

Item 15:**Discussion of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, Subchapter C, Assessment of Educators, Subchapter D, Types and Classes of Certificates Issued, and Subchapter G, Certificate Issuance Procedures****DISCUSSION ONLY**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, Subchapter C, Assessment of Educators, Subchapter D, Types and Classes of Certificates Issued, and Subchapter G, Certificate Issuance Procedures. The proposed amendments would redefine Pilot Exam; would provide a technical edit to align with the titles in subsections; would specify the timeline by which a passing score on a certification exam can be used for certification purposes; would decrease the number of days to request a test limit waiver after an unsuccessful examination attempt; would update the figure specifying the required pedagogy and content pedagogy certification exams for issuance of the probationary or standard certificate; would remove certificate categories and examinations that are no longer operational; would establish a Residency Certificate and the associated fees; and would update the list of ineligible certification by examination certificates to include the Deafblind: Early Childhood-Grade 12 certificate.

STATUTORY AUTHORITY: The statutory authority for the proposed amendments is Texas Education Code (TEC) §§21.041(b)(1), (2), and (4); 21.044(a)-(f); 21.048; 21.0485; 21.050; 22.082; and Texas Occupations Code (TOC), §54.003. The statutory authority for

TEC, §21.041(b)(1), (2), and (4), require 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; specify the classes of educator certificates to be issued, including emergency certificates; and specify 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, states the SBEC shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board that includes not requiring more than 45 days elapsing between examination retakes and that starting January 1, 2021, all candidates

teaching prekindergarten through grade six must demonstrate proficiency in the science of teaching reading on a certification examination.

TEC, §21.0485, states that to be eligible for certification to teach students with visual impairments, a person must complete all coursework required for that certification in an approved EPP or alternative EPP, perform satisfactorily on required certification exams, and satisfy other requirements established by the SBEC.

TEC, §21.050(a), states a person who applies for a teaching certificate must possess a bachelor's degree.

TEC, §21.050(b), states the SBEC shall provide for a minimum number of semester credit hours of field-based experience or internship.

TEC, §21.050(c), states a person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

TEC, §22.082, requires SBEC to subscribe to the criminal history clearinghouse as provided by Texas Government Code, §411.0845, and may obtain any law enforcement or criminal history records that relate to a specific applicant for or holder of a certificate issued under Chapter 21, Subchapter B.

TOC, §54.003, states a licensing authority shall provide accommodations and eligibility criteria for examinees diagnosed as having dyslexia.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting proposed changes to 19 TAC Chapter 230 in a proposal item at the September 2023 SBEC meeting.

BACKGROUND INFORMATION AND JUSTIFICATION:

The SBEC rules in 19 TAC 230 Subchapter A, General Provisions, specify the general guidelines regarding professional educator preparation and certification. The SBEC rules in 19 TAC 230 Subchapter C, Assessment of Educators, specify the testing requirements for initial certification and for additional certificates based on examination. The SBEC rules in 19 TAC 230 Subchapter D, Types and Classes of Certificates Issued, define the types, classes, and issuance requirements for certificates. The SBEC rules in 19 TAC 230 Subchapter G, Certificate Issuance Procedures, specify appropriate procedures for the issuance of educator certificates. These requirements ensure educators are qualified and professionally prepared to instruct the schoolchildren of Texas.

The following is a description of the proposed revisions to 19 TAC Chapter 230, Subchapters A, C, D, and G that are reflected in Attachment I.

Subchapter A. General Provisions**Proposed Amendment to 19 TAC §230.1(17)**

The proposed amendments to §230.1(17) would amend the definition for “Pilot exam” from, “A certification exam that is subject to review by the State Board for Educator Certification prior to September 1, 2022,” to “A certification exam that is subject to annual review by the State Board for Educator Certification.” This proposed amendment would allow for the SBEC to annually review, pilot, and collect data for certification exams to examine the impact of the exam’s implementation on Texas candidates.

Subchapter C. Assessment of Educators**Proposed Amendment to 19 TAC §230.21(a)(3)(A)**

The proposed amendment to 19 TAC §230.21(a)(3)(A) would provide a technical edit to align with the titles of subsections §232.17 and §232.19.

Proposed Amendment to 19 TAC §230.21(a)(5)(D)(ii)

The proposed amendment to 19 TAC §230.21(a)(5)(D)(ii) would remove the required delay before a candidate can reapply for a test limit waiver if the candidate’s initial application was denied. If the candidate’s application contained inadequate, inconsistent or incomplete information, the proposed amendment would allow the candidate to complete and resubmit a complete and accurate application as soon as possible.

Proposed Amendment to 19 TAC §230.21(a)(5)(D)(iii)

The proposed amendment to 19 TAC §230.21(a)(5)(D)(iii) would decrease the number of days a candidate must wait to request a test limit waiver after an unsuccessful examination attempt. This would allow candidates to more quickly become certified if they are able to pass the examination on their next attempt.

Proposed Amendment to 19 TAC §230.21(f)

The proposed amendment to §230.21(f) would clarify that a passing score on a certification exam could be used for certification up to one year after the last operational date for the exam. This amendment would provide clarity to the field on the last date that an educator may be recommended for certification and get certified with a passing score on an exam that is no longer operational.

Proposed Amendment to §230.21(e)

The proposed amendment to §230.21(e) would update the testing requirements for educator certification indicated in Figure: 19 TAC §230.21(e). A summary of the proposed changes shown in Attachment II is included below.

The proposed amendment to §230.21(e) would specify that for issuance of a probationary or standard certificate in more than one certification category, a candidate must pass the

appropriate pedagogy examination under Figure: 19 TAC §230.21(e) for any one of the certificates sought. This change would allow for educators to be issued probationary or standard certificates in more than one certification category by passing only one edTPA certification exam. The current rule requires that, for issuance of each individual certificate, educators must take the aligned pedagogy exam, which means that educators pursuing certification in two certification categories through completion of the edTPA would be required to take two edTPA certification exams. This proposed change would align with feedback from educator preparation programs (EPPs) participating in the edTPA pilot, who expressed concern about the expense and duplicative effort caused by the current rule.

Update to Figure Titles and Content Pedagogy Exam Requirements

The proposed amendment to Figure: 19 TAC §230.21(e) would update the column title from "Pedagogical Requirement(s)" to "Required Pedagogy Test(s)" to align the language of the title to the other test column in the figure, "Required Content Pedagogy Test(s)."

In separate rulemaking, the SBEC has proposed amendments to 19 TAC Chapter 233, Categories of Classroom Teaching Certificates, that would create three new classroom teacher certificate categories: Special Education Specialist: Early Childhood-Grade 12; Deafblind: Early Childhood-Grade 12; and Core Subjects with Science of Teaching Reading/Special Education: Early Childhood-Grade 6. Proposed amendments to Figure: 19 TAC §230.21(e) would add these new Special Education certification exams, which are still in development for new proposed certification fields. The proposed amendments create examinations for the new Core Subjects with Science of Teaching Reading/Special Education: Early Childhood-Grade 6 certificate and set out a timeline for test development that matches the timeline for the new certificate issuance in the proposed amendments to 19 TAC Chapter 233, to begin no earlier than September 1, 2026. Similarly, the proposed amendments would make the new Special Education Specialist: Early Childhood-Grade 12 and Deafblind: Early Childhood-Grade 12 exams operational for candidates to begin taking on September 1, 2025, to align with the proposed initial issuance dates for the new certificates. When these new tests and certificates are operational, they will replace the Special Education: Early Childhood-Grade 12 and Special Education Supplemental certificates. Therefore, the proposed amendments set August 31, 2025, as the last operational date for the Special Education: Early Childhood-Grade 12 exam.

The amendments SBEC has proposed for 19 TAC Chapter 233, Categories of Classroom Teaching Certificates include the creation of a new certification category, Tamil: Early Childhood-Grade 12. The proposed amendment to Figure: 19 TAC §230.21(e) would add a certification exam for Tamil: Early Childhood-Grade 12. The exam will become operational for candidates to complete on September 1, 2025, which aligns with the proposed date for issuance of the new certificate in the proposed amendments to 19 TAC Chapter 233, Categories of Classroom Teaching Certificates.

The proposed amendment to Figure: 19 TAC §230.21(e) would add the last operational date of August 31, 2024, for the following exams: English Language Arts and Reading 7-12 and Physical Education EC-12. These examinations are being phased out and replaced with new updated exams. The proposed amendments would therefore add a first operational date for the new exams, English Language Arts and Reading 7-12 and Physical Education EC-12, of September 1, 2024. These changes would add predictability for candidates and EPPs during the transition.

The proposed amendment to Figure: 19 TAC §230.21(e) would add an implementation timeline of no earlier than September 1, 2025, for the following new exams: Reading Specialist EC-12 and School Librarian EC-12. These new exams are necessary due to proposed changes in the educator standards for these certificates in 19 TAC Chapter 239, Student Services Certificates, that the SBEC has proposed in separate rulemaking. The proposed timeline would align with the test development timeline.

The proposed amendment to Figure: 19 TAC §230.21(e) would transition to a new content pedagogy exam for Health: Early Childhood – Grade 12 on September 1, 2024. This amendment would update the exam based on updated Texas Essential Knowledge and Skills. In addition, the proposed amendment would add the last operational date for the old Health: Early Childhood – Grade 12 exam of August 31, 2024. The proposed amendments would allow predictability during the transition for candidates and EPPs alike.

Operationalize Teacher Performance Assessments (TPA) as the Pedagogy Exam Requirement

At the December 2022 SBEC meeting, the Board provided direction to TEA staff to pursue rulemaking to implement teacher performance assessments as certification exams rather than as program requirements and took action to direct staff to begin procurement processes related to the development of a Texas-specific TPA and the vetting of other alternative TPAs that could be used for certification purposes. In addition, the Board sought information on potential types of teacher candidates or preparation pathways that may be excluded from the TPA pedagogy exam requirement. During the April SBEC meeting, the Board confirmed the following options and associated timelines for implementing the new pedagogy examinations for educator certification:

	22-23	23-24	24-25	25-26	26-27	27-28
PPR	PPR required	PPR required	PPR required	PPR required (last operational date 8/31/26)		
edTPA	edTPA optional	edTPA optional	edTPA optional	edTPA optional	TPA required: edTPA option (All Complete = Pass)	TPA required: edTPA option (Cut Score = Pass)
Texas-specific TPA (TxTPA)	Procurement processes to develop TxTPA begin	TxTPA in development	TxTPA in development	TxTPA in development	TPA required: TxTPA pilot option (All Complete = Pass)	TPA required: TxTPA option (Cut Score = Pass)
CTE Fields	PPR exam or edTPA option	PPR for T&I or edTPA option	PPR for T&I or edTPA option	PPR for T&I or edTPA option	PPR for T&I or edTPA option	PPR for T&I or edTPA option

Proposed amendments to Figure: 19 TAC §230.21(e) would add a last operational date of August 31, 2026, for the 160 Pedagogy and Professional Responsibilities (PPR) EC–12 TExES exam. The addition of the last operational date of August 31, 2026, for the PPR exam would provide a multi-year runway for EPPs to proactively make decisions regarding the appropriate TPA pedagogy exam for their program and prepare for the transition to that TPA pedagogy exam. The 160 PPR EC–12 exam would retire as of September 1, 2026. The proposed amendments are responsive to stakeholder feedback that raised potential implementation challenges for EPPs if programs were required to implement edTPA as the pedagogy exam requirement first before other options were made available.

Proposed amendments to Figure: 19 TAC §230.21(e) would also strike "pilot exam" for all edTPA exams to indicate that the exams would no longer be considered pilot exams under §230.1(17) and would be fully operational.

These proposed changes would implement edTPA as the required pedagogy exam beginning in the 2026–2027 AY. Future rulemaking would implement additional teacher performance assessment certification exam options to the testing figure as they become available, beginning in the 2026-2027 AY.

EPP and Candidate Choice in edTPA Exams

Proposed amendments to Figure: 19 TAC §230.21(e) would add the 2151 edTPA: Career and Technical Education exam as a pedagogy exam option for the following certificates, beginning on January 1, 2024: Technology Education: Grades 6–12; Family and Consumer Sciences, Composite: Grades 6–12; Human Development and Family Studies: Grades 8–12; Hospitality, Nutrition, and Food Sciences: Grades 8–12; Agriculture, Food, and Natural Resources: Grades 6–12; Business and Finance: Grades 6–12; and Marketing: Grades 6–12. This proposed amendment would provide flexibility for EPPs and candidates to select the edTPA exam that best aligns with their given instructional context if the EPP chose to require candidates to take the edTPA rather than the PPR for Trade and Industrial Education exam.

The proposed amendment to Figure: 19 TAC §230.21(e) would add eight edTPA exams as pedagogy exam options for the Core Subjects with Science of Teaching Reading (STR): Early Childhood– Grade 6 certificate in addition to the existing 2110 edTPA: Education Literacy with Mathematics Task 4 exam, beginning on January 1, 2024: 2001 edTPA Elementary Literacy; 2002 edTPA Elementary Mathematics; 2149 edTPA Elementary Education: Mathematics with Literacy Task 4; 2014 edTPA: Early Childhood Education; 2016 edTPA: Middle Childhood Mathematics; 2017 edTPA: Middle Childhood Science; 2018 edTPA: Middle Childhood English Language Arts; and 2019 edTPA: Middle Childhood History/Social Studies. The addition of the indicated edTPA exams for certification in Core Subjects with STR: Early Childhood – Grade 6 would provide flexibility for EPPs and candidates to select the edTPA exam that best aligns with their given instructional context from nine permitted exams. For example, a candidate teaching in a fourth-grade science classroom would have the option to take the edTPA: Middle Childhood Science exam. This change is informed by feedback from EPPs participating in the edTPA pilot, who indicated that, in some circumstances, the requirements of the edTPA Elementary Education: Literacy with Mathematics Task 4 were difficult to meet given the candidate's classroom setting. This change would allow for flexible options for strong alignment between classroom setting and edTPA exam for certification. In addition, the new proposed edTPA exam options would allow candidates to choose to complete a 15-rubric exam, such as for edTPA

Elementary Literacy, which is less than the 18-rubric edTPA Elementary Education: Literacy with Mathematics Task 4 exam that is currently the only option. This would reduce the overall number of tasks that elementary candidates would be required to complete in the submission of their edTPA portfolio.

Alternatives to edTPA for CTE and JROTC Candidates

The proposed amendment to Figure: 19 TAC §230.21(e) would also add the option for candidates seeking Career and Technical Education (CTE) certificates to take the 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES rather than an edTPA exam. In response to Board direction and stakeholder feedback, this amendment would seek to remove the burden of a performance-based examination from the CTE certificates, where candidates often meet certification requirements through previous work experience. The implementation date of September 1, 2024 would match the implementation date for performance-based examination requirements in all other certificate categories.

The proposed amendment to Figure: 19 TAC §230.21(e) would update the content pedagogy exam requirement for the Junior Reserve Officer Training Corps (JROTC): Grades 6–12 certificate to be the 370 Pedagogy and Professional Responsibilities (PPR) for Trade and Industrial Education 6–12 TExES exam. The addition of the 370 PPR for Trade and Industrial Education 6–12 exam as a pedagogy exam requirement for the JROTC: 6–12 certificate would allow for the continued administration of an aligned pedagogy exam after the last operational date of the 160 PPR exam. There is no specific edTPA exam for JROTC certification, but the requirements for the certification field would align with the requirements for Trade and Industrial Education fields, in that these candidates can attain certification based on a certificate issued by one of the military branches. The 370 PPR for Trade and Industrial Education 6–12 exam would therefore be the most appropriately aligned pedagogy exam for JROTC.

Remove Retired Exams and Certificates

Proposed amendments to Figure: 19 TAC §230.21(e) would remove the following four retired certificates and their associated exam requirements: Core Subjects: Early Childhood–Grade 6; Core Subjects: Grades 4–8; English Language Arts and Reading: Grades 4–8; and English Language Arts and Reading/Social Studies: Grades 4–8. Each of the four certificates was discontinued and replaced by the new certificate name including "with the Science of Teaching Reading" and the required examinations in October 2020.

The proposed amendment to Figure: 19 TAC §230.21(e) would strike the following four retired certification exams: Pedagogy and Professional Responsibilities for Trade and Industrial 6-12; Educational Diagnostician EC-12; and School Counselor EC-12. Removing the retired exams and certificates would streamline the testing figure for readability and avoid confusion.

Subchapter D. Types and Classes of Certificates Issued

Proposed New 19 TAC §230.39

The 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.

Subchapter G. Certificate Issuance Procedures**Proposed Amendments to 19 TAC §230.101**

The proposed amendment to §230.101, Schedule for Fees for Certification Services, would include updates to subsection (a), the fee for the residency certificate (3), and fee for on-time renewal of certificate (16).

Proposed Amendment to 19 TAC §230.105

The proposed amendments to §230.105 would add the Deafblind EC-12 certificate to the list of certificates that are not eligible for certification by examination as amended §230.105(4) and would renumber §230.105(5) and (6) accordingly. This amendment would emphasize the specialized skills, knowledge, and training required to receive the Deafblind EC-12 certificate and comports with statutory requirements in §21.0485 which specify that to be eligible for certification to teach students with visual impairments, a person must complete all coursework required for that certification in an approved EPP or alternative EPP.

Discussion of Proposed Next Steps for Development of a Texas-Specific Teacher Performance Assessment Certification Exam

During the July 2022 SBEC work session, the SBEC discussed feedback received by the State Board of Education (SBOE) and other stakeholders related to the implementation of a teacher performance assessment as a pedagogy certification exam. Two key trends in the feedback included (1) the need for a Texas-specific performance assessment and (2) the need to explore options for a performance assessment that could be developed locally versus by a large vendor. During subsequent SBEC work sessions and meetings, the SBEC has discussed two options to address this feedback:

1. The development of a Texas-specific, state-owned performance assessment certification exam
2. The vetting of potential alternative performance assessment certification exams to be provided as pedagogy exam options

At the December 2022 SBEC meeting, the Board directed TEA staff to begin exploration of procurement processes to develop a Texas-specific performance assessment certification exam and vet potential alternative performance assessment certification exams.

During the April 2023 SBEC meeting, the Board decided to pause on the vetting of alternative TPAs to ensure that there is a clear set of options provided to the field and that time and resources could be focused on the development of a Texas-specific TPA.

Since then, TEA staff initiated TxTPA Request for Proposal (RFP) development processes with a series of stakeholder work sessions to discuss and collect feedback regarding components for consideration in the development of a Texas-specific TPA. Attachment III summarizes stakeholder feedback and provides additional information related to the TxTPA RFP development process. TEA staff will provide an update to the Board on proposed next steps at their July 2023 meeting.

Updates on Educator Certification Exam Redesign Processes:

TEA staff continue to work to update the current content pedagogy tests to increase their rigor and relevance, ensure alignment with the current Texas Essential Knowledge and Skills (TEKS), and respond to demands of the field. A summary of the anticipated first operational dates of the new assessments are in the table below along with information regarding planned and potential additional future exam development for SBEC discussion.

September 1, 2024	September 1, 2025	September 2026	September 1, 2027	September 1, 2028
<ul style="list-style-type: none"> Health EC-12 (257) English Language Arts and Reading 7-12 (217) Physical Education EC-12 (258) 	<ul style="list-style-type: none"> Special Education Specialist EC-12 (186) Deafblind EC-12 (185) 	<ul style="list-style-type: none"> Bilingual Special Education Bilingual Spanish Supplemental (replaces BTLPT) 	<ul style="list-style-type: none"> Core Subjects EC-6 w/ Fine Arts, PE, and Health Core Subjects EC-6 w/ Special Education School Librarian Reading Specialist 	<ul style="list-style-type: none"> Core Subjects EC-6 w/ESL ESL Supplemental Bilingual Core Subjects EC-6

During the July 2023 SBEC meeting, staff will provide progress updates on certification exam redesign activities.

Next Steps: At the SBEC’s September 2023 meeting, TEA staff plan to bring a proposal item reflective of the discussion and input provided during the July 2023 meeting.

Staff Members Responsible:

Beth Burkhart, Director, Educator Standards and Testing
DeMarco Pitre, Director, Educator Standards and Test Development
Jennifer Perez, Manager, Educator Testing

Attachments:

- I. Text of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, Subchapter C, Assessment of Educators, Subchapter D, Types and Classes of Certificates Issued, and Subchapter G, Certificate Issuance Procedures
- II. Text of Proposed Figure: 19 TAC §230.21(e)
- III. Summary of Stakeholder Engagement for the Texas-Specific Teacher Performance Assessment

ATTACHMENT I
Text of Proposed Amendment to 19 TAC

Chapter 230. Professional Educator Preparation and Certification

Subchapter A. General Provisions

§230.1. Definitions.

The following words and terms, when used in this chapter, Chapter 232 of this title (relating to General Certification Provisions), and Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates), shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (2) Appropriate--Suitable for a particular purpose. The term denotes compliance with State Board for Educator Certification (SBEC) rules and with SBEC procedures and policies posted on the Texas Education Agency website that are related to the stated particular purpose.
- (3) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant.
- (4) Certificate--Any educator credential issued by the State Board for Educator Certification under the authority of the Texas Education Code, Chapter 21, Subchapter B.
- (5) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics and includes the following: superintendent, principal, classroom teacher, school counselor, school librarian, educational diagnostician, reading specialist, and master teacher.
- (6) Charter school--A Texas public school operated by a charter holder under an open-enrollment charter school granted either by the State Board of Education (SBOE) or commissioner of education, whichever is applicable, pursuant to Texas Education Code, §12.101, identified with its own county district number.
- (7) Classroom teacher--An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical education instructional setting. This term does not include an educational aide or a full-time administrator.
- (8) Content certification examination--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program.
- (9) Content pedagogy examinations--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's certification as an educator.
- (10) Continuing professional education--Professional development required for the renewal of standard and/or lifetime certificates that is designed to ensure improvement in both the performance of the educator and achievement of his or her students.
- (11) Educator--An individual who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.
- (12) Educator preparation program--An entity approved by the State Board for Educator Certification to offer training and coursework that must adequately prepare candidates for educator certification and meet the standards and requirements of the board.

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- (13) Examination--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.
 - (14) Hearing impairment--As defined in the Texas Education Code, §21.048(d)(1), a hearing impairment so severe that the person cannot process linguistic information with or without amplification.
 - (15) Initial certification--The first Texas educator certificate for a particular class issued to an individual as specified in §230.33 of this title (relating to Classes of Certificates).
 - (16) Intern certificate--A type of certificate issued to a candidate who has passed all required content examinations and is completing requirements for certification through an approved educator preparation program.
 - (17) Pilot exam--A certification exam that is subject to annual review by the State Board for Educator Certification [~~prior to September 1, 2022~~].
 - (18) Private school--A non-public school whose educational program has been evaluated by a regional accrediting agency and whose program has met and is maintaining certain educational standards.
 - (19) Probationary certificate--A type of certificate issued to a candidate who has passed all required examinations and is completing requirements for certification through an approved educator preparation program.
 - (20) Professional class--A term that refers to certificates for duties other than classroom teacher (e.g., superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and master teachers).
 - (21) Standard certificate--A type of certificate issued to an individual who has met all requirements for a given class of certification, as specified in §230.33 of this title (relating to Classes of Certificates).
 - (22) Teacher--An individual who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.
 - (23) Teacher of record--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.
 - (24) Teacher service record--The official document used to record years of service and days used and accumulated under the state's former minimum sick leave program or the state's current personal leave program.
 - (25) Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.
 - (26) Texas school district--A school district accredited and approved by the Texas Education Agency under the Texas Education Code, Chapter 11.

Subchapter C. Assessment of Educators

§230.21. Educator Assessment.

- (a) A candidate seeking certification as an educator must pass the examination(s) required by the Texas Education Code (TEC), §21.048, and the State Board for Educator Certification (SBEC) in §233.1(e) of this title (relating to General Authority) and shall not retake an examination more than four times, unless the limitation is waived for good cause. The burden of proof shall be upon the candidate to demonstrate good cause.
- (1) For the purposes of the retake limitation described by the TEC, §21.048, an examination retake is defined as a second or subsequent attempt to pass any examination required for the issuance of a certificate, including an individual core subject examination that is part of the overall examination required for the issuance of a Core Subjects certificate as described in §233.2 of this title (relating to Early Childhood; Core Subjects).
- (A) A canceled examination score is not considered an examination retake.
- (B) An examination taken by an educator during a pilot period is not considered part of an educator's five-time test attempt limit.
- (C) Pursuant to TEC, §21.0491(d), the limit on number of test attempts does not apply to the trade and industrial workforce training certificate examination prescribed by the SBEC.
- (D) A candidate who fails a computer- or paper-based examination cannot retake the examination before 30 days have elapsed following the candidate's last attempt to pass the examination.
- (2) Good cause is:
- (A) the candidate's highest score on an examination is within one conditional standard error of measurement (CSEM) of passing, and the candidate has completed 50 clock-hours of educational activities. CSEMs will be published annually on the Texas Education Agency (TEA) website;
- (B) the candidate's highest score on an examination is within two CSEMs of passing, and the candidate has completed 100 clock-hours of educational activities;
- (C) the candidate's highest score on an examination is within three CSEMs of passing, and the candidate has completed 150 clock-hours of educational activities;
- (D) the candidate's highest score on an examination is not within three CSEMs of passing, and the candidate has completed 200 clock-hours of educational activities;
- (E) if the candidate needs a waiver for more than one of the individual core subject examinations that are part of the overall examination required for the issuance of a Core Subjects certificate, the candidate has completed the number of clock-hours of educational activities required for each individual core subject examination as described in subparagraphs (A)-(D) of this paragraph up to a maximum of 300 clock-hours. The number of clock-hours for each examination may be divided equally based on the number of examinations in the waiver request, but the number of clock-hours for an examination shall not be less than 50; or
- (F) if a CSEM is not appropriate for an examination, the TEA staff will identify individuals who are familiar and knowledgeable with the examination content to review the candidate's performance on the five most recent examinations, identify the deficit competency or competencies, and determine the number of clock-hours of educational activities required.
- (3) Educational activities are defined as:
- (A) institutes, workshops, seminars, conferences, interactive distance learning, video conferencing, online activities, undergraduate courses, graduate courses, training

- programs, in-service, or staff development given by an approved continuing professional education provider or sponsor, pursuant to §232.17 of this title (relating to Pre-Approved Continuing Professional Education Provider or Sponsor) and §232.19 of this title (relating to Approval of Private Companies, Private Entities, and Individuals as Continuing Professional Education Providers), or an approved educator preparation program (EPP), pursuant to §228.10 of this title (relating to Approval Process); and
- (B) being directly related to the knowledge and skills included in the certification examination competency or competencies in which the candidate answered less than 70 percent of competency questions correctly. The formula for identifying a deficit competency is the combined total of correct answers for each competency on the five most recent examinations divided by the combined total of questions for each competency on the five most recent examinations.
- (4) Documentation of educational activities that a candidate must submit includes:
- (A) the provider, sponsor, or program's name, address, telephone number, and email address. The TEA staff may contact the provider, sponsor, or program to verify an educational activity;
- (B) the name of the educational activity (e.g., course title, course number);
- (C) the competency or competencies addressed by the educational activity as determined by the formula described in paragraph (3)(B) of this subsection;
- (D) the provider, sponsor, or program's description of the educational activity (e.g., syllabus, course outline, program of study); and
- (E) the provider, sponsor, or program's written verification of the candidate's completion of the educational activity (e.g., transcript, certificate of completion). The written verification must include:
- (i) the provider, sponsor, or program's name;
- (ii) the candidate's name;
- (iii) the name of the educational activity;
- (iv) the date(s) of the educational activity; and
- (v) the number of clock-hours completed for the educational activity. Clock-hours completed before the most recent examination attempt or after a request for a waiver is submitted shall not be included. One semester credit hour earned at an accredited institution of higher education is equivalent to 15 clock-hours.
- (5) To request a waiver of the limitation, a candidate must meet the following conditions:
- (A) the candidate is otherwise eligible to take an examination. A candidate seeking a certificate based on completion of an EPP must have the approval of an EPP to request a waiver;
- (B) beginning September 1, 2016, the candidate pays the non-refundable waiver request fee of \$160;
- (C) the candidate requests the waiver of the limitation in writing on forms developed by the TEA staff; and
- (D) the request for the waiver is postmarked not earlier than:
- (i) 45 30 calendar days after an unsuccessful attempt at the fourth retake of an examination as defined in the TEC, §21.048; or
- ~~(ii) 90 calendar days after the date of the most recent denied waiver of the limitation request; or~~

(ii) ~~(iii)~~ ~~[180]~~ 90 calendar days after the date of the most recent unsuccessful examination attempt that was the result of the most recently approved request for waiver of the limitation.

- (6) The TEA staff shall administratively approve each application that meets the criteria specified in paragraphs (2)-(5) of this subsection.
- (7) An applicant who does not meet the criteria in paragraphs (2)-(5) of this subsection may appeal to the SBEC for a final determination of good cause. A determination by the SBEC is final and may not be appealed.
- (b) A candidate seeking a standard certificate as an educator based on completion of an approved EPP may take the appropriate certification examination(s) required by subsection (a) of this section only at such time as the EPP determines the candidate's readiness to take the examinations, or upon successful completion of the EPP, whichever comes first.
- (c) The holder of a lifetime Texas certificate effective before February 1, 1986, must pass examinations prescribed by the SBEC to be eligible for continued certification, unless the individual has passed the Texas Examination of Current Administrators and Teachers (TECAT).
- (d) The commissioner of education approves the satisfactory level of performance required for certification examinations, and the SBEC approves a schedule of examination fees and a plan for administering the examinations.
- (e) The appropriate examination(s) required for certification are specified in the figure provided in this subsection. For issuance of a probationary or standard certificate in more than one certification category, a candidate must pass the appropriate pedagogy examination specified in the figure provided in this subsection for any one of the certificates sought.
- Figure: 19 TAC §230.21(e) [Figure: 19 TAC §230.21(e)]
- (f) Scores from examinations required under this title must be made available to the examinee, the TEA staff, and, if appropriate, the EPP from which the examinee will seek a recommendation for certification. Candidates may use passing scores on an examination required under this section for certification if the candidate is recommended for certification up to one year after the last operational date for the examination as prescribed in Figure: 19 TAC §230.21(e).
- (g) The following provisions concern ethical obligations relating to examinations.
- (1) An educator or candidate who participates in the development, design, construction, review, field testing, scoring, or validation of an examination shall not reveal or cause to be revealed the contents of the examination to any other person.
- (2) An educator or candidate who administers an examination shall not:
- (A) allow or cause an unauthorized person to view any part of the examination;
- (B) copy, reproduce, or cause to be copied or reproduced any part of the examination;
- (C) reveal or cause to be revealed the contents of the examination;
- (D) correct, alter, or cause to be corrected or altered any response to a test item contained in the examination;
- (E) provide assistance with any response to a test item contained in the examination or cause assistance to be provided; or
- (F) deviate from the rules governing administration of the examination.
- (3) An educator or candidate who is an examinee shall not:
- (A) copy, reproduce, or cause to be copied or reproduced any test item contained in the examination;

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- (B) provide assistance with any response to a test item contained in the examination, or cause assistance to be provided;
 - (C) solicit or accept assistance with any response to a test item contained in the examination;
 - (D) deviate from the rules governing administration of the examination; or
 - (E) otherwise engage in conduct that amounts to cheating, deception, or fraud.
- (4) An educator, candidate, or other test taker shall not:
- (A) solicit information about the contents of test items on an examination that the educator, candidate, or other test taker has not already taken from an individual who has had access to those items, or offer information about the contents of specific test items on an examination to individuals who have not yet taken the examination;
 - (B) fail to pay all test costs and fees as required by this chapter or the testing vendor; or
 - (C) otherwise engage in conduct that amounts to violations of test security or confidentiality integrity, including cheating, deception, or fraud.
- (5) A person who violates this subsection is subject to:
- (A) sanction, including, but not limited to, disallowance and exclusion from future examinations either in perpetuity or for a period of time that serves the best interests of the education profession, in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and/or
 - (B) denial of certification in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title; and/or
 - (C) voiding of a score from an examination in which a violation specified in this subsection occurred as well as a loss of a test attempt for purposes of the retake limit in subsection (a) of this section.

Subchapter D. Types and Classes of Certificates Issued

§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. Certificate Issuance Procedures**§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 [46]) 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.

§230.105. Issuance of Additional Certificates Based on Examination.

A teacher who holds a valid provisional, professional, or standard classroom teaching certificate or a valid temporary classroom teaching certificate issued under the provisions of Subchapter H of this chapter (relating to Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States), or Chapter 245 of this title (relating to Certification of Educators from Other Countries), and a bachelor's degree or higher from an accredited institution of higher education may qualify for an additional teaching field or certification to teach at another level by passing the appropriate certification examination(s) for that subject. The teacher must submit the application to add certification based on an examination during the time the certificate is allowed to be issued by the State Board for Educator Certification. The application for the additional certification must be submitted during the validity period of the appropriate Texas classroom teaching certificate. If a teacher holds multiple teaching certificates, all teaching certificates must be active before adding certification by examination. The rule shall not be used to qualify a classroom teacher for:

- (1) initial certification;
- (2) the Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12 certificate;
- (3) the Early Childhood: Prekindergarten-Grade 3 certificate;
- (4) the Deafblind Early Childhood-Grade 12 certificate;
- (5 [4]) another class of certificate, as listed in Subchapter D of this chapter (relating to Types and Classes of Certificates Issued); or
- (6 [5]) certification for which no certification examination has been developed.

ATTACHMENT II

Figure: 19 TAC §230.21(e) [~~Figure: 19 TAC §230.21(e)~~]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Art			
§233.10	Art: Early Childhood–Grade 12	178 Art EC–12 Texas Examinations of Educator Standards (TEXES)	160 Pedagogy and Professional Responsibilities (PPR) EC–12 TEXES (<u>last operational date 8/31/2026</u>) or 2015 edTPA: Visual Arts [(pilot exam)]
Bilingual Education			
§233.6	Bilingual Education Supplemental: Spanish	164 Bilingual Education Supplemental TEXES and 190 Bilingual Target Language Proficiency (BTLPT)—Spanish TEXES	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: American Sign Language	164 Bilingual Education Supplemental TEXES and 184 American Sign Language (ASL) EC–12 TEXES and 073 Texas Assessment of Sign Communications—American Sign Language (TASC—ASL)	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Arabic	164 Bilingual Education Supplemental TEXES and American Council for the Teaching of Foreign Languages (ACTFL) 614 Oral Proficiency Interview (OPI)—Arabic and 615 Writing Proficiency Test (WPT)—Arabic	Not Applicable: Not a Stand-alone Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
§233.6	Bilingual Education Supplemental: Chinese	164 Bilingual Education Supplemental TExES and ACTFL 618 OPI—Chinese (Mandarin) and 619 WPT—Chinese (Mandarin)	Not Applicable: Not a Stand-alone Certificate
Bilingual Education (continued)			
§233.6	Bilingual Education Supplemental: Japanese	164 Bilingual Education Supplemental TExES and ACTFL 616 OPI—Japanese and 617 WPT—Japanese	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Vietnamese	164 Bilingual Education Supplemental TExES and ACTFL 620 OPI—Vietnamese and 621 WPT—Vietnamese	Not Applicable: Not a Stand-alone Certificate
Career and Technical Education			
§233.13	Technology Education: Grades 6–12	171 Technology Education 6–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2024</u>) or <u>starting on 9/1/2024, 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES, or 2143 edTPA: Technology and Engineering Education [(pilot exam)] or starting on 1/1/2024 2151 edTPA: Career and Technical Education</u>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
§233.13	Family and Consumer Sciences, Composite: Grades 6–12	American Association of Family and Consumer Sciences (AAFCS) 200 Family and Consumer Sciences—Composite Examination	160 PPR EC–12 TExES (last operational date <u>8/31/2024</u>) or <u>starting on 9/1/2024</u> , 370 <u>Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES</u> , or <u>2117 edTPA: Family and Consumer Sciences [(pilot exam)] or starting on 1/1/2024</u> 2151 edTPA: <u>Career and Technical Education</u>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Career and Technical Education (continued)			
§233.13	Human Development and Family Studies: Grades 8–12	AAFCS 202 Human Development and Family Studies Concentration Examination	[160 PPR EC–12 TExES (last operational date <u>8/31/2024</u>) or <u>starting on 9/1/2024</u> , 370 <u>Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES</u> , or <u>2117 edTPA: Family and Consumer Sciences [(pilot exam)] or starting on 1/1/2024</u> 2151 edTPA: <u>Career and Technical Education</u>

<p>§233.13</p>	<p>Hospitality, Nutrition, and Food Sciences: Grades 8–12</p>	<p>AAFCS 201 Hospitality, Nutrition, and Food Science Concentration Examination</p>	<p>160 PPR EC–12 TExES (last operational date <u>8/31/2024</u>) or <u>starting on 9/1/2024, 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES, or 2117 edTPA: Family and Consumer Sciences [(pilot exam)] or starting on 1/1/2024 2151 edTPA: Career and Technical Education</u></p>
<p>§233.13</p>	<p>Agriculture, Food, and Natural Resources: Grades 6–12</p>	<p>272 Agriculture, Food, and Natural Resources 6–12 TExES</p>	<p>160 PPR EC–12 TExES (last operational date <u>8/31/2024</u>) or <u>starting on 9/1/2024, 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES, or 2100 edTPA: Agricultural Education [(pilot exam)] or starting on 1/1/2024, 2151 edTPA: Career and Technical Education</u></p>
<p>§233.13</p>	<p>Business and Finance: Grades 6–12</p>	<p>276 Business and Finance 6–12 TExES</p>	<p>160 PPR EC–12 TExES (last operational date <u>8/31/2024</u>) or <u>starting on 9/1/2024, 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES, or 2102 edTPA: Business Education [(pilot exam)] or starting on 1/1/2024, 2151 edTPA: Career and Technical Education</u></p>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Career and Technical Education (continued)			
§233.14	Marketing: Grades 6–12	275 Marketing 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2024</u>), or starting on <u>9/1/2024</u> , 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES, or 2102 edTPA: Business Education [(pilot exam)] or starting on <u>1/1/2024</u> , 2151 edTPA: Career and Technical Education
§233.14	Health Science: Grades 6–12	273 Health Science 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2024</u>), or starting on <u>9/1/2024</u> , 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES, or starting on <u>1/1/2024</u> , 2151 edTPA: Career and Technical Education
§233.14	Trade and Industrial Education: Grades 6–12	Not Applicable	[270 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES (last operational date <u>8/31/2021</u>) Starting <u>9/1/2021</u>] 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES

§233.14	Trade and Industrial Workforce Training: Grades 6–12	Not Applicable	370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES
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Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Computer Science and Technology Applications			
§233.5	Computer Science: Grades 8–12	241 Computer Science 8–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2026</u>) or 2143 edTPA: Technology and Engineering Education [(pilot exam)]
§233.5	Technology Applications: Early Childhood–Grade 12	242 Technology Applications EC–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2026</u>) or 2108 edTPA: Educational Technology Specialist [(pilot exam)]
Core Subjects			
§233.2	Core Subjects: Early Childhood–Grade 6	291 Core Subjects EC–6 TExES	160 PPR EC–12 TExES or 2110 edTPA: Elementary Education: Literacy with Mathematics Task 4 (pilot exam)

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Core Subjects (continued)			
§233.2	Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6	293 Science of Teaching Reading TExES and either: 291 Core Subjects EC–6 TExES (last operational date 12/31/2021) or 391 Core Subjects EC–6 TExES [starting 1/1/2021]	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2110 edTPA: Elementary Education: Literacy with Mathematics Task 4 [(pilot exam)] or Starting 1/1/2024: 2001 edTPA: Elementary Literacy or 2002 edTPA: Elementary Mathematics or 2149 edTPA: Elementary Education: Mathematics with Literacy Task 4 or 2014 edTPA: Early Childhood Education or 2016 edTPA: Middle Childhood Mathematics or 2017 edTPA: Middle Childhood Science or 2018 edTPA: Middle Childhood English Language Arts or 2019 edTPA: Middle Childhood History/Social Studies
§233.2	Core Subjects: Grades 4–8	211 Core Subjects 4–8 TExES	160 PPR EC–12 TExES or 2016 edTPA: Middle Childhood Mathematics (pilot exam) or 2017 edTPA: Middle Childhood Science (pilot exam) or 2018 edTPA: Middle Childhood English Language Arts (pilot exam) or 2019 edTPA: Middle Childhood History/Social Studies (pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Core Subjects (continued)			
§233.2	Core Subjects with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 211 Core Subjects 4–8 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2016 edTPA: Middle Childhood Mathematics [(pilot exam)] or 2017 edTPA: Middle Childhood Science [(pilot exam)] or 2018 edTPA: Middle Childhood English Language Arts [(pilot exam)] or 2019 edTPA: Middle Childhood History/Social Studies [(pilot exam)]
Counselor			
§239.20	School Counselor: Early Childhood–Grade 12	[152 School Counselor EC–12 TExES (last operational date 8/31/2021) Starting 9/1/2021] 252 School Counselor EC–12 TExES	Not Applicable: Not an Initial Certificate
Dance			
§233.10	Dance: Grades 6–12	279 Dance 6–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2021 edTPA: K–12 Performing Arts [(pilot exam)]
Early Childhood			
§233.2	Early Childhood: Prekindergarten–Grade 3	292 Early Childhood: PK–3 TExES and 293 Science of Teaching Reading TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2014 edTPA: Early Childhood Education [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Educational Diagnostician			
§239.84	Educational Diagnostician: Early Childhood–Grade 12	[153 Educational Diagnostician EC–12 TExES (last operational date 12/31/2020) Starting 1/1/2021] 23 Educational Diagnostician EC–12 TExES	Not Applicable: Not an Initial Certificate
English Language Arts and Reading			
§233.3	English Language Arts and Reading: Grades 4–8	117 English Language Arts and Reading 4–8 TExES	160 PPR EC–12 TExES or 2018 edTPA: Middle Childhood English Language Arts (pilot exam)]
§233.3	English Language Arts and Reading with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 117 English Language Arts and Reading 4–8 TExES (last operational date 12/31/2021) or 217 English Language Arts and Reading 4–8 TExES [starting 1/1/2022]	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2018 edTPA: Middle Childhood English Language Arts [(<u>pilot exam</u>)]
§233.3	English Language Arts and Reading: Grades 7–12	231 English Language Arts and Reading 7–12 TExES (<u>last operational date 8/31/2024</u>) or 331 English Language Arts and Reading 7–12 TExES (<u>starting no earlier than 9/1/2024</u>)	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2003 edTPA: Secondary English Language Arts [(<u>pilot exam</u>)]
§233.3	English Language Arts and Reading/Social Studies: Grades 4–8	113 English Language Arts and Reading/Social Studies 4–8 TExES	160 PPR EC–12 TExES or 2018 edTPA: Middle Childhood English Language Arts (pilot exam) or 2019 edTPA: Middle Childhood History/Social Studies (pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
English Language Arts and Reading (continued)			
§233.3	English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 113 English Language Arts and Reading/ Social Studies 4–8 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2018 edTPA: Middle Childhood English Language Arts [(pilot exam)] or 2019 edTPA: Middle Childhood History/Social Studies [(pilot exam)]
§239.93	Reading Specialist: Early Childhood–Grade 12	151 Reading Specialist EC–12 TExES or <u>251 Reading Specialist EC-12 (starting no earlier than 9/1/2025)</u>	Not Applicable: Not an Initial Certificate
English as a Second Language			
§233.7	English as a Second Language Supplemental	154 English as a Second Language Supplemental TExES	Not Applicable: Not a Stand-alone Certificate
Gifted and Talented			
§233.9	Gifted and Talented Supplemental	162 Gifted and Talented TExES	Not Applicable: Not a Stand-alone Certificate
Health			
§233.11	Health: Early Childhood–Grade 12	157 Health Education EC–12 TExES (<u>last operational date 8/31/2024</u>) or <u>257 Health Education EC–12 TExES (starting no earlier than 9/1/2024)</u>	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2119 edTPA: Health Education [(pilot exam)]
Journalism			
§233.3	Journalism: Grades 7–12	256 Journalism 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2003 edTPA: Secondary English Language Arts [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Junior Reserve Officer Training			
§233.17	Junior Reserve Officer Training Corps: Grades 6–12	Not Applicable	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES
Languages Other Than English			
§233.15	American Sign Language: Early Childhood–Grade 12	184 ASL EC–12 TExES and 073 TASC–ASL	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [<u>pilot exam</u>]
§233.15	Arabic: Early Childhood–Grade 12	ACTFL 605 OPI–Arabic and 600 WPT–Arabic	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [<u>pilot exam</u>]
§233.15	Chinese: Early Childhood–Grade 12	ACTFL 606 OPI–Chinese (Mandarin) and 601 WPT–Chinese (Mandarin)	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [<u>pilot exam</u>]
§233.15	French: Early Childhood–Grade 12	610 Languages Other Than English (LOTE) French EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [<u>pilot exam</u>]
§233.15	German: Early Childhood–Grade 12	611 LOTE German EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [<u>pilot exam</u>]
§233.15	Hindi: Early Childhood–Grade 12	ACTFL 622 OPI–Hindi and 623 WPT–Hindi	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [<u>pilot exam</u>]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Languages Other Than English (continued)			
§233.15	Italian: Early Childhood–Grade 12	ACTFL 624 OPI—Italian and 625 WPT—Italian	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(<u>pilot exam</u>)]
§233.15	Japanese: Early Childhood–Grade 12	ACTFL 607 OPI—Japanese and 602 WPT—Japanese	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(<u>pilot exam</u>)]
§233.15	Korean: Early Childhood–Grade 12	ACTFL 630 OPI—Korean and 631 WPT—Korean	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(<u>pilot exam</u>)]
§233.15	Latin: Early Childhood–Grade 12	612 LOTE Latin EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2104 edTPA: Classical Languages [(<u>pilot exam</u>)]
§233.15	Portuguese: Early Childhood–Grade 12	ACTFL 632 OPI—Portuguese and 633 WPT—Portuguese	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(<u>pilot exam</u>)]
§233.15	Russian: Early Childhood–Grade 12	ACTFL 608 OPI—Russian and 603 WPT—Russian	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(<u>pilot exam</u>)]
§233.15	Spanish: Early Childhood–Grade 12	613 LOTE Spanish EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(<u>pilot exam</u>)]
§233.15	Tamil: Early Childhood–Grade 12	ACTFL 634 OPI—Tamil and 635 WPT—Tamil	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(<u>pilot exam</u>)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Languages Other Than English (continued)			
§233.15	Turkish: Early Childhood–Grade 12	ACTFL 626 OPI—Turkish and 627 WPT—Turkish	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(pilot exam)]
§233.15	Vietnamese: Early Childhood–Grade 12	ACTFL 609 OPI—Vietnamese and 604 WPT—Vietnamese	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2020 edTPA: World Language [(pilot exam)]
Librarian			
§239.60	School Librarian: Early Childhood–Grade 12	150 School Librarian Early Childhood–12 TExES or <u>250 School Librarian EC-12 (starting no earlier than 9/1/2025)</u>	Not Applicable: Not an Initial Certificate
Mathematics and Science			
§233.4	Mathematics: Grades 4–8	115 Mathematics 4–8 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2016 edTPA: Middle Childhood Mathematics [(pilot exam)]
§233.4	Science: Grades 4–8	116 Science 4–8 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2017 edTPA: Middle Childhood Science [(pilot exam)]
§233.4	Mathematics/Science: Grades 4–8	114 Mathematics/Science 4–8 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2016 edTPA: Middle Childhood Mathematics [(pilot exam)] or 2017 edTPA: Middle Childhood Science [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Mathematics and Science (continued)			
§233.4	Mathematics: Grades 7–12	235 Mathematics 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2005 edTPA: Secondary Mathematics [pilot exam]
§233.4	Science: Grades 7–12	236 Science 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2006 edTPA: Secondary Science [pilot exam]
§233.4	Life Science: Grades 7–12	238 Life Science 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2006 edTPA: Secondary Science [pilot exam]
§233.4	Physical Science: Grades 6–12	237 Physical Science 6–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2006 edTPA: Secondary Science [pilot exam]
§233.4	Physics/Mathematics: Grades 7–12	243 Physics/Mathematics 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2005 edTPA: Secondary Mathematics [pilot exam] or 2006 edTPA: Secondary Science [pilot exam]
§233.4	Mathematics/Physical Science/Engineering: Grades 6–12	274 Mathematics/Physical Science/Engineering 6–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2005 edTPA: Secondary Mathematics [pilot exam] or 2006 edTPA: Secondary Science [pilot exam] or 2143 edTPA: Technology and Engineering Education [pilot exam]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Mathematics and Science (continued)			
§233.4	Chemistry: Grades 7–12	240 Chemistry 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2006 edTPA: Secondary Science [(pilot exam)]
Music			
§233.10	Music: Early Childhood–Grade 12	177 Music EC–12 TExES	160 PPR EC–12 TExES or 2021 edTPA: K–12 Performing Arts [(pilot exam)]
Physical Education			
§233.12	Physical Education: Early Childhood–Grade 12	158 Physical Education EC–12 TExES (<u>last operational date 8/31/2024</u>) or 258 Physical Education EC–12 TExES (<u>starting no earlier than 9/1/2024</u>)	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2011 edTPA: Physical Education [(pilot exam)]
Principal and Superintendent			
§241.20	Principal as Instructional Leader: Early Childhood–Grade 12	268 Principal as Instructional Leader TExES	Educational Testing Service (ETS) 368 Performance Assessment for School Leaders (PASL)
§241.35	Principal as Instructional Leader Endorsement	Not Applicable: Not an Initial Certificate (Individuals must already hold a valid certificate to serve in the role of principal to be eligible for this endorsement.)	Educational Testing Service (ETS) 368 Performance Assessment for School Leaders (PASL)
§242.20	Superintendent: Early Childhood–Grade 12	195 Superintendent TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Social Studies			
§233.3	Social Studies: Grades 4–8	118 Social Studies 4–8 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2019 edTPA: Middle Childhood History/Social Studies [(pilot exam)]
§233.3	Social Studies: Grades 7–12	232 Social Studies 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2004 edTPA: Secondary History/Social Studies [(pilot exam)]
§233.3	History: Grades 7–12	233 History 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2004 edTPA: Secondary History/Social Studies [(pilot exam)]
Speech Communications			
§233.3	Speech: Grades 7–12	129 Speech 7–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2003 edTPA: Secondary English Language Arts [(pilot exam)]
Special Education			
<u>§233.8</u>	<u>Core Subjects with Science of Teaching Reading/Special Education: Early Childhood-Grade 6</u>	<u>293 Science of Teaching Reading TExES and 591 Core Subjects with Special Education: Early Childhood-Grade 6 TExES (starting no earlier than 9/1/2026)</u>	<u>2012 edTPA: Special Education</u>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Special Education (continued)			
<u>§233.8</u>	<u>Deafblind Supplemental: Early Childhood-Grade 12</u>	<u>185 Deafblind Early Childhood-Grade 12 TExES (starting no earlier than 9/1/2025)</u>	<u>Not Applicable: Not a Stand-alone Certificate</u>
§233.8	<u>Special Education Specialist: Early Childhood-Grade 12</u>	<u>186 Special Education Specialist: Early Childhood-Grade 12 TExES (starting no earlier than 9/1/2025)</u>	<u>2012 edTPA: Special Education</u>
§233.8	Special Education: Early Childhood–Grade 12	161 Special Education EC–12 TExES (<u>last operational date 08/31/2025</u>)	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2012 edTPA: Special Education [(pilot exam)]
§233.8	Special Education Supplemental	163 Special Education Supplemental TExES (<u>last operational date 08/31/2025</u>)	Not Applicable: Not a Stand-alone Certificate
§233.8	Teacher of the Deaf and Hard of Hearing: Early Childhood–Grade 12	181 Deaf and Hard of Hearing EC–12 TExES and 072 TASC or 073 TASC—ASL (required for assignment but not for certification)	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2012 edTPA: Special Education [(pilot exam)]
§233.8	Teacher of Students with Visual Impairments Supplemental: Early Childhood–Grade 12	182 Visually Impaired TExES and 283 Braille TExES	Not Applicable: Not a Stand-alone Certificate
Theatre			
§233.10	Theatre: Early Childhood–Grade 12	180 Theatre EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2026</u>) or 2021 edTPA: K–12 Performing Arts [(pilot exam)]

ATTACHMENT III

Texas-Specific TPA Development: Stakeholder Engagement and Feedback Summary

At the direction of the SBEC, TEA will solicit bids for vendors to develop a Texas-specific teacher performance assessment to be used as a summative certification exam. To inform the development of the exam, the Agency is actively seeking early input from the field by hosting stakeholder engagement meetings. Three stakeholder vision setting work sessions for edTPA Pilot Programs, EPSG, and LEA Partners were held in June 2023 to gather feedback on the content and structure of the exam, as well as scoring and submission considerations.

Texas-specific TPA Vision Setting Work Session Dates and Participants

- June 8, 2023: Participating edTPA pilot programs
- June 9, 2023: Educator Preparation Stakeholder Group (EPSG)
- June 16, 2023: LEA Partner Stakeholder Group

In advance of each work session, attendees received exam parameters and guiding questions aligned to their respective contexts to better facilitate discussion related to components for consideration in the development of a Texas-specific teacher performance assessment:

Exam Components and Parameters

General	<ul style="list-style-type: none"> • The Texas-specific performance assessment is a summative assessment that is intended for certification. • The Texas-specific performance assessment is a performance assessment where candidates are required to demonstrate best practices in a Texas classroom and analyze their practices against a set of SBEC approved standards.
TPA Content	<ul style="list-style-type: none"> • TPA content measures candidates’ proficiency in grade banded teaching and content pedagogy. • TPA content includes the Texas Code of Ethics.
TPA Structure	<ul style="list-style-type: none"> • The TPA is externally evaluated in a way that is reliable, secure, and scalable to the entire state. • The TPA includes multiple samples of candidate’s demonstrated evidence of instructional delivery to a rostered group of students. • TPA candidates should provide multiple samples of student learning and reflective practices. • TPA candidates should provide evidence of professionalism and evidence of family and/or community engagement. • The TPA evaluation should provide concrete and specific data to both the candidate and program around a set of identified standards.

TPA Scoring Criteria and Submission Process	<ul style="list-style-type: none"> • The TPA is evaluated against a normed rubric or set of rubrics. • The TPA is externally evaluated in a way that is reliable, secure, and scalable for the entire state. • The TPA is submitted in an online platform. • The TPA scoring that allows for evaluation of general pedagogy and content and candidate proficiency in grade band specific practices.
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Guiding Questions

edTPA Pilot Programs	
Components	Questions
TPA Content	<ul style="list-style-type: none"> • Thinking about your experience with edTPA, what content does a TPA certification exam need to measure to effectively understand a candidate’s readiness in both general teaching pedagogy and content specific pedagogy? Consider current certification categories and the alignment between edTPA handbooks. • When thinking about the content of the exam, how do you think we can assess a candidate’s demonstrated understanding of the Texas Code of Ethics? • Based on your experience and knowledge of edTPA, what did you find effective about the assessment’s reflection prompts? What modifications would you suggest? • Which parts of edTPA were most demonstrative of your candidates’ readiness? How might these parts be incorporated into a Tx-specific TPA?
TPA Structure	<ul style="list-style-type: none"> • Based on your experience with edTPA, what did you find effective about the design of edTPA tasks? What challenges did you or candidates encounter given the design of edTPA tasks? • Considering your experience with edTPA tasks, what recommendations do you have for the design of what would be the “tasks” of a Tx-specific performance assessment? How should these be structured? Ultimately, what do you think candidates should have to do? • Do you have other suggestions on how candidates can submit demonstrated evidence of instructional practice? • Ultimately, which components of edTPA’s design gave you the most data that led to updates of your program and changes that were made in preparing teacher candidates?
	<ul style="list-style-type: none"> • What did you find most useful about the following components regarding edTPA scoring? Which of these components would you want to see in a TX-specific performance assessment? <ul style="list-style-type: none"> ○ Rubrics ○ Score report

Scoring Criteria and Submission Process	<ul style="list-style-type: none"> ○ Scoring criteria ○ Types of condition codes ● What did you find effective about edTPA’s submission process? <ul style="list-style-type: none"> ○ Third party vendors ○ Submission windows and score reporting timeline ● What did you think about the completion process of edTPA? ● Is there anything you would want changed or that we should consider for a Tx-specific TPA?
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EPSG Participants	
Component	Questions
TPA Content	<ul style="list-style-type: none"> ● What content does a TPA certification exam need to measure to effectively understand a candidate’s readiness in both general teaching pedagogy and content specific pedagogy? Consider current certification categories. ● When thinking about the content of the exam, how do you think we can assess a candidate’s demonstrated understanding of the Texas Code of Ethics? ● Is there anything else we should include or consider when thinking about the content of a Texas-specific teacher performance assessment?
TPA Structure	<ul style="list-style-type: none"> ● Given the design parameters and content considerations, what would be the best approach for candidates to demonstrate evidence of their proficiency? ● What recommendations do you have for the design of what would be the “tasks” of a Tx-specific performance assessment? How should these be structured? Ultimately, what do you think candidates should have to do to demonstrate their competence?
Scoring Criteria and Submission Process	<ul style="list-style-type: none"> ● What thoughts do you have around potential scoring criteria and the submission process of Texas-specific teacher performance assessment? ● What recommendations do you have for an evidence submission process?

LEA Partners	
Component	Questions
TPA Content	<ul style="list-style-type: none"> ● Are there additional areas that the assessment should evaluate? ● When considering a Texas-specific TPA, what recommendations/considerations do you have regarding Tx-TPA content alignment and teaching certificates? ● From your perspective, how might a candidate be able to demonstrate professionalism as part of this assessment?

<p>TPA Structure</p>	<ul style="list-style-type: none"> • How could a candidate demonstrate an understanding of the Texas Code of Ethics? • Is there a way that you could see your district’s priorities incorporated into a Texas-specific teacher performance assessment? What could this look like?
<p>Scoring Criteria and Submission Process</p>	<ul style="list-style-type: none"> • What considerations/recommendations do you have regarding submitting and collecting student work samples? From a district perspective, what should we keep in mind? • What recommendations do you have for a video submission process? From a district perspective, what should we keep in mind? • Currently edTPA candidates submit evidence for a 3-5 day learning segment. What are your thoughts around the timeline of the submission process? When should evidence for the assessment be collected? How much time should a candidate be given?

Note: LEA Partner vision setting work session attendees received synthesized feedback from both the edTPA Pilot Programs and EPSG vision setting work sessions.

General Stakeholder Feedback

Stakeholders from each work session agreed on the following related to the content, structure, and scoring of a Texas-specific TPA:

- The assessment should evaluate instructional planning, delivery, and learning environment.
- The assessment should be aligned with educator standards.
- Authentic demonstration of a candidate’s understanding of the Texas code of ethics through a performance assessment poses significant challenges in terms of content and scoring but might provide an opportunity to partner with school districts.
- Multiple forms of evidence in a portfolio assessment can be used to demonstrate candidate’s readiness for teacher certification if there are clearly outlined and normed parameters.
- The exam should include a candidate’s demonstrated professionalism through their communication and interaction with students, colleagues, families, and the community.
- External scoring and specific rubrics are necessary.
- The design of the exam should not create undue burdens on candidates and should serve as an opportunity to streamline current certification exam content wherever possible.

June 8, 2023: Participating edTPA pilot programs

Session Attendees	Organization
Dr. Amy Barnhill-Guillot	University of Houston Victoria
Elizabeth Bonilla	ESC 19
Laura Conrad	McLennan Community College

Dr. Sarah R. Hartman	Wayland Baptist University
Anthony Hernandez	Urban Teachers
Teresa Hinojos	ESC 19
Dr. Jody Moody	Texas A&M University- San Antonio
Stefanie Perry	Inspire Texas
Kimberly Saffold	McLennan Community College
Dr. Christina Sinclair	Stephen F. Austin State University
Lauren Topek	Inspire Texas
Christina Ybarra	Texas A&M University- Corpus Christy

Exam Content

Content Pedagogy

Participants were asked to reflect on their experience with the edTPA when considering the content a TPA certification exam needs to measure to effectively understand a candidate's readiness in both general and content-specific pedagogy. Their responses include the following:

- A Texas TPA needs to evaluate candidates' understanding and application of instructional planning, instructional delivery, and assessment of learning. The TEKS are a necessary component of each of these tasks. Candidates should demonstrate that they understand the meaning of the TEKS and apply them to a cycle of instructional planning, delivery, and assessment.
- Candidates must analyze and reflect on student assessment data that resulted from their planning and delivery of instruction. Consider embedding a task that allows candidates to reteach a lesson or reengage struggling student(s) and submit an artifact to document the outcomes.
- Classroom management—including a safe learning environment, a behavior system that uses effective routines and procedures, and behavior management—should be clearly defined and evaluated through this performance assessment.
- Student engagement remains an important component and should be included in the Texas TPA.
- Candidates need to demonstrate their ability to provide meaningful and timely feedback to students.
- The assessment should emphasize specific pedagogy based on grade-band-specific PPR standards. Content-specific pedagogy is an important piece of the assessment, but it's recommended that EC-6 candidates do not complete both a task for reading and math. Recommend that they instead select a focus area.
- Consider changing or not including academic language tasks.
- Consider additional content such as assessment of digital literacy and the science of teaching reading.
- Performance tasks must be accompanied by a candidate analysis that demonstrates their growth as a reflective practitioner. The prompts should emphasize growth mindset for the candidate and the students. Additionally, prompts should push candidates to think deeply about the students' community and personal backgrounds from an asset-based perspective.
- Family and community engagement is a component we should include in the Texas TPA. It's aligned with T-TESS but not present in edTPA.

Inclusion of the Texas Code of Ethics

Participants were asked how a performance assessment might evaluate candidates' demonstrated understanding of the Texas Code of Ethics. Their responses include the following:

- Consider that this might be its own task or embedded throughout the tasks.
- Candidates could demonstrate their understanding of the code of ethics through responding to written or video scenarios, submitting an artifact such as a recommendation from a campus leader, a case study, or an ethics-specific reflection portion of the assessment.

Exam Structure

Participants reflected on their experience with the edTPA when considering the design of the assessment and performance tasks. Their responses include the following:

Language

- The language of the Texas TPA should match what is currently used across the state. T-TESS and TEKS language should be used as a baseline.

Timeline and Structure

- The design and order of the assessment tasks in edTPA is practical and similar to actual teaching. Task 4 in the EC-6 assessment puts too heavy a burden on candidates.
- Consider flexibility in the timeline of the assessment, including allowing a wider range of time for the learning segment than the 3–5 days allowed by edTPA and technical requirements for exams. It's also recommended that the assessment take place late in clinical teaching.
- The planning component should recognize that candidates are restricted by the timelines and curriculum of their field placement and co-teachers. Tasks that focus on planning instructional delivery rather than writing lesson plans allow flexibility to integrate the assessment into their daily experience in the classroom.
- Videos are the most effective way to show evidence of practice. Consider how a candidate might show growth over time.

Supports

- Provide more exemplars and use clear language to describe the tasks and rubrics.
- The edTPA guide, *Making Good Choices*, is a helpful resource for programs.
- The document, *Understanding Rubric Level Progressions*, is a helpful resource for programs.

Scoring and Submission

Participants reflected on their experience with the edTPA as they considered scoring and portfolio submission for the Texas TPA. Their responses include the following:

Rubrics

- It's helpful to have rubrics that are very specific and help facilitate detailed feedback. It is also helpful to have categories that result in an automatic score of 1 if criteria was not met. Overall, the rubrics could be simplified. There are redundancies in several of the rubrics that can be eliminated.
- Consider what causes a condition code. Some of the codes in edTPA are not specific enough or the technical requirements are too stringent.

External Scoring

- External scoring allows the EPP to focus on preparing candidates. EPPs don't have time or money to run a testing platform.

Score Reporting

- The score report is helpful because it is broken down by rubric. It provides detailed feedback that candidates can use in future teaching positions. Consider ways to have more qualitative feedback in the score report. It's recommended that programs have access to the score report.
- Consider how scoring could provide qualitative feedback.

Portfolio Submission

- The required 20-minute maximum for videos is the right amount of time, but a 3-minute minimum may be too short.
- A pre-built portal or platform is essential for portfolio submission. Consider a funding structure that allows for resubmission to be discounted or no-cost.
- The submission process, including the submission of video evidence, should be streamlined, user-friendly, and avoid the need to submit the same evidence multiple times.

June 9, 2023: Educator Preparation Stakeholder Group (EPSG)

Session Attendees	Organization
Gina Anderson	Texas Women's University
Tricia Cave	Association of Texas Professional Educators
Holly Eaton	Texas Classroom Teachers Association
Cheryl Hoover	Texas Association of School Boards
Susan Sharp	Howard Payne University
Calvin Stocker	Texas Tech University
Hjamil Martinez-Vazquez	Crowley ISD
Elizabeth Ward	Texas Wesleyan University

Exam Content

Content Pedagogy

Participants were asked to identify what content a TPA certification exam needs to measure to effectively understand a candidate's readiness in both general and content specific pedagogy.

Their responses include the following:

- The assessment should be aligned with T-TESS and evaluate a candidate's demonstrated understanding of instructional planning, instructional delivery, and ability to establish a positive learning environment and classroom culture.
- Candidates should have to plan and deliver a standards-aligned lesson that is based on data and shows implementation of strong classroom routines and procedures. Additionally, candidates should demonstrate professionalism in their interactions and communication with colleagues, families, and the community.
- There are concerns about redundancy in assessing content-specific pedagogy with both a content exam and a performance assessment. Consider developing a performance

exam that measures only content or changing the content exams to only address content knowledge.

Inclusion of the Texas Code of Ethics

Participants were asked how a performance assessment might evaluate candidates' demonstrated understanding of the Texas Code of Ethics. Responses follow:

- There are challenges with asking candidates to demonstrate ethics in a performance assessment. One potential form of evidence is for the principal to assess a candidate's ethics during the clinical experience.
- Consider other forms of assessment such as a multiple-choice exam with short answer or a scenario-based constructed response.
- Also consider updating the content exams to address the code of ethics rather than including them on a performance assessment.

Exam Structure

Participants provided input on the design of the assessment and performance tasks. Their feedback on the language, structure, timeline, and supports relevant to the assessment is provided below.

- The participants named challenges with video submission including possible evaluator bias and integrity issues.
- A portfolio assessment is recommended to give candidates options in how they demonstrate their readiness to teach.
- Moving away from video might be difficult.
- Evidence options to include in portfolio might include video submission, samples of student work, observation notes from campus administrators or other supervisor, written reflections, letters from parents and /or cooperating teachers, lesson plans, written responses to analyze student data, conference notes, and field tests in which candidates enact a T-TESS skill.
- The assessment should assess candidate along the way; a little more than a snapshot.
- Candidates could potentially provide evidence of planning a standards-aligned lesson that is based on data. This evidence could include:
 - Designing the lesson with provided objectives
 - Showing strong routines and procedures (video)
 - Include notes from the observer

Scoring and Submission

Participants noted that a Texas TPA will need to strike a balance between scoring that is too broad to be informative and too specific to be flexible. It was noted that the more flexibility that is provided in the submission of evidence, the more specific the scoring rubrics will need to be. Participants considered allowing candidates the ability to submit evidence throughout their preparation rather than as a culminating activity.

June 16, 2023: LEA Partner Stakeholder Group

Session Attendees	School District
Karen Atkinson	Amarillo ISD
Darryl Flusche	Canyon ISD

Syd Sexton

ESC 17

Exam Content*Content Pedagogy*

Participants were asked to reflect on feedback provided by edTPA Pilot Programs and EPSG and provide additional input on areas for candidate evaluation in a Texas-specific teacher performance assessment. Their responses are provided below:

- This exam should be an opportunity to streamline content pedagogy to a certain extent to minimize the testing burden (or additional burdens) on teacher candidates.
- This exam should be about the quality in planning, analysis of data, student needs, and preparation of plans that address student needs.
- This assessment is potentially an opportunity to assess a candidate's ability to collaborate with other professionals in the school setting (grade level members, content teams, etc.). This would be an opportunity to assess their professionalism.
- The assessment could potentially present an opportunity to include feedback from teachers and other leaders in a school building who have consistent interactions with the teacher candidate.
- If the exam seeks to assess a candidate's ability to engage with the school community and surrounding community, this must look different according to grade level expectations.
- T-TESS Domains 1-4 are potential areas of evaluation for teacher candidates.
- The assessment should assess growth rather than serving as a "yes/no" in terms of whether a candidate is able to teach.
- Participants suggested utilizing cooperating/mentor teacher feedback as evidence to demonstrate a candidate's professionalism.
- Participants surfaced concerns with relying on the assessment as a development tool for certification.
- Participants discussed potential opportunities to assess different components of the assessment during different parts of the year. For example, could professionalism be assessed early in the student teaching season? Planning assessed next, and finally assess instruction, with ethics at the end.

Inclusion of the Texas Code of Ethics

- The assessment could possibly be used as an accountability tool for new educators.
- The assessment of the code of ethics should happen in the educator preparation space.
- The TPA could spotlight certain components of the code of ethics that lend themselves to a performance assessment format.
- This could be assessed using a combination of feedback forms from school colleagues, provided scenarios, and reflection questions.

Exam Structure

Participants recommended that the assessment be structured in a way that best aligns with Texas priorities, language, and student growth and achievement.

Scoring and Submission

Participants provided feedback and considerations related to the potential video submission component of a Texas-specific teacher performance assessment. Their responses are below:

- There should be a phased-in submission process with this assessment.
- If the assessment is used as a growth and coaching tool, then the submission and scoring process should reflect this.
- Video should be one option; candidates should have normed flexibility in terms of what is submitted.
- The video submission process might be challenging especially in smaller school districts.
- Candidates and their supporting teachers might be burdened with the video editing process if video/video snapshots are required.