

Chapter 228. Requirements for Educator Preparation Programs

Subchapter F. Support for Candidates During Required Clinical Experiences

§228.91. Mentors, Cooperating Teachers, Host Teachers, and Site Supervisors.

- (a) In order to support a new educator and to increase educator retention, an educator preparation program (EPP) and campus or district administrator shall collaboratively assign each candidate a mentor during the candidate's internship, collaboratively assign a cooperating teacher during the candidate's clinical teaching experience, collaboratively assign a host teacher during the candidate's residency, and collaboratively assign a site supervisor during the candidate's practicum.
- (b) For teacher residencies, the EPP and campus or district administrator shall share responsibility for selection of host teachers, including determining specific selection criteria, development of a scoring rubric, and development of a selection process that involves representatives from the EPP and campus or district administration.
- (c) For internships and practicums, the mentor or site supervisor must be assigned to the candidate within three weeks of the candidate's assignment start date. The EPP must not allow a candidate to be in an internship or practicum without an assigned mentor or site supervisor for longer than three weeks.
- (d) If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, host teacher, or site supervisor is not available, the EPP and campus or district administrator shall collaborate to ensure an individual who most closely meets the criteria is assigned to the candidate, and the EPP must document the reason for selecting an individual that does not meet the criteria.
- (e) The EPP is responsible for providing mentor, cooperating teacher, host 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 in accordance with the evidence requirements of Figure: 19 TAC §228.13(f).

Statutory Authority: The provisions of this §228.91 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.91 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.93. Cooperating Teacher Qualifications and Responsibilities.

- (a) Required qualifications of a cooperating teacher:
 - (1) at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, of Part II of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);
 - (2) an accomplished educator as shown by student learning;
 - (3) trained by the educator preparation program, including training in co-teaching strategies and in how to coach and mentor teacher candidates, during the twelve weeks before or three weeks after being assigned to the clinical teacher;
 - (4) not assigned to the candidate as a mentor, field supervisor, or site supervisor; and
 - (5) valid certification in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification.
- (b) Duties of a cooperating teacher:

- (1) guide, assist, and support the candidate during the candidate's clinical teaching in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and
- (2) report the candidate's progress to the candidate's field supervisor.

Statutory Authority: The provisions of this §228.93 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.93 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.95. Host Teacher Qualifications and Responsibilities.

- (a) Required qualifications of a host teacher:
 - (1) at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, of Part II of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);
 - (2) an accomplished educator, as determined by the educator preparation program (EPP) in partnership with the district or campus administration, and shown by:
 - (A) at least three years of proficient or above proficient ratings on teacher evaluations;
 - (B) demonstrated evidence of positive impact on student learning as determined by a set of student growth and/or achievement data agreed upon by the partnership; and
 - (C) other dispositional criteria prioritized by the residency partnership;
 - (3) trained by the EPP, including training in co-teaching strategies and how to coach and mentor teacher candidates, at least twice per school year, including before or within the three weeks after being assigned as a host teacher;
 - (4) not assigned to the candidate as a field supervisor; and
 - (5) valid certification in the certification category for the residency assignment for which the residency candidate is seeking certification.
- (b) Duties of a host teacher:
 - (1) co-teach with the residency candidate, gradually releasing instructional responsibility and lead instruction time to the candidate as specified in §228.65(b)(2) of this title (relating to Residency);
 - (2) guide, assist, give feedback to, and support the candidate during the candidate's residency in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and
 - (3) report the candidate's progress to the candidate's field supervisor at least monthly.

Statutory Authority: The provisions of this §228.95 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.95 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.97. Mentor Qualifications and Responsibilities.

- (a) Required qualifications of a mentor:
 - (1) at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, of Part II of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);

- (2) accomplishment as an educator as shown by student learning;
 - (3) not assigned to the candidate as a cooperating teacher, field supervisor, or site supervisor;
 - (4) trained as a mentor by the educator preparation program (EPP) or the campus or district, including training in how to coach and mentor teacher candidates, during the twelve weeks before or three weeks after the candidate's assignment start date; and
 - (5) valid certification in the certification category in which the internship candidate is seeking certification.
- (b) Duties of a mentor:
- (1) guide, assist, and support the candidate throughout the entirety of the internship in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and
 - (2) report the candidate's progress to the candidate's field supervisor.

Statutory Authority: The provisions of this §228.97 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.97 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.99. Site Supervisor Qualifications and Responsibilities.

- (a) Required qualifications of a site supervisor:
- (1) at least three creditable years of experience, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service), in the aspect(s) of the certification class being pursued by the candidate;
 - (2) valid certification in the certification class in which the practicum candidate is seeking certification;
 - (3) trained by the educator preparation program (EPP), including training in how to coach and mentor candidates, during the twelve weeks before or three weeks after the start of the candidate's practicum;
 - (4) not serving as a field supervisor for a candidate completing a practicum, clinical teaching, or internship; and
 - (5) accomplishment as an educator as shown by student learning.
- (b) Duties of a site supervisor:
- (1) guide, assist, and support the candidate during the practicum; and
 - (2) report the candidate's progress to the candidate's field supervisor.

Statutory Authority: The provisions of this §228.99 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.99 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.101. Field Supervisor Qualifications and Responsibilities.

- (a) Required qualifications of a field supervisor:
- (1) accomplishment as an educator as shown by student learning; and

- (2) not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum; and
 - (3) trained by the educator preparation program (EPP) as a field supervisor; and
 - (4) for a supervisor of residency candidates, trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation and participation in school and/or district trainings, as determined by the district partner; and
 - (5) has completed Texas Education Agency (TEA)-approved training as required in subsection (b)(1) of this section or, for field supervisors supporting teacher candidates, is a currently certified Texas Teacher Evaluation and Support System (T-TESS) appraiser; and
 - (6) not assigned to the candidate as a mentor, cooperating teacher, or site supervisor; and
 - (7) three years of creditable experience, as defined by Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service), in the class in which supervision is provided, including:
 - (A) for a supervisor of classroom teacher and reading specialist candidates, experience as a campus-level administrator and a current certificate that is appropriate for a principal assignment may also supervise teacher and reading specialist candidates; and
 - (B) for a supervisor of principal candidates, experience as a district-level administrator and a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates; and either
 - (8) valid certification in the class in which supervision is provided; or
 - (9) at least a master's degree in the academic area or field related to the certification class for which supervision is being provided, and in compliance 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) and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities) for the certification class for which supervision is being provided.
- (b) Duties of a field supervisor:
- (1) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained annually as a field supervisor by the EPP and completed TEA-approved field supervisor training at least every three years. Field supervisors who have completed TEA-approved training must renew that training by September 1, 2026, and then renew the training at least one time per each three-year period thereafter. Field supervisors who support teacher candidates and who maintain valid T-TESS certification are not required to renew TEA-approved field supervisor training.
 - (2) The field supervisor must contact the assigned candidate within the first three weeks after the assignment start date for a candidate seeking certification as a classroom teacher and within the first quarter of the assignment for a candidate seeking certification in a class other than classroom teacher. The field supervisor must contact a candidate who is a late hire as defined in §228.2 of this title (relating to Definitions) within the first week after the candidate's assignment start date. Contact may be made by telephone, email, or other electronic communication.
 - (3) The field supervisor shall verify the candidate's internship placement within the first three weeks of the candidate's internship assignment and shall notify the EPP if the internship placement does not meet the requirements of this chapter, including assignment of a qualified mentor.
 - (4) Field supervisors shall conduct observations of candidates as described in §§228.103 of this title (relating to Formal Observations for Candidates in Residency Assignments), 228.105 of this title (relating to Formal Observations for All Candidates for Initial Classroom Teacher Certification), 228.107 of this title (relating to Formal Observations for Candidates in Clinical Teaching Assignments), 228.109 of this title (relating to Formal Observations for Candidates in Internship Assignments), 228.111 of this title (relating to Formal Observations for Candidates Employed as

Educational Aides), 228.113 of this title (relating to Support and Formal Observations for Candidates Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12), 228.115 of this title (relating to Support and Formal Observations for Candidates Seeking Deafblind Supplemental: Early Childhood-Grade 12), and 228.117 of this title (relating to Support and Formal Observations for Candidates Other Than Classroom Teacher).

- (5) With the exception of candidates who are late hires as defined in §228.2 of this title, field supervisors of candidates in clinical teaching, internship, and practicum assignments shall provide informal observations and ongoing coaching as appropriate and needed and, at a minimum, include the following:
 - (A) at least three informal observations that are 15 minutes or more in duration per semester of the internship, clinical teaching, or practicum assignment;
 - (B) the first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous;
 - (C) informal observations of practicum candidates may be virtual, either synchronous or asynchronous;
 - (D) are informed by written feedback provided during post-observation conferences; and
 - (E) include observation and feedback on targeted skills.
- (6) Field supervisors must provide to a candidate who is a late hire as defined in §228.2 of this title informal observations as required in subsection (b)(5) of this section. Two of the required informal observations must be provided within the first eight weeks of the candidate's assignment start date and both informal observations must be in-person.
- (7) Field supervisors of candidates in residency assignments shall provide informal observations and ongoing coaching that, at a minimum, include the following:
 - (A) at least four in person informal observations that are 15 minutes or more in duration per semester, totaling at least eight observations over the course of the year-long teacher residency placement. The first informal must occur within the first four weeks of the residency placement;
 - (B) are informed by written feedback provided during post-observation conferences; and
 - (C) provide observation and feedback on targeted skills, with opportunity to follow up on the candidate's development in the targeted skill.
- (8) For candidates participating in an internship, the field supervisor shall provide a copy of all written feedback to the candidate's supervising campus administrator and assigned mentor. For candidates participating in a residency, the field supervisor shall provide a copy of all written feedback to the candidate's host teacher and campus supervisor.
- (9) In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience and request and document feedback about the candidate from the candidate's cooperating teacher at least three times throughout the clinical teaching experience.
- (10) For a residency, the field supervisor shall collaborate with the candidate, campus supervisor, and the host teacher throughout the residency, including regular meetings and/or collaborative supports at least three times each semester with the campus supervisor and twice monthly with the host teacher. Meetings may be held virtually, and collaborative supports may include but are not limited to co-observation of candidates, co-coaching of candidates, and calibration for inter-rater reliability.
- (11) For an internship, the field supervisor shall collaborate with the candidate and campus supervisor, or their designee, at least twice per semester. Collaboration may include but is not limited to co-

observations (formal and informal), post-observation collaborative coaching, collaborative goal setting, or the provision of actionable feedback related to collaboratively established goals.

- (12) For non-teacher candidates in a practicum, the field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

Statutory Authority: The provisions of this §228.101 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.101 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.103. Formal Observations for Candidates in Residency Assignments.

- (a) An educator preparation program (EPP) must provide the first formal observation within the first six weeks of all residency assignments.
- (b) For a residency described in §228.65 of this title (relating to Residency):
- (1) an EPP must provide a minimum of two formal observations of 45 minutes each during the first semester of the residency and a minimum of two formal observations of 45 minutes each during the second semester of the residency. All formal observations must include a pre-observation and post-observation conference with the candidate; and
 - (2) all of the minimum formal observations must be in-person.

Statutory Authority: The provisions of this §228.103 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.103 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective March 11, 2025, 50 TexReg 1813.

§228.105. Formal Observations for All Candidates for Initial Classroom Teacher Certification.

- (a) Educator preparation programs shall ensure that the field supervisor conducts formal observations of the candidates completing a clinical experience.
- (b) Each formal in-person 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.
- (c) Each formal virtual observation must be:
- (1) at least 45 minutes in length;
 - (2) conducted by the field supervisor;
 - (3) followed by a post-observation conference within 72 hours of the educational activity; and
 - (4) conducted through use of an unedited electronic transmission, video, or technology-based method.
- (d) For each formal observation, whether in-person or virtual, the field supervisor shall:
- (1) participate in an individualized pre-observation conference with the candidate;
 - (2) document educational practices observed;
 - (3) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and
 - (4) provide a copy of the written feedback to the candidate's cooperating teacher or mentor.
- (e) Neither the pre-observation conference nor the post-observation conference needs to be onsite.

Statutory Authority: The provisions of this §228.105 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.105 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.107. Formal Observations for Candidates in Clinical Teaching Assignments.

- (a) An educator preparation program (EPP) must provide the first formal observation within the first third of all clinical teaching assignments.
- (b) For a 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 second half of the assignment.
- (c) For an all-level clinical teaching assignment in more than one location or in an assignment that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, a minimum of two formal observations must be provided during the first half of each assignment and a minimum of one formal observation must be provided during the second half of each assignment.
- (d) For a clinical teaching assignment:
 - (1) at least two of the minimum formal observations must be in-person for each assignment; and
 - (2) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.

Statutory Authority: The provisions of this §228.107 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.107 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.109. Formal Observations for Candidates in Internship Assignments.

- (a) An educator preparation program (EPP) must provide the first formal observation within the first four weeks of all internship assignments. The first formal observation must be conducted in-person.
- (b) For an internship under an intern certificate or an additional internship described in §228.73 of this title (relating to Internship):
 - (1) an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship; and
 - (2) at least three of the minimum formal observations must be in-person.
- (c) For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this title:
 - (1) an EPP must provide a minimum of three formal observations during the first half of the assignment, and a minimum of two formal observations during the second half of the assignment; and
 - (2) at least two of the minimum formal observations must be in-person.
- (d) If an internship under an intern certificate or an additional internship described in §228.73 of this title involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:
 - (1) an EPP must provide a minimum of three observations in each assignment;

- (2) 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;
 - (3) at least two of the minimum formal observations must be in-person for each assignment; and
 - (4) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.
- (e) For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this title that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:
- (1) an EPP must provide a minimum of three-observations in each assignment;
 - (2) 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;
 - (3) at least two of the minimum formal observations must be in-person for each assignment; and
 - (4) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.

Statutory Authority: The provisions of this §228.109 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.109 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.111. Formal Observations for Candidates Employed as Educational Aides.

For candidates employed as certified educational aides completing clinical teaching, an educator preparation program must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the second half of the assignment.

Statutory Authority: The provisions of this §228.111 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.111 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.113. Support and Formal Observations for Candidates Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12.

- (a) For a candidate seeking a Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12 certificate, an educator preparation program (EPP) must provide guidance, assistance, and support by assigning a cooperating teacher and/or providing individual or group consultation. The EPP is responsible for providing training to cooperating teachers and/or consultation providers.
- (b) An EPP shall collaborate with the program coordinator for the Texas School for the Blind and Visually Impaired Statewide Mentor Program to assign a TVI mentor for the TVI certification candidate. The Texas School for the Blind and Visually Impaired Statewide Mentor Program is responsible for providing training for all TVI mentors.
- (c) Supervision of each TVI candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who is qualified and has been trained as a field supervisor in accordance with §228.101 of this title (relating to Field Supervisor Qualifications and Responsibilities).
 - (1) Formal observations of TVI candidates must be at least 135 minutes in duration in total throughout the clinical experience and must be conducted by the field supervisor.

- (2) An EPP must provide a minimum of one formal observation within the first third of the clinical experience, one formal observation within the second third of the clinical experience, and one formal observation within the final third of the clinical experience.
- (3) For each observation, the field supervisor shall:
 - (A) conduct an individualized pre-observation conference with the candidate before each observation;
 - (B) document educational practices observed during each observation; and
 - (C) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate following each observation.
- (4) The field supervisor may provide formal observations, pre-observation conferences, and post-observation conferences either in a face-to-face setting or by the use of electronic transmission or other video or technology-based methods.

Statutory Authority: The provisions of this §228.113 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.113 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.115. Support and Formal Observations for Candidates Seeking Deafblind Supplemental: Early Childhood-Grade 12 Certification.

- (a) For a candidate seeking a Deafblind Supplemental: Early Childhood-Grade 12 certificate, an educator preparation program (EPP) must provide guidance, assistance, and support by assigning a cooperating teacher and/or providing individual or group consultation. The EPP is responsible for providing training to cooperating teachers and/or consultation providers.
- (b) An EPP shall collaborate with the Texas School for the Blind and Visually Impaired to assign a mentor for the candidate. The Texas School for the Blind and Visually Impaired is responsible for providing training for all mentors.
- (c) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who is qualified and has been trained as a field supervisor in accordance with §228.101 of this title (relating to Field Supervisor Qualifications and Responsibilities).
 - (1) Formal observations of candidates must be at least 135 minutes in duration in total throughout the clinical experience and must be conducted by the field supervisor.
 - (2) An EPP must provide a minimum of one formal observation within the first third of the clinical experience, one formal observation within the second third of the clinical experience, and one formal observation within the final third of the clinical experience.
 - (3) The field supervisor shall:
 - (A) conduct an individualized pre-observation conference with the candidate before each observation;
 - (B) document educational practices observed during each observation; and
 - (C) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate following each observation.
 - (4) The field supervisor may provide formal observations, pre-observation conferences, and post-observation conferences either in a face-to-face setting or by the use of electronic transmission or other video or technology-based methods.

Statutory Authority: The provisions of this §228.115 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455;

21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.115 adopted to be effective September 1, 2024, 49 TexReg 3531.

§228.117. Support and Formal Observations for Candidates Other Than Classroom Teacher.

- (a) Supervision of each candidate seeking certification in a class other than classroom teacher shall be conducted with the structured guidance and regular ongoing support of an experienced educator who is qualified and has been trained as a field supervisor in accordance with §228.101 of this title (relating to Field Supervisor Qualifications and Responsibilities).
- (b) For candidates in a practicum:
 - (1) An educator preparation program (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.
 - (2) The three required formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
 - (3) For each formal observation, the field supervisor shall:
 - (A) participate in an individualized pre-observation conference with the candidate;
 - (B) document educational practices observed during the observation;
 - (C) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and
 - (D) provide a copy of the written feedback to the candidate's site supervisor.
 - (4) The field supervisor may conduct the formal observations, pre-observation conferences, and post-observation conferences either in-person or virtually.

Statutory Authority: The provisions of this §228.117 issued under the Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1)-(4); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452; 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.117 adopted to be effective September 1, 2024, 49 TexReg 3531.