

# Item 10:

## COVER PAGE

### Type of Agenda Rule Item:

- Discussion Only:** TEA staff will present rule items with an update, potential future rule changes, and/or seek SBEC direction on potential rule changes. TEA staff will draft rule changes from the Board's discussion on the item and start preparing rule text for proposal to the Board.
- Proposal:** First SBEC reading (vote). SBEC members will give input on proposed rule text and will approve rule changes that will go out for public comment as a proposed rule with the *Texas Register*. Important to make substantive changes now because only non-substantive changes can be made at adoption.
- ✓ **Adoption:** Second and final SBEC reading (vote). Only non-substantive changes are permissible at adoption phase. If approved will go to SBOE for review and filed as an SBEC rule with *Texas Register* if SBOE takes no action.

### Summary:

This item is an adoption of revisions to 19 TAC Chapter 228, which covers the requirements that each educator preparation program (EPP) must provide to prospective educators to ensure they are prepared sufficiently. At the January 2015 SBEC work session, the Board requested policy options on raising educator quality. The proposed rules reflect recent legislation, input received from the SBEC at the June 2016 SBEC work session and meeting, TEA staff-convened stakeholder meetings, additional stakeholder input, and TEA staff. At the August SBEC meeting, the Board approved the proposed revisions which would raise standards for both EPPs and educators to ensure the very best for all students. Additional changes are recommended to allow up to 50 hours of coursework and/or training to be provided by a school district or campus for late hire candidates and to add flexibility for EPPs to demonstrate compliance for the new entity approval and continuing entity approval process.

### Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

### TEA Staff Recommendation:

To approve, for adoption, the proposed revisions as presented.

### Relevant SBEC Core Principles:

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe we must continually improve our policies and processes in response to changing needs.*

**Item 10:****Consider and Take Appropriate Action on Adoption of Proposed Revisions 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 revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs. The proposed amendments to 19 TAC §§228.2, 228.10, 228.20, 228.30, 228.35, 228.40, 228.50, 228.60, and 228.70 and proposed new 19 TAC §228.15 and §228.17 would include changes as the result of recent legislative changes, SBEC input, stakeholder input, and input received from staff at the Texas Education Agency (TEA). Chapter 228 encompasses all the requirements that each educator preparation program (EPP) must provide to prospective teachers to ensure they are prepared sufficiently. Additional changes to 19 TAC §228.35 and the figure in 19 TAC §228.10(b)(1) are recommended 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(a), (b), (c-1), and (g); 21.0443; 21.045(a); 21.0453; 21.0454; 21.0455; 21.048(a); 21.0487(c)(2)(B); 21.049; 21.050(a) and (c); and 21.051.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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.

TEC, 21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(b)(2), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates.

TEC, §21.044(a), requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program.

TEC, §21.044(b), requires a person seeking certification that requires a bachelor's degree to receive training in dyslexia.

TEC, §21.044(c-1), requires a person seeking certification that requires a bachelor's degree to receive training in mental health, substance abuse, and suicide prevention.

TEC, §21.044(g), requires each EPP to provide certain information related to performance of the EPP, the importance of building strong classroom management skills, the framework for teacher and principal evaluation, the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students.

TEC, §21.0443, states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP. To be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC. The SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045(a), states that the board shall propose rules establishing standards to govern the continuing accountability of all EPPs.

TEC, §21.0453, states that the SBEC may propose rules as necessary to ensure that all EPPs provide candidates with accurate information.

TEC, §21.0454, states the SBEC shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each EPP.

TEC, §21.0455, states the SBEC shall propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an EPP to the agency.

TEC, §21.048(a), requires the SBEC to propose rules prescribing comprehensive examinations for each class of certificate issued by the SBEC.

TEC, §21.0487(c)(2)(B), requires the SBEC to propose rules to establish requirements under which a person's employment by a school district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is applied to satisfy any student teaching, internship, or field-based experience program requirement.

TEC, §21.049, authorizes the SBEC to propose rules providing for educator certification programs as an alternative to traditional EPPs.

TEC, §21.050(a), states that a person who applies for a teaching certificate for which SBEC 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 the TEC, Chapter 28, Subchapter A.

TEC, §21.050(c), states that 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 the TEC, §54.363, may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

TEC, §21.051, provides a requirement that before a school may employ a certification candidate as a teacher of record, the candidate must have completed at least 15 hours of field-based

experience in which the candidate is actively engaged at an approved school in instructional or educational activities under supervision.

**EFFECTIVE DATE:** The proposed effective date of the proposed amendments to 19 TAC §§228.2, 228.10, 228.20, 228.30, 228.35, 228.40, 228.50, 228.60, and 228.70 and proposed new 19 TAC §228.15 and §228.17 would be December 27, 2016 (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:** At the August 2016 meeting, the SBEC approved the amendments to 19 TAC §§228.2, 228.10, 228.20, 228.30, 228.35, 228.40, 228.50, 228.60, and 228.70 and new 19 TAC §228.15 and §228.17 for publication in the *Texas Register* as proposed rules.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC rules in 19 TAC Chapter 228 establish requirements for EPPs to prepare candidates to teach Texas schoolchildren. 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 TEC, §21.049, authorizes the SBEC to propose rules providing for educator certification programs as an alternative to traditional EPPs.

At the January 2015 SBEC Work Session, the SBEC members received three presentations on educator quality as it pertains to EPPs in the state of Texas. The Texas Teaching Commission, the Council for the Accreditation of Educator Preparation, and the National Council on Teacher Quality provided state and national perspectives on educator quality in relation to Texas EPPs. SBEC members provided feedback to TEA staff on those presentations. Specifically, as it relates to 19 TAC Chapter 228, the SBEC requested policy options that focus on raising EPP standards, improving teacher preparation programs, and new and improved ways to train better teachers.

TEA staff conducted an SBEC work session on June 9, 2016, to provide the SBEC with a shared understanding of the preparation process, to discuss current issues related to educator preparation and teacher quality, and to capture SBEC's perspective on preparation so that TEA staff could provide the desired support in preparation for possible rule changes. The TEA staff also convened three face-to-face stakeholder meetings in December 2015 and June 2016 to gather input on the proposed revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs. The proposed rules, shown in Attachment II, reflect input received from the SBEC, TEA staff, and TEA staff-convened stakeholder meetings, but also includes additional changes since the draft rule text was shared at the December 2015, April 2016, and June 2016 SBEC meetings. Following is a description of the proposed revisions included in Attachment II.

### §228.2. Definitions

This section defines key terms that share common meaning across several certification and educator preparation rules within the Texas Administrative Code (TAC). The SBEC's goal is to ensure there is a common understanding of frequently used terms resulting in accurate and

effective communication and alignment throughout the state between EPPs, school districts, educators, candidates for certification, and other stakeholders.

The definition of *field supervisor* would be amended to define more clearly the criteria an EPP must use in hiring a field supervisor. The current definition only requires a field supervisor applicant to hold a current certification to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. The amendment would clarify that a field supervisor must have at least three years of experience as an accomplished educator as shown by student learning. Evidence of student learning includes evaluations that include evidence of student learning, campus or district reports that include evidence of student learning, and/or letters of recommendation that include evidence of student learning. The amendment would clarify that a field supervisor must hold a current certification in the certification class in which supervision is provided. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates. If an individual is not currently certified, the amendment would clarify that an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements for the certification class for which supervision is being provided. The amendment would clarify that a field supervisor cannot be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. The amendment would also clarify that a field supervisor cannot also serve as a candidate's mentor, cooperating teacher, or site supervisor. Because the field supervisor fulfills an essential role in preparing educators, creating and clarifying criteria for the selection of field supervisors would improve the preparation of educators and provide consistency among preparation programs.

The definition of *post-baccalaureate program* would be amended to differentiate it from the definition of *alternative certification program*. The amendment would clarify that a post-baccalaureate program at an institution of higher education (IHE) would provide educator preparation for individuals who are seeking a degree beyond a bachelor's degree along with certification as an educator. The amendment would clarify that an alternative certification program at an IHE would provide educator preparation for individuals who are only seeking certification as an educator and not another degree. By amending the definition in this way, consumer information regarding the performance of EPPs would be more accurate.

The definitions of *accredited institution of higher education*, *benchmarks*, *certification category*, *certification class*, *classroom teacher*, *contingency admission*, *formal admission*, *initial certification*, *intern certificate*, *probationary certificate*, *school day*, and *school year* would be added. These additional definitions are necessary to provide clarity to new terms that are being proposed and existing terms.

The definitions of *alternative certification program*, *candidate*, *clock hours*, and *educator preparation program* would be amended to align these definitions with other chapters in the TAC. The definitions of *clinical teaching*, *internship*, and *practicum* would be amended to reflect possible revisions in 19 TAC Chapter 228. The definition of *field-based experience* would also

be amended to clarify that field-based experiences are a requirement for the classroom teacher class of certificate and that observations of classrooms are the minimum requirement for field-based experiences. Because field-based experiences fulfill an essential role in preparing educators, clarifying the minimum criteria as opposed to "active engagement in instructional activities or educational activities under supervision" that is required by the TEC, §21.051(b), would improve the preparation of educators and provide consistency among preparation programs.

The definition of *cooperating teacher* would be amended to define the responsibilities of the cooperating teacher. The responsibilities of the cooperating teacher (those assigned to assist candidates during clinical teaching) would be similar to those of a mentor (those assigned to assist candidates during internship) and a site supervisor (those assigned to assist candidates during practicum). The responsibilities would include guiding, assisting, and supporting a candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The definitions of *cooperating teacher*, *mentor*, and *site supervisor* would also be amended to require EPPs and school or district administrators to collaboratively select the individuals and require the individuals to be accomplished educators as shown by student learning. Evidence of student learning would include evaluations that include evidence of student learning, campus or district reports that include evidence of student learning, and/or letters of recommendation that include evidence of student learning. The amendment would require individuals to have at least three years of experience and require an individual serving as a cooperating teacher and mentor to be currently certified in the certification category for the clinical teaching or internship assignment. The amendment would require a site supervisor to be currently certified in the certification class for the practicum assignment. The amendment would also require EPPs to provide training for these individuals prior to their being assigned to clinical teaching, internship, or practicum candidates. Because the cooperating teacher, mentor, and site supervisor fulfill essential roles in preparing educators, creating and clarifying criteria for the selection of individuals for these roles would improve the preparation of educators and provide consistency among preparation programs.

The definition of *late hire* would be amended to reflect more accurately when an individual would be considered a late hire and to decrease the number of candidates who are serving as a classroom teacher during an internship who have not completed the pre-internship requirements of coursework and field-based experiences. Candidates are currently considered a late hire if they are admitted to an EPP and hired by a school or district after June 15. Late hire candidates are not required to complete the 80 hours of coursework and 30 hours of field-based experiences prior to being hired as a classroom teacher. The definition would be amended to set the late hire date to July 10. This date would be near the 45th day before the first instructional day, which is the date by which educators under a contract with another school or district may resign from their contract without any penalties. Options for field-based experiences in classrooms are limited after this date and the ability of a candidate to complete required pre-internship coursework that is sustained, rigorous, interactive, student-focused, and performance-based between July 10 and the start of school is unlikely. Candidates who do not qualify as a late hire would not be able to be hired as a classroom teacher under an intern or probationary certificate but may be hired by the school or district under an emergency permit, school district teaching permit, or as a substitute teacher. Because coursework and field-based experiences are essential components in preparing educators, changing the late hire date to limit the number of candidates hired as classroom teachers who have not completed the pre-

internship requirements of coursework and field-based experiences would improve the recruiting, admission, and preparation practices of EPPs and the hiring practices of schools and districts.

The definition of *professional certification* would be removed because all of the certification classes, including the classroom teacher class, are considered a part of the education profession. The definition of *teacher of record* would also be removed because of the proposed use of the term *classroom teacher* throughout 19 TAC Chapter 228. Because *classroom teacher* is a broader term than *teacher of record*, all candidates seeking a classroom teacher certificate would be prepared to be a *teacher of record* even though a particular assignment as a classroom teacher may not require an individual to be responsible for evaluating student achievement and assigning grades.

#### §228.10, Approval Process

The new entity approval process would be amended to include all the requirements of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, and 19 TAC Chapter 230, Professional Educator Preparation and Certification, as well as specific sections of 19 TAC Chapter 228. These amendments would update the new entity approval process with the current expectations for EPPs. The updated program approval components would also be used to inform continuing entity approval reviews for existing EPPs.

The new entity approval process would also be amended to include a post-approval visit. The post-approval process is a current practice that allows TEA staff to confirm that a new EPP is implementing the approved program components.

The continuing entity approval process would be amended to include a figure that describes the evidence an EPP is expected to maintain for a period of five years regarding its compliance with EPP standards and requirements. The amendment would also include a requirement that EPPs ensure the security of information that is being maintained. Creating a figure that describes the evidence an EPP is expected to maintain regarding its compliance with EPP standards and requirements would provide clarity and consistency of what is expected for new program approvals and continuing entity approval reviews. Creating a requirement to ensure the security of information that is being maintained by the EPP would improve the safekeeping of confidential information and information that may be required to be provided as part of a continuing entity approval review.

Since published as proposed, several changes to the figure in 19 TAC §228.10(b)(1) are recommended. Under Component II: Admission, the evidence listed for 19 TAC §227.10(e) would be changed from "approved vendor" to "approved entity" so that an approved EPP may evaluate foreign transcripts for out-of-country candidates. This would reflect the changes to 19 TAC §227.10(e) that the SBEC adopted at its August 2016 meeting. Under Component III: Curriculum, the evidence listed for 19 TAC §228.40(a) would be changed to combine the second and third examples into one example to minimize redundant examples of evidence. Under Component IV: Coursework, Training, Program Delivery, and Ongoing Support, the evidence listed for 19 TAC §228.35(g) would be changed to move "field supervisor logs" after the first example of evidence, allowing either of the first two examples to be acceptable evidence. This would provide more flexibility for programs to demonstrate compliance with this

rule. Also under Component IV: Coursework, Training, Program Delivery, and Ongoing Support, the evidence listed for 19 TAC §228.35(g) and (h), relating to initial contact by a field supervisor, would be amended so that both sets of evidence are the same. This would provide consistency for field supervisors who provide support for classroom teacher candidates and field supervisors who provide support for candidates seeking certification in a certification class other than classroom teacher. In addition, under Component IV: Coursework, Training, Program Delivery, and Ongoing Support, the evidence listed for proposed 19 TAC §228.35(a)(4) would be retained and amended to allow coursework and training for late hire candidates to be provided by their school district or campus. Under Component VIII: Certification Procedures, the evidence listed for 19 TAC §§241.20, 239.20, 239.60, 239.84, and 239.93 would be changed from "official service record" to "service record" so that copies of official service records or documents produced by school districts that are similar to official service records can be used as evidence. This would provide more flexibility for programs to demonstrate compliance with this rule.

The continuing entity approval process would be amended to include the EPP risk model and risk factors in proposed 19 TAC §228.10(b)(3) in accordance with TEC, §21.0454, as added by House Bill (HB) 2205, 84th Texas Legislature, Regular Session, 2015. These risk factors would determine the need for discretionary continuous approval reviews and the type of five-year continuous approval reviews.

#### §228.15. Program Consolidation or Closure

Proposed new 19 TAC §228.15 would be added to describe the procedures an EPP would need to follow for closure or consolidation. The proposed new rule is based on the procedures that TEA staff is currently using for EPPs that are closing or consolidating. The proposed new rule would require an EPP that is closing or consolidating to submit a letter on official letterhead to TEA staff signed by the legal authority of the EPP that contains a formal statement of consolidation or closing with an effective date of August 31 for consolidation or closure. The proposed new rule would require an EPP to contact candidates currently in the EPP with notification of consolidation or closure and the steps candidates must take in relation to their program status. The proposed new rule would require an EPP to maintain evidence of attempts to notify each candidate and require an EPP to provide and update a representative's name, electronic mail address, and telephone number that would be valid for five years after the EPP's closure to provide access to candidate records and responses to former candidate's questions and/or issues. If an EPP is consolidating, the candidate records would transfer to the new EPP. The proposed new rule would require an EPP to complete required SBEC and TEA actions such as required submissions of information, surveys, and other accountability data, removal of security accesses, and reconciliation of certification recommendations. The proposed new rule would prevent the chief operating officer, legal authority, or a member of the governing body of an EPP who fails to comply with the consolidation or closure procedures from being eligible to be recommended to the SBEC for approval as an EPP and would prevent the chief operating officer, legal authority, or a member of the governing body of an EPP that closes voluntarily due to pending TEA or SBEC action or involuntarily due to SBEC action from being eligible to be recommended to the SBEC for approval as an EPP. The proposed new rule would also allow TEA staff to recommend that the SBEC impose sanctions affecting the new EPP's accreditation status if an EPP is consolidating and fails to comply with the consolidation procedures. Adding this section to 19 TAC Chapter 228 would provide clear and consistent rules for programs to follow when closing or consolidating and provide support for candidates in programs that are

closing or consolidating.

§228.17, Change of Ownership

Proposed new 19 TAC §228.17 would be added to define a change in ownership of an EPP as any agreement to transfer the control of an EPP. The control of an EPP is considered to have changed:

- in the case of ownership by an individual, when more than half of the EPP has been sold or transferred;
- in the case of ownership by a partnership or a corporation, when more than half of the owning partnership or corporation has been sold or transferred; or
- in the case of ownership by a board of directors, officers, shareholders, or similar governing body, when more than 50% of the ownership has changed.

In order for an EPP with new ownership to continue preparing educators, the new owners of the EPP must notify TEA staff of the ownership change in writing within 10 days of the change in ownership. Adding this section to 19 TAC Chapter 228 would provide clear and consistent rules for programs to follow when transferring ownership.

§228.20, Governance of Educator Preparation Programs

The proposed amendment relating to governance of EPPs would decrease the minimum number of times an advisory committee must meet each academic year from two to one and clarify that the EPP must inform each member of the advisory committee of the roles and responsibilities of the committee. The amendment would allow EPPs more flexibility in how the advisory committee assists in the design, delivery, evaluation, and major policy decisions of the EPP.

The proposed amendment would also clarify how an EPP may amend its program. To make changes to its program, an EPP would submit notification of a proposed amendment on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment. If the EPP is rated "accredited" or "accredited-not rated," this notice must be sent to TEA staff 60 days prior to the EPP implementing the changes. If the EPP is not rated "accredited" or "accredited-not rated," this notice must be sent to TEA staff 120 days prior to the EPP implementing the changes, and the changes must be approved by TEA staff. The amendment would create a clear and efficient process for EPPs to amend program components.

This section would also be amended to require each EPP to develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. This amendment would provide applicants to an EPP with more information as to the expectations for adequate educator preparation. If an applicant is admitted after the deadline, the applicant would have a better understanding of whether the applicant can reasonably complete the requirements necessary to be placed in a clinical teaching assignment or hired as a classroom teacher during an internship.

§228.30, Educator Preparation Curriculum

Because the educator preparation curriculum serves as the basis of the coursework and training that fulfills an essential role in preparing educators, 19 TAC §228.30 would be amended to improve the preparation of educators and provide consistency among preparation programs. This section would be amended to clarify which of the existing curriculum requirements are for all classes of certificates and which requirements are appropriate for a specific class of certificate. The curriculum requirements for the classroom teacher class of certificate would also be amended to include the English Language Proficiency Standards and, for certificate fields that include early childhood, the Prekindergarten Guidelines.

Curriculum requirements for all classes of certificates would be added to include the information required by the TEC, §21.044, as amended by HB 2012, 83rd Texas Legislature, Regular Session, 2013; and the TEC, §21.0453, as added by HB 2318, 83rd Texas Legislature, Regular Session, 2013. These requirements would include the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students; the importance of building strong classroom management skills; and the framework for teacher and principal evaluation. Curriculum requirements would be added to include mental health, substance abuse, and youth suicide training as required by the TEC, §21.044, as amended by Senate Bill (SB) 674, 84th Texas Legislature, Regular Session, 2015. A curriculum requirement for the principal class of certificate would also be added to include the skills and competencies captured in the Texas administrator standards as indicated in 19 TAC §149.2001, Principal Standards. This would align the principal class requirements with the classroom teacher class requirements that include the skills and competencies captured in the Texas administrator standards as indicated in 19 TAC §149.1001, Teacher Standards.

The TEC, §21.044, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, requires all programs that provide training in certification areas that require a bachelor's degree to include training on the instruction of dyslexia. Changes to 19 TAC Chapter 228 are not necessary because the current rules as written comply with the change in law.

§228.35, Preparation Program Coursework and/or Training

Section 228.35 would be amended to clarify which of the existing coursework and training requirements are for all classes of certificates and which requirements are appropriate for a specific class of certificate. The coursework and training provisions for all classes would be amended to clarify that coursework and training must adequately prepare candidates for educator certification and that coursework and training must be sustained, rigorous, intensive, interactive, candidate-focused, and performance based.

Since published as proposed, the provision that allows up to 50 hours of an EPP's coursework and/or training to be provided by a school district or campus would be retained as new 19 TAC §228.35(a)(4) and amended to apply to candidates who are considered late hires. The coursework and/or training provided by a school district or campus would need to meet the criteria for staff development that is described in the TEC, §21.451. The coursework and/or training provided by a school district or campus would also need to be directly related to the certificate being sought. Because a late hire candidate must complete pre-internship coursework and training within 90 school days from the beginning of an internship assignment, allowing a portion of these hours to be provided by the school district or campus in which a

candidate is employed would provide a more reasonable expectation for a candidate who is hired by a school or district and enrolled in an EPP after July 10. For candidates who are not considered late hires, EPPs may require additional hours beyond the minimum requirement of 300 hours and allow school district or campus staff development to count toward these additional hours.

In accordance with the Texas Occupations Code, §55.007, a provision would be added that would allow an EPP to substitute prior or ongoing service, training, or education for educator certification requirements so that military service members and military veterans may credit verified military service, training, or education toward training, education, work experience, or related requirements for educator certification. The provision for candidates who are not military service members or military veterans would also be amended to substitute prior or ongoing service, training, or education if the service, training, or education was provided by an approved EPP or an accredited IHE within the past five years and is directly related to the certification being sought. This amendment would provide flexibility to EPPs and candidates while providing consistency among EPPs.

Because many EPPs are already either offering or planning to offer coursework and training online, a requirement would be added for EPPs that offer coursework and/or training online to meet standards for online coursework and training. EPPs at public and private universities must already meet Texas Higher Education Coordinating Board (THECB) standards for online coursework and training. Requiring EPPs to meet online accreditation or certification standards would improve the preparation of educators participating in online coursework and training and provide consistency among preparation programs offering online coursework and training.

The coursework and training provisions for the classroom teacher class of certificate would be amended to clarify that an EPP must provide a minimum of 300 hours of coursework and training. The number of coursework hours required before clinical teaching or an internship would also be increased from 80 to 150 hours and the content of these hours include 10 proficiencies that are based on the performance standards described in 19 TAC §149.1001, Teacher Standards. The coursework and training would require candidates to demonstrate proficiency in areas specified in proposed 19 TAC §228.35(b)(2).

The proposal to increase the hours and provide more specificity of the coursework and training would improve the quality of educator preparation for candidates who would be hired as a classroom teacher under an internship and candidates who would be working directly with students in the capacity of a clinical teacher. The coursework and training requirement would be equivalent to 10 semester credit hours at an accredited IHE. The content of the coursework and training requirement would be similar to the performance standards to be used to inform the training, appraisal, and professional development of all teachers. The proposals are based on the direction provided by SBEC members and input from a variety of stakeholders.

The EPP delivery provisions would be amended to clarify that an EPP must direct a candidate's participation in a field-based experience. The field-based experience provisions would also be amended so that the standards are similar for onsite experiences and those experiences provided by use of electronic transmission or other video or technology-based method. Because field-based experiences fulfill an essential role in preparing educators, clarifying these provisions would improve the preparation of educators and provide consistency among preparation programs.

The clinical teaching provisions would be amended to increase the 12-week clinical teaching experience to 14 weeks of at least 65 full days and increasing the 24-week clinical teaching experience to 28 weeks of at least 130 half days. By increasing the minimum standards for the length of clinical teaching, the amendment would improve the preparation of educators by providing clinical teachers with more opportunities to develop their knowledge and skills. The clinical teaching provisions would also be amended to require candidates to experience a full range of professional responsibilities that include the first several weeks of the school year through field-based experiences and/or clinical teaching. This amendment would allow candidates to observe how critical routines and procedures are established during the first part of the year.

The proposal also provides language that would allow the SBEC to approve an EPP request for an exception to the clinical teaching options described in rule. An exception request must include an alternative option that would adequately prepare candidates for educator certification and ensure the educator is effective in the classroom. An exception request must include the rationale and support for the alternative option, a full description and methodology of the alternative option, a description of the controls to maintain the delivery of equivalent and quality support for clinical teaching, and a description of the ongoing monitoring and evaluation process to ensure EPP objectives are met. By allowing an exception to the existing clinical teaching options, an innovative program can be allowed to pursue flexible and creative designs to accommodate the unique characteristics and needs of different regions of the state as well as the diverse population of potential educators.

The internship provisions would be amended to clarify that a candidate must hold an intern or probationary certificate while participating in an internship and must meet the requirements and conditions, including the subject matter knowledge requirement, to be eligible for an intern or probationary certificate. The clarification would address the proposed changes in 19 TAC Chapter 230 regarding the creation of an intern certificate. The internship provisions would be amended to clarify that the beginning and ending date of an internship is the first and last day of instruction with students. This clarification would address confusion with EPPs, schools, and districts regarding the beginning of the contract with the school or district, the beginning of the intern or probationary certificate period, and the beginning of the internship.

The internship provisions would be amended to allow for an additional internship assignment of less than a full day under conditions specified in proposed 19 TAC §228.35(e)(2)(C)(iii). This amendment would provide more flexibility for EPPs to meet the needs of schools and districts.

The internship provisions would also be amended to clarify that an EPP may recommend an additional internship year if the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional internship. An EPP may also recommend an additional internship year if the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional internship. The amendment would also define an internship as successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate. The amendment would provide clear and consistent rules for programs to follow regarding recommending additional internships for candidates.

The internship provisions would also be amended to clarify that an EPP must provide ongoing support to a candidate for the full term of the initial or additional internship, unless, prior to the expiration of that term:

- a standard certificate is issued to the candidate during an additional internship;
- the candidate resigns, is non-renewed, or is terminated from the school assignment; or
- the candidate withdraws, is discharged, or is released from the EPP.

The amendment would also clarify how a candidate, an EPP, an employing school or district, and the TEA must be notified if a candidate resigns, is non-renewed, or is terminated from the school assignment or withdraws, is discharged, or is released from the EPP. The amendment would provide clear and consistent rules for providing ongoing support for candidates and improve communication between candidates, EPPs, schools and districts, and TEA staff in the event of a resignation, termination, withdrawal, release, or discharge.

The Head Start Program provisions would be amended to clarify that an internship or clinical teaching experience for certificates that include early childhood may be completed at a Head Start Program that meets the requirements. This amendment would address any future changes to the Early Childhood-Grade 6 certificate.

The internship, clinical teaching, and practicum provisions would be amended to prohibit an assignment in a setting where the candidate has an administrative role over or is related to the mentor, cooperating teacher, or site supervisor. This amendment would address inappropriate supervisory relationships. The amendment would also clarify that a practicum assignment must take place in an actual school setting rather than a distance education learning lab or virtual school setting. This amendment would align the practicum requirement with the existing requirements for clinical teaching and internships.

The practicum provisions would be amended to clarify that an intern or probationary certificate may be issued to a candidate in a certification class other than classroom teacher if the candidate meets the requirements of the EPP and the candidate meets the requirements and conditions, including the subject matter knowledge requirement, for the intern or probationary certificate. The clarification would address the proposed changes in 19 TAC Chapter 230 regarding the probationary certificate.

The practicum provisions would also be amended to clarify that an EPP may recommend an additional practicum if the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum. An EPP may also recommend an additional practicum if the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum. The amendment would define a practicum as successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate. The amendment would provide clear and consistent rules for programs to follow regarding recommending additional practicums for candidates.

The mentor, cooperating teacher, and site supervisor provision would be amended to require that a site supervisor who is trained by the EPP be assigned to a practicum candidate. The amendment would also allow a regional education service center (ESC) to provide the required mentor, cooperating teacher, and/or site supervisor training. The amendment would align the requirements for the site supervisor with those that are in rule for the mentor and cooperating teacher. The amendment would also provide EPPs with more flexibility to ensure that mentors, cooperating teachers, and site supervisors have had the required training. This provision would also be amended to allow the EPP and campus or district administrator to assign an individual who most closely meets the cooperating teacher, mentor, or site supervisor criteria if an individual who meets the criteria is not available. The EPP and campus or district administrator must document the reason for selecting an individual that does not meet the criteria. The amendment would provide flexibility in selecting cooperating teachers, mentors, or site supervisors.

The provisions for ongoing support for teacher candidates would be amended to emphasize collaboration among the field supervisor, candidate, cooperating teacher, mentor, and supervising campus administrator. This amendment would underscore the joint responsibility of EPPs, schools, and districts to develop, deliver, and evaluate educator preparation. The amendment would require supervision provided on or after September 1, 2017, to be provided by a field supervisor who has completed TEA-approved observation training. This amendment would provide consistency among programs and align the supervision of candidates with the criteria used by schools and districts to develop and support teachers. The amendment would require an individualized pre-conference and an individualized and synchronous post-observation conference for each formal observation. This amendment is supported by systems of support such as the Texas Teacher Evaluation and Support System (T-TESS). The amendment would allow a formal observation by a field supervisor that was conducted in collaboration with school or district personnel to meet the requirements for ongoing support. The amendment would require the field supervisor to provide a copy of the written observation feedback to the cooperating teacher or mentor, but only require the field supervisor to provide a copy of the written observation feedback to the candidate's supervising campus administrator for an internship. This amendment would identify the most appropriate members of the collaboration team who would need to receive a copy of the written observation feedback. Because a candidate participating in an internship is a classroom teacher, it is appropriate for the candidate's campus supervisor to receive a copy of the written observation feedback.

The ongoing support for teacher candidate provisions would also be amended to increase the number of observations for a 28-week half-day clinical teaching experience from three to four. The amendment would increase the number of observations from three to five for an internship under an intern certificate or an additional internship under a probationary certificate due to an unsuccessful internship. The amendment would require three observations for an internship under a probationary certificate unless the probationary certificate was an extension due to an unsuccessful internship. For an internship under an intern certificate or an additional internship under a probationary certificate due to an unsuccessful internship that involves more than one certification category that cannot be taught concurrently during the same period of the school day, the amendment would require three observations to be provided for each assignment. For a first-year internship under a probationary certificate or an internship under a probationary certificate where the candidate has already had a successful internship experience, the amendment would require two observations for each assignment. For each type of assignment, the amendment would clarify when initial contacts and formal observations need to occur to

provide consistency among EPPs. The amendment would increase the level of support at EPPs that currently provide a minimum of three observations and comports with the SBEC's request for policy options that focus on raising EPP standards, improving teacher preparation programs, and new and improved ways to train better teachers.

Language would also be amended to address the ongoing support for school counselor, school librarian, principal, superintendent, educational diagnostician, reading specialist, and master teacher candidate provisions to emphasize collaboration between the field supervisor, candidate, and site supervisor. This amendment would underscore the joint responsibility of EPPs, schools, and districts to develop, deliver, and evaluate educator preparation. The amendment would require supervision provided on or after September 1, 2017, to be provided by a field supervisor who has completed TEA-approved observation training. This amendment would provide consistency among programs and align the supervision of candidates with the criteria used by schools and districts to develop and support teachers. The amendment would require an individualized pre-conference and an individualized and synchronous post-observation conference for each formal observation. This amendment is supported by systems of support such as the T-TESS. The amendment would also require the field supervisor to provide a copy of the written observation feedback to the site supervisor. The amendment would also require at least one of the observations to be conducted by the field supervisor on the candidate's site in a face-to-face setting. If a formal observation is not conducted on the candidate's site in a face-to-face setting, the observation may be provided by use of electronic transmission or other video or technology-based method. As EPPs continue to investigate and research the use of video-based observations, the amendment would clarify that at least one of the formal observations be on the candidate's site so that the field supervisor can have a better understanding of the environment in which the candidate is serving his or her practicum. The amendment would also clarify when initial contacts and formal observations need to occur to provide consistency among EPPs.

The exemption provisions would be amended to allow a candidate who was employed by a school or district as a Junior Reserve Officer Training Corps (JROTC) instructor before the person was enrolled in an EPP or is employed as a JROTC instructor while the person is enrolled in an EPP to be exempt from any student teaching, internship, or field-based experience program requirement, as required by the TEC, §21.0487(c)(2)(B), as added by SB 1309, 84th Texas Legislature, Regular Session, 2015.

#### §228.40, Assessment and Evaluation of Candidates for Certification and Program Improvement

Section 228.40 would be amended to clarify that unless a candidate demonstrates content knowledge on a content certification examination prior to being admitted to an EPP, an EPP is responsible for providing coursework and training that adequately prepares a candidate to pass the content certification examination(s) required for certification. If an EPP admits a candidate under the 12 or 15 semester credit criteria, the EPP must provide the coursework and training necessary for the candidate to pass the content certification examination(s) required for certification. If an EPP admits a candidate under the content certification examination criteria and the content certification examination used for admission is the same content certification examination used for certification, the EPP is not responsible for providing the coursework and training necessary for the candidate to pass the content certification examination(s) required for certification. The amendment would add language to allow an EPP to prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which

the candidate was initially admitted to the EPP if the candidate requests the new category in writing. This amendment would provide more flexibility for schools and districts to hire interns who have met the subject matter requirement for an intern or probationary certificate. The amendment would clarify that an EPP shall determine the readiness of each candidate to take the appropriate certification examination(s). The current rule only requires an EPP to determine readiness for the Pedagogy and Professional Responsibilities examination. Because candidates are now limited to how many times they can attempt a certification examination, this provision would provide a higher level of support to candidates. The amendment would clarify that an EPP shall not grant test approval for a certification examination until a candidate has been contingently or formally admitted into a program. This amendment would align with the admission language in 19 TAC Chapter 227. The amendment would also clarify that an EPP must continuously evaluate the design and delivery of the approved program components based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments. Because the current rule only requires EPPs to evaluate their curriculum, this amendment would improve all aspects of preparation.

#### §228.50, Professional Conduct

Section 228.50 would be amended to include requiring an EPP to ensure that candidates and individuals preparing candidates understand the Educators' Code of Ethics. This amendment would foster a better understanding of the Educators' Code of Ethics by candidates and individuals preparing candidates.

#### §228.60, Implementation Date

Section 228.60 would be amended to remove language related to the temporary teaching certificate. The removal of the temporary teaching certificate from 19 TAC Chapter 230 is being proposed for adoption in a separate item in this agenda.

#### §228.70, Complaints and Investigations Procedures

Section 228.70 would be amended to clarify that a mentor, cooperating teacher, site supervisor, or administrator must be employed or have been employed at a site that serves as a site for clinical teaching, internship, or practicum experiences to be eligible to file a complaint against an EPP. This amendment would further define the jurisdiction of SBEC to investigate complaints that are directly related to an EPP. The TEC, §21.0455, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015, requires the SBEC to propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an EPP to the TEA. HB 2205 also requires an EPP to notify candidates for teacher certification of this complaint process. Changes to 19 TAC Chapter 228 are not necessary because the current rules as written comply with the change in law.

**FISCAL IMPACT:** TEA staff has determined that there are fiscal implications as a result of the proposed rule actions to 19 TAC Chapter 228. The following fiscal implications are based on costs for state government (ESCs and public universities), local government (public community colleges, counties, open-enrollment charter schools, and school districts), persons (individuals), and small businesses and microbusinesses that operate EPPs for fiscal years (FYs) 2017-2021.

The proposed rule actions to 19 TAC Chapter 228 would require EPPs to meet standards for online coursework and increase the level of support provided to EPP candidates. The proposed rule actions would also require EPPs to hire field supervisors who have participated in TEA-approved training.

The TEA estimates the total costs for state government-operated EPPs at \$620,600 in FY 2018, \$622,800 in FY 2019, \$631,000 in FY 2020, and \$635,200 in FY 2021. The TEA estimates the total costs for local government-operated EPPs at \$237,100 in FY 2018, \$239,300 in FY 2019, \$251,700 in FY 2020, and \$253,900 in FY 2021. The TEA estimates the total costs for individuals at \$344,800 in FY 2017 and \$34,500 in each year for FYs 2018-2021. The TEA estimates the local employment impact at \$2,741,000 in each year for FYs 2018-2021. The TEA estimates the total costs for small businesses and microbusinesses that operate EPPs at \$1,616,400 in FY 2018, \$1,620,800 in FY 2019, \$1,639,300 in FY 2020, and \$1,646,700 in FY 2021. For FY 2017, there would be no costs for EPPs or local employment impact because there would be no need to hire additional field supervisors.

The estimated costs for ESC EPPs to meet standards for online coursework is up to \$7,300 per EPP over three years, and it is estimated that two ESC EPPs would begin the process of meeting these standards in FYs 2018-2020 and four additional ESC EPPs would begin the process of meeting these standards in FY 2021. If fewer ESC EPPs seek to offer online coursework, the estimated cost will be less. If more ESC EPPs begin the process of meeting standards sooner, the estimated cost would be more. Public university EPPs must already meet standards for online coursework. The estimated cost of increasing the level of support for state government EPPs (ECS and public university) is \$150 per additional observation by a field supervisor. The estimated cost for state government EPPs to provide a minimum of five observations for teacher candidates participating in internships under intern certificates is \$447,200 in each year for FYs 2018-2021. If more teacher candidates participate in internships under probationary certificates that only require three observations, the estimated cost for state government EPPs will be less. The estimated cost for state government EPPs to provide at least one observation for non-teacher candidates enrolled in state government EPPs that do not require any on-site and face-to-face observations is \$169,200 in each year for FYs 2018-2021. For FY 2017, there would be no costs for hiring additional field supervisors and seeking online certification.

The TEA estimates that if ESCs provide the TEA-approved training at the cost of \$125 per field supervisor, the estimated increase in revenue is \$344,800 in FY 2017 and \$34,500 in each year for FYs 2018-2021. If other organizations are approved by the TEA to offer the field supervisor training, this estimated revenue increase for state government will be lower.

The TEA estimates costs for local government EPPs to meet standards for online coursework is up to \$7,300 per EPP over three years and it is estimated that two local government EPPs would begin the process of meeting these standards in FYs 2018-2019 and four additional local government EPPs would begin the process of meeting these standards in FYs 2020-2021. If fewer local government EPPs seek to offer online coursework, the estimated cost will be less. If more local government EPPs begin the process of meeting standards sooner, the estimated cost would be more. The estimated cost of increasing the level of support for local government EPPs (school district, charter school, community college, and county) is \$150 per additional observation by a field supervisor. The estimated cost for local government EPPs to provide a minimum of five observations for teacher candidates participating in internships under intern

certificates is \$232,900 in each year for FYs 2018-2021. If more teacher candidates participate in internships under probationary certificates that only require three observations, the estimated cost for local government EPPs will be less. For FY 2017, there would be no costs for hiring additional field supervisors and seeking online certification.

The TEA estimates costs for individuals for trained field supervisors, if the TEA-approved training is provided at the cost of \$125 per field supervisor by ESCs, at \$344,800 in FY 2017 and \$34,500 in each year for FYs 2018-2021. If other organizations are approved by the TEA to offer the field supervisor training, this estimated cost to persons will be higher or lower depending on the cost of the training.

The estimated increase in local employment throughout the state is \$150 per additional observation by a field supervisor. The estimated employee increase to provide a minimum of five observations by a field supervisor for teacher candidates and at least one observation by a field supervisor for non-teacher candidates is \$2,741,000 in each year for FYs 2018-2021. The estimated employee increase to provide at least one observation for non-teacher candidates enrolled in EPPs that do not require any on-site and face-to-face observations is \$169,200 in each year for FYs 2018-2021. These estimates include field supervisors who are hired by state government, local government, small business, microbusiness, private university, and non-profit EPPs. If more teacher candidates participate in internships under probationary certificates that only require three observations, the estimated employee increase will be less. By ESC geographic area, the local employment impact for each year of FYs 2018-2021 would be as follows: \$333,000 for Region 1; \$106,000 for Region 2; \$77,000 for Region 3; \$285,000 for Region 4; \$89,000 for Region 5; \$90,000 for Region 6; \$112,000 for Region 7; \$73,000 for Region 8; \$73,000 for Region 9; \$284,000 for Region 10; \$258,000 for Region 11; \$122,000 for Region 12; \$75,000 for Region 13; \$79,000 for Region 14; \$87,000 for Region 15; \$122,000 for Region 16; \$75,000 for Region 17; \$117,000 for Region 18; \$87,000 for Region 19; and \$210,000 for Region 20. For FY 2017, there would be no local employment impact because there would be no need to hire additional field supervisors.

There would be an anticipated economic impact for small businesses and microbusinesses that serve as approved EPPs. It is estimated that the proposed rule actions to 19 TAC Chapter 228 would affect between 1-100 small businesses and 1-100 microbusinesses (businesses with 20 or fewer employees). The projected economic impact would consist of compliance costs for EPPs to meet standards for online coursework and increase the level of support provided to EPP candidates. The estimated cost for small business and microbusiness EPPs to meet standards for online coursework is up to \$7,300 per EPP over three years and it is estimated that four small business and microbusiness EPPs would begin the process of meeting these standards in FYs 2018-2019, five small business and microbusiness EPPs would begin the process of meeting these standards in FY 2020, and eight small business and microbusiness EPPs would begin the process of meeting these standards in FY 2021. If fewer small business and microbusiness EPPs seek to offer online coursework, the estimated cost will be less. If more small business and microbusiness EPPs begin the process of meeting standards sooner, the estimated cost would be more. The estimated cost of increasing the level of support for small business and microbusiness EPPs is \$150 per additional observation by a field supervisor. The estimated costs for small business and microbusiness EPPs to provide a minimum of five observations by a field supervisor for teacher candidates and at least one observation by a field supervisor for non-teacher candidates is \$1,608,000 in each year for FYs 2018-2021. If more teacher candidates participate in internships under probationary certificates

that only require three observations, the estimated cost for small business and microbusiness EPPs will be less. For FY 2017, there would be no costs because there is no need to hire additional field supervisors.

In accordance with Texas Government Code, §2006.002, TEA conducted a regulatory flexibility analysis and assessed alternatives to the proposed rule actions to 19 TAC Chapter 228. Three alternatives that would minimize the adverse impacts on small businesses and microbusinesses include:

1. Not adopting the rules;
2. Adopting rules that allow small business and microbusiness EPPs to provide less support for candidates than other EPPs; and
3. Adopting rules that allow small business and microbusiness EPPs to not meet the same standards for online coursework and hiring qualified field supervisors as other EPPs.

TEA assessed alternatives, as described earlier, to the proposed rule actions to 19 TAC Chapter 228 that would diminish the impact on small businesses and microbusinesses; however, it is not possible to provide regulatory flexibility on this matter for the reasons that follow.

If the rule actions were not adopted into rule, candidates may have less support, online coursework may not meet standards, and candidates would be observed by field supervisors who may not have participated in training that meets state standards. If rules were adopted that allowed small business and microbusiness EPPs to provide less support for candidates, candidates enrolled in small business and microbusiness EPPs may be provided with less support than candidates enrolled in other EPPs. If rules were adopted that allowed small business and microbusiness EPPs to not meet the same standards for online coursework and hiring of qualified field supervisors, candidates enrolled in small business and microbusiness EPPs may not receive the same quality of online coursework and may not receive the same quality of supervision as candidates enrolled in other EPPs.

The anticipated effect on local economy and the local employment impact statement required under Texas Government Code, §2001.022, is described earlier in this section.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the proposed revisions 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 rule actions would have additional procedural and reporting implications as follows.

#### Approval Process

The proposed amendment to 19 TAC §228.10(a) and (b)(1) would modify the components required to be submitted for program approval and renewal.

### Program Consolidation or Closure

Proposed new 19 TAC §228.15(a)(1) would require new procedures for EPP closure or consolidation.

### Change of Ownership

Proposed new 19 TAC §228.17(b) would require new procedures for notifying the TEA of change in ownership.

### Governance of Educator Preparation Programs

The proposed amendment to 19 TAC §228.20(e) and (f) would modify the way EPP program amendments are approved.

### Educator Preparation Curriculum

Proposed 19 TAC §228.30(c)(3) would require new curriculum requirements for substance abuse, suicide prevention, the framework for teacher and principal evaluation, and the principal standards.

### Preparation Program Coursework and/or Training

Proposed 19 TAC §228.35(a)(5) would require the development and implementation of specific criteria and procedures for crediting military service, training, or education toward training, education, work experience, or related educator certification requirements. If coursework and training is offered online, proposed 19 TAC §228.35(a)(6) would require an EPP to meet or be making progress in meeting criteria set for accreditations, quality assurance, and/or compliance with an approved accrediting organization, certification organization, or the THECB.

For coursework and training required before clinical teaching or an internship, proposed 19 TAC §228.35(b)(2) would increase the number of hours from 80 to 150 and prescribe coursework and training content. Proposed 19 TAC §228.35(e)(2)(A) and (B) would increase full-day clinical teaching assignments from 12 to 14 weeks and increase half-day clinical teaching assignments from 24 to 28 weeks. Proposed 19 TAC §228.35(e)(2)(C)(v) and (6)(C) would identify the way additional internships and practicums can be recommended. Proposed 19 TAC §228.35(e)(2)(C)(vi)(II)-(IV) would modify the way EPPs notify the TEA about resignations, terminations, non-renewals, withdrawals, discharges, and releases. Proposed 19 TAC §228.35(e)(2)(D) would create a new clinical teaching exception approval process. Proposed 19 TAC §228.35(e)(2)(E) would require clinical teaching and/or field-based experiences to include experiences during the start of the school year. Proposed 19 TAC §228.35(e)(7)(D) would modify the data collection from the SBEC to the TEA for applications for school sites outside the United States.

Proposed 19 TAC §228.35(f) would require documentation when an individual who does not meet criteria for mentor, cooperating teacher, or site supervisor is not available. Proposed 19 TAC §228.35(g) and (h) would require pre-observation conferences. Proposed 19 TAC §228.35(g)(2)-(8) would increase the number and prescribe the timing of observations.

Proposed 19 TAC §228.35(h)(2) and (3) would require one on-site and face-to-face observation and prescribe the timing of observations for non-teacher candidates.

#### Assessment and Evaluation of Candidates for Certification and Program Improvement

Proposed 19 TAC §228.40(c) would identify the way candidates can change certification categories. Proposed 19 TAC §228.40(e) would require EPPs to evaluate all components, not just the curriculum. Proposed 19 TAC §228.40(f) would require EPPs to maintain admission and completion records for those who withdraw or are discharged from an EPP.

**LOCALLY MAINTAINED PAPERWORK REQUIREMENTS:** The proposed rule actions would have additional locally maintained paperwork requirements. Proposed 19 TAC §228.10(b)(1) would require an EPP to establish procedures and practices sufficient to ensure the security of information that is required to be retained as evidence of compliance with existing standards and requirements for EPPs. An EPP would need to secure information against unauthorized or accidental access, disclosure, modification, destruction, or misuse prior to the expiration of the retention period. Evidence of compliance is described in the figure provided in 19 TAC §228.10(b)(1). Proposed 19 TAC §228.40(f) would require an EPP to maintain admission and completion records for those who withdraw from or are discharged from an EPP.

**PUBLIC COMMENTS:** The public comment period on the proposal began August 26, 2016, and ended September 26, 2016. Any comments received will be provided to the SBEC under separate cover prior to the October 7, 2016 meeting. The SBEC will take registered oral and written comments on this item at the October 7, 2016 meeting in accordance with the SBEC board operating policies and procedures.

**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 revisions 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*.

**Staff Member Responsible:** Tim Miller, Director  
Educator Preparation

**Attachments:** I. Statutory Citations  
II. Proposed Revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs (including Figure: 19 TAC §228.10(b)(1))

**ATTACHMENT I****Statutory Citations Relating to Proposed Revisions 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 (excerpt):**

- (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 (excerpts):**

- (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 training required to obtain that certificate, instruction in detection and education of 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 regarding mental health, substance abuse, and youth suicide. The instruction required must:
  - (1) be provided through a program selected from the list of recommended best practice-based programs established under Section 161.325, Health and Safety Code; and
  - (2) include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports.
- (g) 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.

**Texas Education Code, §21.0443, Educator Preparation Program Approval and Renewal:**

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
  - (1) educator preparation programs; and
  - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

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

- (a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
  - (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;
  - (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
  - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.

**Texas Education Code, §21.0453, Information for Candidates for Teacher Certification:**

- (a) The board shall require an educator preparation program to provide candidates for teacher certification with information concerning the following:
  - (1) skills and responsibilities required of teachers;
  - (2) expectations for student performance based on state standards;
  - (3) the current supply of and demand for teachers in this state;
  - (4) the importance of developing classroom management skills; and

- (5) the state's framework for appraisal of teachers and principals.
- (b) The board may propose rules as necessary for administration of this section, including rules to ensure that accurate and consistent information is provided by all educator preparation programs.

**Texas Education Code, §21.0454, Risk Factors for Educator Preparation Program; Risk-Assessment Model:**

- (a) The board shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:
  - (1) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
    - (A) the seriousness of any violation of a rule, standard or procedure;
    - (B) whether the violation resulted in an action being taken against the program;
    - (C) whether the violation was promptly remedied by the program;
    - (D) the number of alleged violations; and
    - (E) any other matter considered to be appropriate in evaluating the program's compliance history; and
  - (2) whether the program meets the accountability standards under Section 21.045.
- (b) The set of risk factors developed by the board may include whether an educator preparation program is accredited by other organizations.
- (c) The board shall use the set of risk factors to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

**Texas Education Code, §21.0455, Complaints Regarding Educator Preparation Programs:**

- (a) The board shall propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency.
- (b) The board by rule shall require an educator preparation program to notify candidates for teacher certification of the complaint process adopted under Subsection (a). The notice must include the name, mailing address, telephone number, and Internet website address of the agency for the purpose of directing complaints to the agency. The educator preparation program shall provide for that notification:
  - (1) on the Internet website of the educator preparation program, if the program maintains a website; and
  - (2) on a sign prominently displayed in program facilities.
- (c) The board shall post the complaint process adopted under Subsection (a) on the agency's Internet website.
- (d) The board has no authority to arbitrate or resolve contractual or commercial issues between an educator preparation program and a candidate for teacher certification.

**Texas Education Code, §21.048, Certification Examinations (excerpt):**

- (a) The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board. The commissioner shall determine the satisfactory level of performance required for each certification examination. For the issuance of a generalist certificate, the commissioner shall require a satisfactory level of examination performance in each core subject covered by the examination.

**Texas Education Code, 21.0487, Junior Reserve Officer Training Corps Teacher Certification (excerpt):**

- (c) The board shall propose rules to:
  - (2) establish requirements under which:
    - (B) a person's employment by a school district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an educator preparation program or while the person is enrolled in an educator preparation program is applied to satisfy any student teaching, internship, or field-based experience program requirement.

**Texas Education Code, §21.049, Alternative Certification:**

- (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.
- (b) The board may not require a person employed as a teacher in an alternative education program under Section 37.008 or a juvenile justice alternative education program under Section 37.011 for at least three years to complete an alternative educator certification program adopted under this section before taking the appropriate certification examination.

**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.

**ATTACHMENT II**  
**Text of Proposed Revisions to 19 TAC**

**Chapter 228. Requirements 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) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (3) ~~(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 degree from an accredited institution of higher education .
- (4) Benchmarks--A record similar to a transcript for each candidate enrolled in an educator preparation program documenting the completion of admission, program, certification, and other requirements.
- (5) ~~(3)~~ Candidate--An individual who has been formally or contingently 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.
- (6) Certification category--A certificate type within a certification class; also known as certification field.
- (7) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; also known as certification field.
- (8) Classroom teacher--An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide or a full-time administrator.
- (9) ~~(4)~~ Clinical teaching--A supervised [minimum 12-week, full-day or 24-week, half-day] educator assignment through an educator preparation 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.
- (10) ~~(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 institution of higher education [university] is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.
- (11) Contingency admission--Admission as described in §227.15 of this title (relating to Contingency Admission).
- (12) ~~(6)~~ Cooperating teacher-- For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP prior to being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports

the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. ~~[The campus-based mentor teacher for the clinical teacher.]~~

- (13) ~~(7)~~ Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes ~~[fields]~~ .
- (14) ~~(8)~~ Entity--The legal entity that is approved to deliver an educator preparation program.
- (15) ~~(9)~~ Field-based experiences--Introductory experiences for a classroom teacher certification candidate involving , at the minimum, reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.
- (16) ~~(10)~~ Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(e) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.
- (17) Formal admission--Admission as described in §227.17 of this title (relating to Formal Admission).
- (18) ~~(11)~~ Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (19) Initial certification--The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.
- (20) Intern certificate--A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has pass all required content certification examinations and is completing initial requirements for certification through an approved educator preparation program.
- (21) ~~(12)~~ Internship--A paid supervised classroom teacher ~~[, full-time educator]~~ assignment for one full school year 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. An internship is successful when the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.
- (22) ~~(13)~~ Late hire--An individual who has not been accepted into an educator preparation program before July 10 ~~[June 15]~~ and who is hired for a teaching assignment by a school after July 10 ~~[June 15]~~ or after the school's academic year has begun.

- (23) ~~(14)~~ Mentor--For an internship candidate [a classroom teacher] , an [a certified] educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training by an EPP prior to being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification ; who guides, assists, and supports the candidate [teacher] during the internship [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 candidate's [teacher's] progress to that candidate's field supervisor [teacher's educator preparation program] .
- (24) ~~(15)~~ Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- (25) ~~(16)~~ Post-baccalaureate program--An [approved] educator preparation program , delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree [that is approved by the State Board for Educator Certification to recommend candidates for certification] .
- (26) ~~(17)~~ 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 class [field] for which a [professional] certificate in a class other than classroom teacher is sought [such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher] .
- ~~(27) Probationary certificate--A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.~~
- ~~(28) School day--If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.~~
- ~~(29) School year--If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.~~
- ~~(18) Professional certification--Certification for superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.]~~
- (30) ~~(19)~~ Site supervisor--For a practicum candidate , an [a certified] educator who has at least three years of experience in the aspect(s) of the [professional] certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP prior to being assigned to a practicum candidate; who is an accomplished educator as shown by student learning [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 field supervisor [educator preparation program] .
- ~~(20) 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.]~~
- (31) ~~(21)~~ Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.
- (32) ~~(22)~~ Texas Essential Knowledge and Skills (TEKS)--The kindergarten-Grade 12 [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) New entity approval [~~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), Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs), and Chapter 230 of this title (relating to Professional Educator Preparation and Certification). ~~[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; 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) 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. A post-approval site visit will be conducted after the first year of the EPP's operation.
- (1) The proposal shall include the following program approval components:
- (A) ownership and governance of the EPP;
  - (B) criteria for admission to the EPP;
  - (C) EPP curriculum;
  - (D) EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;
  - (E) certification procedures;
  - (F) assessment and evaluation of candidates for certification and EPP improvement;
  - (G) professional conduct of EPP staff and candidates;
  - (H) EPP complaint procedures; and
  - (I) required submissions of information, surveys, and other accountability data.
- (2) The proposal shall also include identification of the classes and categories of certificates proposed to be offered by the entity.
- (b) Continuing entity approval [~~Entity Approval~~]. An entity approved by the SBEC under this chapter 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.
- (1) At the time of the review, the entity shall submit to the TEA staff [SBEC] a status report regarding its compliance with existing standards and requirements for EPPs. An EPP is responsible for establishing procedures and practices sufficient to ensure the security of information against unauthorized or accidental access, disclosure, modification, destruction, or misuse prior to the expiration of the retention period. Evidence of compliance is described in the figure provided in this paragraph [and the entity's original proposal].
- Figure: 19 TAC §228.10(b)(1) [Figure: 19 TAC §228.10(b)(1)]
- (2) Unless specified otherwise, the entity must retain evidence of compliance described in the figure in paragraph (1) of this subsection for a period of five years.
- (3) TEA staff shall, at the minimum, use the following risk factors to determine the need for discretionary reviews and the type of five-year reviews:
- (A) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
    - (i) the seriousness of any violation of a rule, standard, or procedure;
    - (ii) whether the violation resulted in an action being taken against the program;

- (iii) whether the violation was promptly remedied by the program;
      - (iv) the number of alleged violations; and
      - (v) any other matter considered to be appropriate in evaluating the program's compliance history;
    - (B) whether the program meets the accountability standards under Texas Education Code, §21.045; and
    - (C) whether a program is accredited by other organizations.
  - (c) Approval of clinical teaching [~~Clinical Teaching~~] for an alternative certification program [~~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 on an application in a form developed by the TEA staff that shall include, at a minimum :
    - (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 cooperating [~~mentor~~] teachers;
    - (4) description of support and communication between candidates, cooperating teachers [~~mentors~~], and the alternative certification program;
    - (5) description of program supervision; and
    - (6) description of how candidates are evaluated.
  - (d) Addition of certificate categories and classes [~~Certificate Fields~~].
    - (1) An EPP that is rated "accredited," as provided in §229.4 of this title (relating to Determination of Accreditation Status), may request additional certificate categories [~~fields~~] be approved by TEA staff, by submitting an application in a form developed by the TEA staff that shall include, at a minimum, the curriculum matrix; a description of how the standards for Texas educators are incorporated into the EPP; and documentation showing that the program has the staff knowledge and expertise to support individuals participating in each certification category [~~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.
    - (2) An EPP rated "accredited" [~~as provided in §229.4 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 category [~~content field~~] at different grade levels by submitting an application in a form developed by the TEA staff that shall include, at a minimum, 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 categories [~~fields~~] must be within the classes of certificates for which the EPP has been previously approved by the SBEC.
    - (3) An EPP that is not rated "accredited" may not apply to offer additional certificate categories [~~fields~~] or classes of certificates.
    - (4) [(2)] An EPP that is rated "accredited" may request the addition of [~~certificate fields in~~] a certificate class [~~of certificates~~] that has not been previously approved by the SBEC, but must present a full proposal on an application in a form developed by the TEA staff for consideration and approval by the SBEC.
  - (e) Addition of program locations [~~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) Contingency of approval [~~Approval~~]. Approval of an EPP by the SBEC [~~or by the TEA staff~~], including each specific certificate class and category [~~field~~], is contingent upon approval by other lawfully established governing bodies such as the Texas Higher Education Coordinating Board, boards of regents, or school district boards of trustees. Continuing EPP approval is contingent upon compliance with superseding state and federal law.

#### **§228.15. Program Consolidation or Closure.**

- (a) An educator preparation program (EPP) that is consolidating or closing must comply with the following procedures to ensure that all issues relevant to EPP consolidation or closure have been addressed.
- (1) The EPP must submit a letter on official letterhead to Texas Education Agency (TEA) staff signed by the legal authority of the EPP that contains a formal statement of consolidation or closing with an effective date of August 31 for consolidation or closure.
  - (2) The EPP must contact candidates currently in the EPP with notification of consolidation or closure and the steps candidates must take in relation to their status. The EPP shall maintain evidence of the attempts to notify each candidate.
  - (3) The EPP must identify and keep current a representative's name, electronic mail address, and telephone number that will be valid for five years after an EPP's closure to provide access to candidate records and responses to former candidate's questions and/or issues. If an EPP is consolidating, the candidate records will transfer to the new EPP.
  - (4) The EPP must complete required State Board for Educator Certification (SBEC) and TEA actions such as required submissions of information, surveys, and other accountability data; removal of security accesses; and reconciliation of certification recommendations.
- (b) The chief operating officer, legal authority, or a member of the governing body of an EPP that fails to comply with the consolidation or closure procedures in this section is not eligible to be recommended to the SBEC for approval as an EPP.
- (c) The chief operating officer, legal authority, or a member of the governing body of an EPP that closes voluntarily due to pending TEA or SBEC action or involuntarily due to SBEC action is not eligible to be recommended to the SBEC for approval as an EPP.
- (d) If an EPP is consolidating and fails to comply with the consolidation procedures in this section, TEA staff may make a recommendation that the SBEC impose sanctions affecting the new EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval).

#### **§228.17. Change of Ownership.**

- (a) Any agreement to transfer the control of an educator preparation program (EPP) is considered a change of ownership. The control of an EPP is considered to have changed:
- (1) in the case of ownership by an individual, when more than 50% of the EPP has been sold or transferred;
  - (2) in the case of ownership by a partnership or a corporation, when more than 50% of the owning partnership or corporation has been sold or transferred; or
  - (3) in the case of ownership by a board of directors, officers, shareholders, or similar governing body, when more than 50% of the ownership has changed.
- (b) In order to continue providing educator preparation, the new owners of the EPP shall notify TEA staff of the ownership change in writing within 10 days of the change in ownership.

**§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 shall inform each member of the advisory committee of [approve] the roles and responsibilities of [each member of] the advisory committee and shall meet a minimum of once [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 to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.
- (d) All EPPs must be implemented as approved by the SBEC as specified in §228.10 of this title.
- (e) An EPP that is rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 60 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment to its program on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment. [Proposed amendments to an EPP must be submitted to the TEA staff and be approved prior to implementation. Significant amendments, related to the five program approval components specified in §228.10(a) of this title, must be approved by the SBEC to become effective.]
- (f) An EPP that is not rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 120 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment. The EPP will be notified in writing of the approval or denial of its proposal within 60 days following the receipt of the notification [a determination] by the TEA staff [SBEC] .
- (g) Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience.

**§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 educator [teacher] effectiveness [and align to the TEKS. Coursework and training should be sustained, rigorous, interactive, student focused, and performance based] .
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class :
- ~~(1) reading instruction, including instruction that improves students' content area literacy;~~
- (1) ~~(2)~~ the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) , which include:
- (A) professional ethical conduct, practices, and performance;
- (B) ethical conduct toward professional colleagues; and

- (C) ethical conduct toward students ;
- ~~[(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;]~~
- (2) ~~[(4)]~~ instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b); ~~and]~~
- (3) ~~[(5)]~~ instruction regarding mental health, substance abuse, and youth suicide ~~[in detection of students with mental or emotional disorders]~~ , as indicated in the TEC, §21.044(c-1) ;
- (4) 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;
- (5) the importance of building strong classroom management skills; and
- (6) the framework in this state for teacher and principal evaluation ~~and (e-2)]~~ .
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:
- (1) the relevant TEKS, including the English Language Proficiency Standards;
- (2) reading instruction, including instruction that improves students' content-area literacy;
- (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- (4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher 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.
- (e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards), which include:
- (1) instructional leadership;
- (2) human capital;
- (3) executive leadership;
- (4) school culture; and
- (5) strategic operations.

**§228.35. Preparation Program Coursework and/or Training.**

- (a) Coursework and/or training for candidates seeking initial certification in any certification class [~~Training for Candidates Seeking Initial Certification~~].
- (1) An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom.
  - (2) Coursework and/or training shall [~~Professional development should~~] be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based [~~and classroom focused~~] .
  - ~~(3) An EPP shall provide each candidate with a minimum of 300 clock hours of coursework and/or training. 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 clock hours of field based experience 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 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.~~
  - (3) ~~(4)~~ All coursework and/or training shall be completed prior to EPP completion and standard certification.
  - ~~(4) 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 to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in the Texas Education Code (TEC), §21.451 (Staff Development Requirements) and must be directly related to the certificate being sought.~~
  - ~~(5) 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.~~
  - (5) ~~(4)~~ ~~(6)~~ Each EPP must develop and implement specific criteria and procedures that allow :
    - (A) military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; and
    - (B) candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or [~~and/or professional~~] training is not also counted as a [~~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, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.
  - (6) ~~(5)~~ Coursework and training that is offered online must meet, or the EPP must be making progress toward meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of the following:
    - (A) Accreditation by the Distance Education Accrediting Commission;
    - (B) Program Design and Teaching Support Certification by Quality Matters;

- (C) Chapter 4, Subchapter P, of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or
- (D) Chapter 7 of this title (relating to Degree Granting Colleges and Universities Other than Texas Public Institutions).
- (b) Coursework and/or training for candidates seeking initial certification in the classroom teacher certification class. An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship:
- (1) 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
- (2) 150 clock-hours of coursework and/or training that allows candidates to demonstrate proficiency in:
- (A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
- (B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
- (C) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
- (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
- (E) organizing a safe, accessible, and efficient classroom;
- (F) establishing, communicating, and maintaining clear expectations for student behavior;
- (G) leading a mutually respectful and collaborative class of actively engaged learners;
- (H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- (I) reflect on his or her practice; and
- (J) effectively communicating with students, families, colleagues, and community members.
- (c) ~~(b)~~ Coursework and/or training [~~Training~~] for candidates seeking initial certification in a certification class other than classroom teacher [~~Professional Certification~~]. An EPP shall provide coursework and/or training to ensure that the educator is effective in the [~~professional~~] assignment. An EPP shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the educator [~~state~~] standards for the applicable certification class [~~field~~].
- (d) ~~(c)~~ Late hire provisions [~~Hire Provisions~~]. A late hire for a school district teaching position may begin employment under an intern or [~~a~~] probationary certificate before completing the pre-internship requirements of subsection (b) [~~(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.
- (e) ~~(d)~~ Educator preparation program delivery [~~Preparation Program Delivery~~]. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP 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 in the classroom teacher certification class, each EPP 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

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.]~~

- (A) Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP ~~[supervision]~~, is actively engaged in instructional or educational activities that include:
- (i) ~~[(A)]~~ authentic school settings in a public school accredited by the Texas Education Agency (TEA) ~~[TEA]~~ or other school approved by the TEA for this purpose;
  - (ii) ~~[(B)]~~ instruction by content certified teachers;
  - (iii) ~~[(C)]~~ actual students in classrooms/instructional settings with identity-proof provisions;
  - (iv) ~~[(D)]~~ content or grade-level specific classrooms/instructional settings; and
  - (v) ~~[(E)]~~ written ~~[(E)]~~ reflection of the observation.

(B) 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 experience provided by use of electronic transmission or other video or technology-based method must include:

- (i) direction of the EPP;
- (ii) authentic school settings in an accredited public or private school;
- (iii) instruction by content certified teachers;
- (iv) actual students in classrooms/instructional settings with identity-proof provisions;
- (v) content or grade-level specific classrooms/instructional settings; and
- (vi) written reflection of the observation.

- (2) For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following:
- (A) clinical teaching [as defined in §228.2 of this title.] for a minimum of 14 [12] weeks (no less than 65 full days), with a full day being 100% of the school day; or
  - (B) clinical teaching for a minimum of 28 [24] weeks (no less than 130 half days, with a half day being 50% of the school day); or
  - (C) ~~[(B)]~~ internship [as defined in §228.2 of this title.] for a minimum of one full school year for the classroom teacher assignment or assignments that match [matches] the certification category or categories [field] for which the candidate [individual] is prepared by the EPP. [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.]
    - (i) An EPP 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.
    - (ii) The beginning and ending date for an internship is the first and last day of instruction with students based on the school calendar of the school or district in which the internship takes place.
    - (iii) An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. An EPP may permit an additional internship assignment of less than an average of four hours each day if:

- (I) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;
  - (II) the EPP is approved to offer preparation in the certification category required for the additional assignment;
  - (III) the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section;
  - (IV) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and
  - (V) the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours will be required.
- (iv) A candidate must hold an intern or probationary certificate while participating in an internship. A candidate must meet the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.36 of this title (relating to Intern Certificates) and §230.37 of this title (relating to Probationary Certificates) to be eligible for an intern or probationary certificate.
- (v) An EPP may recommend an additional internship if:
- (I) the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional internship; or
  - (II) the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional internship.
- (vi) An EPP must provide ongoing support to a candidate as described in subsection (g) of this section for the full term of the initial and any additional internship, unless, prior to the expiration of that term:
- (I) a standard certificate is issued to the candidate during any additional internship under a probationary certificate;
  - (II) the candidate resigns, is non-renewed, or is terminated by the school or district. A candidate must provide the EPP the official notice of resignation or termination within one business day after receipt of the notice from the employing school or district. Within one business day after receipt of the official notice of resignation or termination, an EPP must notify a candidate in writing that the EPP will provide TEA with notice about the resignation or termination and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the resignation or termination. Within one business day after providing the notice to a candidate, an EPP must email the TEA a copy of the notice to the candidate and a copy of the official notice of the resignation or termination;
  - (III) the candidate is discharged or is released from the EPP. An EPP must notify a candidate in writing that the candidate is being discharged or released, that the EPP will provide the employing school or district with notice of the discharge or release, that the EPP will provide TEA with notice about the resignation or termination, and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the discharge or release. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing

notice to the employing school or district, an EPP must email the TEA a copy of the notice of discharge or release and a copy of the notice to the employing school or district; or

(IV) the candidate withdraws from the EPP. A candidate must notify the EPP in writing that the candidate is withdrawing from the EPP. Within one business day after receipt of the withdrawal notice, an EPP must notify a candidate in writing that the EPP will provide the employing school or district with notice of the withdrawal, that the EPP will provide TEA with notice about the withdrawal, and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the withdrawal. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing notice to the employing school or district, an EPP must email the TEA a copy of the notice of withdrawal and a copy of the notice to the employing school or district.

(D) An EPP may request an exception to the clinical teaching option described in this subsection. An exception must include an alternate requirement that will adequately prepare candidates for educator certification and ensure the educator is effective in the classroom. The request for an exception must be submitted in a form developed by the TEA staff which shall include:

(i) the rationale and support for the alternate clinical teaching option;

(ii) a full description and methodology of the alternate clinical teaching option;

(iii) a description of the controls to maintain the delivery of equivalent, quality education; and

(iv) a description of the ongoing monitoring and evaluation process to ensure that EPP objectives are met.

(E) Exception requests will be reviewed by TEA staff, and the TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the exception should be approved.

(F) Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences.

(3) ~~(4)~~ An internship or clinical teaching experience for certificates that include early childhood ~~[an Early Childhood Grade 6 candidate]~~ may be completed at a Head Start Program with the following stipulations:

(A) ~~(1)~~ a certified teacher is available as a trained mentor;

(B) ~~(2)~~ the Head Start program is affiliated with the federal Head Start program and approved by the TEA;

(C) ~~(3)~~ the Head Start program teaches three- and four-year-old students; and

(D) ~~(4)~~ the state's prekindergarten ~~[pre-kindergarten]~~ curriculum guidelines are being implemented.

(4) ~~(1)~~ An internship or ~~[ ]~~ clinical teaching ~~[, or practicum]~~ experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(5) An internship or clinical teaching experience shall not take place in a setting where the candidate:

(A) has an administrative role over the mentor or cooperating teacher; or

- (B) is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (6) ~~(3)~~ For certification in a class other than classroom teacher ~~[candidates seeking professional certification]~~, each EPP shall provide a practicum ~~[as defined in §228.2 of this title]~~ for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.
- (A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- (B) A practicum shall not take place in a setting where the candidate:
- (i) has an administrative role over the site supervisor; or
- (ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (C) An intern or probationary certificate may be issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 of this title.
- (i) A candidate for an intern or probationary certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of a probationary certificate in that class.
- (ii) An EPP may recommend an additional practicum under a probationary certificate if:
- (I) the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum; or
- (II) the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum.
- (D) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate.
- (7) ~~(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, 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, clinical teaching, and/or practicum.
- (B) An EPP 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.
- (C) An EPP 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, 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 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 may file an application with the ~~TEA~~ SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for clinical teaching, internship, or practicum 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.

(f) ~~(e)~~ Mentors, cooperating teachers, and site supervisors ~~[Campus Mentors and Cooperating Teachers]~~. In order to support a new educator and to increase educator ~~teacher~~ retention, an EPP shall collaborate with the campus or district administrator to assign each candidate a ~~campus~~ mentor during the candidate's ~~his or her~~ internship, or assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum. If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, or site supervisor is not available, the EPP and campus or district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria. The EPP is responsible for providing mentor, ~~and/or~~ cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.

(g) ~~(f)~~ Ongoing educator preparation program support for initial certification of teachers ~~[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. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. 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. For each formal observation, the ~~[The]~~ field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational ~~[instructional]~~ practices observed, provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate, and provide a copy of the written feedback to the candidate's cooperating teacher or mentor. Neither the pre-observation conference nor the post-observation conference need to be onsite. For candidates participating in an internship, the field supervisor shall provide a copy of the written feedback to the candidate's supervising campus administrator. Formal observations by the field supervisor conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.

- (1) Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting.

- (2) An EPP must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments.
  - (3) For an internship under an intern certificate or an additional internship described in subsection (e)(2)(C)(v)(I) of this section, an EPP must provide a minimum of three [two] formal observations during the first half [four months] of the internship [assignment] and a minimum of two [one] formal observations [observation] during the last half [five months] of the internship [assignment].
  - (4) For a first-year internship under a probationary certificate or an additional internship described in subsection (e)(2)(C)(v)(II) of this section, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment.
  - (5) If an internship under an intern certificate or an additional internship described in subsection (e)(2)(C)(v)(I) of this section involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, an EPP must provide a minimum of three observations in each assignment. For each assignment, the EPP must provide at least two formal observations during the first half of the internship and one formal observation during the second half of the internship.
  - (6) For a first-year internship under a probationary certificate or an additional internship described in subsection (e)(2)(C)(v)(II) of this section that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, an EPP must provide a minimum of one formal observation in each of the assignments during the first half of the assignment and a minimum of one formal observation in each assignment during the second half of the assignment.
  - (7) ~~(4)~~ For a 14-week, full-day clinical teaching assignment, an EPP must provide a minimum of one formal observation [three observations] during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment [which is a minimum of 12 weeks].
  - (8) For a 28-week, half-day clinical teaching assignment, an EPP must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the last half of the assignment.
- (h) ~~(g)~~ Ongoing educator preparation program support for certification in a certification class other than classroom teacher [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. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter [three weeks] of the assignment. For each formal observation, the [The] field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational [professional] practices observed ; [ ] provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate ; [ ] and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.
- (1) Formal observations [Observations] must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
  - (2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.
  - (3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based

method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.

~~[(2) — An EPP must provide the first observation within the first six weeks of all assignments.]~~

~~(4) [(3)] An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum ~~[three observations during the term of the practicum]~~ .~~

~~(i) [(h)] Exemptions [Exemption] .~~

~~(1) Under the TEC [Texas Education Code (TEC)] , §21.050(c), a candidate 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 the TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience , ~~[or] internship , or [consisting of]~~ clinical teaching.~~

~~(2) Under the TEC, §21.0487(c)(2)(B), a candidate's employment by a school or district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is exempt from any clinical teaching, internship, or field-based experience program requirement.~~

#### **§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 standard certificate, the [entity delivering] educator preparation program (EPP) shall establish benchmarks and structured assessments of the candidate's progress throughout the EPP ~~[educator preparation program (EPP)]~~ .~~

~~(b) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content certification examination(s) required for certification, unless a candidate passes the appropriate content certification examination(s) as a requirement for admission to an EPP.~~

~~(c) Upon the written request of the candidate, an EPP may prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted to the EPP.~~

~~(d) [(b)] An EPP shall determine the readiness of each candidate to take the appropriate certification examination ~~[assessment]~~ of content, pedagogy , and professional responsibilities, including professional ethics and standards of conduct. An EPP shall not grant test approval for a certification examination ~~[the pedagogy and professional responsibilities assessment]~~ until a candidate has met all of the requirements for admission to the EPP ~~[program]~~ and has been contingently or formally admitted ~~[fully accepted]~~ into the EPP.~~

~~(e) [(e)] For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components ~~[educator preparation curriculum]~~ based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments.~~

~~(f) [(d)] An EPP 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 a candidate completes, withdraws from, or is discharged or released from the program ~~[completion]~~ .~~

#### **§228.50. Professional Conduct.**

During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere 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 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 of this title (relating to Temporary Teacher Certificates).]~~

### §228.70. Complaints and Investigations Procedures.

- (a) Purpose. Texas Education Agency (TEA) staff shall maintain a process through which a candidate or former candidate in an educator preparation program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public ~~[school district, charter school]~~ or private school that serves as a site for clinical teaching, internship, or practicum experiences may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.
- (b) EPP responsibilities.
- (1) The EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff.
  - (2) The EPP shall post on its website a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy.
  - (3) The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with subsection (c)(1) of this section.
  - (4) Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with subsection (c)(1) of this section.
- (c) TEA responsibilities.
- (1) Filing a complaint. TEA staff will develop a complaint form to standardize information received from an individual making a complaint against an EPP. The complaint form will be available on the TEA website. All complaints filed against an EPP must be in writing on the complaint form. The written complaint must clearly state the facts that are the subject of the complaint and must state the measures the complainant has taken to attempt resolution of the complaint with the EPP. Anonymous complaints may not be accepted or investigated.
  - (2) Processing the complaint.
    - (A) TEA staff will record all complaints in the TEA complaints tracking system. Each complaint, no matter the severity, shall be assigned a tracking number.
    - (B) The complaint will be forwarded to the division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.
    - (C) If TEA staff determines that the complaint is not within the State Board for Educator Certification's (SBEC's) jurisdiction, TEA staff shall notify the complainant that the complaint will be closed without action for lack of jurisdiction. TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.
    - (D) If TEA staff determines the complainant knew or should have known about the events giving rise to a complaint more than two years before the earliest date the complainant filed a complaint with either TEA staff or the EPP, TEA staff will notify the complainant that the complaint will be closed without action.
    - (E) If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, TEA staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.

- (3) Investigating the complaint.
- (A) If TEA staff determines a complaint is within the SBEC's jurisdiction, TEA staff will notify the respondent EPP that a complaint has been made, provide a summary of the allegations in the complaint, and request that the EPP respond to the complaint.
  - (B) TEA staff may request further information from the individual and from the EPP.
  - (C) An EPP shall:
    - (i) cooperate fully with any SBEC investigation; and
    - (ii) respond within 21 business days of receipt to requests for information regarding the complaint(s) and other requests for information from the TEA, except where:
      - (I) TEA staff imposes a different response date; or
      - (II) the EPP is unable to meet the initial response date and requests and receives a different response date from TEA staff.
  - (D) If an EPP fails to comply with subparagraph (C) of this paragraph, the SBEC may amend the complaint to reflect the violation and may deem admitted the violation of SBEC rules and/or Texas Education Code (TEC), Chapter 21, alleged in the original complaint.
- (4) Resolving the complaint.
- (A) Upon completion of an investigation, TEA staff will notify both the individual and the EPP in writing of the findings of the investigation. If TEA staff finds that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.
  - (B) Each party will have ten business days to present additional evidence or to dispute the findings of the investigation.
  - (C) After reviewing any additional evidence, if TEA staff finds that no violation has occurred, the complaint will be closed and TEA staff will notify both parties in writing.
  - (D) After reviewing any additional evidence, if TEA staff finds that the EPP has violated SBEC rules and/or TEC, Chapter 21, the following provisions apply.
    - (i) TEA staff will notify the EPP in writing and specify for each violation the seriousness and extent of the violation, including whether the EPP has been found to have violated that statute and/or rule previously.
    - (ii) Within ten business days of TEA staff notifying the EPP in writing that a violation has occurred, the EPP and TEA staff will collaboratively develop and agree to a timely resolution of each violation. If the parties cannot agree on a resolution within ten business days, TEA staff will unilaterally propose a resolution within ten business days of TEA staff issuing the violation notice.
    - (iii) If the EPP complies with the agreed or proposed resolution, the investigation is closed and results recorded in accordance with subparagraph (E) of this paragraph.
    - (iv) If the EPP does not comply with the agreed or proposed resolution within the timelines set out in the resolution, TEA staff will make a recommendation that the SBEC impose sanctions affecting the EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval).
    - (v) The EPP shall be entitled to an informal review of the proposed recommendation for sanctions under the conditions and procedures set out in

§229.7 of this title (regarding Informal Review of Texas Education Agency Recommendations).

- (E) The final disposition of the complaint will be recorded in the TEA complaints tracking system.

Figure: 19 TAC §228.10(b)(1)

<b><u>Component I: Governance</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.20(b): The representative nature of an advisory committee.</u>	<u>Records of advisory committee membership reflecting at least three of the groups listed in this subsection; and</u> <u>Advisory committee meeting attendance records.</u>
<u>19 TAC §228.20(b): Input provided by an advisory committee.</u>	<u>Advisory committee member input reflected in the advisory committee minutes.</u>
<u>19 TAC §228.20(b): EPP informed advisory committee members of their roles and responsibilities.</u>	<u>Advisory committee training materials, date(s), attendance records; or</u> <u>Advisory committee handbook with acknowledgement of receipt by advisory committee member; or</u> <u>Letter of invitation with roles and responsibilities outlined and acknowledged by invitee as to accept or decline; or</u> <u>Bylaws acknowledged receipt by advisory committee member.</u>
<u>19 TAC §228.20(b): Advisory committee meeting.</u>	<u>Dated minutes of each advisory committee meeting.</u>
<u>19 TAC §228.20(e): The EPP provided notice of amendments to its approved program.</u>	<u>Record of notification to TEA.</u>
<u>19 TAC §228.20(f): The EPP provided notice and received approval of amendments to its approved program.</u>	<u>Record of approval or denial from TEA.</u>
<u>19 TAC §228.20(g): The EPP published a calendar of activities.</u>	<u>Calendar posted on EPP website.</u>
<u>19 TAC §228.10(a): The EPP has met the requirements for approval.</u>	<u>EPP accreditation status on file with TEA.</u>
<u>19 TAC §228.10(b): The EPP has met the requirements for continuing approval.</u>	<u>EPP accreditation status on file with TEA.</u>
<u>19 TAC §228.10(c): The EPP has met the requirements to offer clinical teaching.</u>	<u>EPP clinical teaching status on file with TEA.</u>
<u>19 TAC §228.10(d): The EPP has met the requirements to offer a certification class and/or category.</u>	<u>EPP certification class and/or category status on file with TEA.</u>
<u>19 TAC §228.10(e): The EPP provided notice of an additional location.</u>	<u>Record of letter(s) on letterhead signed by an EPP's legally authorized agent or representative sent by email or regular mail.</u>
<u>19 TAC §228.15: The EPP has met the requirements for consolidation or closure.</u>	<u>EPP notice of consolidation or closure; and</u> <u>EPP notification of candidates; and</u> <u>EPP completion of required SBEC and TEA actions.</u> <u>If closing, EPP notification of representative.</u>
<u>19 TAC §228.17: The EPP has met the requirements for changing ownership.</u>	<u>EPP notice of change of ownership.</u>

<b>Component II: Admission</b>	<b>Evidence</b>
<u>19 TAC §227.1(c): The EPP has informed applicants of the required information.</u>	<u>Website; or</u> <u>Recruitment information; or</u> <u>Orientation materials; or</u> <u>Admission material.</u>
<u>19 TAC §227.10(a)(1) and (2): Candidates have met the required institution of higher education (IHE) enrollment or degree requirements.</u>	<u>Original transcripts.</u>
<u>19 TAC §227.10(e): Out-of-country candidates have met the required degree requirement.</u>	<u>Official transcript evaluated by approved entity [vendor] with equivalent report issued.</u>
<u>19 TAC §227.10(a)(3)(A): Candidates have met the minimum grade point average (GPA) requirement.</u>	<u>Official transcripts; and</u> <u>Documentation of calculations to determine GPA in the last 60 hours.</u>
<u>19 TAC §227.10(a)(3)(B) and (D): Candidates that have been admitted with a GPA less than the 2.5 minimum have met the requirements for the GPA exception.</u>	<u>Program policy; and</u> <u>Documentation signed by the director that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and</u> <u>Pre-Admission Content Test score report.</u>
<u>19 TAC §227.10(a)(4): Applicants demonstrated content knowledge prior to admission.</u>	<u>Official transcripts; and</u> <u>Record of calculation of content hours by course; and</u> <u>Score report for a comparable examination approved by TEA; or</u> <u>Score report for Pre-Admission Content Test.</u>
<u>19 TAC §227.10(a)(5): Applicants demonstrated basic skills prior to admission.</u>	<u>Score reports; or</u> <u>Official transcripts bearing TSI requirements.</u>
<u>19 TAC §227.10(a)(6): Applicants demonstrated proficiency in English language skills prior to admission.</u>	<u>Official transcripts with degree from U.S. university or college; or</u> <u>A letter from the out-of-country institution stating the language of instruction is English; or</u> <u>Official TOEFL scores.</u>
<u>19 TAC §227.10(a)(7): A screening device has been used to determine applicant admission.</u>	<u>Completed application; and</u> <u>Interview with standard questions and evaluated with a rubric and cut score; or</u> <u>Other screening instrument evaluated with a rubric and cut score.</u>
<u>19 TAC §227.10(a)(8): Applicants have met other academic criteria for admission.</u>	<u>Application for admission; and</u> <u>Records of academic requirements; and</u> <u>Academic requirements are published on website, or catalogues, or brochures, or orientation materials.</u>

<b>Component II: Admission</b>	<b>Evidence</b>
<u>19 TAC §227.10(b): Applicants have met additional admission requirements.</u>	<u>Records of admission requirements; and</u> <u>Documentation of published requirements in candidate records; and</u> <u>Admission requirements are published on website, or catalogues, or brochures, or orientation materials.</u>
<u>19 TAC §227.10(c): The EPP has appropriately admitted applicants who have transferred from other EPPs.</u>	<u>Transfer form; and</u> <u>Application for admission; and</u> <u>Official transcripts.</u>
<u>19 TAC §227.10(d): Career and Technical Education applicants have been admitted with the required documentation of licensure and experience.</u>	<u>License and/or other supporting documentation of work experience; and</u> <u>Statement of qualifications; and</u> <u>Diploma or Transcript.</u>
<u>19 TAC §227.17(a): Applicants have been formally admitted to the EPP.</u>	<u>Required admission documents; and</u> <u>Written formal admission offer letter; and</u> <u>Written and dated formal admission acceptance letter.</u>
<u>19 TAC §227.17(e) and (f): Candidates were admitted prior to beginning coursework and training or receiving approval to test.</u>	<u>Written and dated formal admission acceptance letter; and</u> <u>Coursework record with start and completion dates; and</u> <u>Testing history.</u>
<u>19 TAC §227.15(a): Applicants admitted on a contingency basis met all admission requirements relating to contingency admission.</u>	<u>Written contingency admission offer letter; and</u> <u>Written and dated contingency admission acceptance letter; and</u> <u>Required admission documents; and</u> <u>Official transcripts; and</u> <u>Information from university confirming date of graduation; and</u> <u>Program records indicating which semester admission applies.</u>
<u>19 TAC §241.5(c), Principal, and 19 TAC §242.5(c), Superintendent: Candidates admitted met all admission requirements.</u>	<u>Screening instrument with rubric and cut score.</u>
<u>19 TAC §242.5(a): Superintendent applicants were admitted with required degree requirements.</u>	<u>Official transcript.</u>

<b><u>Component III: Curriculum</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.30(a): The curriculum is based on approved educator standards.</u>	<u>Charts identifying alignment of educator standards in curriculum; and</u> <u>Application of educator standards identified in syllabi/course outlines; or</u> <u>Application of educator standards identified in course/training lesson plans.</u>
<u>19 TAC §228.30(a): The curriculum addresses the relevant Texas Essential Knowledge and Skills (TEKS).</u>	<u>Charts identifying alignment of educator standards in curriculum; and</u> <u>Syllabi/course outlines identifying training in using TEKS to inform instruction and assessment; or</u> <u>Instructor lesson plans reflecting instruction and use of TEKS.</u>
<u>19 TAC §228.40(a): The EPP uses assessments to measure candidate progress.</u>	<u>Syllabi/course outlines reflecting assessments of knowledge and skills; and</u> <u>Assessments that measure mastery of <del>[based on]</del> educator standards <del>;</del> <del>and</del></u> <u><del>[Assessments that measure mastery of knowledge and skills in course content.]</del></u>
<u>19 TAC §228.30(b): The curriculum is research-based.</u>	<u>Syllabi/course outlines with bibliographies/references.</u>
<u>19 TAC §228.30(c)-(e): The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class.</u>	<u>Charts identifying alignment of educator standards in curriculum; and</u> <u>Syllabi/course outlines; or</u> <u>Coursework.</u>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.35(a)(1): The EPP provides candidates with adequate preparation and training.</u>	<u>Candidate testing history; and</u> <u>Syllabi/course outlines; and</u> <u>Program benchmarks; and</u> <u>Degree plan/transcripts.</u>
<u>19 TAC §228.35(a)(2): Coursework and/or training meets requirements.</u>	<u>Syllabi/course outline; or</u> <u>Coursework.</u>
<u>19 TAC §228.35(a)(3): Candidates complete coursework and training prior to EPP completion and standard certification.</u>	<u>Program benchmarks; and</u> <u>Attendance records; and</u> <u>Program schedule of courses/modules; and</u> <u>Degree plan/transcripts for each candidate reviewed.</u>
<u>19 TAC §228.35(a)(4): Late hire candidates may receive a portion of the required coursework and training by their school district or campus.</u>	<u>Certificate of attendance; or</u> <u>Sign-in sheet; or</u> <u>Other written school district verification.</u>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<p><u>19 TAC §228.35(a)(5)(A) [<del>§228.35(a)(4)(A)</del>] : The EPP has procedures for allowing relevant military experiences.</u></p>	<p><u>Policies and procedures in handbooks; and</u>  <u>Advisory committee minutes; or</u>  <u>Admission information; or</u>  <u>Orientation material; or</u>  <u>Website information.</u></p>
<p><u>19 TAC §228.35(a)(5)(B) [<del>§228.35(a)(4)(B)</del>] : The EPP has procedures for allowing prior experience, education, or training.</u></p>	<p><u>Policies and procedures in handbooks; and</u>  <u>Advisory committee minutes; or</u>  <u>Admission information; or</u>  <u>Orientation material; or</u>  <u>Website information.</u></p>
<p><u>19 TAC §228.35(a)(6) [<del>§228.35(a)(5)</del>] : Coursework and training that is offered online meets standards.</u></p>	<p><u>Accreditation documentation; or</u>  <u>Quality assurance documentation; or</u>  <u>THECB compliance documentation.</u></p>
<p><u>19 TAC §228.35(b): Candidates for initial teacher certification receive the required number of hours of coursework and training.</u></p>	<p><u>Document tracking hours for courses; or</u>  <u>Degree plans; or</u>  <u>Transcripts; or</u>  <u>Program Course/Module Schedule; or</u>  <u>Benchmarks.</u></p>
<p><u>19 TAC §228.35(b)(1): Candidates have completed the field-based experience requirements prior to clinical teaching or internship.</u></p>	<p><u>Start date of clinical teaching or internship; and</u>  <u>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and</u>  <u>Reflections of observation.</u></p>
<p><u>19 TAC §228.35(b)(2): Candidates have completed the required coursework and/or training prior to clinical teaching or internship.</u></p>	<p><u>Start date of clinical teaching or internship; and</u>  <u>Document tracking hours for courses; or</u>  <u>Degree plans; or</u>  <u>Transcripts; or</u>  <u>Program Course/Module Schedule; or</u>  <u>Benchmarks.</u></p>
<p><u>19 TAC §228.35(c): Candidates seeking initial certification in a class other than classroom teacher have completed the required clock hours of coursework and/or training.</u></p>	<p><u>Document tracking hours for courses; or</u>  <u>Degree plans; or</u>  <u>Transcripts; or</u>  <u>Program Course/Module Schedule; or</u>  <u>Benchmarks.</u></p>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<p><u>19 TAC §228.35(d): Late hire candidates have completed the pre-internship requirements.</u></p>	<p><u>Record of coursework completed (start and end dates); and</u></p> <p><u>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and</u></p> <p><u>Reflections of observation; and</u></p> <p><u>Record of assignment date.</u></p>
<p><u>19 TAC §228.35(e)(1)(A): Teacher candidates complete required field-based experiences.</u></p>	<p><u>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interactions with students; verifying signatures of observed teacher; and</u></p> <p><u>Reflections of observation.</u></p>
<p><u>19 TAC §228.35(e)(1)(B): Field-based experience via electronic transmission or other video or technology-based method meets requirements.</u></p>	<p><u>Field-based observation log reflecting date, subject area, and grade level; verifying signatures of program staff; and</u></p> <p><u>Reflections of observation.</u></p>
<p><u>19 TAC §228.35(e)(2)(A) and (B): Candidates seeking initial teacher certification have completed clinical teaching.</u></p>	<p><u>Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and</u></p> <p><u>Clinical teaching log including dates, start and end times each day; verified by cooperating teacher.</u></p>
<p><u>19 TAC §228.35(e)(2)(C)(i): Candidates seeking initial teacher certification have completed an internship.</u></p>	<p><u>Completed statement of eligibility; and</u></p> <p><u>Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned.</u></p> <p><u>If more than 30 days of internship are missed:</u></p> <ul style="list-style-type: none"> <li>• <u>Request letter from candidate; and</u></li> <li>• <u>Approval by appropriate program staff; and</u></li> <li>• <u>Identified start date and end date of internship; and</u></li> <li>• <u>Make-up plan if more than thirty days; and</u></li> <li>• <u>Documentation of make-up time.</u></li> </ul>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.35(e)(2)(C)(iii): Candidates complete additional internship assignments that meet requirements for an internship and are appropriately supervised by the EPP.</u>	<u>Record of coursework completed; and</u> <u>Completed statement of eligibility; and</u> <u>Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and</u> <u>Intern or probationary certificates; and</u> <u>Field supervisor observation logs; and</u> <u>Letter from school district.</u>
<u>19 TAC §228.35(e)(2)(C)(iv): Candidates hold probationary or intern certificates while completing internship assignments.</u>	<u>Intern or probationary certificate.</u>
<u>19 TAC §228.35(e)(2)(C)(v): Additional internships recommended by the EPP have met the requirements for allowing candidates to complete additional internships.</u>	<u>Record of successful or unsuccessful internship; and</u> <u>Deficiency plan; and</u> <u>Benchmarks.</u>
<u>19 TAC §228.35(e)(2)(C)(vi)(I): The EPP supports the candidate during an additional internship unless the internship is ended early due to issuance of a standard certificate.</u>	<u>Standard certificate.</u>
<u>19 TAC §228.35(e)(2)(C)(vi)(II) The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate is non-renewed by, resigns from, or is terminated by the employer.</u>	<u>Written notice from candidate; and</u> <u>Written notice to candidate; and</u> <u>Written notice to TEA.</u>
<u>19 TAC §228.35(e)(2)(C)(vi)(III): The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate is released from the EPP.</u>	<u>Written notice to candidate; and</u> <u>Written notice to school or district; and</u> <u>Written notice to TEA.</u>
<u>19 TAC §228.35(e)(2)(C)(vi)(IV): The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate withdraws from the EPP.</u>	<u>Written notice to program; and</u> <u>Written notice to candidate; and</u> <u>Written notice to school or district; and</u> <u>Written notice to TEA.</u>
<u>19 TAC §228.35(e)(2)(E): The EPP requested and was approved for an exception to the clinical teaching option.</u>	<u>Record of approval from SBEC.</u>
<u>19 TAC §228.35(e)(2)(F): Candidate training included experiences with a full range of professional responsibilities including the start of the school year.</u>	<u>Documentation of field-based experiences and/or clinical teaching experiences.</u>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.35(e)(3): An internship or clinical teaching experience was completed at a Head Start Program that meets requirements.</u>	<u>Teacher certification and mentor training records; and</u> <u>Federal and TEA approval records; and</u> <u>Records documenting Head Start student population; and</u> <u>Head Start curriculum.</u>
<u>19 TAC §228.35(e)(4) and (5): The internship or clinical teaching experiences take place in setting that meets requirements.</u>	<u>Internship or clinical teaching placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and</u> <u>Statement of eligibility.</u>
<u>19 TAC §228.35(e)(6)(A) and (B): Candidates seeking certification in a class other than classroom teacher complete a practicum that meets the requirements.</u>	<u>Field supervisor observation logs reflecting educator standards based activities; and</u> <u>Practicum information with start and end dates, district, campus, site, and field supervisor assigned.</u>
<u>19 TAC §228.35(e)(6)(C)(i): An intern or probationary certificate has been issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions.</u>	<u>Statement of eligibility; and</u> <u>Program requirements; and</u> <u>Testing history.</u>
<u>19 TAC §228.35(e)(6)(C)(ii): Additional practicums recommended by the EPP have met the requirements for allowing candidates to complete additional practicums.</u>	<u>Record of successful or unsuccessful practicum; and</u> <u>Deficiency plan; and</u> <u>Benchmarks.</u>
<u>19 TAC §228.35(e)(7): The EPP applied and received approval for a candidate to complete field-based experience, clinical teaching, internship, or practicum in an out-of-state or out-of-country placement.</u>	<u>Record of approval from TEA.</u>
<u>19 TAC §228.35(f): Candidates placed in clinical teaching, internship, or practicum assignments were assigned cooperating teachers, mentors, or site supervisors as appropriate.</u>	<u>Candidate placement information showing date of placement, name of candidate, name of cooperating teacher/mentor/site supervisor, subject area, grade level, supervising administrator name, campus name, and district name.</u>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<p><u>19 TAC §228.2(12) and (23): The cooperating teachers and mentors were trained and held the required credentials.</u></p>	<p><u>Service record; and</u>  <u>Teaching certificate; and</u>  <u>Evidence of training; and</u>  <u>Evidence of accomplishment as an educator includes:</u></p> <ul style="list-style-type: none"> <li>• <u>Evaluations that include evidence of student learning; or</u></li> <li>• <u>Campus or district reports that include evidence of student learning; or</u></li> <li>• <u>Letters of recommendation that include evidence of student learning.</u></li> </ul> <p><u>Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.</u></p>
<p><u>19 TAC §228.2(30): The site supervisors were trained and held the required credentials.</u></p>	<p><u>Service record; and</u>  <u>Educator certificate; and</u>  <u>Evidence of training; and</u>  <u>Evidence of accomplishment as an educator includes:</u></p> <ul style="list-style-type: none"> <li>• <u>Evaluations that include evidence of student learning; or</u></li> <li>• <u>Campus or district reports that include evidence of student learning; or</u></li> <li>• <u>Letters of recommendation that include evidence of student learning.</u></li> </ul> <p><u>Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.</u></p>
<p><u>19 TAC §228.35(f): The EPP provided scientifically-based training to cooperating teachers, mentors, and site supervisors.</u></p>	<p><u>Training materials and dated attendance records with signatures; or</u>  <u>School district/ESC certificate of completion; or</u>  <u>Cooperating teacher/mentor/site supervisor handbook acknowledgement; or</u>  <u>Training materials and dated attendance information for online training.</u></p>
<p><u>19 TAC §228.35(g): Candidates have been assigned to field supervisors who held the required credentials.</u></p>	<p><u>Candidate placement information showing date of placement and field supervisor assigned; <del>or</del> <del>and</del></u>  <u>Field supervisor logs; and</u>  <u>Records of field supervisor certification, degree, experience, and/or continuing professional education. <del>;</del> <del>and</del></u>  <u>[Field supervisor logs.]</u></p>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.35(g) and (h): Field supervisors have been trained.</u>	<u>Training material and dated attendance records with signature of field supervisor; or</u> <u>Handbook acknowledged with field supervisor signature; or</u> <u>Training materials and dated attendance information for online training.</u> <u>After 9/1/2017, certificate of completion of TEA-approved observation training.</u>
<u>19 TAC §228.35(g): Field supervisors made the required initial contact.</u>	<u>Field supervisor log; or</u> <u>Emails; or</u> <u>Phone records; or</u> <u>Other electronic communication ; or</u> <u>Course syllabi with first contact class noted with attendance records .</u>
<u>19 TAC §228.35(g): For each observation, the field supervisor has held the required conferences with each candidate. Each candidate has received written feedback that meets the requirements.</u>	<u>Documentation verifying pre-conference and individualized post-conference; and</u> <u>Observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.</u>
<u>19 TAC §228.35(g): The field supervisor has provided a copy of the written observation feedback to the required individuals.</u>	<u>Observation instrument with cooperating teacher, mentor, and/or campus supervisor signature; or</u> <u>Email with delivery/read receipt; or</u> <u>Dated copy of letter on program letterhead sent with observation results.</u>
<u>19 TAC §228.35(g): The candidate receives informal observations and ongoing coaching as appropriate.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Observation forms; or</u> <u>Other electronic records of observation and coaching.</u>
<u>19 TAC §228.35(g): The field supervisor collaborates with the required individuals.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Signed observation forms.</u>
<u>19 TAC §228.35(g)(1)-(8): Formal observations conducted by field supervisors meet the requirements for duration, frequency, and format.</u>	<u>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.</u>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.35(h): Candidates seeking certification in a class other than Classroom Teacher are assigned to field supervisors who have the required education and credentials.</u>	<u>Candidate placement information showing date of placement and field supervisor assigned; and</u> <u>Records of field supervisor certification, degree, experience, and continuing professional education; and</u> <u>Field supervisor logs.</u>
<u>19 TAC §228.35(h): Field supervisors make required initial contact with candidates.</u>	<u>Field supervisor log; or</u> <u>Emails; or</u> <u>Phone records; or</u> <u>Other electronic communication; or</u> <u>Course syllabi with first contact class noted with attendance records.</u> <del><u>[Email with delivery/read receipt; or]</u></del> <del><u>[Phone or face to face record in field supervisor log with date and verifying signatures of field supervisor and candidate; or]</u></del> <del><u>[Course syllabi with first contact class noted with attendance records.]</u></del>
<u>19 TAC §228.35(h): For each observation, the field supervisor has held the required conferences with each candidate. Each candidate has received the required written feedback.</u>	<u>Documentation verifying pre-conference and individualized post-conference; and</u> <u>Observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.</u>
<u>19 TAC §228.35(h): The field supervisor has provided a copy of the written observation feedback to the candidate's site supervisor.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Signed observation forms.</u>
<u>19 TAC §228.35(h): The field supervisor provides informal observations and coaching as appropriate.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Observation forms; or</u> <u>Other electronic records of observation and coaching.</u>
<u>19 TAC §228.35(h): The field supervisor collaborates with the candidate and site supervisor throughout the practicum experience.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Signed observation forms.</u>

<b><u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.35(h)(1)-(4): Observations conducted by field supervisors meet the requirements for duration, frequency, and format.</u>	<u>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level, with record of instructional strategies observed; and/or</u> <u>Field supervisor contact log with date and signatures.</u>
<u>19 TAC §228.35(i): A candidate seeking certification as a teacher has been exempt from completing field-based experience, clinical teaching or internship by meeting requirements.</u>	<u>Record from the THECB documenting exemption eligibility.</u>
<u>19 TAC §228.35(i)(2): A candidate that currently is or was a JROTC instructor has been exempt from completing field-based experience, clinical teaching, or internship by meeting requirements.</u>	<u>Service record; or</u> <u>Record of current employment.</u>
<u>19 TAC §241.10(b), Principal; 19 TAC §242.10(b), Superintendent; 19 TAC §239.10(b), Counselor; 19 TAC §239.50(a), Librarian; 19 TAC §239.82(a), Educational Diagnostician; 19 TAC §239.92(a), Reading Specialist; and 19 TAC §239.100(c), Master Teachers: During the practicum, candidates demonstrate proficiency in the standards.</u>	<u>Field supervisor logs of educator standards based activities with verifying signatures; or</u> <u>Candidate journals which reflect standards; or</u> <u>Completed educator standards based projects and activities.</u>

<b><u>Component V: Assessment and Evaluation of Candidates and Program</u></b>	<b><u>Evidence</u></b>
<u>19 TAC §228.40(a): The EPP has established benchmarks to measure candidate progress.</u>	<u>Benchmarks.</u>
<u>19 TAC §228.40(b): The EPP has processes to ensure candidates are prepared to be successful on their content examinations.</u>	<u>Candidate document(s) reflecting meeting criteria for testing with date; and</u> <u>Syllabi/course outlines; or</u> <u>Benchmarks.</u>
<u>19 TAC §228.40(c): A candidate who is prepared in different certification in which the candidate was admitted.</u>	<u>Written request of candidate.</u>
<u>19 TAC §228.40(d): The EPP has a process for determining that formally admitted candidates are prepared to take certification examinations.</u>	<u>Criteria for testing published; and</u> <u>Dated record verifying criteria met.</u>
<u>19 TAC §228.40(e): The EPP uses information from a variety of sources to evaluate program design and delivery.</u>	<u>Evaluation plan detailing the activity, timeline, person responsible; and</u> <u>Data results from internal and external sources; and</u> <u>Dated evaluation reports; and</u> <u>Advisory committee minutes.</u>

<b>Component VI: Professional Conduct</b>	<b>Evidence</b>
<u>19 TAC §228.50: EPP staff and candidates adhere to the Educators' Code of Ethics.</u>	<u>Signed statement by staff and candidates of reading, understanding and abiding.</u>

<b>Component VII: Complaints Procedures</b>	<b>Evidence</b>
<u>19 TAC §228.70(b)(1): The EPP has sent a copy of the EPP complaint procedure to TEA.</u>	<u>Complaint process on file with TEA.</u>
<u>19 TAC §228.70(b)(2): The EPP has posted on its website the complaint policy and a link to the TEA complaints website.</u>	<u>Web posting.</u>
<u>19 TAC §228.70(b)(3): The EPP complaint policy is posted on-site.</u>	<u>Notification posting at physical site.</u>
<u>19 TAC §228.70(b)(4): The EPP provides written information about filing complaints.</u>	<u>Written information for candidate available.</u>

<b>Component VIII: Certification Procedures</b>	<b>Evidence</b>
<u>19 TAC §230.13(a)(1): The candidate has met the appropriate degree and/or experience requirements.</u>	<u>Official transcripts; and/or</u> <u>Documentation of experience.</u>
<u>19 TAC §230.13(b)(2): The candidate has met the appropriate preparation, experience, and/or licensure certification, or registration requirements.</u>	<u>Documentation of preparation, experience, and/or</u> <u>licensure certification, or registration requirements.</u>
<u>19 TAC §230.13(a)(2) and (b)(3): The candidate has completed an EPP.</u>	<u>Record of EPP completion.</u>
<u>19 TAC §230.13(a)(3) and (b)(4): The candidate has passing scores on required certification examinations.</u>	<u>Testing history.</u>
<u>19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; 19 TAC §239.93, Reading Specialist; and 19 TAC §239.100, Master Teachers: Candidates have passed appropriate certification examinations.</u>	<u>Testing history.</u>
<u>19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have met the degree requirement.</u>	<u>Official transcripts.</u>
<u>19 TAC §241.20, Principal, and 19 TAC §239.84, Educational Diagnostician: Candidates have met the certification requirement.</u>	<u>Valid classroom teaching certificate.</u>
<u>19 TAC §242.20, Superintendent: Candidates have met the certificate requirement.</u>	<u>Principal certificate or equivalent.</u>

<b>Component VIII: Certification Procedures</b>	<b>Evidence</b>
<p><u>19 TAC §241.20, Principal; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have met the creditable years of teaching experience requirement.</u></p>	<p><u>Service [<del>Official service</del>] records.</u></p>
<p><u>19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have successfully completed an EPP.</u></p>	<p><u>Record of EPP completion.</u></p>
<p><u>19 TAC §239.101, Master Reading Teacher: Candidates either</u>  <u>1) hold the Reading Specialist Certificate &amp; complete an EPP;</u>  <u>OR</u>  <u>2) hold a valid teaching certificate with the required creditable years of service, and complete an EPP.</u></p>	<p><u>Reading Specialist Certificate; and</u>  <u>Record of EPP completion; or</u>  <u>Valid teaching certificate; and</u>  <u>Official service records; and</u>  <u>Record of EPP completion.</u></p>
<p><u>19 TAC §239.102, Master Mathematics Teacher: Candidates hold a valid teaching certificate, the required creditable years teaching experience, and complete an EPP.</u></p>	<p><u>Valid teaching certificate; and</u>  <u>Official service records; and</u>  <u>Record of EPP completion.</u></p>
<p><u>19 TAC §239.103, Master Technology Teacher: Candidates either</u>  <u>1) hold the Technology Applications Certificate or the Technology Education Certificate, and complete an EPP;</u>  <u>OR</u>  <u>2) hold a valid teaching certificate with the required creditable years of teaching experience and complete an EPP</u></p>	<p><u>Technology Application or Technology Education Certificate; and</u>  <u>Record of EPP completion; or</u>  <u>Valid teaching certificate; and</u>  <u>Official service records; and</u>  <u>Record of EPP completion.</u></p>
<p><u>19 TAC §239.104, Master Science Teacher: Candidates hold a valid teaching certificate with the required creditable years of teaching experience, and complete an EPP.</u></p>	<p><u>Valid teaching certificate; and</u>  <u>Official service records; and</u>  <u>Record of EPP completion.</u></p>

<b>Component IX: Integrity of Data Submission</b>	<b>Evidence</b>
<p><u>19 TAC §229.3(f)(1): The EPP has reported required data in an accurate and timely manner.</u></p>	<p><u>Met timeline for reporting; and</u>  <u>Accuracy of ASEP reports.</u></p>