

Item 7:**Adoption of Proposed Revisions to 19 TAC Chapter 231,
Requirements for Public School Personnel Assignments,
Subchapter F, Special Education-Related Services Personnel
Assignments****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education review, the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments. The proposed revisions would provide requirements for school districts to make personnel assignment decisions based on the correlating certification and demonstration of content proficiency requirements. The proposed revisions would also expand the list of certificates appropriate for personnel serving in special education-related assignments and include a section dedicated to requirements for an assignment of Teachers of Students who are Deafblind. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 231, Subchapter F, is the Texas Education Code (TEC), §§21.003(a), 21.031(a), 21.041(b)(1) and (2), and 21.064.

TEC, §21.003(a), states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by the TEC, Chapter 21, Subchapter B.

TEC, §21.031(a), states that the SBEC shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

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

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

TEC, §21.064, requires the SBEC to stop the issuance and renewal of master teacher certificates effective June 12, 2019, to add a designation of "legacy" to each master teacher certificate issued, and to recognize these certificates until they expire.

EFFECTIVE DATE: The proposed effective date would be May 18, 2025 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 231 establish the personnel assignments that correlate with appropriate certifications. The list of courses, organized by grade level and subject area, identify the corresponding certificates and requirements for placement of individuals into classroom and/or campus assignments. This information assists districts with hiring and personnel assignment decisions.

The proposed revisions to 19 TAC Chapter 231, Subchapter F, Special Education-Related Personnel Assignments, address requirements for placement into special education-related personnel assignments. These proposed revisions, as a part of the broader special education teacher certification redesign plan, aim to ensure that special education teachers are knowledgeable of the grade-level content in which they teach, while allowing flexibility in how this content knowledge is demonstrated.

During the December 2024 meeting, the SBEC approved the proposed revisions provided in Attachment I of this item and the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) provided in Attachment II of this item.

Previous SBEC Discussion

A summary of previous SBEC discussion is outlined in the following table.

SBEC Meetings	SBEC Discussion
December 2023	<ul style="list-style-type: none"> • Overview of federal and state requirements • Core challenges related to current rule text • Initial set of recommendations shared by Texas Education Agency (TEA) staff • Directive to TEA staff to explore development of a Texas-specific worksheet to replace current High Objective Uniform State Standard of Evaluation (HOUSSE) worksheet
February 2024	<ul style="list-style-type: none"> • Additional context around federal requirements, current rule text, and HOUSSE provisions • Texas-specific worksheet development update
July 2024	<ul style="list-style-type: none"> • Directive to TEA staff to move forward with content competency requirements for special education teachers of record only and allow worksheet flexibilities for elementary and secondary special education teachers of record
September 2024	<ul style="list-style-type: none"> • Updated draft of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)

Proposed Updates to Subchapter F, Special Education-Related Services Personnel Assignments:

The following is a description of the proposed revisions to 19 TAC Chapter 231, Subchapter F, that are reflected in Attachment I.

Proposed New 19 TAC §231.701. Special Education Teacher

The proposed repeal of and new 19 TAC §231.701, Special Education Teacher, would clearly articulate requirements for placement into special education assignments at the elementary and secondary levels.

Proposed new 19 TAC §231.701(a) would specify the effective date of provisions in this revised section.

Proposed new 19 TAC §231.701(b) would specify the required SBEC-issued special education certificate needed to serve in an assignment of special education teacher.

Proposed new 19 TAC §231.701(c) would clarify that the certificates listed in subsection (a) are appropriate for Prekindergarten-Grade 12 unless additional requirements are noted elsewhere.

Proposed new 19 TAC §231.701(d) would specify content area competency requirements for teachers in an assignment of special educator serving as the teacher of record. These proposed rules would require special education teachers of record to hold a valid content area certificate that matches the subject and grade level of the assignment or meet all requirements as outlined in the Texas Content Area Competency Worksheet for Special Education Teachers of Record to be adopted in rule as Figure: 19 TAC §231.701(d).

Proposed new 19 TAC §231.701(e) would specify that the employing school district is responsible for ensuring educators are trained to meet the needs of their assignment.

Proposed Amendment to 19 TAC §231.709. Teacher of Students with Auditory Impairments

The section title would be amended to align with certificate naming conventions and more accurate terminology used in the field.

The proposed amendment to 19 TAC §231.709(a)-(c) would strike “Teacher of Students with Auditory Impairments” and replace with “Teacher of the Deaf and Hard of Hearing” to align with the new section title and more appropriate terminology used in the field.

Proposed New 19 TAC §231.710. Teacher of Students who are Deafblind

Proposed new 19 TAC §231.710, Teachers of Students who are Deafblind, would be added to specify the Deafblind Supplemental: Early Childhood-Grade 12 certificate as the appropriate credential for placement into this teaching assignment.

Proposed new 19 TAC §231.710(a) would specify the certification requirement for an assignment of Teachers of Students who are Deafblind.

Proposed new §231.710(b) would provide a list of additional certificates a teacher of students who are Deafblind might hold.

FISCAL IMPACT: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the rules would be in effect, enforcing or

administering the rules does not have foreseeable implications relating to cost or revenues of the state or local governments.

The proposal may result in an increase in fees paid to the TEA as the proposal would include new certification requirements for the assignment of Teachers of Students who are Deafblind. The Deafblind Supplemental: Early Childhood-Grade 12 is a new certificate for the field that could generate additional fees. While TEA collects \$11 per exam administered, TEA is unable to estimate revenue because this is an optional certification and the assignment of Teachers of Students who are Deafblind is not required for students who are Deafblind.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed. The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. While the proposal imposes a cost on regulated persons, it is not subject to TGC, §2001.0045, because the proposal is necessary to receive a source of funds or to comply with federal law. In addition, the proposal is necessary to ensure certified Texas educators are competent to educate Texas students and, therefore, necessary to protect the health, safety, and welfare of the residents of this state. The TEA staff has determined there are fiscal implications as a result of the proposal. Beginning in Fiscal Year (FY) 2025, both the Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates will retire. Candidates seeking a similar certification to fulfill the requirements for an assignment of Special Education Teacher would need to pursue the Special Education Specialist Early Childhood-Grade 12 certificate. The exam aligned to the Special Education Specialist Early Childhood-Grade 12 certificate costs \$136 in comparison to \$116 for the Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates, respectively. However, at this time, TEA staff cannot estimate the total anticipated costs since there are multiple options for satisfying the special education certification requirements for an assignment of Special Education Teacher, including the Core/Special Education with Science of Teaching Reading: Early Childhood-Grade 6.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed. TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would require an increase in fees paid to TEA by requiring teachers who pursue the Deafblind Supplemental: Early Childhood-Grade 12 certificate to take the new Deafblind EC-12 certification exam; would create new regulations by requiring the new Deafblind Supplemental: Early Childhood-Grade 12 certificate for teachers of students who are deafblind and establishing content competency

requirements for special education teachers of record; would repeal an existing regulation by removing rules related to special education personnel assignments in order to provide an updated list of SBEC-approved special education certificates and clarity related to content competency requirements for special education teachers of record; would not expand or limit an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would be updated requirements and clarity relating to the assignment of special educator in Texas public schools. There is an anticipated cost to persons who are required to comply with the proposal, but those costs would only be incurred if a teacher is seeking one of the following certificates to satisfy special education personnel assignment requirements as outlined in this proposal: Special Education Specialist Early Childhood-Grade 12, Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6, Deafblind Supplemental: Early Childhood-Grade 12, or Bilingual Special Education Supplemental: Early Childhood-Grade 12. Beginning in Fiscal Year (FY) 2025, both the Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates will retire. Candidates seeking a similar certification to fulfill the requirements for an assignment of Special Education Teacher would need to pursue the Special Education Specialist Early Childhood-Grade 12 certificate. The exam aligned to the Special Education Specialist Early Childhood-Grade 12 certificate costs \$136 in comparison to \$116 for the Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates, respectively. However, at this time, TEA staff cannot estimate the total anticipated costs since there are multiple options for satisfying the special education certification requirements for an assignment of Special Education Teacher, including the Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6.

The proposed rule that would carve out requirements for the specialized assignment of Teachers of Students who are Deafblind would also result in additional costs for teachers since this assignment requires the Deafblind Supplemental: Early Childhood-Grade 12 certificate in addition to holding a Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12 or Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12 certificates. TEA staff estimates teachers seeking this certificate would pay between \$400-600 in exam fees depending on the certification route; however, since this is an optional new certificate field and Teachers of Students who are Deafblind are not required to serve students who are deafblind, staff cannot estimate total anticipated costs.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have no additional data and reporting impact.

ENVIRONMENTAL IMPACT: No changes have been made to this section since published as proposed. The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff has determined that the proposal would require a written report or other paperwork to be completed by a principal or classroom teacher. In proposed new 19 TAC §231.701(c), a principal or other

school district administrator would have to complete a worksheet for a teacher to demonstrate content competency.

PUBLIC COMMENTS: The public comment period on the proposal began on January 10, 2025, and ended on February 10, 2025. Any comments received were provided to the SBEC under separate cover prior to the February 2025 meeting. The SBEC will also take registered oral and written comments on the proposal during the February 14, 2025 meeting's public comment period in accordance with the SBEC board operating policies and procedures.

MOTION TO BE CONSIDERED:

Approve for adoption, subject to State Board of Education review, the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments, as presented, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Staff Members Responsible:

Beth Burkhart, Director of Educator Standards and Testing, Educator Quality
DeMarco Pitre, Director of Educator Standards and Test Development, Educator Quality
Kelly Torrey, Test Development Specialist, Educator Quality

Attachments:

- I. Text of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments
- II. Timeline of Stakeholder Engagement
- III. Text of Proposed New Figure: 19 TAC §231.701(d): Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)

ATTACHMENT I
Text of Proposed Revisions to 19 TAC

Chapter 231. Requirements for Public School Personnel Assignments

Subchapter F. Special Education-Related Services Personnel Assignments

§231.701. Special Education Teacher.

- (a) The provisions of this section are effective September 1, 2025, unless otherwise specified in rule.
- (b) Subject to the requirements in subsection (d) of this section, an assignment of Special Education Teacher is allowed with one of the following SBEC-issued certificates:
- (1) Bilingual Special Education Supplemental: Early Childhood-Grade 12;
 - (2) Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6;
 - (3) Deafblind Supplemental: Early Childhood-Grade 12;
 - (4) Special Education Specialist: Early Childhood-Grade 12;
 - (5) Special Education Supplemental (valid at grade level and subject area of the base certificate);
 - (6) Special Education: Early Childhood-Grade 12;
 - (7) Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12;
 - (8) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12; or
 - (9) any special education certificate issued before September 1, 2003, and deemed appropriate by the employing school district for placement into the assignment.
- (c) The certificates specified in subsection (a) of this section are appropriate for a special education assignment in Prekindergarten-Grade 12 except where otherwise noted.
- (d) If an individual in an assignment of special education teacher serves as the teacher of record and is responsible for evaluating student achievement and assigning grades, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate content area competency through requirements as applicable in the figure provided in this subsection, the state's "Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)."

Figure: 19 TAC §231.701(d)

- (1) Individuals who previously demonstrated content competency through the state's 2010 and 2011 high objective uniform standard of evaluation for elementary and secondary special education teachers in an assignment of special education teacher of record before September 1, 2025, must hold a valid certificate that matches the subject and grade level of the assignment, or the individual must demonstrate content area competency as attested by the administrator in Sections A-B and F of Figure: 19 TAC §231.701(d).
 - (2) Individuals who did not previously demonstrate content competency through the state's 2010 and 2011 high objective uniform standard of evaluation for elementary and secondary special education teachers of record before September 1, 2025, must hold a valid certificate that matches the subject and grade level of the assignment, or the individual must demonstrate content area competency through requirements as applicable in Sections A and C-E and Section F of Figure: 19 TAC §231.701(d).
- (e) The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special education needs of children. If a staff member does not have the skills and knowledge needed for the assignment, the school district is responsible for making provisions for the person to acquire the necessary skills and knowledge.

§231.701. Special Education Teacher.

~~(a) Subject to the requirements in subsection (c) of this section, an assignment for Special Education Teacher is allowed with one of the following certificates. If an individual is providing content instruction in a special education classroom setting, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers.~~

- ~~(1) Blind School (Texas State School for the Blind and Visually Impaired only).~~
- ~~(2) Deaf and Severely Hard of Hearing.~~
- ~~(3) Deaf School (Texas State School for the Deaf only).~~
- ~~(4) Deaf Blind.~~
- ~~(5) Deficient Vision.~~
- ~~(6) Early Childhood Education for Handicapped Children (Infants Grade 6 only).~~
- ~~(7) Elementary Generic Special Education.~~
- ~~(8) Emotionally Disturbed.~~
- ~~(9) Generic Special Education.~~
- ~~(10) Hearing Impaired.~~
- ~~(11) High School Generic Special Education.~~
- ~~(12) Language and/or Learning Disabilities.~~
- ~~(13) Mentally Retarded.~~
- ~~(14) Physically Handicapped.~~
- ~~(15) School Speech Language Pathologist.~~
- ~~(16) Secondary Generic Special Education (Grades 6-12) (Grades 6-12 only).~~
- ~~(17) Severely and Profoundly Handicapped.~~
- ~~(18) Severely Emotionally Disturbed and Autistic.~~
- ~~(19) Special Education Supplemental (Valid at grade level and subject area of the base certificate).~~
- ~~(20) Special Education: Early Childhood Grade 12.~~
- ~~(21) Speech and Hearing Therapy.~~
- ~~(22) Speech and Language Therapy.~~
- ~~(23) Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12.~~
- ~~(24) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12.~~
- ~~(25) Visually Handicapped.~~

~~(b) The certificates specified in subsection (a) of this section are appropriate for a special education assignment in Prekindergarten-Grade 12 except where otherwise noted.~~

~~(c) The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special needs of the children. If a staff member does not have the skills and knowledge needed for the assignment, the school district is responsible for making provisions for the person to acquire the necessary skills and knowledge.~~

§231.709. Teacher of the Deaf and Hard of Hearing. ~~[Teacher of Students with Auditory Impairments.]~~

(a) An assignment for Teacher of the Deaf and Hard of Hearing ~~[Teacher of Students with Auditory Impairments]~~ is allowed with one of the following certificates.

- (1) Deaf and Severely Hard of Hearing.
 - (2) Hearing Impaired.
 - (3) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12.
- (b) A teacher in an assignment for Teacher of the Deaf and Hard of Hearing [~~Teacher of Students with Auditory Impairments~~] must be available to students with auditory impairments.
- (c) A teacher in an assignment for Teacher of the Deaf and Hard of Hearing [~~Teacher of Students with Auditory Impairments~~] is not required to pass the Texas Assessment of Sign Communication (TASC) or the Texas Assessment of Sign Communication-American Sign Language (TASC-ASL) in order to be assigned to a classroom in which another communication method is used predominately. If this teacher completes certification requirements through a State Board for Educator Certification-approved educator preparation program in Texas, the program must have assessed proficiency in the communication method and verified it to be at an appropriate level.

§231.710. Teacher of Students who are Deafblind.

- (a) An assignment for Teacher of Students who are Deafblind is allowed with the Deafblind Supplemental: Early Childhood-Grade 12 certificate.
- (b) A teacher in an assignment for Teacher of Students who are Deafblind must also hold one or more of the following certificates.
- (1) Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12.
 - (2) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12.
 - (3) Teacher of Students who are Visually Impaired.
 - (4) Deficient Vision.
 - (5) Visually Handicapped.
 - (6) Deaf and Severely Hard of Hearing.
 - (7) Hearing Impaired.

ATTACHMENT II

Special Education Personnel Assignments Stakeholder Engagement

Since October 2023, TEA staff has engaged in a series of stakeholder feedback sessions to help inform the Board’s discussion on special education personnel assignments. Stakeholders have discussed challenges with current rule text and options for the transition away from HOUSSE provisions. The table below provides a timeline and overview of stakeholder engagement:

Date	Participants	Action
October 17, 2023	Educator Preparation Stakeholder Group (EPSG) Special Populations Working Group	TEA staff hosts initial meetings with stakeholder groups to discuss updates to special education personnel assignment rules.
October 25, 2023	State Leadership Team for Special Education Redesign	
October 28, 2023	EPSG Special Populations Working Group	TEA staff meet with stakeholder groups to continue discussion of special education personnel assignment updates.
October 28, 2023	State Leadership Team for Special Education Redesign	
December 8, 2023	Initial discussion item presented to the SBEC	
January 16, 2024	State Leadership Team	Continued meeting with stakeholder groups to discuss development of a Texas-specific content competency worksheet for special educators. TEA staff met with TCASE representatives to discuss updates to personnel assignment rules and HOUSSE transition.
January 16, 2024	EPSG Special Populations Working Group	
January 23, 2024	State Leadership Team	
January 23, 2024	EPSG Special Populations Working Group	
January 30, 2024	Texas Council of Administrators of Special Education (TCASE)	
February 16, 2024	Discussion item presented to the SBEC to provide update on the development of content competency worksheet	
March 8, 2024	TCASE	TEA staff met with TCASE representatives to discuss development of Texas-specific content competency worksheet for special educators.
March 18, 2024	State Leadership Team	TEA staff hosted work sessions with stakeholder groups to continue development of content competency worksheet.
March 22, 2024	EPSG Special Populations Working Group	

June 3, 2024	TCASE	TEA staff met with TCASE representatives to discuss updates to special education personnel assignment rules and development of HOUSSE alternative worksheet.
June 6, 2024	EPSG Special Populations Working Group	TEA staff host work sessions with stakeholder groups to review and refine recommendations related to personnel assignments and specifics of content competency worksheet.
June 18, 2024	TCASE	TEA staff met with TCASE representatives to discuss updates to special education personnel assignment rules and development of HOUSSE alternative worksheet.
June 20, 2024	Texas School for the Blind and Visually Impaired (TSBVI)	TEA staff met with representatives from TSBVI to discuss updates to special education personnel assignment rules and potential impact of updates on educators serving in TSVI and TDHH roles
July 19, 2024	Discussion item presented to the SBEC to review draft rule text, provide update on development of content competency worksheet, and discuss stakeholder feedback on role and grade-level applicability of worksheet	
August 2024	EPSG Special Populations Working Group State Leadership Team for Special Education Redesign	TEA staff met with stakeholder groups to review and continue refinements to draft content competency worksheet
September 19, 2024	Discussion item presented to the SBEC to review updated draft rule text and updated draft worksheet that reflected SBEC feedback provided during the July 2024 meeting	
September 25, 2024	TCASE	TEA staff met with members of stakeholder groups to debrief September SBEC meeting and discuss changes to worksheet content based on Board member feedback
September 26, 2024	EPSG Special Populations Working Group State Leadership Team for Special Education Redesign	TEA staff met with members of stakeholder groups to debrief September SBEC meeting and discuss changes to worksheet content based on Board member feedback
October 2024	EPSG Special Populations Working Group State Leadership Team for Special Education Redesign TCASE	TEA staff met with stakeholder groups for a final discussion and review of worksheet content

**ATTACHMENT III
Text of Proposed New**

Figure: 19 TAC §231.701(d)

**TEXAS CONTENT COMPETENCY WORKSHEET FOR SPECIAL EDUCATION TEACHERS OF RECORD
(GRADES EC-12)**

FOR USE BEGINNING IN THE 2025-2026 SCHOOL YEAR

Directions: The following sections of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) must be completed only for those educators who do not hold the appropriate grade-banded, content area certification for their current role, per [19 TAC §231.701](#).

Note: A copy of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) should be filed in the educator's Human Resources file and provided to the educator for their records. A copy of this worksheet completed by a special education teacher's previous administration should be considered valid and re-filed by the receiving district in the event the educator transitions to a new district within the State of Texas.

<u>Table of Contents</u>	<u>Section A: General Information</u>
	<u>Section B: Special Educators Utilizing Previous Subject Matter Competency Provisions</u>
	<u>Section C: Elementary Special Education Teachers of Record Content Competency Requirements</u>
	<u>Section D: Secondary Special Education Teachers of Record Content Competency Requirements</u>
	<u>Section E: For First-Year Special Education Teachers of Record Only</u>
	<u>Section F: Administrator Attestation</u>
	<u>Section G: Appendix (PACT Alignment Chart, Closely Related Fields, Residency Information, and Definitions)</u>

SECTION A: GENERAL INFORMATION

Teacher Name:

TEA ID #:

Date Completed:

- Administrator has verified the teacher holds a valid, SBEC-approved special education certification appropriate for the grade level of assignment and instruction.**

SECTION B: SPECIAL EDUCATORS UTILIZING PREVIOUS SUBJECT MATTER COMPETENCY PROVISIONS

For those educators utilizing previous subject matter competency provisions through state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers (HOUSSE) prior to 9/1/2025, campus administration attests to the following:

- **Administrator attests that the special education teacher met previous HOUSSE provisions prior to 9/1/2025 at either the Elementary or Secondary Level**
- **Administrator attests that the special education teacher has demonstrated the required subject matter content knowledge to continue to serve in their assigned placement**

NOTE: ADMINISTRATOR ATTESTATION CAN BE FOUND BELOW IN SECTION F OF THIS DOCUMENT

SECTION C: ELEMENTARY SPECIAL EDUCATION TEACHER OF RECORD CONTENT COMPETENCY REQUIREMENTS (GRADES EC-5)

An elementary special education teacher of record must demonstrate competency in each core content area. Teachers must reach a combined total of at least 24 points across all content areas with no areas having less than 3 points. The following may be combined to reach the required points:

	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>ELAR</u>
<u>Obtained a passing score on an aligned PACT exam (See Section G of this document)</u>	____ pts	____ pts	____ pts	____ pts
<u>College credit hours in the content area (1 point for each credit hour)</u>	____ pts	____ pts	____ pts	____ pts
<u>Elementary and/or secondary teaching experience in the content area (3 points for each year of experience)</u>	____ pts	____ pts	____ pts	____ pts
<u>Documented relevant professional development aligned to the content area completed within the last three years at the elementary level that meet standard for CPE credit, outside of development required for successful completion of Texas Reading Academies (1 point for 3 hours of qualifying professional development)</u>	____ pts	____ pts	____ pts	____ pts
<u>Completed an approved residency placement* under the supervision of a special education teacher of record in the content area* (3 points)</u>	____ pts	____ pts	____ pts	____ pts

<u>Experience as a paraprofessional under the supervision of a special education teacher of record in the content area (1 point per year)</u>	____ pts	____ pts	____ pts	____ pts
<u>Science of Teaching Reading Exam and Texas Reading Academies:</u> <ul style="list-style-type: none"> • <u>Passing score on Science of Teaching Reading Exam and Documented completion of Texas Reading Academies (12 Points)</u> • <u>Passing score on Science of Teaching Reading Exam or Documented completion of Texas Reading Academies (9 points)</u> 				____ pts
<u>Totals Per Content Area:</u>				
				<u>Total Combined Points: /24</u>

<u>SECTION D: SECONDARY SPECIAL EDUCATION TEACHERS OF RECORD CONTENT COMPETENCY REQUIREMENTS (GRADES 6-12)</u>				
<u>A secondary special education teacher of record must demonstrate competency in each core content area for which they are assigned. The following may be combined to reach the required 18 points in each area:</u>				
	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>ELAR</u>
<u>Holds a minor or major in the content area (18 points)</u>	____ pts	____ pts	____ pts	____ pts
<u>Obtained a passing score on an aligned PACT exam (See Section G of this document)</u>	____ pts	____ pts	____ pts	____ pts
<u>College credit hours in the content area assigned or closely related field (1 point for each credit hour)</u>	____ pts	____ pts	____ pts	____ pts
<u>Secondary teaching experience in the content area or closely related field (3 points for each year of experience)</u>	____ pts	____ pts	____ pts	____ pts
<u>Documented relevant professional development aligned to the content area or closely related field completed within the last three years at the secondary level that meet standard for CPE credit, outside of development required for successful completion of Texas Reading Academies (1 point for 3 hours of qualifying professional development)</u>	____ pts	____ pts	____ pts	____ pts

<u>Completed an approved residency placement under the supervision of a special education teacher of record in the content area or closely related field (3 points)</u>	____pts	____pts	____pts	____pts
<u>Experience as a paraprofessional under the supervision of a special education teacher of record in the content area or closely related field (1 point per year)</u>	____pts	____pts	____pts	____pts
<u>Science of Teaching Reading Exam and Texas Reading Academies:</u> <ul style="list-style-type: none"> • <u>Passing score on Science of Teaching Reading Exam and Documented completion of Texas Reading Academies (12 Points)</u> • <u>Passing score on Science of Teaching Reading Exam or Documented completion of Texas Reading Academies (9 points)</u> 				____pts
Totals:	/18	/18	/18	/18

Section E: FOR FIRST YEAR SPECIAL EDUCATION TEACHERS OF RECORD ONLY

For the purposes of the Texas Core Content Competency Worksheet a first-year teacher:

- **holds a standard, intern, or probationary certificate,**
- **is a teacher for whom the applicable year is the first year of providing instruction, AND**
- **who does not hold the appropriate grade-banded, content area certification for their current role OR does not meet the content competency requirements detailed above for the grade band of their assignment.**

Authorized administrators must provide teachers considered to be a first-year teacher with the following year-long runway to meet the content requirements as outlined in Sections C or D (e.g., professional development, passing score on an aligned PACT exam, seeking content certification, etc.):

Start Date: / /

End Date: / /

ADMINISTRATOR ATTESTATION CAN BE FOUND BELOW IN SECTION F OF THIS DOCUMENT

Section F: ADMINISTRATOR ASSURANCES

The administrator completing this worksheet assures that the teacher identified above has met the following requirements as specified in the appropriate section(s) above (Mark the assurance that applies):

- The teacher meets subject matter competency provisions via HOUSSE prior to 9/1/25 through the attestation in Section B of this document.**
- The teacher meets the minimum point threshold for content competency in each area in which the teacher is assigned in Section C or Section D of this document.**
- The teacher meets provisions for first year teachers in Section E of this document.**

In addition to the assurances above, the administrator also attests:

- The teacher's campus administration will assist the teacher in seeking out continuing professional education (CPE), as required by 19 TAC §232.11, that addresses both the CPE requirements for the teacher's special education certificate renewal and education related specifically to the content area(s) for which the teacher is assigned to support or teach.**

AUTHORIZED ADMINISTRATOR SIGNATURE:

AUTHORIZED ADMINISTRATOR NAME (PRINTED):

DATE:

Section G: Appendix

I. PACT Alignment

PACT Core Subjects Exams

If a special education teacher of record obtains a passing score on the 701/702/703 TX PACT Essential Academic Skills (Reading, Writing, and Mathematics) and

- serves in an EC-5 placement, the teacher may count 12 points each for both math and ELAR, for a total of 24 points**
- serves in a 6th grade placement, the teacher may count 18 points each for ELAR and Math**
- There is no point value assigned for a passing score on the 701/702/703 TX PACT Essential Academic Skills for teachers serving in grade 7-12 placements.**

If a special education teacher of record obtains a passing score on the 790 TX PACT Core Subjects: 4-8 exam and

- serves in a 4-8 placement, the teacher has satisfied the content requirement in all four core content areas for that assignment.**
- and serves in an EC-3rd grade placement, the teacher may count 9 points each for math, science, social studies, and ELAR.**
- There is no point value assigned for a passing score on the 790 Core Subjects:4-8 exam for those special education teachers of record serving in grade 9-12 assignments.**

	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>English Language Arts and Reading</u>
<u>Elementary PACT Alignment</u> <u>(EC-5)</u>	<u>715 TX PACT Mathematics: Grades 4-8</u>	<u>716 TX PACT Science: Grades 4-8</u>	<u>718 TX PACT Social Studies: Grades 4-8</u>	<u>717 TX PACT English Language Arts and Reading: Grades 4-8</u>
	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>	<u>EC-5 Placement: 9 pts</u> <u>6th-8th Placement: 18 pts</u>
<u>Secondary PACT Alignment</u> <u>(6-12)</u>	<u>715 TX PACT Mathematics: Grades 4-8</u> <u>(6th-8th Placement: 18 pts)</u>	<u>736 TX PACT Science: Grades 7-12</u> <u>738 TX PACT Life Science: Grades 7-12</u>	<u>732 TX PACT Social Studies: Grades 7-12</u> <u>733 TX PACT History: Grades 7-12</u>	<u>731 TX PACT English Language Arts and Reading: Grades 7-12</u>
	<u>735 TX PACT Mathematics: Grades 7-12</u> <u>(6th-12th Placement: 18 pts)</u>	<u>737 TX PACT Physical Science: Grades 6-12</u>		
		<u>739 TX PACT: Physics Grades 7-12</u>		
		<u>740 TX PACT Chemistry: Grades 7-12</u>		
	<u>6-12 Placement: 18 pts</u>	<u>6-12 Placement: 18 pts</u>	<u>6-12 Placement: 18 pts</u>	<u>6-12 Placement: 18 pts</u>

II. Closely Related Fields

The following list is not exhaustive, and school districts may consider additional fields but must maintain documentation to support the determination.

Note: One foreign language is not closely related to another foreign language.

<u>Math</u>	<u>ELAR</u>	<u>Science</u>	<u>Social Studies and Social Sciences</u>
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<u>Engineering</u>	<u>English</u>	<u>Life or Physical Science</u>	<u>History</u>
<u>Statistics</u>	<u>Communication</u>	<u>Biology</u>	<u>Economics</u>
<u>Accounting</u>	<u>Speech</u>	<u>Chemistry</u>	<u>Geography</u>
<u>Finance</u>	<u>Journalism</u>	<u>Physics</u>	<u>Political Science, Civics,</u>
<u>Economics</u>	<u>Reading</u>		<u>or Government</u>
			<u>Philosophy</u>
			<u>Sociology</u>
			<u>Psychology</u>

III. Residency Information*

If a teacher at either the elementary or secondary level completes an approved residency program under the supervision of a special education teacher of record in a self-contained setting where the supervising teacher of record is responsible for one or more content areas, each content area will be worth 3 points in the residency row.

IV. Definitions

<u>Teacher of Record</u>	<u>Per 19 TAC §230.1 (24) a teacher serving as teacher of record is “An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades.”</u>
<u>CPE</u>	More information regarding the types of acceptable continuing professional education (CPE) activities can be found in 19 TAC §232.15 .
<u>Approved Residency Program</u>	<u>A residency completed by the candidate at an EPP approved to offer a teacher residency preparation route per 19 TAC §228.15.</u>