

The Texas Education Agency (TEA) adopts new §§153.1301, 153.1302, 153.1303, 153.1304, 153.1305, and 153.1306, concerning school district personnel. New §153.1301 and §153.1306 are adopted without changes to the proposed text as published in the January 23, 2026 issue of the *Texas Register* (51 TexReg 381) and will not be republished. New §§153.1302, 153.1303, 153.1304, and 153.1305 are adopted with changes to the proposed text as published in the January 23, 2026 issue of the *Texas Register* (51 TexReg 381) and will be republished. The adopted new subchapter establishes rules concerning the Preparing and Retaining Educators Through Partnership (PREP) Program Allotment, which was enacted by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025.

REASONED JUSTIFICATION: HB 2 established the PREP Program Allotment and requirements needed for districts and open-enrollment charter schools to access funds. New Texas Education Code (TEC), §21.911, requires the commissioner to establish rules necessary to implement TEC, Chapter 21, Subchapter R.

### *Definitions*

Adopted new §153.1301 establishes definitions for commonly used terms in new Subchapter FF.

### *General Provisions*

Adopted new §153.1302 establishes general provisions for the PREP Program Allotment. The new rule streamlines and clarifies general provisions that apply to all five of the PREP programs funded by the allotment. Each subsequent section under Subchapter FF details additional provisions unique to each of the PREP programs.

New §153.1302(a) establishes eligibility requirements for accessing PREP Program Allotment funds, application procedures, and approval processes. It also establishes a process through which school systems could identify interest in the funding opportunity, as the PREP program is an optional entitlement.

New §153.1302(b) includes provisions for school system funding and spending. PREP Program Allotment funding is based on a statutory formula, and the subsection clarifies how TEA will calculate allotments.

New §153.1302(c) indicates information school systems must submit to TEA in order for TEA to calculate annual allotments, along with information that will be necessary for the commissioner to engage in periodic reviews of programs under the requirements of TEC, §21.909. Based on public comment, language has been added to §153.1302(c)(1)(C) at adoption concerning potential referrals to the State Board for Educator Certification (SBEC) for false certification of program submissions.

New §153.1302(d) clarifies the periodic review process that the commissioner is required to implement under TEC, §21.909. This subsection also includes actions TEA may take as a result of the reviews.

New §153.1302(e) specifies how renewals or withdrawals from the program will occur to allow school systems to plan accordingly.

### *PREP Preservice Residency Preservice Program*

HB 2, 89th Texas Legislature, 2025, created an optional PREP Residency Preservice Program, detailed in TEC, §21.904 and §48.157, for those districts choosing to implement a paid teacher residency program. Section 153.1303 further clarifies requirements in statute for the PREP Residency Preservice Program.

Adopted new §153.1303(a) specifies general provisions related to the new rule.

Adopted new §153.1303(b) specifies eligibility for school districts, charter schools, and educator preparation programs (EPPs).

Adopted new §153.1303(c) specifies program standards, including partnership agreements, clinical teaching experience, teacher resident engagement, coursework completion, and host and mentor teacher pairing.

Adopted new §153.1303(d) establishes performance goals.

Adopted new §153.1303(e) specifies timelines for periodic reviews of performance goals.

Adopted new §153.1303(f) outlines funding requirements. At adoption, §153.1303(f)(1)(C) has been modified to better align with the flexibility in the relevant statute by allowing 80 additional PREP residency candidates to generate allotment funding at the rate defined for the traditional preservice program rather than the 40 in the original rule proposal. A technical correction was made to §153.1303(f)(1)(C) changing "does not exceed" to "exceeds" to ensure the rule aligns with statute.

Adopted new §153.1303(g) outlines program spending requirements.

#### *PREP Grow Your Own Program*

HB 2, 89th Texas Legislature, 2025, created an optional PREP Grow Your Own Program, detailed in TEC, §21.906 and §48.157, for those school districts or open-enrollment charter schools choosing to implement a Grow Your Own Program. Adopted new §153.1304 pertains to the PREP Grow Your Own Program.

Adopted new §153.1304(a) specifies general provisions related to the new rule.

Adopted new §153.1304(b) specifies school district and charter school eligibility for participation. Based on public comment, §153.1304(b)(2) has been modified at adoption to provide additional clarity regarding Grow Your Own partnership agreement requirements.

Adopted new §153.1304(c) specifies program standards, including high school program requirements, requirements for supporting school district or eligible charter school employees, guidance and transition supports, scheduled release time for employees, employee job assignment, and completion of bachelor's degree and certification requirements.

Adopted new §153.1304(d) establishes performance goals.

Adopted new §153.1304(e) specifies timelines for periodic reviews of performance goals.

Adopted new §153.1304(f) outlines funding and spending requirements.

#### *PREP Mentorship Program*

HB 2, 89th Texas Legislature, Regular Session, 2025, created an optional PREP Mentorship Program, detailed in TEC, §21.907 and §48.157, for those school districts or open-enrollment charter schools choosing to implement a mentorship program in accordance with TEC, §21.458. Adopted new §153.1305 clarifies aspects of law related to mentor training programs for new teachers.

Adopted new §153.1305(a) specifies general provisions related to the new rule.

Adopted new §153.1305(b) specifies program standards, including mentor teacher qualifications, number of beginning teachers a mentor teacher may be assigned, staff who must complete mentor training, and the timelines related to mentor training. Subsection (b) also clarifies the appropriate times of day and frequency with which meetings between mentors and beginning teachers should occur and the topics that mentor teachers and beginning teachers must cover. Based on public comment, §153.1305(b)(2)(D) has been modified at adoption to allow an individual who is not a teacher of record nor a full-time mentor teacher to serve as a mentor for up to eight beginning teachers (changed from four) and to require the schools systems to document these mentors' ability to meet the demands of the role. Additionally, §153.1305(b)(3)(A)(i) has been modified at adoption to allow mentor teachers and any appropriate school system and campus employees to be trained within 45 business days of being assigned a beginning teacher instead of within three weeks.

Adopted new §153.1305(c) establishes program performance goals.

Adopted new §153.1305(d) outlines funding and spending requirements. Based on public comment, §153.1305(d)(1) has been modified at adoption to specify that school systems must provide stipends to mentor teachers annually.

#### *EPP Training Content*

Adopted new §153.1306 establishes EPP training content requirements related to the implementation of PREP Preservice Programs.

New §153.1306(a) establishes general provisions for EPP training content development and related training for faculty and staff responsible for preparing teacher candidates in preparation route established by TEC, §21.04422.

New §153.1306(b) establishes TEA processes for the development of content materials prior to use in teacher candidate preparation.

New §153.1306(c) establishes the requirement for TEA to develop and deliver training to EPP faculty and staff to implement and redeliver the required training content materials.

SUMMARY OF COMMENTS AND AGENCY RESPONSES: The public comment period on the proposal began January 3, 2026 and ended February 23, 2026. Following is a summary of the public comments received and agency responses.

Comment: Dallas College, Sam Houston State University, and Texas State University commented that the Grow Your Own requirement that addresses partnership with degree-conferring institutes of higher education (IHEs) should be updated to require the bachelor-conferring IHEs be located within the state of Texas.

Response: The agency agrees and, at adoption, has added clarification to §153.1304(b)(2) regarding the subchapter's definition of a qualified IHE.

Comment: The Texas Classroom Teachers Association (TCTA) and American Federation of Teachers - Texas commented that language should be added stating that the mentor teacher must agree to the mentorship assignment.

Response: The agency disagrees. The agreement of the mentor teacher to serve in their role is required in statute by TEC, §21.458(a-1).

Comment: TCTA commented that modifications should be made to include the agreement of the host teacher to serve in the role.

Response: The agency disagrees. The agreement of the host teacher to serve in their role is required in statute by TEC, §21.902(d).

Comment: TCTA commented that, in addition to criminal penalties, the rules should also provide for referral to SBEC for possible educator certificate sanctions.

Response: The agency agrees. Language was added to §153.1302(c)(1)(C) at adoption to include possible referral to SBEC.

Comment: TCTA commented that it supports the inclusion of provisions in §153.1305 (b)(4) to address mentoring time, scheduling, and logistics.

Response: The agency agrees. There is evidence to suggest that providing mentor and beginning teachers with scheduled release time for mentoring activities enhances the effectiveness of the mentoring program.

Comment: TCTA commented that the proposed rule does not state the frequency in which mentor teachers will receive a mentoring stipend and it should be noted in rule that school systems shall provide stipends to mentor teachers annually.

Response: The agency agrees. Funding for the PREP Mentorship Program is awarded on an annual basis, and the required mentor stipends are intended to be paid to mentor teachers annually. Section 153.1305(d)(1) has been updated at adoption to include this information.

Comment: TCTA commented that the proposed rule may be made more transparent by conducting confidential surveys with PREP participants; there is currently no mention of confidentiality in proposed rule text.

Response: The agency offers the following clarification. The agency is subject to the Texas Public Information Act codified under Texas Government Code, Chapter 552, and may only affirm that, to the extent permitted by law, no individual responses will be released to the public in a way that identifies individuals. More information on survey processes and reporting will be provided to PREP participants in advance of survey distribution.

Comment: TCTA recommended that, because the legislature provided specific limitations on prohibited duties for teacher candidates during preservice practice hours, the proposed rules should include those limitations rather than referring to the enabling statute.

Response: The agency disagrees. The proposed rule identifies the requirements in accordance with the statute.

Comment: TCTA commented that SBEC has approval authority over rulemaking and that the proposed rules appear to only address a situation in which SBEC approves inclusion of materials. The commenter recommended a change in language to incorporate the possibility of rejection by SBEC.

Response: The agency disagrees. Section 153.1306(b) describes TEA's responsibilities pertaining to content development processes, not SBEC's responsibilities.

Comment: Educate Texas commented that while the prioritization of selecting current classroom teachers to serve in the mentor teacher role is an important indicator of mentoring quality and relevance to current instructional practice, their stakeholders have expressed concern with staff challenges and the need for more mentor teacher capacity. The commenter stated that increasing the ratio of beginning teachers to mentor teacher from 4:1 to at least 7:1 in §153.1305(b)(2)(D), along with clarifying selection, training, and supports to those individuals, would address their mentor teacher shortage concerns.

Response: The agency agrees. The ratio of beginning teachers to mentor teachers who serve as neither a teacher of record nor a full-time mentor was increased from four beginning teachers to eight beginning teachers at adoption. Additionally, language was added to §153.1305(b)(2)(D) to ensure that school systems retain documentation locally of the mentor teacher's ability to mentor.

Comment: Educate Texas commented that proposed §153.1305 requires school systems to ensure that returning mentor teachers who have completed the Texas Mentorship Training to be trained by the school system in the years after Texas Mentorship Training completion and recommended that the proposed rule also include expectations related to the design, duration, and content of interim trainings. They also recommended the need for local education agencies (LEAs) to deliver Texas Mentorship Training directly.

Response: The agency disagrees. Guidance on the design, duration, and content of interim mentorship training depends on the unique needs of the school system and its mentor and beginning teachers and may differentiate across school systems. Additional guidance on the design, duration, and content of interim mentorship training will be provided both in the PREP Guidebook and via the approved Texas Mentorship Training provider working with the school system, but not in rule.

Comment: Educate Texas commented that it is important to expand approval of school systems to deliver the Texas Mentorship Training.

Response: This comment is outside of the scope of the proposed rulemaking. TEA will provide guidance on this topic at a later point.

Comment: American Federation of Teachers - Texas commented that the requirements in §153.1305(b)(3)(A)(i) for the mentor teacher to be trained before the start of the school year or within three weeks of being assigned a beginning teacher should be removed since the Texas Mentorship Training is not fully developed and the cadence of its availability is unknown.

Response: The agency agrees. Section 153.1305(b)(3)(A)(i) was updated at adoption to allow school systems to train and assign a mentor teacher to a beginning teacher within 45 business days of the beginning teacher's hiring.

Comment: American Federation of Teachers - Texas expressed concern that §153.1306(b) does not include language encouraging stakeholder, general public, or SBEC input on mandatory PREP program trainings. They encouraged TEA to engage stakeholders who will be charged with implementation and consider the advice and participation of SBEC. The commenter stated that although only two trainings (high-quality instructional materials and discipline) have been publicly discussed, there is not a statutory limit on the number the commissioner may eventually require. They recommended that a committee of stakeholders be convened to advise TEA on the development of these trainings.

Response: The agency disagrees. SBEC's authority concerning PREP program input would be addressed in proposed new 19 TAC §228.57(f), which would define SBEC's authority to approve required training content, ensuring that it is based on research and aligned to educator standards as specified in TEC, §21.044(i). Proposed new §228.57(f) would define SBEC's authority and ensure that materials are developed to meaningfully address teacher candidate preparation needs. TEA will conduct a quality review of all developed training content that includes expert perspectives prior to SBEC approval of the training content.

Comment: American Federation of Teachers - Texas expressed concern with the timing of the proposed rules and the corresponding grant cycle. The commenter stated that the rule has a proposed effective date of May 10, 2026, but school systems must accept or decline their Learning Acceleration Support Opportunities (LASO), Cycle 4 grant allotments by March 11, 2026. The commenter noted that this timing may require districts to consent to their grant allotments without seeing the contract.

Response: The agency disagrees. The PREP allotment has a different process and timeline for verifying participation than the grants in the LASO application. Approved districts will have until May 31 to submit verification of participation in the PREP allotment. This verification of participation will include review of, and agreement to meet, these rules.

Comment: Degree Partners strongly encouraged TEA to retain the proposed eligibility framework in §153.1304. The commenter stated that by allowing LEAs to choose the IHEs that best fit their employees' needs, provided there is a formalized partnership with a Texas-accredited EPP, TEA would maximize the impact of the PREP Program Allotment and accelerate the certification of highly motivated, local talent.

Response: The agency offers the following clarification that the rule language in §153.1304 was changed at adoption to update the definition of an eligible IHE in response to stakeholder feedback from public comment.

Comment: Rev Partnership suggested that §153.1305(b)(3) be modified to not require district and campus leaders to engage in Texas Mentorship Training every three years.

Response: The agency disagrees. TEC, §21.458 (b-1), requires training for mentor teachers and any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher. Proposed §153.1305(b)(3) intends to provide assistance interpreting the appropriate district and campus employees for training by listing examples, not requirements, for all participating school systems. Additionally, after the initial year of Texas Mentorship Training (TMT), individuals required to complete mentor training in TEC, §21.458(b-1), will engage in an abridged refresher of the TMT content every three years. This will allow school systems to periodically update their mentorship program plans with the support of a TMT provider. TEA will provide additional guidance to school systems on the required participants for the TMT in the PREP Guidebook.

Comment: Rev Partnership requested that §153.1305(4) and (5) be clarified to highlight that mentoring activities focused on instructional planning, curriculum alignment, assessment review, and related professional responsibilities may occur during a teacher's planning period.

Response: The agency disagrees that the rule text should be amended and provides the following clarification. Mentoring activities focused on instructional planning, curriculum alignment, assessment review, and related professional responsibilities may occur during a teacher's planning period, and this information will be clarified in the PREP Mentorship Program guidelines.

Comment: Rev Partnership requested that TEA remove the proposed language requiring the age requirement for certification, as they are concerned it could unintentionally limit student participation. They requested that SBEC consider amending the requirements for this certificate to ensure that students, regardless of age, can be recommended for the certificate once they have met all requirements.

Response: This comment is outside the scope of the proposed rulemaking. However, the agency provides the following clarification. SBEC's proposed amendment to 19 TAC Chapter 230, Subchapter E, addresses the challenge of age requirements for certification by proposing issuance of the Educational Aide I certificate to eligible high school students younger than 18 who meet all other requirements for the industry-based certificate.

STATUTORY AUTHORITY. The amendment is adopted under TEC, §21.901, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes definitions for PREP programs; TEC, §21.902, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes provisions for three PREP Preservice Programs: PREP Preservice Traditional Program, PREP Preservice Residency Program, and PREP Preservice Alternative Program; TEC, §21.903, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes requirements for the PREP Preservice Traditional Program; TEC, §21.904, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes a PREP Preservice Residency Program for participating school districts or open-enrollment charter schools to implement teacher residency preservice programs that provide teacher candidates with extensive year-long clinical practice under the supervision of a host teacher. It also outlines permissible use of allotment funds, which include candidate pay, mentor stipends, and training and administrative costs; TEC, §21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes requirements for the PREP Preservice Alternative Program; TEC, §21.906, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes a PREP Grow Your Own Program for participating school districts or open-enrollment charter schools to implement Grow Your Own Programs supporting district or open-enrollment charter school employees who do not hold a teaching certificate in completing a bachelor's degree and enrolling in a preparation program for teacher certification and high school students in completing education and training career and technical education (CTE) courses to help prepare students for the teaching profession. It also outlines permissible use of allotment funds, which include program implementation and paying tuition and fees for participating students and employees; TEC, §21.907, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes a PREP Mentorship Program for participating school districts or open-enrollment charter schools to implement a mentoring program that meets the requirements of TEC, §21.458, for classroom teachers who have less than two years of teaching experience. It also outlines permissible use of mentor program allotment funds, which include mentor teacher stipends, scheduled release time for mentoring activities, and mentor support through providers of mentor training; TEC, §21.908, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes requirements for educator preparation program supports; TEC, §21.909, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes the requirement for the commissioner to establish performance standards, goals, and periodic review of the PREP program; TEC, §21.910, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which includes provisions for authority to accept certain money; TEC, §21.911, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, requires the commissioner to adopt rules as necessary to implement TEC, Chapter 21, Subchapter R; TEC, §48.157, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes a PREP Program Allotment and a formula to determine the amount to which eligible school districts and open-enrollment charter schools are entitled for each PREP program; TEC, §21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which requires the commissioner to develop and make available content training materials and related EPP faculty training required for preparing teacher candidates enrolled in any of the PREP Preservice Programs; and TEC, §21.044(i), as added by HB 2, 89th Texas Legislature, Regular Session, 2025, which establishes the content training requirements for teacher candidates enrolled in any of the PREP Preservice Programs.

CROSS REFERENCE TO STATUTE. The amendment implements TEC, §§21.901-21.911 and 48.157, as added by HB 2, 89th Texas Legislature, Regular Session, 2025.

<rule>

### **§153.1301. Definitions.**

In addition to terms defined in Texas Education Code (TEC), §21.901, the following words, terms, and phrases shall have the following meanings when used in this subchapter.

- (1) Beginning teacher--A classroom teacher in Texas with fewer than two years of teaching experience in the subject or grade level to which the teacher is assigned.
- (2) Charter school--A Texas public school that meets one of the following criteria:
  - (A) is operated by a charter holder under an open-enrollment charter granted either by the State Board of Education or commissioner of education pursuant to TEC, §12.101, identified with its own county district number;
  - (B) has a charter granted under TEC, Chapter 12, Subchapter C;
  - (C) has a charter granted under TEC, §12.256, and Human Resources Code, §221.002; or
  - (D) has a charter granted under TEC, §11.157(b).
- (3) Classroom teacher--An educator who is employed by a school system in Texas and who, not fewer than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. The term does not include a teacher's aide or a full-time administrator. For purposes of this subchapter, a classroom teacher includes an educator who may not yet hold a certificate issued under TEC, Chapter 21, Subchapter B.
- (4) Clinical teaching--This term has the meaning assigned in §228.2 of this title (relating to Definitions).
- (5) Cooperating teacher--This term has the meaning assigned in TEC, §21.901(3), and further defined in §228.2 of this title.
- (6) Co-teaching--This term has the meaning assigned in §228.2 of this title.
- (7) Educator preparation program--This term has the meaning assigned in §228.2 of this title.
- (8) Full-time mentor teacher--A mentor teacher whose primary role is supporting the development of beginning teachers through mentorship.
- (9) Host teacher--This term has the meaning assigned in §228.2 of this title. A host teacher will serve in lieu of a cooperating teacher in the supervision of teacher residents.
- (10) Instructional support--The range of opportunities in which an individual teacher candidate is actively supporting learners to acquire knowledge and develop skills to achieve learning goals. Settings for these activities may include, but are not limited to, co-teaching with a cooperating teacher within a classroom, research-based tutoring, and 1-1 or small group interventions.
- (11) Internship--This term has the meaning assigned in §228.2 of this title.
- (12) Mentor teacher--An individual who serves or has served as a teacher in Texas who provides effective support to help beginning teachers successfully transition into the teaching assignment. An appraiser, as defined by TEC, §21.351, may serve as a mentor teacher but may not mentor a classroom teacher for whom they are responsible for appraising.

- (13) Preparing and Retaining Educators Through Partnership (PREP) program--One of the five PREP programs under TEC, §§21.903-21.907 and 48.157.
- (14) Preservice program--One of the three PREP programs under TEC, §§21.904-21.906, that includes a partnership between a school district or eligible charter school and an eligible educator preparation program.
- (15) Reduced teaching load--Rostering and scheduling strategies that reduce the number of instructional periods assigned to classroom teachers, achieved through methods such as reducing the number of sections assigned to the classroom teacher, increasing the number of students in certain sections to enable release time, hiring additional staff, or other strategic staffing approaches.
- (16) Release time--Periods of time within the regularly contracted school day in which classroom teachers, teacher candidates, and educational aides are released from direct instructional activities or responsibilities supervising students, such as arrival and dismissal duties, to engage in required activities for their roles.
- (17) School system--A school district or charter school.
- (18) Strategic staffing--For the purpose of the PREP programs described in this subchapter, the process by which a school system and an education preparation program design and implement a paid clinical teacher experience that is sustainably funded by reallocating school district resources to compensate teacher candidates who take on additional instructional responsibilities on the campus, such as tutoring, substitute teaching, or providing release time for lead teachers, while completing their clinical teaching requirements.
- (19) Teacher--A superintendent, principal, supervisor, classroom teacher, school counselor, or other school district or charter school employee who provides direct instructional support to other teachers.
- (20) Teacher candidate--This term has the meaning assigned in TEC, §21.901(8).
- (21) Teacher of record--This term has the meaning assigned in §228.2 of this title.

**§153.1302. General Provisions for the Preparing and Retaining Educators Through Partnership Program.**

- (a) Eligibility, application procedures, and approval processes.
  - (1) In addition to school districts, charter schools as defined in §153.1301 of this subchapter (relating to Definitions), may apply to receive funding for the Preparing and Retaining Educators Through Partnership (PREP) Program Allotment with the following provisions.
    - (A) All preservice PREP programs under Texas Education Code (TEC), §21.902(a), must provide practice opportunities for teacher candidates in prekindergarten-Grade 12 classrooms. Charter schools with a charter granted under TEC, §12.256, and Human Resources Code, §221.002, are ineligible to receive funding under TEC, §48.157, for PREP preservice programs under TEC, §§21.903-21.905, or the PREP Grow Your Own Program under TEC, §21.906.
    - (B) Charter schools with a charter granted under TEC, §12.256, and Human Resources Code, §221.002, are eligible to apply for the PREP Mentorship Program under TEC, §21.907.
    - (C) Charter schools that have a charter granted under TEC, Chapter 12, Subchapter C, are subject to the funding caps described in TEC, §48.157.
    - (D) Charter schools that have a charter granted under TEC, Chapter 12, Subchapter C, must have a written agreement with the partner school district to document how allotment funds generated through the partnership will be spent.
  - (2) Annually, the Texas Education Agency (TEA) will make publicly available an application and approval process for school systems to apply for PREP program funding under TEC, §§21.903-21.907 and 48.157.

- (A) Annually, TEA shall provide:
    - (i) the timeline for application and approval; and
    - (ii) statutorily based minimum requirements necessary for an application to be eligible for approval.
  - (B) School systems must apply for approval separately for each PREP program under TEC, §§21.903-21.907. The approval of one PREP program does not guarantee approval of a separate PREP program.
  - (C) If TEA determines that an initial application is incomplete, the application will not be approved for funding.
  - (D) Applicants that are determined to meet the statutorily based minimum requirements shall be approved individually for each PREP program under TEC, §§21.903-21.907.
  - (E) If a school system's application for a PREP program is denied, it may submit a written response or request for a second review within 30 days of TEA sending the school system its notification.
- (3) Annually, TEA will make publicly available a process through which school systems may apply for, add, or remove educator preparation program (EPP) and institution of higher education (IHE) partnerships to meet requirements under TEC, §§21.903-21.906.
- (A) Only approved partnerships will be able to generate allotment funding under TEC, §48.157.
  - (B) Previously approved partnerships must adopt the State Board of Educator Certification-approved EPP content under §153.1306 of this subchapter (relating to Educator Preparation Program Training Content for Preparing and Retaining Educators Through Partnership Preservice Programs) or will lose funding eligibility under TEC, §48.157.
- (b) Funding and spending requirements.
- (1) State funding.
    - (A) School systems will receive PREP Program Allotment funds based on information collected via TEA data systems. Any difference from the initial and final amount will be addressed as part of the Foundation School Program settle-up process according to the provisions in TEC, §48.272.
    - (B) Annually, TEA will collect data on PREP program participants that will generate allotment funding under TEC, §48.157, and other related roles such as cooperating and mentor teachers. These data collections will include participant identification information in addition to campus and school system placements.
    - (C) School systems shall annually verify and confirm teacher candidate and beginning teacher placements and corresponding allotments by the date communicated by TEA.
    - (D) TEA may exercise administrative discretion to redirect or recalculate funds to a school system in which the teacher candidate is placed if a school system disputes Educator Certification Online System (ECOS) or Public Education Information Management System (PEIMS) data. Disputes must be received by the dates communicated by TEA.
  - (2) Spending. School systems must spend funding generated under TEC, §48.157, in accordance with the provisions under TEC, §§21.903-21.907, and the provisions within this subchapter.
- (c) Program submissions.
- (1) Annually, unless otherwise specified by TEA, school systems shall complete a program submission for each of the PREP programs for which they receive funds under TEC, §48.157. This program submission shall include implementation data and the distribution of allotment funds

from the previous school year in accordance with the funding and spending provisions under TEC, §§21.902-21.907 and 48.157, and this section.

- (A) School systems must establish local option codes to accurately monitor and report the appropriate distribution of allotment funds.
  - (B) School system superintendents, chief financial officers, or other staff roles identified by TEA must certify that the information in the program submission is accurate to the best of their knowledge and complies with all applicable state and federal laws, including TEC, Chapter 39, Subchapter D.
  - (C) The program submission must be submitted in a format prescribed by TEA and include the name and title of the certifying individual, date of certification, and statement of understanding that false certification may result in criminal penalties and/or referral to the State Board for Educator Certification for possible educator certificate sanctions.
- (2) Annually, unless otherwise specified by TEA, school systems must have program participants, determined by TEA and communicated annually by August 1 each year, such as teachers, campus principals, and human resources personnel, respond to surveys developed by TEA to gauge the perception of the school system's implementation of applicable PREP programs.
- (3) School systems shall provide TEA all other data and information requested on PREP program implementation per TEC, §21.902(c)(4) and §21.906(d)(5), or otherwise needed to implement periodic reviews under TEC, §21.909, and subsection (d) of this section. School systems shall submit this data in the format specified by TEA by the communicated deadline. These collections shall include, at minimum, evidence of implementation of written agreements with EPPs or IHEs under TEC, §21.902(c)(1) or §21.906(d)(3), and submission of data through systems such as ECOS and PEIMS for individuals that generate an allotment under TEC, §48.157.
- (d) Periodic reviews.
- (1) Annually, or at any other time determined by TEA, TEA may engage in a review, pursuant to TEC, §48.272(e), and subject to the period of review limitation in TEC, §48.272(f), of a school system's approved PREP program.
  - (2) Annually, TEA will review the school system's program submission.
    - (A) If a school system's program submission under this subsection is incomplete, the commissioner:
      - (i) may require the school system to complete the submission;
      - (ii) may require the school system to develop and implement a PREP program improvement plan; or
      - (iii) may partially or fully rescind the school system's current allotment under TEC, §48.157.
    - (B) If a school system's program submission includes incorrect information, the commissioner:
      - (i) may review a school system's PREP Program Allotment budgets and fiscal reports under TEC, §48.010, and in accordance with subsection (e) of this section;
      - (ii) may take action under TEC, §48.270 and §44.051;
      - (iii) may require the school system to develop and implement an improvement plan;
      - (iv) may partially or fully rescind a school system's current allotment; or
      - (v) may prohibit the school system from participating in a PREP program for a period not to exceed five years consistent with TEC, §21.909(c).

- (3) Every three years, TEA will review a school system's performance goal attainment according to the provisions for each of the PREP programs under this section and §153.1303 of this subchapter (relating to Preparing and Retaining Educators Through Partnership Residency Preservice Program), §153.1304 of this subchapter (relating to Preparing and Retaining Educators Through Partnership Grow Your Own Program), and §153.1305 of this subchapter (relating to Preparing and Retaining Educators Through Partnership Mentorship Program). If, in reviewing one of the school system's PREP programs under TEC, §§21.903-21.907, the commissioner determines that the school system has failed to meet the performance goals established for a PREP program under this section and §§153.1303-153.1305 of this subchapter, the commissioner:
  - (A) may require the school system to develop and implement a PREP program improvement plan;
  - (B) may partially or fully rescind a school system's current allotment; and
  - (C) shall prohibit the school system from participating in a PREP program for a period not to exceed five years consistent with TEC, §21.909(c).
- (e) Renewals and withdrawals.
  - (1) Annually, a school system that has been previously approved for funding for a PREP program and does not have a current prohibition on participation in a PREP program under subsection (d)(2)(B)(v) or (3)(A)(iii) of this section will automatically continue to generate an annual allotment under TEC, §48.157. School systems will not need to re-apply to receive year-over-year funding.
  - (2) School systems may withdraw from participation in a PREP program according to the timelines and processes established by TEA and made publicly available annually by May 1 each year.

**§153.1303. Preparing and Retaining Educators Through Partnership Residency Preservice Program.**

- (a) General provisions.
  - (1) The commissioner of education shall establish the Preparing and Retaining Educators Through Partnership (PREP) Residency Preservice Program as a partnership preservice program to enable qualified educator preparation programs (EPPs), as determined by the commissioner, that meet the teacher residency preparation requirements under Texas Education Code (TEC), §21.04422, to form partnerships with school districts and eligible charter schools to prepare candidates for an enhanced standard certificate. Partnerships participating in this program must meet all general provisions described in §153.1302 of this subchapter (relating to General Provisions for the Preparing and Retaining Educators Through Partnership Program).
  - (2) For residency preservice programs to receive funds under TEC, §21.904 and §48.157, they must meet all provisions described in §153.1302 of this subchapter and the program standards listed in this section.
- (b) PREP Residency Preservice Program eligibility.
  - (1) School district and charter school eligibility. School districts and eligible charter schools must have at least one partnership with an approved EPP that has met the eligibility requirements described in paragraph (2) of this subsection.
  - (2) EPP eligibility.
    - (A) To participate in the PREP Residency Preservice Program in the 2026-2027 school year, all EPPs must have received previous State Board of Educator Certification (SBEC) approval to offer the Teacher Residency Preparation Route established under Chapter 228 of this title (relating to Educator Preparation Program Requirements).
    - (B) To participate in the PREP Residency Preservice Program in the 2027-2028 school year and beyond, all EPPs must have received SBEC approval to offer the PREP Teacher Residency Preparation Route established through SBEC rulemaking authority in Chapter 228 of this title.

- (c) Program standards. The partnership must meet all residency preservice partnership requirements described in TEC, §21.902 and §21.904, and requirements for the preparation route under TEC, §21.04422, and Chapter 228 of this title. The residency preservice program partnership shall:
- (1) develop and submit to the Texas Education Agency (TEA), upon request, a written partnership agreement with at least one approved EPP, with an attestation and explanation of how the partnership shall meet the standards described in this subsection;
  - (2) provide the teacher resident with a year-long clinical teaching experience aligned to the candidate's certification area in a prekindergarten-Grade 12 classroom. Candidates must meet all requirements for clinical teaching hours and placement described in §228.65 of this title (relating to Residency). The school district or eligible charter school must support the completion of these requirements;
  - (3) ensure the teacher resident does not serve as a teacher of record while completing the PREP Residency Preservice Program under TEC, §21.902(e). Teacher resident engagement in responsibilities held by a teacher of record for the purpose of learning must meet the requirements described in TEC, §21.902(f);
  - (4) work collaboratively to ensure that a candidate's schedule supports the candidate's ability to access and complete all required coursework in the residency program;
  - (5) select and pair the host teacher with the teacher resident.
    - (A) For the 2026-2027 school year, the school district or eligible charter school will work with the EPP to ensure and track that the host teacher completes all training requirements as described in Chapter 228 of this title.
    - (B) For the 2027-2028 school year, the school district or eligible charter school will be responsible for registering the host teacher to complete the TEA-developed Texas Mentorship Training. The school district and eligible charter school will ensure and track that the host teacher completes all training requirements for initial participation and retraining requirements described in Chapter 228 of this title;
  - (6) ensure that the teacher candidate is mentored by a mentor teacher who has completed the Texas Mentorship Training established under TEC, §21.907, for the candidate's first two years as a teacher of record after completing the partnership preservice program. This requirement only applies to teachers who are initially employed in the school district or eligible charter school where they completed their residency; and
  - (7) commit to all other school district and eligible charter school partner requirements currently described in Chapter 228 of this title.
- (d) Performance goals. Performance outcomes prioritize measurement of:
- (1) evidence of partnership requirements under subsection (c)(1)-(7) of this section;
  - (2) percent of teacher residency candidates who complete certification requirements by attaining an enhanced standard certificate; and
  - (3) teacher resident employment in Texas school districts and eligible charter schools.
- (e) Timelines for periodic reviews. The commissioner will review the performance goals described in subsection (d) of this section for each participating residency preservice program beginning three years following the initial PREP Residency Preservice Program approval under §153.1302(a)(4) of this subchapter.
- (f) Program funding.
- (1) School district and eligible charter school funding.
    - (A) The school district or eligible charter school will receive initial payment per TEC, §48.157(j)(2), for up to 40 residents.

- (B) The school district or eligible charter school will receive the remaining allotment as described under TEC, §48.157(b)(2), upon the candidate's successful attainment of the enhanced standard certificate within one year of beginning the residency program.
- (C) The school district or eligible charter school may fund up to 80 additional teacher residents at the rate described in TEC, §48.157(g). Residents must still be compensated as described in TEC, §21.904(d). This provision is only applicable if the school district or eligible charter school exceeds the total number of candidates under TEC, §48.157(f)(1).
- (2) EPP funding. The EPP will receive funding described under TEC, §48.157(h), when each teacher resident completes a full year of employment in a Texas school district or eligible charter school as a teacher of record following attainment of the enhanced standard certificate.
- (g) Program spending. Money received under TEC, §48.157, may be used only to implement the PREP Residency Preservice Program and must meet the following spending requirements.
  - (1) School districts and eligible charter schools shall use funds provided under TEC, §48.157(b)(2), to compensate teacher residents and host teachers as described in TEC, §21.904(c). Teacher residents must be additionally compensated as described in TEC, §21.904(d). The remaining discretionary funding under TEC, §48.157(b)(2), must be used to support the residency preservice program (for example, paying for the TEA-adopted Texas Mentorship Training or funding salaries for program implementation supports, EPP partner supports, expansion of host teacher stipends, or strategic staffing training and support).
  - (2) EPPs must meet spending requirements pertaining to EPPs under TEC, §48.157(h).

**§153.1304. Preparing and Retaining Educators Through Partnership Grow Your Own Program.**

- (a) General provisions.
  - (1) The commissioner of education shall establish the Preparing and Retaining Educators Through Partnership (PREP) Grow Your Own Program to enable qualified institutions of higher education (IHEs) and educator preparation programs (EPPs), as determined by the commissioner, to form partnerships with school districts and eligible charter schools to establish innovative staffing pipelines to ensure the availability of high-quality classroom teachers to benefit future school district or charter school students.
  - (2) The PREP Grow Your Own Program applies to school districts and eligible charter schools that seek to support the following aspiring teacher programs. To attain allotment funding, applicants:
    - (A) must establish an employee program for school district and eligible charter school employees who remain employed in the school district while completing their bachelor's degree and EPP requirements for teacher certification. Employees must be full-time while serving as a paraprofessional or in a role supporting the instruction of students that is not the teacher of record; and
    - (B) may establish a program for high school students completing education and training career and technical education (CTE) courses and dual enrollment educator pathway coursework.
  - (3) For a school district or an eligible charter school to receive funds for the PREP Grow Your Own Program under Texas Education Code (TEC), §21.906 and §48.157, it must meet all provisions described in §153.1302 of this subchapter (relating to General Provisions for the Preparing and Retaining Educators Through Partnership Program) and the program standards listed in subsection (c) of this section.
- (b) School district and charter school eligibility. To participate in the PREP Grow Your Own Program, applicants must meet the following eligibility criteria in addition to the requirements described in §153.1302(a) of this subchapter.
  - (1) Approval to participate in a PREP Preservice Program is described in §153.1302 of this subchapter.

- (A) For the 2026-2027 school year, applicants must be approved to participate in the PREP Residency Preservice Program (TEC, §21.904).
  - (B) For the 2027-2028 school year, applicants must be approved to participate in at least one PREP Preservice Program (TEC, §§21.903, 21.904, or 21.905).
- (2) Participating school districts and eligible charter schools must have a written partnership agreement with a Texas bachelor's-degree-conferring public institution of higher education as defined in TEC, §61.003(8), or a bachelor's-degree-conferring private institution of higher education authorized by the Texas Higher Education Coordinating Board to operate in Texas pursuant to Chapter 7, Subchapter A, of this title (relating to General Provisions) and an accredited Texas EPP if not included within the IHE. For the 2026-2027 academic year, bachelor's-degree-conferring private institutions of higher education that have applied for authorization by the Texas Higher Education Coordinating Board to operate in Texas pursuant to Chapter 7, Subchapter A, of this title are permissible partners for the PREP Grow Your Own Program. The partnership agreement must be established and the Texas Higher Education Coordinating Board Certificate of Authorization or Authority issued prior to PREP Grow Your Own Program implementation.
- (c) Program standards.
- (1) High school program. The participant must ensure the following requirements during the high school student's experience in the PREP Grow Your Own Program.
- (A) Students must have access to practice in education and training CTE courses and/or dual credit coursework meeting the requirements described in Chapter 127, Subchapter G, of this title (relating to Education and Training).
  - (B) During the education and training practicum course, students must be paired with a cooperating teacher who has agreed to participate and meets all the cooperating teacher guidelines developed by the employing school district, their IHE, and EPP partners.
  - (C) Students must have access to transition supports that provide guidance and support to enroll in a post-secondary pathway. These may include:
    - (i) providing students information regarding local IHEs or community colleges that offer pathways to teacher preparation programs and approved PREP allotment partnership preservice programs under TEC, §21.902; or
    - (ii) holding, at minimum, one synchronous IHE/community college recruitment event annually to discuss the school district's or eligible charter school's approved partnership preservice programs.
  - (D) Students shall obtain the Educational Aide I Certificate to the extent practicable.
- (2) School district or eligible charter school employee program. The participant must ensure the following requirements during the employee's experience in the PREP Grow Your Own Program.
- (A) Employees must have monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school district. The school district must work with the undergraduate degree program and the EPP to establish a release time schedule that addresses the employee's needs.
  - (B) Employees must be employed in a role that includes instructional support for students. Employees must spend at least 25% or more of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
  - (C) Employees must have access to transition supports as described in paragraph (1)(C) of this subsection.
  - (D) Employees must be paired with a cooperating teacher as described in paragraph (1)(B) of this subsection.

- (E) Employees may not serve as a teacher of record while completing the PREP Grow Your Own Program under TEC, §21.902(g)(1). Employee engagement in responsibilities held by a teacher of record for the purpose of learning must meet the requirements described in TEC, §21.902(h).
  - (F) Employees must attain an Educational Aide III certificate within the first year of beginning participation in the school district's or eligible charter school's PREP Grow Your Own Program.
  - (G) Employees must complete their bachelor's degree and, at a minimum, be enrolled in an accredited EPP within three years of formally beginning participation in the school district's or eligible charter school's PREP Grow Your Own Program.
- (d) Performance goals. Performance goals prioritize measurement of the following.
- (1) For the PREP Grow Your Own high school program:
    - (A) evidence of all high school student program requirements under subsection (c)(1)(A)-(C) of this section;
    - (B) percent of students who obtain the Educational Aide I certificate; and
    - (C) percent of students enrolled in a bachelor's degree program.
  - (2) For the PREP Grow Your Own employee program:
    - (A) evidence of all employee program requirements under subsection (c)(2)(A)-(D) of this section;
    - (B) percent of employees who obtain the Educational Aide III certificate;
    - (C) percent of employees enrolled in an EPP within three years of beginning the program; and
    - (D) percent of employees who complete their bachelor's degree within three years.
- (e) Timelines for periodic reviews. The commissioner will review the performance goals described in subsection (d)(1) of this section for each school district and eligible charter school participant beginning three years following the initial PREP Grow Your Own Program approval under §153.1302(a)(4) of this subchapter.
- (f) Funding and spending requirements. School districts and eligible charter schools participating in the PREP Grow Your Own Program must meet funding and spending requirements described in TEC, §48.157.
- (1) Funding. The school district's or eligible charter school's PREP Grow Your Own Program will receive the remaining 50% of the funding described in TEC, §48.157, when the PREP Grow Your Own employee completes the bachelor's degree requirements and has, at a minimum, enrolled in an accredited EPP within three years of beginning participation.
  - (2) Spending. Money received under TEC, §48.157, must be used to implement the PREP Grow Your Own Program (for example, implementation of the high school education and training program, tuition for aspiring teachers, wrap-around and transition supports, strategic staffing training and implementation, costs associated with employee preparation in a PREP Preservice Program, and local salaries for program implementation support).

**§153.1305. Preparing and Retaining Educators Through Partnership Mentorship Program.**

- (a) General provisions.
  - (1) The commissioner of education shall establish the Preparing and Retaining Educators Through Partnership (PREP) Mentorship Program to provide mentorship to beginning teachers under Texas Education Code (TEC), §§21.907, 21.458, and 48.157.
  - (2) In order for a school system to receive funds for the PREP Mentorship Program under TEC, §21.907 and §48.157, they must meet all provisions described in §153.1302 of this subchapter

(relating to General Provisions for the Preparing and Retaining Educators Through Partnership Program) and the program standards in subsection (b) of this section.

(b) Program standards.

- (1) Mentor teacher qualifications. A school system must:
  - (A) prioritize the selection of current classroom teachers as mentor teachers using clear selection criteria, protocols, and hiring processes that align with requirements of this paragraph and TEC, §21.458, and retain documentation of such processes locally;
  - (B) select mentor teachers who:
    - (i) have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance as determined by a set of student growth and/or achievement data. School systems may use the approved designations under TEC, §21.3521, to fulfill this requirement;
    - (ii) demonstrate interpersonal skills and dispositional criteria prioritized and documented by the school system;
    - (iii) demonstrate instructional effectiveness and expertise, to the extent practicable, in research-based instructional practices specifically for the grade levels and subjects to which the beginning teacher is assigned; and
    - (iv) demonstrate leadership skills such as an ability to effectively communicate, influence colleagues to take action, and build trusting relationships with colleagues; and
  - (C) prioritize the selection of mentor teachers who have experience as classroom teachers in the past three years.
- (2) Mentor teacher assignment. School systems must agree to assign no more than:
  - (A) two beginning teachers to a mentor teacher who serves as a teacher of record for, on average, four or more hours per instructional day;
  - (B) four beginning teachers to a mentor teacher who serves as a teacher of record for, on average, less than four hours per instructional day;
  - (C) fifteen beginning teachers to an individual who serves as a full-time mentor teacher; or
  - (D) eight beginning teachers to an individual who serves as neither a teacher of record nor a full-time mentor teacher and retain documentation locally of the mentor teacher's ability to meet the demands of the role.
- (3) Mentor training. A school system must:
  - (A) ensure and track that mentor teachers and any appropriate school system and campus employees, such as principals, assistant principals, and instructional coaches, who work with a beginning teacher, supervise a beginning teacher, or oversee the mentorship program complete the Texas Mentorship Training established by the Texas Education Agency (TEA) every three years and:
    - (i) ensure that mentor teachers and any appropriate school system and campus employees are trained before the beginning of the school year or 45 business days after being assigned a beginning teacher; and
    - (ii) provide training in alignment with the Texas Mentorship Training scope and sequence that includes best mentorship practices to mentor teachers and any appropriate school system and campus employees throughout the school year;

- (B) in the years between Texas Mentorship Trainings, ensure that returning mentor teachers who have completed the Texas Mentorship Training are trained by the school system before the school year begins and one time per semester; and
  - (C) ensure that any new mentor teachers complete the Texas Mentorship Training in their first year of mentoring.
- (4) School system support for mentorship time, scheduling, and logistics. A school system must designate a specific time during the regularly contracted school day for meetings between mentor teachers and the beginning teachers they mentor, which must abide by the mentor teacher and beginning teachers' entitled planning and preparation requirements in TEC, §21.404 and §21.405, and the provisions of paragraph (5)(A) of this subsection. The specific time may vary by campus, grade level, or content area and must be documented by the school system and may be provided through either:
- (A) a reduced teaching load for mentor and beginning teachers to facilitate mentor teacher duties described in paragraph (5) of this subsection, which may include rostering and scheduling strategies that provide classroom teachers fewer periods of instruction during the day via approaches such as reducing the number of sections assigned to the mentor teacher, increasing the number of students in certain sections to enable release time, hiring additional staff, or other strategic staffing approaches; or
  - (B) a release time that is, to the extent practicable, scheduled in advance and predictable.
- (5) Duties of a mentor teacher. A mentor teacher must:
- (A) meet with each beginning teacher assigned to the mentor teacher not less than 12 hours each semester, with co-teaching or observations of the mentor teacher or other highly effective teachers by the beginning teacher being mentored or observations of the beginning teacher being mentored by the mentor teacher counting toward the 12 hours each semester;
  - (B) guide, assist, give feedback to, and support the beginning teacher through mentoring sessions addressing:
    - (i) orientation to the context, policies, and practices of the school system, including:
      - (I) how to use school system and campus expectations within the classroom and implement routines and procedures with consistency to promote a positive learning environment;
      - (II) instructional materials, including formative and summative assessments;
      - (III) campus policies and practices related to instructional preparation; and
      - (IV) professional expectations;
    - (ii) data-driven instructional practices, including student work analysis protocols that analyze student work samples individually or collaboratively with the goal of understanding students' thinking, identifying strengths and progress toward mastery, and determining gaps in skills and knowledge; and
    - (iii) specific instructional coaching cycles, including:
      - (I) observation and actionable feedback related to research-based instructional strategies;
      - (II) coaching regarding conferences between parents and the beginning teacher; and
      - (III) review of available professional development opportunities aligned to feedback; and

- (C) meet the mentor requirements specified in Chapter 228 of this title (relating to relating to Educator Preparation Program Requirements) if mentoring a classroom teacher engaging in an internship.
- (6) Teacher participation reporting. A school system must ensure mentor teachers and beginning teachers participating in the mentorship program are accurately coded in a data system specified by TEA, such as the Educator Certification Online System, in accordance with TEA's specifications and deadlines.
- (c) Performance goals. Performance goals prioritize measurement of:
  - (1) mentor teacher qualifications under subsection (b)(1) of this section;
  - (2) mentor teacher training completion under subsection (b)(3) of this section;
  - (3) mentor teacher duties under subsection (b)(5)(A)-(B) of this section; and
  - (4) school system duties related to mentoring time, scheduling, and logistics under subsection (b)(4) of this section.
- (d) Funding and spending requirements.
  - (1) A school system shall use money received under TEC, §48.157(b)(5), to provide stipends for mentor teachers annually, including:
    - (A) for mentor teachers under subsection (b)(2)(A) and (B) of this section, \$1,000 per beginning teacher; and
    - (B) for mentor teachers under subsection (b)(2)(C) and (D) of this section, at least \$1,000.
  - (2) If any money received under TEC, §48.157, remains after providing stipends to mentor teachers in accordance with subsection (c) of this section, the school system may use that money to provide:
    - (A) scheduled release time for mentor teachers and classroom teachers being mentored to meet and engage in mentoring activities; and
    - (B) support for mentor teachers through mentor training, strategic staffing training, and compensation for school system staff responsible for overseeing and directing the annual mentorship training requirements.

**§153.1306. Educator Preparation Program Training Content for Preparing and Retaining Educators Through Partnership Preservice Programs.**

- (a) General provisions. The commissioner of education shall develop and make available content training materials and related training required for Educator Preparation Program (EPP) faculty and staff who are responsible for preparing teacher candidates enrolled in any of the Preparing and Retaining Educators Through Partnership (PREP) Preservice Programs under Texas Education Code (TEC), §21.067 and §21.044(i).
- (b) Texas Education Agency (TEA) processes for materials development. TEA shall develop EPP training content materials as determined by the commissioner for use in the preparation of candidates being prepared in a PREP Preservice Program. TEA shall develop the materials in the following manner.
  - (1) TEA staff will provide regular updates to the State Board for Educator Certification (SBEC) regarding proposed content development or updates and related timelines.
  - (2) TEA staff will ensure training content materials will be designed to meet the requirements under TEC, §21.067(b).
  - (3) TEA staff will conduct a final review of materials prior to recommending that SBEC take action to require use of the materials in the preparation of teacher candidates in a PREP Preservice Program (TEC, §21.0044(i)(1)).
- (c) Training and certification of EPP staff and faculty.

- (1) TEA shall develop and provide training to EPP faculty and staff to support EPPs to:
  - (A) implement and effectively redeliver the materials described in subsection (b) of this section in the preparation of candidates being prepared through PREP Preservice Programs; and
  - (B) implement and effectively deliver the Texas Reading Academies and Math Achievement Academies required for the preparation of certain teacher candidates under TEC, §21.044(i)(2), being prepared through PREP Preservice Programs.
- (2) TEA shall include a faculty certification process within the faculty training described in paragraph (1) of this subsection.