In implementing Rider 78, school districts and open-enrollment charter schools should employ prekindergarten teachers who are appropriately certified to teach early childhood (as per Subchapter B, Chapter 21) and meet one of the following qualification options:

a) A Child Development Associate (CDA) credential or another early childhood education credential approved by the agency;
b) A certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;
c) At least eight years of experience teaching in a nationally-accredited child care program;
d) Be employed as a prekindergarten teacher in a school district that has received approval from the commissioner for the district’s prekindergarten-specific instructional training plan that the teacher uses in the teacher’s prekindergarten classroom; or
e) An equivalent certification.

TEA Guidance for d) and e) above:
The following provisions, as provided in statute, satisfy qualification d) above:

a) Employment as a prekindergarten teacher in a school district or charter that has ensured that:
   a. Prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of documented professional development addressing the 2015 Texas Prekindergarten Guidelines in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year-period;
   b. Teachers who have not completed training required in subparagraph a of this paragraph prior to assignment in a prekindergarten class shall complete:
      i. The first 30 hours of 150 cumulative hours of documented professional development before the end of the school year. The professional development shall address topics relevant to high-quality prekindergarten including, but not limited to:
         1. The revised 2015 Texas Prekindergarten Guidelines,
         2. The use of student progress monitoring results to inform classroom instruction,
         3. Improving the prekindergarten classroom environment to enhance student outcomes,
         4. Improving the effectiveness of teacher interaction with students as determined by an evaluation tool and
      ii. The additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and
   c. At least half of the hours required by subparagraphs a and b of this paragraph shall include experiential learning, practical application, and direction interaction with specialists in early childhood education, mentors or instructional coaches.
The following satisfy qualification e) above:
   a) A graduate or undergraduate degree in early childhood education or early childhood special education or a non-
      early childhood education undergraduate degree with a documented minimum of 15 hours of coursework in
      early childhood education; or
   b) Documented completion of the Texas School Ready Training Program (TSR Comprehensive).

Tools and Resources
The Children’s Learning Institute provides a suite (CLI Engage) of web-based professional development tools for teachers
that is free for Texas public schools and charters.

The Texas Early Childhood Professional Development System (TECPDS) website provides information on available
resources to assist early childhood professionals in meeting and documenting their professional development needs.

The twenty Education Service Centers (ESCs) across the state of Texas provide professional development trainings and
workshops on the Texas Prekindergarten Guidelines, in addition to numerous Early Childhood Education-specific topics.
It is recommended that an ESC be contacted for a training calendar and potential availability.

The Texas Education Agency Early Childhood Education Division team is available to provide guidance on
implementation of high-quality prekindergarten programming. The Division can be contacted at
earlychildhoodeducation@tea.texas.gov.