criteria for admission to an EPP ~~[educator preparation program]~~; curriculum; program delivery and evaluation; and a plan for ongoing support of the candidates. The proposal must also identify the certificates proposed to be offered by the entity and meet applicable federal statutes or regulations. The proposal will be reviewed by the Texas Education Agency (TEA) [TEA] staff and a pre-approval site visit will be conducted. The TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the entity should be approved.

(b) ~~(c)~~ Continuing Entity Approval. An entity approved by the SBEC under this chapter ~~[prior to September 1, 2008,]~~ shall be reviewed at least once every five years under procedures approved by the TEA staff; however, a review may be conducted at any time at the discretion of the TEA staff. At the time of the review, the entity shall submit to the SBEC a status report regarding its compliance with existing standards for EPPs ~~[educator preparation programs]~~ and the entity's original proposal. ~~[An entity approved by the SBEC under this chapter after August 31, 2008, shall be approved for a term of ten years and must reapply every ten years thereafter for approval by the SBEC in the same manner as a new educator preparation program seeking approval.]~~

~~(d) Approval of Clinical Teaching for an Alternative Certification Program. An alternative certification program seeking approval to implement a clinical teaching component shall submit a description of the following elements of the program for approval by the TEA staff:]~~

- ~~(1) general clinical teaching program description, including conditions under which clinical teaching may be implemented;]~~
- ~~(2) selection criteria for clinical teachers;]~~
- ~~(3) selection criteria for mentor teachers;]~~
- ~~(4) description of support and communication between candidates, mentors, and the alternative certification program;]~~
- ~~(5) description of program supervision; and]~~
- ~~(6) description of how candidates are evaluated.]~~

(c) ~~(e)~~ Addition of Certificate Fields.

- (1) An EPP [educator preparation program] that is rated "accredited," as provided in §229.4 [~~§229.3~~] of this title (relating to Determination of Accreditation Status [The Accreditation Process]), may request additional certificate fields be approved by TEA staff, by submitting the curriculum matrix; a description of how the standards for Texas educators are incorporated into the EPP [educator preparation program] ; and documentation showing that the program has the staff knowledge and expertise to support individuals participating in each certification field being requested. The curriculum matrix must include the standards, framework competencies, applicable Texas Essential Knowledge and Skills, course and/or module names, and the benchmarks or assessments used to measure successful program progress. An EPP [educator preparation program] rated "accredited," as provided in §229.4 [~~§229.3~~] of this title, and currently approved to offer a content area certificate for which the SBEC is changing the grade level of the certificate may request to offer the preapproved content field at different grade levels by submitting a modified curriculum matrix that includes the standards, course and/or module names, and the benchmarks or assessments used to measure successful program progress. The requested additional certificate fields must be within the classes of certificates for which the EPP [educator preparation program] has been previously approved by the SBEC. An EPP [educator preparation program] that is not rated "accredited" may not apply to offer additional certificate fields or classes of certificates.
 - (2) An EPP [educator preparation program] that is rated "accredited" may request the addition of certificate fields in a class of certificates that has not been previously approved by the SBEC, but must present a full proposal for consideration and approval by the SBEC.
- ~~(d) Addition of Program Locations. An EPP that is rated "accredited," as provided in §229.4 of this title, may open additional locations, provided the program informs the SBEC of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location. Additional program locations must operate in accordance with the program components under which the program has been approved to operate.~~
- ~~(f) Addition of Program Locations. An educator preparation program that proposes to provide educator preparation in a different geographic location from that contained in its approved proposal shall present a new proposal for consideration and approval by the SBEC that includes provisions for meeting all program requirements at the new location. The educator preparation program will be notified in writing of its proposal approval or denial within 60 days following a determination by the SBEC. If an educator preparation program has already added additional locations or is already providing educator preparation in locations different from that contained in its original approved proposal as of January 1, 2009, the additional locations are not required to be presented to or approved by the SBEC. However, the educator preparation program shall inform the SBEC of the existence of the additional locations at which the program is providing educator preparation within 60 days of the adoption of this subsection.~~
- ~~(e) [(g)] Contingency of Approval. Approval of an EPP [all educator preparation programs] by the SBEC or by the TEA staff, including each specific certificate field, is contingent upon approval by other lawfully established governing bodies [§] such as the Texas Higher Education Coordinating Board [THECB] , boards of regents, or school district boards of trustees. Continuing EPP [educator preparation program] approval is contingent upon compliance with superseding state and federal law.~~

§228.20. Governance of Educator Preparation Programs.

- (a) Preparation for the certification of educators may be delivered by an institution of higher education, regional education service center, public school district, or other entity approved by the State Board for Educator Certification (SBEC) under §228.10 of this title (relating to Approval Process).
- (b) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP) . The approved EPP [educator preparation program] shall approve

the roles and responsibilities of each member of the advisory committee and shall meet a minimum of twice during each academic year.

- (c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the EPP [educator preparation program] to meet all standards set by the SBEC [] and shall be accountable for the quality of the EPP [educator preparation program] and the candidates whom the program recommends for certification.
- (d) All EPPs [educator preparation programs] must be implemented as approved by the SBEC as specified in §228.10 of this title. [~~An approved educator preparation program may not expand to other geographic locations without prior approval of the SBEC.~~]
- (e) Proposed amendments to an EPP [educator preparation program] must ~~shall~~ be submitted to the TEA staff and ~~be~~ approved prior to implementation. Significant amendments, related to the five program-approval [program approval] components specified in §228.10(a) [~~§228.10(b)~~] of this title, must be approved by the SBEC to become effective . The EPP [educator preparation program] will be notified in writing of the [its proposal] approval or denial of its proposal within 60 days following a determination by the SBEC. [~~If an educator preparation program has already implemented significant amendments to its original approved proposal as of January 1, 2009, those amendments are not required to be presented to or approved by the SBEC. However, the educator preparation program shall inform the SBEC of the existence of the significant amendments within 60 days of the adoption of this subsection.~~]

§228.30. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program shall rely on scientifically based [scientifically-based] research to ensure teacher effectiveness and align to the TEKS. Coursework and training should be sustained, rigorous, interactive, student-focused [student focused] , and performance-based [performance based] . The following subject matter shall be included in the curriculum for candidates seeking initial certification:
 - (1) reading instruction, including instruction that improves students' content-area literacy [the specified requirements for reading instruction adopted by the SBEC for each certificate] ;
 - (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards), which include:
 - (A) instructional planning and delivery;
 - (B) knowledge of students and student learning;
 - (C) content knowledge and expertise;
 - (D) learning environment;
 - (E) data-driven practice; and
 - (F) professional practices and responsibilities;
 - (4) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b); and
 - (5) instruction in detection of students with mental or emotional disorders, as indicated in the TEC, §21.044(c-1).
- [~~(3) child development;~~]
- [~~(4) motivation;~~]

- ~~[(5) — learning theories;]~~
- ~~[(6) — TEKS organization, structure, and skills;]~~
- ~~[(7) — TEKS in the content areas;]~~
- ~~[(8) — state assessment of students;]~~
- ~~[(9) — curriculum development and lesson planning;]~~
- ~~[(10) — classroom assessment for instruction/diagnosing learning needs;]~~
- ~~[(11) — classroom management/developing a positive learning environment;]~~
- ~~[(12) — special populations;]~~
- ~~[(13) — parent conferences/communication skills;]~~
- ~~[(14) — instructional technology;]~~
- ~~[(15) — pedagogy/instructional strategies;]~~
- ~~[(16) — differentiated instruction; and]~~
- ~~[(17) — certification test preparation.]~~

§228.35. Preparation Program Coursework and/or Training.

- (a) Coursework and/or Training for Candidates Seeking Initial Certification.
 - (1) An educator preparation program (EPP) shall provide coursework and/or training to ensure the educator is effective in the classroom.
 - (2) Professional development should be sustained, intensive, and classroom focused.
 - (3) An EPP ~~[educator preparation program]~~ shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training ~~[that includes at least six clock hours of explicit certification test preparation that is not embedded in other curriculum elements]~~. A candidate who does not qualify as a late hire who is issued a probationary certificate after September 1, 2012, may not be employed by a school district as a teacher of record until the candidate completes a minimum of 30 ~~[15]~~ clock-hours of field-based experience ~~[student teaching]~~ or clinical teaching in which the candidate is actively engaged in instructional or educational activities under supervision at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose, as provided in this section. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any ~~[student teaching]~~ clinical teaching ~~[]~~ or internship:
 - (A) a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission ~~[]~~ or other video or technology-based method; and
 - (B) 80 clock-hours of coursework and/or training.
 - ~~[(4) — An educator preparation program that is not an alternative certification program must require, as part of the curriculum for a bachelor's degree that is a prerequisite for educator certification, that a candidate receive instruction in detection and education of students with dyslexia. This instruction must:]~~
 - ~~[(A) — be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:]~~
 - ~~[(i) — employed by institutions of higher education; and]~~
 - ~~[(ii) — approved by the State Board for Educator Certification (SBEC); and]~~
 - ~~[(B) — include information on:]~~
 - ~~[(i) — characteristics of dyslexia;]~~

~~[(ii) — identification of dyslexia; and]~~

~~[(iii) — effective, multisensory strategies for teaching students with dyslexia.]~~

- (4) ~~[(5)]~~ All coursework and/or training shall be completed prior to EPP [educator preparation program] completion and standard certification.
- (5) ~~[(6)]~~ With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of training may be provided by a school district and/or campus that is an approved TEA continuing professional education provider.
- (6) ~~[(7)]~~ Each EPP [educator preparation program] must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, ~~[student teaching,]~~ or practicum requirements, and is directly related to the certificate being sought.
- (b) Coursework and/or Training for Professional Certification ~~[(i.e., superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher)]~~. An EPP [educator preparation program] shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An EPP [educator preparation program] shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.
- (c) Late Hire Provisions. A late hire for a school district teaching position may begin employment under a probationary certificate before completing the pre-internship requirements of subsection (a)(3) of this section and, if applicable, 15 clock-hours of active, supervised experience, but shall complete these requirements within 90 school days of assignment.
- (d) Educator Preparation Program Delivery. An EPP [educator preparation program] shall provide evidence of ongoing [on-going] and relevant field-based experiences throughout the EPP [educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs).] in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.
- (1) For initial certification, each EPP [educator preparation program] shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship [~~student teaching,~~] or clinical teaching. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission [~~]~~ or other video or technology-based method. Field-based experiences must include 15 clock-hours in which the candidate, under supervision, is actively engaged in instructional or educational activities that include:
- (A) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
- (B) instruction by content certified teachers;
- (C) actual students in classrooms/instructional settings with identity-proof provisions;
- (D) content or grade-level specific classrooms/instructional settings; and
- (E) reflection of the observation.
- (2) For initial certification, each EPP [educator preparation program] shall also provide at least one of the following:
- ~~[(A) — student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;]~~
- (A) ~~[(B)]~~ clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks
▪ full day or 24 weeks ▪ half day ; or

- (B) ~~(C)~~ internship, as defined in §228.2 of this title, for a minimum of one full school year ~~[academic year (or 180 school days)]~~ for the assignment that matches the certification field for which the individual is prepared by ~~[accepted into]~~ the EPP ~~[educator preparation program]~~. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data. An EPP ~~[educator preparation program]~~ may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.
- (i) An internship ~~[, student teaching,]~~ or clinical teaching for an ~~[Early Childhood-Grade 4 and]~~ Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:
- (I) a certified teacher is available as a trained mentor;
- (II) the Head Start program is affiliated with the federal Head Start program and approved by the TEA;
- (III) the Head Start program teaches three- ~~[three]~~ and four-year-old students; and
- (IV) the state's pre-kindergarten curriculum guidelines are being implemented.
- (ii) An internship, ~~[student teaching,]~~ clinical teaching, or practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- (3) For candidates seeking professional certification ~~[as a superintendent, principal, school counselor, school librarian, or an educational diagnostician]~~, each EPP ~~[educator preparation program]~~ shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.
- (4) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, ~~[student teaching,]~~ clinical teaching, and/or practicum.
- (A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, ~~[student teaching,]~~ clinical teaching, and/or practicum.
- (B) An EPP ~~[educator preparation program]~~ may file an application with the TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience ~~[,]~~ or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and SBEC certification standards. ~~[To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience.]~~
- (C) An EPP ~~[educator preparation program]~~ may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, ~~[student teaching,]~~ clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:
- (i) the accreditation(s) held by the school;

- (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;
 - (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and
 - (iv) the measures that will be taken by the EPP [educator preparation program] to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.
- (D) An EPP [educator preparation program] may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for [student teaching or] clinical teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.
- (e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an EPP [educator preparation program] shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's [student teaching or] clinical teaching experience. The EPP [educator preparation program] is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.
- (f) Ongoing [On-Going] Educator Preparation Program Support for Initial Certification of Teachers . Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.
 - (1) Each observation must be at least 45 minutes in duration , [and] must be conducted by the field supervisor , and must be on the candidate's site in a face-to-face setting .
 - (2) An EPP [educator preparation program] must provide the first observation within the first six weeks of all assignments.
 - (3) For an internship, an EPP [educator preparation program] must provide a minimum of two formal observations during the first four months of the assignment [semester] and one formal observation during the last five months of the assignment [second semester] .
 - (4) For [student teaching and] clinical teaching, an EPP [educator preparation program] must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.
 - ~~(5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.~~
- ~~(g) Ongoing Educator Preparation Program Support for Professional Certification. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document professional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's site supervisor. Informal observations and coaching shall be provided by the field supervisor as appropriate.~~

- (1) Observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
 - (2) Over the course of the practicum, a minimum of 45 minutes of observation time must be on the candidate's site in a face-to-face setting.
 - (3) An EPP must provide the first observation within the first six weeks of all assignments.
 - (4) An EPP must provide a minimum of three observations during the term of the practicum.
- (h) ~~(g)~~ Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a bachelor's ~~baccalaureate~~ degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363 ~~§54.214~~, is exempt from the requirements of this chapter relating to field-based experience or internship consisting of clinical ~~student~~ teaching.

§228.40. Assessment and Evaluation of Candidates for Certification and Program Improvement.

- (a) To ensure that a candidate for educator certification is prepared to receive a the standard certificate, the entity delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program (EPP).
- (b) An EPP ~~educator preparation program~~ shall determine the readiness of each candidate to take the appropriate certification assessment of pedagogy and professional responsibilities, including professional ethics and standards of conduct. An EPP ~~educator preparation program~~ shall not grant test approval for the pedagogy and professional responsibilities assessment until a candidate has met all of the requirements for admission to the program and has been fully accepted into the EPP ~~educator preparation program~~.
- (c) For the purposes of EPP ~~educator preparation program~~ improvement, an entity shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments.
- (d) An EPP ~~educator preparation program~~ shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion.

§228.50. Professional Conduct.

During the period of preparation, the educator preparation program ~~entity~~ shall ensure that the individuals preparing candidates and the candidates themselves adhere ~~demonstrate adherence~~ to Chapter 247 of this title (relating to Educators' Code of Ethics).

§228.60. Implementation Date.

- (a) The provisions of this chapter that were in effect on the date an educator preparation program (EPP) candidate was admitted to an EPP ~~educator preparation program~~ shall determine the program requirements applicable to that candidate.
- (b) All provisions in this chapter , except the total clock-hour training requirement, shall apply to §230.39 ~~§232.5~~ of this title (relating to Temporary Teacher Certificates) , except that a certificate issued under §232.5 of this title shall require 380 total clock hours of training.