

**Item 16:****Discussion of New Residency Certificate, and Related Proposed Amendments to Proposed New 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Existing 19 TAC Chapter 230, Professional Educator Preparation and Certification, and Existing 19 TAC Chapter 232, General Certification Provisions****DISCUSSION ONLY**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the possibility of implementing a new teacher residency route to certification in Texas, and the resulting proposed amendments to proposed new 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Chapter 230, Professional Educator Preparation and Certification, and Chapter 232, General Certification Provisions. The proposed amendments would establish a new alternative certification route to certification that would result in issuance of a Residency certificate.

**STATUTORY AUTHORITY:** The statutory authority for the proposed amendments is Texas Education Code (TEC), §§21.003(a); 21.031; 21.040(2) and 21.040(2); 21.041(a) and (b)(1), (2), and (4); 21.044(a)-(f) and (f-1), 21.048(a), and 21.050(a).

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, charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct for public school educators to ensure that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

TEC, §21.041(a), authorizes the SBEC to adopt rules as necessary to implement its procedures. 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) and (4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates, and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.044(a)-(f), requires SBEC to make rules specifying what each educator is expected to know and be able to do, establishing training requirements that a candidate must accomplish to attain a certificate, and setting out the minimum academic qualifications required for certification. It also specifies certain required training and minimum academic qualifications for certification.

TEC, §21.048(a), requires the SBEC to make rules that prescribe certification examinations for each class of certificate.

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

TEC, §21.050, requires that an educator's baccalaureate degree be related the curriculum for which they are seeking certification to teach.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC is statutorily authorized to regulate and oversee all aspects of the certification of public-school educators. SBEC is also statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. Moreover, SBEC is required to create alternative routes to educator certification that do not follow the traditional path of educator preparation.

In recent years, several educator preparation programs (EPPs) have implemented teacher residency programs, in which candidates spend an entire school year in the classroom with a certified teacher who is trained in co-teaching. The candidates start out by observing the teacher of record, and gradually take on more and more teaching functions as the year progresses. This co-teaching model gives candidates a whole school year to observe, learn, and practice in a real classroom with an experienced teacher present to offer immediate support and feedback on the candidate's performance. This apprenticeship-style learning experience gives candidates deep exposure to and extensive practice with pedagogical methods in a real classroom setting before the candidate becomes the teacher of record. It makes a first-year teacher who has completed a residency better prepared, more effective, and more likely to be retained than teachers who enter the classroom with the limited classroom experiences currently required for the traditional and alternative certification routes.

At the February 2023 SBEC meeting, TEA staff shared that there were two proposed pathways to implement teacher residencies, either as a new certification class or a new certification route. TEA staff is recommending that the SBEC create a new route to certification for teacher residents that results in a Residency certificate. In doing so, the SBEC could distinguish the residency path and the preparation it provides to candidates. The SBEC could require only content pedagogy examinations for a Residency certificate, allowing candidates to become fully certified without taking a pedagogy examination, in recognition of the extensive, hands-on training in pedagogical methods that a candidate receives during a year-long residency. This would create an incentive for both EPPs and candidates, offsetting the increased time and commitment required for year-long residencies.

Since the February 2023 SBEC meeting, TEA staff held three separate stakeholder engagement groups to discuss the essential components of a teacher residency pathway.

- On February 28, 2023, TEA held two 60-minute forums for vetted residency providers.
- On March 23, 2023, TEA sought stakeholder feedback during the Educator Preparation Stakeholder Group (EPSG) meeting.
- On April 4, 2023, TEA convened a group of representatives from districts to offer input on a teacher residency pathway.

Participants reviewed the residency discussion item from the February 2023 SBEC meeting prior to each forum. Groups were presented with an outline of the components of a possible teacher residency pathway. The groups discussed and provided feedback on individual

components, as well as considerations for the overall development of a residency certification pathway.

In developing criteria for a residency pathway, programs requested that we set a high bar for quality while allowing flexibility to meet the needs of local contexts.

Below is a chart of proposed EPP requirements and candidate qualifications for the Residency certificate, which includes both the initial recommendations presented to the SBEC in February as well as updated recommendations informed by stakeholder input.

	<b>Teacher Residency Preparation: February</b>	<b>Teacher Residency Preparation: April Updates</b>	<b>Summary of Change</b>
<b>Coursework Requirement</b>	300 hours of coursework before standard certification.  Teacher residency conducted alongside coursework as the culminating practice-based preparation (one-year).	300 hours of coursework before standard certification, conducted throughout the entire residency preparation experience.  Integration of coursework into residency experience through relevant, timely assignments and aligned coaching and feedback.	No change to the component, but clarification added that the coursework occurs across the entire preparation experience and is integrated into the residency experience.
<b>Practice-Based Experience in a Classroom Setting</b>	Residency with a minimum of 750 hours in total (minimum 3 days per week, minimum 21 hours per week) in a co-teaching setting under the supervision of a qualified host teacher.  Teacher resident experiences a full academic year (first and last days of PK-12 school).	Residency with a minimum of 750 hours in total (minimum 3 days per week, minimum 21 hours per week) in a co-teaching setting under the supervision of a qualified host teacher.  Teacher resident experiences a full academic year (first and last days of PK-12 school).	No change. Component includes minimum of 3 days, minimum 21 hours a week to emphasize the importance of consistent practice across the entire school year.
<b>Instructional Setting</b>	Teacher resident placement is selected in collaboration with the campus or district partner.  The teacher resident remains on the same campus for the full residency.	Teacher resident placement is selected in collaboration with the campus or district partner.  Allow the teacher resident no more than two placements during the residency. Include an exception, with documentation process, for: - Dual certification residents - PK-12 certification residents	Addition of further clarification to this component to provide flexibility in the instructional setting where reasonably appropriate.  Addition of further clarification about when and how to build FBEs into the course scope and sequence.

		<p>- Residents with reasonable HR concerns</p> <p>Requirements for early field-based experiences (FBEs) remain consistent with those defined in candidates seeking a standard teaching certificate but may be used as an early performance gate in the classroom setting early in the residency year.</p>	
<p><b>Partner/Host Teacher</b></p>	<p>The EPP and the district and campus leadership co-select and match host teachers to teacher residents.</p> <p>The host teacher must have at a minimum 3 years of experience, have demonstrated that they are an accomplished educator (based on a track record of proficient or exemplary teacher evaluations and evidence of positive impact on student growth), be certified in the certification category for the assignment for which the teacher resident is seeking certification, and have demonstrated a commitment to co-teaching and to coaching and developing others.</p> <p>The host teacher must complete a minimum of 2 annual trainings provided by the EPP and district and receive ongoing, job-embedded support. Training must include explicit training in co-teaching strategies and coaching practices.</p>	<p>The EPP and the district and campus leadership co-select and match host teachers to teacher residents. The co-selection process should be aligned to a shared host teacher selection rubric, aligned to a host teacher profile, that defines clear mentor teacher criteria, to include minimum requirements for years of experience, demonstrated evidence as an accomplished educator, and other dispositional criteria prioritized by the residency partnership.</p> <p>The host teacher must have at a minimum 3 years of experience, have demonstrated that they are an accomplished educator (based on a track record of proficient or exemplary teacher evaluations and evidence of positive impact on student growth), be certified in the certification category for the assignment for which the teacher resident is seeking certification.</p> <p>The host teacher must complete a minimum of 2 annual trainings provided by the EPP and district and receive ongoing, job-embedded support. Training</p>	<p>Changes reflect stakeholder feedback to provide more guidance on the selection and matching of host teachers to teacher residents.</p> <p>The requirement for 3 years of experience as an accomplished educator is consistent with Chapter 153 (Commissioner’s Rules for Creditable Years Teaching Experience)</p>

		must include explicit training in co-teaching strategies and coaching practices.	
<b>Co-Teaching</b>	The teacher resident must engage in a co-teaching model with a gradual release of instructional responsibility to the teacher resident, with sufficient lead instruction time to practice, receive feedback on, demonstrate proficiency in the educator standards.	The teacher resident must engage in a co-teaching model with a gradual release of instructional responsibility to the teacher resident, with sufficient lead instruction time to practice, receive feedback on, demonstrate proficiency in the educator standards.	No change. Component will define co-teaching.
<b>Field Supervisors</b>	<p>The field supervisor must be certified in (or has substantial experience in) the grade band or core subject category in which the supervision is being provided. They should have at least 3 years of experience in the class in which supervision is provided with evidence that they are an accomplished educator as shown by student learning.</p> <p>Field supervisors must receive training from the EPP in coaching best practices and co-teaching strategies at least annually and attend relevant LEA trainings (as determined by EPP/LEA partnership).</p> <p>Field supervisors are required to engage in ongoing collaboration with district and campus leadership and with the host teacher. This should include at a minimum, monthly meetings with campus leadership and bi-monthly meetings with host teachers.</p>	<p>The field supervisor requirements are consistent with those defined in the definition in 228.2(18).</p> <p>Field supervisors must receive training from the EPP in coaching best practices and co-teaching strategies at least annually and attend relevant LEA trainings (as determined by EPP/LEA partnership).</p> <p>Field supervisors are required to engage in ongoing collaboration with district and campus leadership and with the host teacher. This should include at a minimum, 3 meetings per semester with campus leadership and bi-monthly meetings with host teachers.</p>	<p>Aligning the field supervisor requirements to be consistent with the current Ch. 228 definition allows for flexibility that stakeholders noted was necessary, given that field supervisors often support a cohort of teacher residents across 1-3 school sites.</p> <p>Stakeholders noted that monthly leadership meetings, in addition to meeting with the host teacher and the campus leadership, may reduce capacity for the field supervisor to provide tailored and differentiated support.</p>
<b>Teacher Resident Coaching</b>	The field supervisor must provide multiple informal observations (at least 15 minutes in duration) to support candidate	The field supervisor must provide multiple informal observations (at least 15 minutes in duration) to support candidate	The number of informal observations per semester has been reduced from 6 to 4 to provide more flexibility

	development, at least 6 times per semester.	development, at least 4 times per semester.	for candidate intervention and support.
<b>Formal Observations</b>	<p>The field supervisor must conduct at least 4 formal observations during the residency (two per semester, 45 min each). The observations must serve as programmatic performance gates.</p> <p>For each formal observation, the field supervisor must hold a pre- and post-conference with the candidate and provide written feedback (with a copy to the host teacher and supervising campus administrator).</p> <p>Data collected during formal observations must be discussed during governance meetings to inform programmatic continuous improvement.</p>	<p>The field supervisor must conduct at least 4 formal observations during the residency (two per semester, at least 45 min each). The observations must serve as programmatic performance gates.</p> <p>For each formal observation, the field supervisor must hold a pre- and post-conference with the candidate and provide written feedback (with a copy to the host teacher and supervising campus administrator).</p> <p>Data collected during formal observations must be discussed during governance meetings to inform continuous programmatic improvement.</p>	No changes to this component.
<b>Certification Exam Requirements</b>	The teacher resident seeking standard certification must pass the aligned content pedagogy exam(s) for their certification category.	The teacher resident seeking standard certification must pass the aligned content pedagogy exam(s) for their certification category.	No changes to this component.
<b>Evaluation of Teacher Candidate Readiness</b>	<p>The program must measure teacher resident progress through at least 4 performance gates (performance tasks and observations) throughout the program, with teacher residents required to demonstrate mastery of prioritized competencies before progressing further in the program.</p> <p>The field supervisor, host teacher, and campus supervisor must recommend the teacher resident for standard certification.</p>	<p>The program must measure teacher resident progress through at least 4 performance gates (performance tasks and observations) throughout the program, with teacher residents required to demonstrate mastery of prioritized competencies before progressing further in the program.</p> <p>The program must develop and evaluate candidates in proficiencies in 150.1002 at the performance levels described in 228.67(f)</p>	<p>Addition of description of priority teacher competencies that candidates should demonstrate proficiency in at program completion.</p> <p>Stakeholders recommended establishment of priority competencies and aligned performance level targets for candidate development.</p>

		The field supervisor, host teacher, and campus supervisor must recommend the teacher resident for standard certification.	
<b>Governance</b>	The EPP and district and campus administrators must meet at least quarterly to review data (including candidate performance data) and make programmatic decisions in support of candidate preparation.	The EPP and district and campus administrators must meet at least quarterly to review data (including candidate performance data) and make programmatic decisions in support of candidate preparation.	No changes to this component.

The attachments to this item provide the proposed rule text necessary to implement an alternative certification route that culminates in a Residency certificate. The proposed new text of 19 TAC Chapter 228, Requirements for Educator Preparation Programs, which the SBEC will have the opportunity to discuss in full in another item on this agenda, is excerpted in this item to present only the relevant sections that would be impacted by the proposed implementation of a Residency certificate. These relevant provisions taken from proposed new 19 TAC Chapter 228 are presented as existing text, and then marked with only the amendments necessary to implement the Residency certificate, which would be additional changes beyond the ones already proposed as part of the reorganization and improvement of Chapter 228 that will be discussed in the other agenda item. If the SBEC chooses to proceed with rulemaking to implement these changes, the amendments to new Chapter 228 presented here would be combined with the rest of proposed new Chapter 228 and presented all underlined as new text in one proposal item for Chapter 228 at the July meeting. The July proposal item for alternative certification route that culminates in a residency certificate would also include a figure with a draft residency application and a rubric for approval of EPPs to offer the residency preparation pathway.

To implement the Residency certificate, proposed new language in §228.2, Definitions amends the definition of “campus supervisor” to include residency candidates along with intern candidates, and new definitions of “host teacher”, “residency”, and “co-teaching” to clarify and standardize the meaning of those terms across the chapter.

Proposed new §228.15, Additional Approval, would create a new subsection (b) to set out the requirements for an EPP seeking approval from the SBEC to offer the alternative residency route to certification. It would require the EPP complete an application outlining its compliance with the residency requirements established within §228 and §230 which would be reviewed by TEA and approved by the SBEC and complete a post-approval site visit demonstrating compliance with relevant rules once the program produces residency completers. The proposed new §228.15(b)(1) references a Figure that would be used in the evaluation of EPP residency applications, which TEA staff plan to include in the SBEC’s July 2023 agenda.

Proposed new §228.25, Governance of Educator Preparation Programs, would include a new subsection (d) to set out requirements for EPPs approved to offer a residency program by the SBEC to convene key personnel quarterly to review teacher residency implementation data,

including candidate performance, to make shared programmatic decisions and inform the continuous improvement of the residency program.

Proposed new §228.55, Required Clinical Teaching Experiences for Classroom Teachers, would include a new alternative residency certification route in subsection (a). Additionally, proposed new §228.57, Location for Required Clinical Experiences, would add “residency” as a clinical experience across subsections (a)-(g).

Proposed new §228.67, Residency, would include requirements for the residency clinical experience including the programmatic requirements to offer a residency certificate in which the program must provide candidates with one full school year of clinical teaching, to include in the first and last day of school, in a classroom with a qualified host teacher in the classroom teaching assignment(s) that matches the certification category sought by the candidate (§228.67(a)). It would also require that the residency include at minimum 750 hours in total with a minimum of 21 hours per week.

New subsection §228.67(b) would require that the instructional setting include one distinct field site, with some exceptions for candidates seeking more than one certification category, EC-12 certification, and/or a significant human resources concern, with a limit of two field placements. Additionally, it would require that a candidate is co-teaching as lead instructor for at least 400 hours of the residency program.

New subsection §228.67(c) would establish the requirements for determining a candidate’s readiness for teaching, including requiring the EPP to manage candidate progress toward mastery of educator standards through administration of performance gates at least twice per semester, totaling at least four times a year. It would also require field supervisors to be responsible for assessing and evaluating candidate progression through the program.

New subsection §228.67 (d) would specify the circumstances under which a program would no longer need to provide ongoing support to a candidate.

New subsection §228.67 (e) would require the EPP, the district personnel, and the candidate to inform one another of their departure for any reasons stated in subsection (g) of this section.

New subsection §228.67(f) would create the requirements for a candidate’s eligibility for a residency certificate, including the requirements for issuance in §230.39(b), the program requirements in (a) through (c) of this section. Additionally, it would define the requirement for candidates to meet a proficient performance level for all pedagogical skill dimensions listed in subsection (f). The dimensions listed are the same as those in §150.1002 (relating to assessment of teacher performance).

New subsection §228.67(g) would define the requirements for successful completion of a residency, including proficiency in the educator standards and a shared recommendation from the host teacher, field supervisor and campus administrator. If there is no consensus on the recommendation, documentation of why the candidate is not being recommended for a certificate would be required to be submitted to the candidate and the field supervisor, host teacher and/or campus administrator.



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Proposed new §228.69, Exemptions from Required Clinical Experiences for Classroom Teacher Candidates would include residency in existing exemptions included in subsections (a) and (b).

SUBCHAPTER F, Support Candidates during Required Clinical Experiences, would include additions and changes in the follow sections: 228.73. Mentors, Cooperating Teachers, Host Teachers, and Site Supervisors, §228.76. Host Teacher Qualifications and Responsibilities, §228.81. Field Supervisor Qualifications and Responsibilities, and §228.88 Formal Observations for Candidates in Residency Assignments.

Proposed new §228.73, Mentors, Cooperating Teachers, Host Teachers and Site Supervisors, would set requirements for an EPP and campus/district's role to collaborate to assign a host teacher in subsection (a) and would establish the shared responsibility of the EPP and district/campus administrator to determine selection criteria and develop a shared selection process with a scoring rubric. New subsection (c) would provide provisions for host teacher selection if there is not a host teacher to match the criteria for qualification. New subsection (d) would require the EPP' to provide research-based training to the host teacher, and that an ESC or district entity may also provide that training with documentation.

Proposed new §228.76, Host Teacher Qualifications and Responsibilities, would set requirements and duties for host teachers. Subsection (a) would define the requirements to include at least 3 creditable years of teaching (Chapter 153, Subchapter CC), recognition as an accomplished teacher, which may be demonstrated by at least three years with an appraisal rating of proficient or above proficient, evidence of student growth and achievement impact, and other dispositional criteria defined by the EPP and District partnership. Host teachers would be required to be trained by the EPP at least twice annually on best practices in coaching, mentoring, and co-teaching, could not already be assigned as a field supervisor, and would be required to hold a valid certificate in the certification category of the residency assignment. New subchapter (b) would describe the duties of a host teacher to include supporting the candidate's development in a co-teaching model that allows for gradual release to the candidate to lead instruction, providing feedback and support on key dimensions such as classroom management and assessment, and reporting the candidate's progress during collaboration with the field supervisor.

Proposed new §228.81, Field Supervisor Qualifications and Responsibilities, would set requirements for the qualifications and duties of a field supervisor. New subsection §228.81(a)(4) would require that field supervisors of residency candidates are trained annually by the EPP in coaching and co-teaching strategies and participate in school and district trainings deemed important by the partnership. All other qualifications would remain consistent with field supervisor qualifications for all other candidates. New subsection 228.81(b) would include updated requirements for resident supervision in 228.81(b)(5), specifying that field supervisors must provide at least four 15-minute informal observations per semester, and per 228.81(b)(6) provide written feedback to the host teacher and campus supervisor. The field supervisor would also be required to collaborate with the host teacher bi-monthly and with the campus supervisor three times per semester (228.81(b)(9)).

Proposed new §228.88. Formal Observations for Candidates in Residency Assignments, would set requirements for formal observations of resident candidates. §228.88(a) would require the EPP to provide the first formal observation within the first six weeks of the residency assignment and §228.88(b) would require two in-person 45-minute formal observations per semester that include a pre- and post- observation conference with the candidate.

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Attachment II describes proposed amendments to CHAPTER 230, Professional Educator Preparation and Certification. Under Subchapter D, Types and Classes of Certificates Issued, proposed new section §230.39, Residency Certificates, would describe general provisions of requirements for issuance of a residency certificate. It would also include requirements for renewal of the certificate. Also included are proposed changes to Subchapter G, Schedule for Fees for Certificate Services, with new language in proposed new 230.101, Schedule for Fees for Certification Services, that would include updates to subsection (a), the fee for the residency certificate (3), and fee for on-time renewal of certificate (16).

Attachment III describes proposed amendments to Chapter 232, General Certification Provisions.

The proposed amendment to §232.1(c) would add the language “or residency” to align renewal and fees for residency certificates with those of standard certificates.

The proposed amendment to §232.5(a) would add the language “or residency” to align renewal dates for residency certificates with those of standard certificates.

The proposed amendment to §232.5(c)(2) would add the language “or residency” to align renewal eligibility requirements for residency certificates with those of standard certificates.

The proposed amendment to §232.9(a) would add the language “or residency” to align inactive status and late renewal for residency certificates with that of standard certificates.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the proposed new rules would be an increase in the short and long-term supply of highly effective educators that are better prepared, more effective, and more likely to be retained in Texas classrooms, leading to better instruction, more stability and better outcomes for Texas students.

**Staff Members Responsible:**

Jessica McLoughlin, Senior Director of Educator Quality  
Melissa Yoder, Director of Quality Preparation and Staffing  
Beth Burkhart, Director of Teacher Apprenticeship

**Attachments:**

- I. Text of Proposed New 19 TAC Chapter 228, Requirements for Educator Preparation Programs
- II. Text of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification
- III. Text of Proposed Amendments to 19 TAC Chapter 232, General Certification Provisions
- IV. Summary of Stakeholder Input Regarding Residency Pathway Components

**ATTACHMENT I**  
**Text of Proposed New 19 TAC**  
**CHAPTER 228, Requirements for Educator Preparation Programs**

**SUBCHAPTER A. GENERAL GUIDANCE**

**§228.2. Definitions**

Co-teaching- a practice in which two or more teachers share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or learning objectives using one of seven models defined by St. Cloud State University as appears on the National Coteaching Association website.

Campus supervisor--A school administrator or designee responsible for the annual performance appraisal of an intern or residency candidate.

Host teacher--For a residency candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator who co-teaches with the candidate and supports the candidate during the residency experience.

Residency-- a supervised educator assignment for an entire school year through a partnership between an educator preparation program and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a residency certificate.

**SUBCHAPTER B. APPROVAL OF EDUCATOR PREPARATION PROGRAMS**

**§228.15. Additional Approval.**

- (a) An alternative certification program seeking approval to implement a clinical teaching component shall submit a description of the following elements of the program for approval by the TEA staff on an application in a form developed by the TEA staff that shall include, at a minimum:
- (1) general clinical teaching program description, including conditions under which clinical teaching may be implemented;
  - (2) selection criteria for clinical teachers;
  - (3) selection criteria for cooperating teachers;
  - (4) description of support and communication between candidates, cooperating teachers, and the alternative certification program;
  - (5) description of program supervision; and
  - (6) description of how candidates are evaluated.
- (b) An educator preparation program seeking approval to implement a residency program submit an application with evidence indicating the ability to comply with the provisions of this chapter and Chapter 230 of this title (relating to Professional Educator Preparation and Certification).
- (1) The application and required evidence as described in the figure provided in this paragraph.  
Figure: §228.15(b)(1)
  - (2) Texas Education Agency (TEA) staff will review the proposal and shall recommend to the State Board for Educator Certification (SBEC) whether the residency program should be approved.

- (3) A post-approval site visit will be conducted after the end of the first academic year in which the program reports residency completers to TEA in accordance with §229.3 of this title (relating to Required Submissions of Information, Surveys, and Other Data).
- (c)(b) Addition of certificate categories and classes.
- (1) An EPP that is rated "accredited" may request the addition of a certificate class that has not been previously approved by the SBEC, but must present a complete application that includes documentation for the new certificate class, as specified in the figure in this paragraph.  
Figure: §228.15(b)(1)
- (2) An EPP that is rated "accredited," as provided in §229.4 of this title (relating to Determination of Accreditation Status), may request additional certificate categories be approved by TEA staff if the requested additional certificate categories are within the classes of certificates for which the EPP has been previously approved by the SBEC, by submitting an application as specified in the figure in this paragraph.  
Figure: §228.15(b)(2)
- (3) An EPP rated "accredited" and currently approved to offer a certificate for which the SBEC is changing the grade level of the certificate may request to offer the preapproved category at different grade levels if the requested additional certificate categories are within the classes of certificates for which the EPP has been previously approved by the SBEC, by submitting an application in a form developed by the TEA staff that shall include, at a minimum, a modified curriculum matrix that includes:
- (A) the educator standards,
- (B) test framework competencies,
- (C) course and/or module names, and
- (D) the benchmarks and assessments used to measure successful program progress.
- (4) An EPP that is not rated "accredited" may not apply to offer additional certificate categories or classes of certificates.
- (d)(e) An EPP that is rated "accredited," may open additional locations, provided the program informs TEA staff of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location. Additional program locations must operate in accordance with the program components under which the program has been approved to operate. An EPP that is not rated "accredited" may not open additional locations.

### SUBCHAPTER C. CHANGES TO EDUCATOR PREPARATION PROGRAM ENTITY

#### §228.25. Governance of Educator Preparation Programs.

- (a) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools.
- (b) An advisory committee with members representing at least three out of the five groups identified as collaborators in subsection (a) shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee and shall meet a minimum of once during each academic year.

- (c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.
- (d) For EPPs that the SBEC has approved to offer a residency program under §228.67 of this chapter (relating to Residency), the EPP must meet at least quarterly with district and campus administrators of the school district with which the EPP has partnered, including the campus supervisors of all the EPP's current residency candidates, to review data including performance data for the EPP's current residency candidates and to make programmatic decisions or changes to implement continuous improvement of the EPP's residency program.

### SUBCHAPTER E. EDUCATOR CANDIDATE CLINICAL EXPERIENCES

#### §228.55. Required Clinical Experiences for Classroom Teacher

- (a) To prepare a candidate for initial certification in the classroom teacher certification class, an educator preparation program shall provide the candidate one of the following:
- (1) clinical teaching that meets the standards in §228.55 of this title (relating to Clinical Teaching); or
  - (2) a clinical teaching option that is approved by the SBEC through an exception request under §228.59 (relating to Exceptions to the Clinical Teaching Requirement); or
  - (3) an internship that meets the requirements of §228.61 of this title (relating to Internship); or
  - (4) a residency that meets the requirements of §228.67 of this title (relating to Residency).

#### §228.57. Locations for Required Clinical Experiences.

- (a) An internship, clinical teaching, ~~[or]~~ practicum, or residency experience must take place in an authentic school setting rather than a distance learning lab or virtual school setting.
- (b) An internship, ~~[or]~~ clinical teaching, or residency experience for certificates that include early childhood may be completed at a Head Start Program with the following stipulations:
- (1) a certified teacher is available as a trained mentor;
  - (2) the Head Start program is affiliated with the federal Head Start program and approved by the TEA;
  - (3) the Head Start program teaches three- and four-year-old students; and
  - (4) the state's prekindergarten curriculum guidelines are being implemented.
- (c) An internship, clinical teaching, ~~[or]~~ practicum, or residency experience shall not take place in a setting where the candidate:
- (1) has an administrative role over the mentor or cooperating teacher; or
  - (2) is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

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- (d) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of internship, clinical teaching, ~~and/or~~ practicum, and/or residency.
- (e) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for internships, clinical teaching, ~~and/or~~ practicums, and/or residency.
- (f) An EPP may file an application, with the appropriate fee specified in §229.9(6) of this title, with the TEA for approval, subject to periodic review, of a public or private school for a candidate's placement located within any state or territory of the United States, as a site for clinical teaching ~~or~~ practicum, or residency required by this chapter.
- (1) The clinical teaching, ~~or~~ practicum, or residency site may be approved for a candidate who must complete requirements outside the state of Texas due to the following reasons if they occur following admission to the EPP:
    - (A) military assignment of candidate or spouse;
    - (B) illness of candidate or family member for whom the candidate is the primary caretaker;
    - (C) candidate becomes the primary caretaker for a family member residing out of state; or
    - (D) candidate or spouse transfer of employment.
  - (2) The application shall identify the circumstances that necessitate the request to complete clinical teaching, ~~or a~~ practicum, or residency outside of the state of Texas and be in a form developed by the TEA staff and shall include, at a minimum:
    - (A) the accreditation(s) held by the school;
    - (B) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;
    - (C) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and
    - (D) the measures that will be taken by the EPP to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.
- (g) An EPP may file an application, with the appropriate fee specified in §229.9(6) of this title, with the TEA for approval, subject to periodic review, of a public or private school for a candidate's placement located outside the United States, as a site for clinical teaching, ~~or a~~ practicum, or residency required by this chapter.
- (1) The site may be approved for a candidate who must complete requirements outside the United States due to the following reasons if they occur following admission to the EPP:
    - (A) military assignment of candidate or spouse;
    - (B) illness of candidate or family member for whom the candidate is the primary caretaker;
    - (C) candidate becomes the primary caretaker for a family member residing out of country; or
    - (D) candidate or spouse transfer of employment.
  - (2) The application shall identify the circumstances that necessitate the request to complete clinical teaching, ~~or a~~ practicum, or residency outside of the United States and be in a form developed by the TEA staff and shall include, at a minimum:

- (A) the same provisions required in subparagraph (e)(2) of this paragraph for schools located within any state or territory of the United States;
- (B) a description of the on-site program personnel and program support that will be provided;
- (C) a description of any risks to candidate or supervising personnel associated with placement in the country specified in the application and options for mitigating risks; and
- (D) a description of the school's recognition by the U.S. State Department Office of Overseas Schools.

**§228.67. Residency**

(Other provisions that follow in Subchapter E would be renumbered to accommodate)

- (a) To offer a residency, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing a residency certificate:
  - (3) a minimum of one full school year of clinical experience, to include the first and last instructional days with students, in a classroom supervised by a host teacher in the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP. The beginning date of a residency for the purpose of field supervision is the first day of instruction with students in the school or district in which the residency takes place; and
  - (4) a minimum of 750 hours in total, with a minimum of 21 hours per week. The hours include intermissions and recesses but do not include conference and duty-free lunch periods.
- (b) An EPP offering a residency shall ensure that:
  - (1) residency candidates are assigned to one distinct field site for the duration of the residency. EPPs may allow exceptions, with a documented process for candidates seeking certification in more than one certification category, candidates seeking certification in EC-12 certification categories, and candidates with reasonable human resources concerns. Candidates who receive exceptions shall be placed in no more than two distinct field sites; and
  - (2) during the course of the residency, the residency candidate shall engage in increased responsibility for student instruction, including coteaching and leading classroom instruction for at least 400 hours.
- (c) In addition to the benchmarks and structured assessments required under §228.31(c) of this chapter (relating to Minimum Educator Preparation Program Obligations to All Candidates), the EPP shall manage and support candidate progression through the dimensions described in 228.67(f) and determine readiness to proceed to the next level of increased responsibility for student instruction during the residency, including establishing performance gates with performance tasks observed and evaluated by the field supervisor that require residency candidates to demonstrate mastery of certain educator standards to progress to the next level of responsibility for student instruction. Performance gates must be conducted at least four times a year, occurring twice a semester.
- (d) The EPP must provide ongoing support to a candidate as described in Subchapter F of this chapter for the full term of the residency, unless, prior to the expiration of that term:

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- (1) the candidate resigns or is terminated by the school or district;
  - (2) the candidate is discharged or is released from the EPP;
  - (3) the candidate withdraws from the EPP;
  - (4) the residency assignment does not meet the requirements described in this subchapter.
- (e) If the candidate leaves the residency assignment for any of the reasons identified in subsection (g) of this section, the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment.
- (f) A candidate participating in a residency will be eligible for a residency certificate by completing:
- (1) the requirements as prescribed in §230.39(b) of this title (relating to Residency Certificates);
  - (2) programmatic requirements under subsections (a)-(c) of this section;
  - (3) the requirements of the following proficiencies in §150.1002 of this title (relating to Assessment of Teacher Performance) for pedagogical skills that are used by the program and approved by the state and meet the Proficient performance level measure in each Dimension:
    - (A) Planning Dimension 1.1: Standards and Alignment;
    - (B) Planning Dimension 1.2: Data and Assessment;
    - (C) Instruction Dimension 2.1: Achieving Expectations;
    - (D) Instruction Dimension 2.2: Content Knowledge and Expertise;
    - (E) Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures;
    - (F) Learning Environment Dimension 3.2: Managing Student Behavior;
    - (G) Learning Environment Dimension 3.3: Classroom Culture;
    - (H) Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics;
    - (I) Professional Practices and Responsibilities Dimension 4.2: Goal Setting; and
    - (J) Professional Practices and Responsibilities Dimension 4.3: Professional Development.
- (g) A residency is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor, host teacher, and campus supervisor recommend to the EPP that the candidate should be recommended for a residency certificate. If the field supervisor, host teacher, or campus supervisor do not recommend that the candidate should be recommended for a residency certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and the field supervisor, the host teacher, or the campus supervisor.



**§228.69. Exemptions from Required Clinical Experiences for Classroom Teacher Candidates.**

- (a) Under the TEC, §21.050(c), a candidate who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience, internship, ~~or~~ clinical teaching or residency.
- (b) Under the TEC, §21.0487(c)(2)(B), a candidate's employment by a school or district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is exempt from any clinical teaching, internship, residency, or field-based experience program requirement.

**SUBCHAPTER F. SUPPORT FOR CANDIDATES DURING REQUIRED CLINICAL EXPERIENCES****§228.73. Mentors, Cooperating Teachers, Host Teachers, and Site Supervisors.**

- (a) In order to support a new educator and to increase educator retention, an EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, assign a host teacher during the candidate's residency, or 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) 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 assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria.
- (d) 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 §228.13(f)(1) (relating to Continuing Approval).

**§228.76. Host Teacher Qualifications and Responsibilities.**

- (a) Required qualifications of a host teacher:
  - (1) at least three creditable years of teaching experience, as defined in in Chapter 153 Subchapter CC of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);
  - (2) an accomplished educator, as determined by the 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 educator preparation program, including training in coteaching 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 section 228.67(b)(2);
- (2) guide, assist, give feedback to, and support the candidate during the candidate's residency in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and
- (3) report the candidate's progress to that candidate's field supervisor.

**§228.81. Field Supervisor Qualifications and Responsibilities.**

## a) Required qualifications of a field supervisor:

- (1) accomplishment as an educator as shown by student learning;
- (2) not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum;
- (3) trained by the EPP as a field supervisor;
- (4) for a supervisor of residency candidates, trained annually by the EPP in coaching and co-teaching strategies and participation in school and/or district trainings, as determined by the program and the district partner.
- (5[4]) has completed TEA-approved training or is a certified T-TESS appraiser;
- (6 [5]) not assigned to the candidate as a mentor, cooperating teacher, or site supervisor;
- (7 [6]) 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, legacy master teacher, and reading specialist candidates, experience as a campus-level administrator and a current certificate that is appropriate for a principal assignment;
  - (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 [7]) current certification in the class in which supervision is provided; or
- (9 [8]) 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 as a field supervisor and completed TEA-approved observation training.
- (2) The field supervisor's initial contact with the assigned candidate must occur within the first three weeks of assignment for candidates seeking certification as classroom teachers and within the first quarter of the assignment for a candidate seeking certification in a class other than classroom teacher. 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 assignment and shall notify the educator preparation program if the internship placement does not meet the requirements of this chapter.

- (4) Field supervisors shall conduct observations of candidates as described in §§228.83 (relating to Formal Observations for All Candidates for Initial Classroom Teacher Certification) and 228.87 (relating to Formal Observations for Candidates in Internship Assignments) of this title.
- (5) Field supervisors of candidates in intern, practicum and clinical teaching assignments shall provide informal observations and coaching as appropriate. Field supervisors of candidates in residency assignments shall provide informal observations and coaching at least four times per semester, and for at least 15 minutes each time.
- (6) For candidates participating in an internship, the field supervisor shall provide a copy of all written feedback to the candidate's supervising campus administrator. 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.
- (7) In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience.
- (8) For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.
- (9) For a residency, the field supervisor shall collaborate with the candidate and the host teacher throughout the residency, including regular meetings, at least three times each semester, with the campus supervisor and twice monthly meetings with the host teacher.
- (10~~[9]~~) For candidates in a practicum, the field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

**§228.88 Formal Observations for Candidates in Residency Assignments**

- (a) An EPP must provide the first formal observation within the first six weeks of all residency assignments.
- (b) For a residency described in §228.67 of this chapter (relating to Residency):
  - (b) 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- and post-observation conference with the candidate; and
  - (2) all of the minimum formal observations must be in-person.

**ATTACHMENT II**  
**Text of Proposed Amendments to 19 TAC**  
**CHAPTER 230, Professional Educator Preparation and Certification**

**SUBCHAPTER D. TYPES AND CLASSES OF CERTIFICATES ISSUED**  
**RULE §230.39 Residency Certificates**

(a) General provisions.

(1) Certificate classes. A residency certificate may be issued for the teacher class of certificate.

(2) Requirement to hold a residency certificate. A candidate who has completed a residency must hold a residency certificate to be employed by a school district to teach the majority of the instructional day in an academic instructional setting and to evaluate student achievement and assign grades.

(b) Requirements for issuance. A residency certificate may be issued to a person who meets the conditions and requirements prescribed in this subsection.

(1) Bachelor's degree. Except as otherwise provided in rules of the State Board for Educator Certification related to certain career and technical education certificates based on skill and experience, the person must hold a bachelor's degree or higher from an accredited institution of higher education. A person who has earned a degree outside the United States must provide an original, detailed report or course-by-course evaluation for all college-level credits prepared by a foreign credential evaluation service recognized by the Texas Education Agency (TEA). The evaluation must verify that the person holds, at a minimum, the equivalent of a bachelor's degree issued by an accredited institution of higher education in the United States.

(2) General certification requirements. The person must meet the general certification requirements prescribed in §230.11 of this title (relating to General Requirements).

(3) Fee. The person must pay the fee prescribed in §230.101 of this title (relating to Schedule of Fees for Certification Services).

(4) Fingerprints. The person must submit fingerprints in accordance with §232.35(c) of this title (relating to Submission of Required Information) and the Texas Education Code (TEC), §22.0831.

(5) Residency. The person must complete a residency in accordance with §228.67 of this title (relating to Residency), meet proficiency thresholds on teacher competencies as prescribed in §228.67(f), and be recommended by an approved educator preparation program (EPP) by the application and issuance deadlines for the certificate.

(6) Content Pedagogy Examination. The person must receive a passing score on comprehensive content pedagogy examinations prescribed by the State Board for Educator Certification (SBEC) as specified in §230.21 of this title (relating to Educator Assessment).

(c) The residency certificate shall be valid for five years, subject to the requirements of Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).

**SUBCHAPTER G. SCHEDULE OF FEES FOR CERTIFICATE SERVICES****§230.101. Schedule of Fees for Certification Services.**

- (a) An applicant for a certificate or a school district requesting a permit shall pay the applicable fee from the following list.
- (1) Educational aide certificate:
    - (A) prior to September 1, 2017--\$30; and
    - (B) after August 31, 2017--\$15.
  - (2) Standard certificate--\$75.
  - (3) Residency certificate--\$75
  - (4 ~~[3]~~) Probationary or intern certificate:
    - (A) prior to September 1, 2017 --\$50; and
    - (B) after August 31, 2017--\$75.
  - (~~5~~[4]) Addition of certification based on completion of appropriate examination--\$75.
  - (~~6~~[5]) Review of a credential issued by a jurisdiction other than Texas (nonrefundable):
    - (A) prior to September 1, 2016--\$175; and
    - (B) after August 31, 2016--\$160.
  - (~~7~~[6]) One-year certificate based on a credential issued by a jurisdiction other than Texas--\$50.
  - (~~8~~[7]) Emergency permit (nonrefundable)--\$55.
  - (~~9~~[8]) National criminal history check (nonrefundable)--The fee, posted on the Texas Education Agency website, shall include a \$10 criminal history review fee in addition to the current cost of fingerprint scanning, processing, and obtaining national criminal history record information from the Texas Department of Public Safety, its contractors, and the Federal Bureau of Investigation. The same fee will be paid by current certified educators who are subject to a national criminal history check pursuant to the Texas Education Code, §§22.082, 22.0831, and 22.0836.
  - (~~10~~[9]) Review of the superintendent application for the substitution of managerial experience for the principal certificate requirement (nonrefundable)--\$160.
  - (~~11~~ [~~10~~]) On-time renewal of educational aide certificate:
    - (A) prior to September 1, 2017--\$10; and
    - (B) after August 31, 2017--no charge.
  - (~~12~~ [~~11~~]) Additional fee for late renewal of educational aide certificate:
    - (A) prior to September 1, 2017--\$5; and
    - (B) after August 31, 2017--no charge.
  - (~~13~~ [~~12~~]) Reactivation of an inactive educational aide certificate--\$15.
  - (~~12~~ [~~13~~]) Reinstatement following restitution of child support or student loan repayment for educational aide certificate--\$20.
  - (~~14~~ [~~14~~]) On-time renewal of a standard certificate--\$20.
  - (~~16~~) On-time renewal of a residency certificate--\$20.
  - (~~17~~ [~~15~~]) Additional fee for late renewal of a standard certificate--\$10.
  - (~~18~~ [~~16~~]) Reactivation of an inactive standard certificate--\$40; except for an inactivation pursuant to §232.9 of this title (relating to Inactive Status and Late Renewal).

- (19[47]) Reinstatement following restitution of child support or student loan repayment--\$50.
- (20[48]) Visiting international teacher certificate--\$75.
- (21[49]) Request for preliminary criminal history evaluation (nonrefundable)--\$50.
- (b) The fee for correcting a certificate or permit when the error is not made by the Texas Education Agency shall be equal to the fee for the original certificate or permit.
- (c) An individual registering to take certification tests shall pay the applicable fee(s) from the following list of categories:
- (1) Selected Response-Only Assessments--\$116.
  - (2) Single Subject Area Tests (801-809)--\$58.
  - (3) Enhanced Selected-Response/Constructed-Response Assessments for Tests (801-809)--\$70.
  - (4) Enhanced Selected-Response/Constructed-Response Assessments--\$136.
  - (5) Enhanced Selected-Response/Constructed-Response Administrator and Student Services Assessments--\$200.
  - (6) Performance-Based Assessments for teachers--\$311.
  - (7) Performance-Based Assessments for teachers, retake per task--\$111.
- (d) An individual registering to take a content certification examination prior to admission to an EPP shall pay the applicable fee(s) from the following list of categories:
- (1) Content Certification Examinations except American Sign Language (ASL)--\$106.
  - (2) Essential Academic Skills Sub-Tests Retake (701-703)--\$56.
  - (3) Content Certification Examinations for ASL Sub-Tests (784-785)--\$56.

**ATTACHMENT III**  
**Text of Proposed Amendments to 19 TAC**  
**CHAPTER 232, General Certification Provisions**

**SUBCHAPTER A. CERTIFICATE RENEWAL AND CONTINUING PROFESSIONAL EDUCATION  
REQUIREMENTS**

**§232.1. General Provisions.**

- (a) All educators should model the philosophy of life-long learning; therefore, participation in professional development activities is expected of all educators. Activities must focus on the need of each educator to continually update his or her knowledge of current content, best practices, research, and technology that is relevant to his or her individual role as an educator. The State Board for Educator Certification (SBEC) shall ensure that requirements for renewal and continuing professional education are flexible to allow each individual educator to identify the activities he or she will complete to satisfy the SBEC's requirements.
- (b) This chapter provides the minimum requirements necessary to renew any class of certificate issued by the SBEC.
- (c) Each individual who holds a standard or residency certificate(s) is responsible for renewing the certificate(s) and paying a fee for late renewal. Failure to receive notice of the renewal requirement or deadline does not excuse the individual's obligation to renew or pay applicable fees.
- (d) An educator may not renew a certificate if the individual fails to comply with the requirements of this subchapter.
- (e) Pursuant to the Texas Education Code, §21.003(a), an educator employed by a Texas public school district who fails to satisfy each of the requirements to renew his or her standard or residency certificate(s) by the renewal date moves to inactive status and is ineligible for employment in a Texas public school district in a position for which a certificate is required until all appropriate requirements are satisfied. However, if an educator has completed the requirements for renewal and submitted a renewal application prior to the expiration date of the certificate, the certificate will not be considered to have expired.

**§232.5. Renewal Date for Certificates.**

- (a) The renewal date of a standard or residency certificate shall be five years after the last day of the certificate holder's next birth month.
- (b) If an educator holds multiple certificates, all certificates will be renewed concurrently and are subject to renewal after the last day of the certificate holder's birth month in the year in which the earliest certificate was issued.
- (c) Pursuant to the Texas Education Code, §21.0031(f), a certificate or permit is not considered to have expired if the educator has completed the renewal requirements of this subchapter and has applied for renewal prior to the expiration date of the certificate or permit. Pursuant to the Texas Government Code, §2001.054, if an educator makes timely and sufficient application for the renewal or extension of a certificate or permit that is not granted because of the pendency of a matter subject to notice and hearing pursuant to Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases), the existing certificate or permit does not expire until the application for renewal or extension has been finally determined by the State Board for Educator Certification (SBEC) and the last day for seeking review of the SBEC order has passed.
- (d) The renewal of a certificate that is delayed as a result of failure to meet the renewal requirements of this subchapter will not become effective until all renewal requirements have been satisfied.
- (e) If all renewal requirements have been satisfied and submitted to the Texas Education Agency (TEA), the effective renewal date of a certificate or permit will not be affected by any TEA processing delay.

**§232.7. Requirements for Certificate Renewal.**

- (a) The Texas Education Agency (TEA) staff shall develop procedures to:

- (1) notify educators at least six months prior to the expiration of the renewal period to the email address as specified in §230.91 of this title (relating to Procedures in General);
  - (2) confirm compliance with all renewal requirements pursuant to this subchapter;
  - (3) notify educators who are not renewed due to noncompliance with this section; and
  - (4) verify that educators applying for reactivation of certificate(s) under §232.9 of this title (relating to Inactive Status and Late Renewal) are in compliance with subsection (c) of this section.
- (b) The TEA staff shall administratively approve each hardship exemption request that meets the criteria specified in paragraphs (1)-(4) of this subsection.
- (1) A hardship exemption must be due to one of the following circumstances that prevented the educator's completion of renewal requirements:
    - (A) catastrophic illness or injury of the educator;
    - (B) catastrophic illness or injury of an immediate family member; or
    - (C) military service of the educator.
  - (2) The request for a hardship exemption must include documentation from a licensed physician or verified military records.
  - (3) The request for the amount of time allowed for renewal is equal to:
    - (A) the amount of time that a licensed physician determined that the educator was not able to complete renewal requirements due to the educator's catastrophic illness or injury; or
    - (B) the amount of time that a licensed physician determined that the educator was not able to complete renewal requirements due to the catastrophic illness or injury of an immediate family member; or
    - (C) two years of additional time for a military service member, in accordance with the Texas Occupations Code, §55.003.
  - (4) A hardship exemption may be approved for a local education agency on behalf of an educator who has an invalid certificate due to lack of earning the required continuing professional education (CPE) hours as prescribed in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours). The hardship exemption is valid for the academic year of the application and may be renewed up to one additional academic year, provided that the superintendent or designee of the local education agency requests the extension.
  - (5) If a hardship exemption request is approved, the educator must pay the appropriate renewal fee, pursuant to §230.101 of this title (relating to Schedule of Fees for Certification Services).
- (c) To be eligible for renewal, an educator must:
- (1) subject to §232.16(c) of this title (relating to Verification of Renewal Requirements), satisfy CPE requirements, pursuant to §232.11 of this title;
  - (2) hold a valid standard or residency certificate that is not currently suspended and has not been surrendered in lieu of revocation or revoked by lawful authority;
  - (3) not be a respondent in a disciplinary proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases);
  - (4) be in compliance with all terms of any orders of the State Board for Educator Certification resulting from a disciplinary proceeding against the educator under Chapter 249 of this title;
  - (5) successfully resolve any reported criminal history, as defined by §249.3 of this title (relating to Definitions);
  - (6) not be in arrears of child support, pursuant to the Texas Family Code, Chapter 232;



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- (7) pay the renewal fee, provided in §230.101 of this title, which shall be a single fee regardless of the number of certificates being renewed; and
  - (8) submit fingerprints in accordance with §232.35(c) of this title (relating to Submission of Required Information) and the Texas Education Code, §22.0831.
- (d) The TEA staff shall renew the certificate(s) of an educator who meets all requirements of this subchapter.

**§232.9. Inactive Status and Late Renewal.**

- (a) The certificate(s) of an educator holding a valid standard or residency certificate who does not satisfy the requirements of this subchapter shall be placed on inactive status, subject to the requirements of the Texas Education Code, §21.0031(f). Texas Education Agency (TEA) staff shall notify a person by email of the reason(s) for denying the renewal and the actions or conditions required for removal from inactive status. At any time, the educator may apply to have his or her certificate(s) reactivated and submit the reactivation fee. The TEA staff shall administratively approve reactivation of the educator's certificate(s) subject to verification that the educator is in compliance with §232.7 of this title (relating to Requirements for Certificate Renewal). The renewal date of a reactivated certificate(s) shall be five years after the last day of the certificate holder's next birth month.
- (b) A person who satisfies all requirements for renewal prior to the certificate expiration date and submits an application after the expiration date of a certificate shall pay a late renewal fee in addition to the standard renewal fee. The certificate status will be set to valid, and the effective date of the certificate will be the day after the prior expiration date. A person whose certificate has become inactive longer than six months after the expiration date because of failure to renew shall pay a late renewal fee in addition to the standard renewal fee. The certificate status will be set to valid, and the effective date of the certificate will be the date the educator completed continuing professional education (CPE) hours, provided it is not more than 60 days prior to the date of the application. If the application is submitted more than 60 days after CPE hours were completed, the effective date will be 60 days prior to the date of the application. The amount of these fees shall be as provided in §230.101 of this title (relating to Schedule of Fees for Certification Services).
- (c) If a person does not satisfy the required CPE hours at the expiration of the renewal period, the person may have the certificate(s) removed from inactive status and reactivated by verifying through an affidavit whether he or she is in compliance with renewal requirements, including CPE hours, and paying any applicable fee(s).

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## ATTACHMENT IV

### Summary of Stakeholder Input Regarding Residency Pathway Components

Since the February 2023, State Board for Educator Certification (SBEC) meeting, the Texas Education Agency (TEA) held three separate stakeholder engagement groups to discuss the essential components of a teacher residency pathway.

On February 28, 2023, TEA held two 60-minute forums for vetted residency providers. On March 23, 2023, TEA sought stakeholder feedback during the Educator Preparation Stakeholder Group (EPSG) meeting. On April 4, 2023, TEA convened a group of representatives from districts to offer input on a teacher residency pathway.

Participants reviewed the Residency discussion item (item #18) from the February 10 State Board for Educator Certification (SBEC) meeting prior to the forum.

Groups were presented with an outline of the components of a possible teacher residency pathway. The groups discussed and provided feedback on individual components, as well as considerations for the overall development of a residency certification pathway.

In developing criteria for a residency pathway, programs requested that we set a high bar for quality while allowing flexibility to meet the needs of local contexts.

A summary of stakeholder feedback is provided below. Feedback is divided into the following sections:

- Coursework and Instructional Setting
- Supervision and Coaching
- Evaluation of Readiness and Continuous Improvement Supports

### Coursework and Instructional Setting

#### Coursework

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Clarify the timeline for completion of the 300 hours of coursework. (i.e., do residents need to complete coursework before the residency begins or can they complete coursework during the residency?)  
Allow programs flexibility to decide which courses are offered during residency.

#### Practice-based experience

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The proposed 750 hours for the co-teaching experience during residency is reasonable.

Clearly define or provide clear examples for the number or hours in a day the host teacher works directly with the resident.

Regarding the requirement that a residency include the full academic year, participants asked TEA to consider that university schedules often do not align with the district's schedule.

- Consider the impact on graduation and certification, as well as any hardships created for candidates in unpaid residencies.

Consider changing the "minimum 3 days per week, minimum 21 hours per week" requirement to "an average of 3 days per week" to allow flexibility in the required number of days in the first and second semester and across districts that have a 4-day school week.

#### Instructional setting

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Allow the teacher resident no more than two placements during the residency. Include an exception, with documentation process, for:

- Dual certification residents
- K-12 certification residents
- Residents with reasonable HR concerns

Considerations for Field Based Experience (FBE) requirements, and whether it may be important to better define the setting as classroom based and directly tied to early performance tasks.

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### **Partner/Host Teacher**

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To aid in recruiting host teachers:

- Allow teachers who successfully complete a residency to serve as host teachers after 2 years of experience as a certified teacher.
- Include considerations for districts that have no teachers who meet the qualifications.

Include clear guidance regarding the selection process for host teachers including who is responsible for selecting the host teacher.

Provide specific and clear guidance regarding the training requirements for host teachers including:

- Who is responsible for providing the training.
- The timeframe for which the training must occur.
- The reason for requiring the specified number of trainings.
- Requirements for the resident to attend training.
- The type of training to be provided: job embedded with coaching, face-to-face professional development sessions, etc.

Provide guidance on the documentation of the gradual release process in a co-teaching model.

## **Supervision and Coaching**

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### **Requirements for field supervisors**

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Clearly identify the requirements for field supervisors including:

- What is considered allowable evidence of student learning.
- Requirements related to the “class in which supervision is provided”.
- What are the qualifications for “substantial experience.”

Align the requirements for the field supervisor and host teacher with the current requirements for clinical teaching supervision.

Consider that the requirement to match certifications and experience between the field supervisor and resident could be too restrictive if the provider uses a cohort model.

Provide specific guidance on the training and support of field supervisors including:

- A calibration process for coaches and host teachers to ensure equitable coaching occurs across the program.
- Specific training in co-teaching models

Allow flexibility in the number of field supervisor campus meetings—currently monthly—to accommodate field supervisors who are campus faculty, campus principals with limited time, and programs that partner with more than one district or cover a large geographic region.

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### **Teacher resident coaching (informal observations)**

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Allow flexibility in the number of required informal observations—currently 6 per semester—to accommodate field supervisors, who cover a large geographic region.

Provide justification for requiring a 15-minute informal observation.

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### **Formal Observations**

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Clearly connect formal observations to the informal observations and performance gates.

## **Evaluation of Readiness and Continuous Improvement Supports**

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### **Certification exam requirements**

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Participants largely agreed with waiving the pedagogy exam. Other stakeholders agreed with keeping the pedagogy exam so that exam requirements remain consistent across all certification routes. Allow flexibility for when to require the content pedagogy exam.

### Evaluation of teacher candidate readiness

Standardize the prioritized performance competencies—possibly basing them in TTESS—to ensure consistency across programs.

Clearly describe how residents will be evaluated while allowing flexibility for different program models. Include guidance for calibration on evaluation criteria for each performance gate among all parties recommending the candidate.

Include guidance on the passing standard for each performance gate.

### Governance

Clearly define governance meetings, including:

- Required documents and recordkeeping.
- Required participants and roles and responsibilities.

Allow flexibility in the number of required governance meetings, perhaps linking it to the scale of the residency program.

### Forum Participants

Name	Organization
Barbara Ashmore	University of Texas Dallas
Helen Berg	Sam Houston State University
Suzanne Bettencourt	Texas A & M University
Donna Brasher	Texas Tech University
Maneka Brooks	Texas State University
Amanda Campos	University of Houston
Lorena Claeys	University of Texas San Antonio
Shea Culpepper	University of Houston
Larry Daniel	University of Texas Permian Basin
Sara DeLano	Dallas College
Zulmaris Diaz	University of Texas Rio Grande Valley
Paige Evans	University of Houston
Belinda Flores	University of Texas San Antonio
Melba Muniz-Foster	Texas A&M Tyler
Amy Guillot	University of Houston Victoria
Helen Hailemariam	Relay
Sherri Harwell	Texas A&M Commerce
Sherre Heider	Texas Tech University
Robert Higle	ESC 20
Teresa Hinojos	ESC 19
Josh Jones	Tarleton University
Rodrick Lucero	National Center for Clinical Practice in Educator Preparation
Sharon Matthews	Texas A & M University
Alycia Maurer	Our Lady of the Lake University

Karen McIntush	University of Houston
Erika Mein	University of Texas El Paso
Jody Moody	Texas A&M San Antonio
Jannah Nerren	Stephen F. Austin University
Suzanne Nesmith	Baylor University
Sherry Nichols	University of Texas San Antonio
Britine Perkins	Prairie View A&M University
Brenda Rangel	Rice University
Julie Riedel	Texas A&M San Antonio
Beverly Sande	Prairie View A&M University
Chris Sloan	Tarleton University
Lucinda Sohn	University of Texas San Antonio
Amber Thompson	University of Houston
Fernando Valle	Texas Tech University
Sheila Whitford	Rice University

**Attendees from the March 3 Educator Preparation Stakeholder Group meeting.**

<b>Name</b>	<b>Organization</b>
Calvin Stocker	US Prep
Carrie Griffith	Texas State Teacher Association
Cheryl Hoover	Texas Association of School Boards
Jacqueline Adam	Commit Partnership
Donna Brasher	Texas Tech University
Abbie Strunc	Sam Houston State University
Christina Sinclair	Stephen F. Austin University
Heather Doyle	Texas Christian University
Hjamil Martinez-Vasquez	Crowley ISD
Holly Eaton	Texas Classroom Teachers Association
Kelsey Kling	Texas American Federation of Teachers
Kevin Malonson	Teach Plus
Susan Sharp	Texas Association of Certification Officers
Kristina Sterling	Urban Teachers
Elizabeth Rogers	Texas School Counseling Association