

Item 17:**Discussion of Proposed Repeal of 19 TAC Chapter 228,
Requirements for Educator Preparation Programs, and New
19 TAC Chapter 228, Requirements for Educator Preparation
Programs****DISCUSSION ONLY**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs, and new 19 TAC Chapter 228, Requirements for Educator Preparation Programs. The proposed repeal of and new 19 TAC Chapter 228 **would reorganize the chapter to allow for improved readability; would implement legislation; would include technical updates, would remove outdated provisions; would incorporate foundational components of the Effective Preparation Framework and provisions specific to the Residency Certificate; and would reflect stakeholder feedback to further strengthen the rules.**

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 228 is the Texas Education Code (TEC), §§21.031; 21.041(b)(1) and (2); 21.044; 21.0441; 21.0442(c); 21.0443; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b)-(c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); §21.04891; 21.049(a); 21.0491; 21.050(a)-(c); and 21.051; and the Texas Occupations Code (TOC), §55.007.

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

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

TEC, §21.041(b)(2)-(4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.044, authorizes the SBEC to propose rules specifying what each educator is expected to know and be able to do, particularly with regard to students with disabilities, establishing the training requirements a person must accomplish to obtain a certificate, or enter an internship, and specifying the minimum academic qualifications required for a certificate. It also sets requirements for training, coursework and qualifications that the SBEC is required to include.

TEC, §21.0441, requires the SBEC to set admission requirements for candidates entering educator preparation programs, and specifies certain requirements that must be included in the rules.

TEC, §21.0442(c), requires the SBEC to create an abbreviated educator preparation program for a person seeking certification in trade and industrial workforce training with a minimum of 80 hours of classroom instruction in certain specified topics.

TEC, §21.0443, requires the SBEC to set standards for approval and renewal of approval for educator preparation programs, sets certain requirements for approval and renewal, and requires that the SBEC review each program at least every five years.

TEC §21.045(a), requires the SBEC to create an accountability system for educator preparation programs based on the results of certification examinations, teacher appraisals, student achievement, compliance with the requirements for candidate support, and the results of a teacher satisfaction survey.

TEC, §21.0452, requires the SBEC to make information about educator preparation programs available to the public through its internet website, and gives the SBEC authority to require any person to give information to the Board for this purpose.

TEC, §21.0453, sets requirements for information that educator preparation programs must provide candidate, and gives the SBEC rulemaking authority to implement the provision and ensure that EPPs give candidates accurate information.

TEC, §21.0454, gives the SBEC rulemaking authority to set risk factors to determine the Board's priorities in conducting monitoring, inspections, and compliance audits and sets out certain factors that must be included among the factors.

TEC, §21.0455, gives the SBEC rulemaking authority to establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency, requires that educator preparation programs notify candidates of the complaints process, states that the SBEC must post the complaint process on its website, and states that the SBEC has no authority to resolve disputes over contractual or commercial issues between programs and candidates.

TEC, §21.046(b), requires the SBEC to allow outstanding teachers to substitute approved experience and professional training for part of the educational requirements in lieu of classroom hours.

TEC, §21.046(c), requires the SBEC to ensure that principal candidates are of the highest caliber and that there is a multi-level screening process, along with assessment programs, and flexible internships to determine whether a candidate has the necessary skills for success.

TEC, §21.048(a), requires the SBEC to prescribe comprehensive certification examinations for each class of certificate issued by the Board.

TEC, §21.04891, sets out the requirements for the Bilingual Special Education Certification.

TEC, §21.049, requires the SBEC to create an Early Childhood certification and sets out certain requirements coursework, training and certification requirements for the certificate.

TEC, §21.050(a), requires an applicant for teacher certification to have a bachelor's degree in a relevant field, requires the SBEC to include hours of field-based experience in the hours of coursework required for certification.

TEC, §21.050(b), allows the Board to require additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.

TEC, §21.050(c), exempts people who receive a bachelor's degree while receiving an exemption from tuition and fees under TEC, §54.363 from having to participate in field-based experiences or internships as a requirement for educator certification.

TEC, §21.051, requires that candidates complete at least 15 hours of field-based experiences in which the candidate is actively engaged in instructional or educational activities under supervision involving a diverse student population at a public-school campus or an approved private school, allows 15 hours of experience as a long-term substitute to count as field-based experience, and gives the SBEC rulemaking authority related to field-based experiences.

TOC, §55.007, requires all state agencies that issue licenses or certifications to credit military experience toward the requirements for the license or certification.

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 228 for further discussion at the September 2023 SBEC meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 228, Requirements for Educator Preparation Programs, establish the requirements for educator preparation programs (EPPs) in the preparation of candidates for Texas educator certification.

The rules in 19 TAC Chapter 228 have long been a source of frustration for EPPs, educator candidates, and TEA staff alike because the chapter has been lacking in organization, includes no subchapters, and has some sections that have become very long and difficult to navigate. The proposed repeal and replacement of 19 TAC Chapter 228 is primarily intended to address these concerns by creating sections and subchapters, adding figures, and streamlining redundancy to make the rules clearer and more user-friendly.

The initial unveiling of these rules in previous discussions sparked concerns from the field that there were significant changes to the entire chapter, and that it was difficult to distinguish the original rule text from new or updated text for consideration. TEA staff acknowledged those concerns and have worked to provide a version of the rule text that highlights all changes from the current Chapter 228 rule text increasing readability and simplifying identification of new rule text or additional clarification proposed to ensure consistency in the compliance with and enforceability of SBEC rules supporting educator preparation.

The following table on pages 4-6 of the item provides an overview of the proposed new subchapters for Chapter 228 and their alignment with the existing Chapter 228 rule text.

PROPOSED RULE	PROPOSED TITLE	CURRENT RULE	CURRENT TITLE
Subchapter A	General Guidance		
228.1	General Provisions	228.1	General Provisions
228.2	Definitions	228.2	Definitions
228.4	Declared State of Disaster	228.1(d)	General Provisions
228.6	Implementation Date	228.60	Implementation Date
Subchapter B	Approval of Educator Preparation Programs		
228.11	New Entity Approval	228.10(a)	Approval Process
228.13	Continuing Entity Approval	228.10(b)	Approval Process
228.15	Additional Approval	228.10(c)(d)(e)	Approval Process
228.17	Limitations on Educator Preparation Program Amendments	228.20(e)(f)	Governance of EPPs
228.19	Contingency of Approval	228.10(f)	Approval Process
Subchapter C	Changes to Educator Preparation Program Entity		
228.21	Program Consolidation or Closure	228.15	Program Consolidation or Closure
228.23	Change of Ownership and Name Change	228.17	Change of Ownership and Name Change
228.25	Governance of Educator Preparation Programs	228.20(a)(b)(c), 228.40(e)	Governance of EPPs & Assessment and Evaluation of Candidates for Certification and Program Improvement
Subchapter D	Required Educator Coursework and Training		
228.31	Minimum Educator Preparation Program Obligations to All Candidates	228.20(g)(h), 228.40, 228.50	Governance of EPPs, Assessment & Evaluation of Candidates for Certification and Program Improvement, Professional Conduct
228.33	Preparation Program Coursework and/or Training for All Certification Classes	228.35(a)	Preparation Program Coursework and Training
228.35	Substitution of Applicable Experience and Training	228.35(a)(5)	Preparation Program Coursework and Training
228.37	Coursework and Training for Classroom Teacher Candidates	228.35(b)	Preparation Program Coursework and Training
228.39	Intensive Pre-Service	228.33	Intensive Pre-Service
228.41	Pre-Service Coursework and Training for Classroom Teacher Candidates	228.35(b)	Preparation Program Coursework and Training

PROPOSED RULE	PROPOSED TITLE	CURRENT RULE	CURRENT TITLE
228.43	Pre-Service Field-Based Experiences for Classroom Teacher Candidates	228.35(e)(1),(9)	Preparation Program Coursework and Training
228.45	Coursework and Training Requirements for Early Childhood: Prekindergarten-Grade 3 Certification	228.35(i)	Preparation Program Coursework and Training
228.47	Coursework and Training Requirements for Bilingual Special Education Certification	NEW	
228.49	Coursework and Training Requirements for a Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12	228.35(j)(1)	Preparation Program Coursework and Training
228.51	Coursework and Training for Non-Teacher Candidates	228.35(c)	Preparation Program Coursework and Training
228.53	Late Hire Candidates	228.35(a)(4), (d)	Preparation Program Coursework and Training
228.55	Educator Preparation Curriculum	228.30	Educator Preparation Curriculum
Subchapter E	Educator Candidate Clinical Experiences		
228.61	Required Clinical Experiences for Classroom Teacher	228.35(e)(4)	Preparation Program Coursework and Training
228.63	Locations for Required Clinical Experiences.	228.35(e)(5)-(7), (9)	Preparation Program Coursework and Training
228.65	Residency	NEW	
228.67	Clinical Teaching.	228.35(e)(2)(A)	Preparation Program Coursework and Training
228.69	Clinical Teaching While Employed as Educational Aide	228.35(k)(1)(A), (B)	Preparation Program Coursework and Training
228.71	Exceptions to Clinical Teaching Requirement	228.35(e)(3)	Preparation Program Coursework and Training
228.73	Internship	228.35(e)(2)(B)	Preparation Program Coursework and Training
228.75	Clinical Experience for Candidate Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12	225.35(j)(2)	Preparation Program Coursework and Training
228.77	Exemptions from Required Clinical Experiences for Classroom Teacher Candidates	228.35(l)	Preparation Program Coursework and Training
228.79	Clinical Experience for Certification Other Than Classroom Teacher	228.35(e)(8)	Preparation Program Coursework and Training

PROPOSED RULE	PROPOSED TITLE	CURRENT RULE	CURRENT TITLE
Subchapter F	Support for Candidates During Required Clinical Experiences		
228.81	Mentors, Cooperating Teachers, Host Teachers, and Site Supervisors	228.35(f)	Preparation Program Coursework and Training
228.83	Cooperating Teacher Qualifications and Responsibilities	228.2	Definitions
228.85	Host Teacher Qualifications and Responsibilities	NEW	
228.87	Mentor Qualifications and Responsibilities	228.2	Definitions
228.89	Site Supervisor Qualifications and Responsibilities.	228.2	Definitions
228.91	Field Supervisor Qualifications and Responsibilities	228.2, 228.35(f)	Preparation Program Coursework and Training
228.93	Formal Observations for Candidates in Residency Assignments	NEW	
228.95	Formal Observations for All Candidates for Initial Classroom Teacher Certification.	228.35	Preparation Program Coursework and Training
228.97	Formal Observations for Candidates in Clinical Teaching Assignments	228.35	Preparation Program Coursework and Training
228.99	Formal Observations for Candidates in Internship Assignments	228.35	Preparation Program Coursework and Training
228.101	Formal Observations for Candidates Employed as Educational Aides	228.35(k)	Preparation Program Coursework and Training
228.103	Support and Formal Observations for Candidates Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12	228.35(j)	Preparation Program Coursework and Training
228.105	Support and Formal Observations for Candidates Other Than Classroom Teacher	228.35(h)	Preparation Program Coursework and Training
Subchapter G	Complaints and Investigations		
228.111	Complaints and Investigations Procedures	228.70	Complaints and Investigations Procedures

PROPOSED RULE	PROPOSED TITLE	CURRENT RULE	CURRENT TITLE
228.113	Educator Preparation Program Responsibilities for Candidate Complaints	228.70(b)	Complaints and Investigations Procedures

Chapter 228 Redesign

The SBEC has continued to express to TEA staff the criticality of communication and collaboration with our EPP partners in the completion of work related to the redesign of Chapter 228 rules. As previously shared by TEA staff, a large majority of the repeal and replace activity around the rules for educator preparation are being completed to better organize the rules by subchapters and to facilitate access to information.

The types of proposed changes highlighted in early conversations around the Chapter 228 redesign included implementing legislation from the 87th session; adding new definitions and figures; correcting existing issues with opening and closing EPPs, correcting existing issues with TEA/EPP interface, correcting existing issues with candidates; and incorporating additional, needed rulemaking.

As TEA staff benefitted from additional stakeholder engagement and direction from the Board, our work has evolved into a set of proposed rules that allows for continued collaboration, sharing of information, and gathering of feedback that will best inform the next version of the Chapter 228 rules that will govern educator preparation.

In particular, the reorganization of educator preparation rules has established a solid foundation that has allowed for more focused conversations with stakeholders related to opportunities to consider additional updates to rules in alignment with foundational content within the SBEC's Effective Preparation Framework (EPF) and the implementation of a teacher residency preparation route and certificate.

Effective Preparation Framework Foundational Content

In alignment with the proposed next steps for the operationalization of the EPF, the Educator Preparation Stakeholder Group (EPSG) EPF working group identified foundational components of the EPF for integration into current Chapter 228 rules. The purpose of the integration is to provide clarification and/or specificity within Chapter 228 related to foundational practices reinforced in the EPF.

At the April 2023 SBEC meeting, TEA staff shared initial areas for proposed integration of four essential actions and key practices from the framework into the updated Chapter 228. Since the April 2023 meeting, TEA staff have solicited additional input from the EPSG and EPSG EPF working group and the updated rule text in Attachment I is reflective of their feedback.

Residency Preparation Route and Certificate

At the April 2023 SBEC meeting, in response to SBEC guidance and stakeholder feedback, TEA staff shared updates to the draft residency components and presented supporting rule text.

Since the April 2023 SBEC meeting, TEA staff held three stakeholder engagement meetings to discuss the essential components of a teacher residency pathway, with a focus on key areas from the SBEC discussion. LEAs suggested adding additional instructional dimensions for required performance standards and reinforced the importance of field supervisor training and calibration regarding candidate evaluation. Additionally, they noted the importance of shared decision making with field site placements as well the importance of field supervisor collaboration with the campus supervisor in flexible formats. Attachment IV includes a full summary of EPP and LEA feedback and aligned updates are reflected in Attachment I.

Rationale for the Chapter 228 Comprehensive Item

The EPF foundational components and the Residency Certificate draft rule text presented to the SBEC has been combined with the draft Chapter 228 repeal and new rule text, each presented separately to the SBEC in April 2023, into this comprehensive item presented for the first time for discussion with the Board at the July 2023 SBEC meeting. This comprehensive set of rules being proposed by TEA staff, which has been refined since the April 2023 meeting based on stakeholder input, would support educator preparation programs and their candidates and ensure sustainability of strong best practices that yield demonstrable results across the state for years to come.

To support readability of the proposed replacement of Chapter 228, and in response to Board and stakeholder feedback, TEA staff has incorporated a color-coding system in this item to better navigate the proposed rule changes.

Color	Related Change
Yellow	Initial changes/additions to Chapter 228 (presented in April 2023 Chapter 228 Repeal and New Discussion Item along with additional clarifying edits)
Blue	Initial changes/additions to Chapter 228 informed by foundational components of the EPF (presented in April 2023 EPF Discussion Item along with additional clarifying edits)
Gray	Initial changes/additions to Chapter 228 to implement the new proposed Residency preparation route and certificate (presented in April 2023 Residency Discussion Item along with additional clarifying edits)
Green	Changes/additions to the initial draft Chapter 228 rule changes based on SBEC member and stakeholder feedback

The following is a description of proposed changes for new Chapter 228.

Subchapter A. General Guidance

§228.1

Proposed new §228.1, General Provisions, consists of the first two paragraphs of current §228.1. They are unchanged from the current wording.

§228.2

Proposed new §228.2, Definitions, includes text that is currently in §228.2 with the addition of definitions for “analysis”, “assignment start date”, “authentic school setting”, “clinical experience”, “completer”, “co-teaching”, “enactments”, “host teacher”, “performance tasks”, “representations”, and “residency”, restored the definitions of “candidate coach” and “intensive pre-service” to align with the return of the Intensive Pre-Service option in §228.39, and revised definitions for “campus supervisor”, “cooperating teacher”, “educator preparation program”, “entity”, “field-based experiences”, “field supervisor”, “late hire”, “mentor”, “school day”, and “site supervisor.”

The proposed addition of a definition for “assignment start date” will more clearly define the point at which the teacher candidate’s internship experience starts for the purposes of field supervision and ongoing support of candidates as required during the internship. The proposed definition of “clinical experience” provides a common term in which to categorize the supervised clinical requirement for each certificate class including clinical teaching, internship, practicum, and residency.

The proposed addition of a definition for “authentic school setting” will clarify that a candidate cannot count professional development, extracurricular activities, workdays when students are not present, or before or after-school childcare or tutoring as field-based experiences, 30 hours of which are required as pre-requisites for an intern certificate. The new proposed definition for “completer” matches the same definition in 19 TAC §229.2(10), Definitions, to create consistency between chapters of SBEC rules.

The proposed amended definitions of “cooperating teacher”, “mentor”, and “site supervisor” are streamlined to remove the qualifications and duties of these positions that previously appeared in the definitions. The qualifications and duties would move to proposed new §228.83, Cooperating Teacher Qualifications and Responsibilities, §228.87, Mentor Qualifications and Responsibilities, and §228.89, Site Supervisor Qualifications and Responsibilities, respectively. These proposed new sections would increase clarity and ease of reference so that the public would no longer have to go to the definitions to find this critical information.

The proposed amended definition of “entity” is updated for clarification to replace the redundant word “entity” in the definition with a more specific list of the types of entities that act as educator preparation programs. The proposed amended definition of “educator preparation program” more clearly defines the role of the entity approved by the SBEC. The proposed definition of “field-based experiences” is updated to employ the proposed new defined term “authentic school setting” for clarity and consistency. The proposed amended definition of “field supervisor” moves a clause closer to the noun it modifies to improve readability and clarity. The proposed definition of “school day” clarifies that conference periods, duty-free lunch periods, professional development, and extracurricular activities do not count as part of the school day for purposes of determining the length of a clinical teaching or internship experience.

The proposed amended definition of “late hire” clarifies that after the 45th day before the first day of instruction, an individual must be both accepted into an EPP and hired for a teaching position at a school district. If a candidate is either accepted into an EPP or hired by a district prior to the 45th day before the first day of instruction, the candidate is not a “late hire.”

TEA staff also proposes the addition of definitions for the following five terms from the Effective Preparation Framework: “Analysis,” “Co-teaching,” “Enactments,” “Performance task,” and “Representations.” The proposed new additions to §228.2 rules would offer clarity to EPPs and candidates around intended meaning of the terms, how and when they are applied in preparation and practice, and relevance to improving quality practices in approved programs. The additional definition provides a common language in the effective preparation of candidates for certification.

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

§228.4

Proposed new §228.4, Declared State of Disaster, is language that currently exists in §228.1(d) separated into its own section for clarity and ease of reference.

§228.6

Proposed new §228.6, Implementation Date, is the same as current §228.60, renumbered and added to proposed new Subchapter A, General Guidance, for clarity and ease of reference.

Subchapter B. Approval of Educator Preparation Programs

§228.11

Proposed new §228.11, New Entity Approval, includes language that currently appears in §228.10(a), Approval Process and identifies the requirements that must be met by an applicant seeking approval from the SBEC as an approved educator preparation program. The rule authorizes TEA to develop the application and identifies the approval components to be included in the application. TEA staff are able to revise new EPP applications to reflect new requirements in TAC or TEC as needed throughout the year. Proposed new §228.11(a) also includes new language codifying the Board’s established practice of requesting that entities seeking SBEC approval as educator preparation programs take part in a workshop conducted by TEA staff to familiarize the entities with the requirements of the SBEC rules and defining an application deadline to ensure applicants are preparing application materials aligned with current requirements in TAC and TEC.

Proposed new §228.11(a)(2) creates a new limitation that entities seeking initial approval cannot apply to offer more than five certificate categories within one certificate class. This limitation would encourage proposed programs to focus on high quality preparation and would allow TEA staff time to review application materials within a reasonable timeline. Proposed new §228.11(a)(3) clarifies the requirement that an applicant for approval as an EPP must demonstrate the proposed EPP has the staff knowledge and expertise to support individuals in each certificate category and class requested which mirrors the same requirement for currently approved EPPs who seek to add new certificate categories and classes to their inventory in §228.10(d)(1) and carried through into the proposed §228.15(c)(1) and (2).

Proposed new §228.11(d) would change the timing of the post-approval site visit by TEA staff to the new EPP’s location to occur after the first year in which the new EPP reports that it has

completers. This would delay the post-approval site visit from the timing currently set in rule, which requires a site visit within the EPP's first year of operation, to give the EPP time to fully implement its program and procedures.

Proposed new §228.11(f) would require an entity seeking approval as an EPP to have at least one location in Texas which would provide candidate's a face-to-face setting for interacting with EPP staff if necessary and would ensure the EPP is invested in the continuous improvement of Texas education and in the economy of the state of Texas.

§228.13

Proposed new §228.13, Continuing Entity Approval, includes language that currently appears in §228.10(b), Approval Process. The proposed new rule would add additional language in proposed new §228.13(b) to clarify the difference between the types of continuing approval reviews that TEA staff can conduct—an onsite visit involves TEA staff going to the EPP's location, while a desk review is conducted remotely.

Proposed new §228.13(d) would require a continuing approval review when an EPP consolidates with another EPP. This would allow TEA staff to identify whether the surviving EPP is adequately supporting the candidates and certificate categories that it received from the consolidating program and to assist the EPP, if necessary, with coming into compliance in those areas.

The proposed new rule would also add a new provision in §228.13(e), which would require entities undergoing a continuing approval review to pay the required related fees prior to the start of the review. This new payment timing would prevent programs from attempting to evade or indefinitely delay paying the fee.

The proposed rule would eliminate the Figure that exists in current §228.10(b) in favor of a new Figure that consists of the rubric TEA staff uses to conduct the continuing approval reviews. Proposed new Figure §228.13(f)(1) lists each rule provision with which EPPs must comply and sets out the required evidence of compliance that EPPs must create, maintain, and present to TEA staff during the continuing approval review. These are the same evidentiary requirements that appear in the current Figure but proposed new Figure §228.13(f)(1) would provide EPPs with additional insight into TEA staff's procedures by showing the format and components of the rubric that TEA staff uses to evaluate programs during continuing approval reviews.

Proposed new §228.13(f) incorporates for clarity and ease of reference the requirement that currently exists in §228.40(f), Assessment and Evaluation of Candidates for Certification and Program Improvement, that an EPP retain documents demonstrating a candidate's eligibility for admission and completion of program requirements for five years from the date the candidate completes or leaves the program. This requirement is also proposed to appear in proposed §228.31, Minimum Educator Preparation Program Obligations to All Candidates, which is the recodification of current §228.40(f). The proposed addition to §228.13(f) provides a performance target for determining compliance during a 5-year continuing approval review and sets the target that 80% of records reviewed must meet or exceed the related requirement in TAC or TEC for the EPP to be compliant with that requirement.

§228.15

Proposed new §228.15, Additional Approval, includes language that currently appears in §§228.10(c), (d), and (e) Approval Process. To clarify the requirements for approved EPPs to

apply for new certification classes or categories, the revised proposed rule removes the new Figures in §§228.15(b)(1) and (2) that are the applications that EPPs must complete when seeking to offer a new certificate class or category and adds clarifying language about the parameters that must be used by TEA staff to develop the applications. Removing the applications as Figures allows TEA staff to update them as needed throughout the year to implement new requirements in TAC or TEC. The proposed revision to the language in §228.15(c)(4) provides clarity to the current rule in §228.10(d)(3) that an EPP must have an accreditation status of “Accredited” to add new certificate categories and classes.

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

§228.17

Proposed new §228.17, Limitations on Educator Preparation Program Amendments, is language that currently appears in §§228.20(e) and (f), Governance of Educator Preparation Programs, setting out the process through which an EPP can amend its program.

§228.19

Proposed new §228.19, Contingency of Approval, is language that currently appears in §228.10(f), Approval Process.

Subchapter C. Changes to Educator Preparation Program Entity

§228.21

Proposed new §228.21, Program Consolidation or Closure, includes language that is currently in §228.15, Program Consolidation or Closure. The proposed new text clarifies that the closure rules apply regardless of whether the program is closing fully or only eliminating certificate classes, and regardless of whether it is closing voluntarily or due to SBEC action.

Proposed new §228.21(a)(1) replaces August 31 as effective date for program closure with a more flexible requirement that the program specify an effective date at least 90 days and no more than 270 days after the date of the letter. This would allow programs to choose a closure date that gives them enough time to fulfill all the obligations to candidates that are outlined in proposed new §228.21.

The proposed addition of §228.21(a)(2) requires the EPP legal authority to communicate with TEA on a scheduled basis so that staff from the closing program can seek guidance from TEA concerning questions and problems that arise during the close out phase of the program which ultimately benefits candidates and past finishers so that all receive timely communication and needed action from the program prior to program closure.

The proposed new rule text in §228.21(a)(3) expands the EPP’s obligation to notify candidates of its closure to include notifying candidates who have been enrolled within the last five years

and completers who have finished the program within the last five years. This new proposed requirement would ensure that more candidates who may still need some form of support or paperwork from the EPP find out that the EPP is closing and learn what options they have.

Proposed new §228.21(a)(5) would require closing EPPs to identify other SBEC-approved EPPs to provide test approval and standard certification recommendations for completers at the closing EPP, and to provide candidates with all necessary documentation to expedite the candidates' transfer to another program. This would allow candidates in a closing EPP an easier transition to another EPP and an easier path to certification.

§228.23

Proposed new §228.23, Change of Ownership and Name Change, contains language that is currently in §228.17, Change of Ownership and Name Change. The proposed new language includes a new provision in §228.23(d) that makes an exception to the general rule that EPPs cannot change their names without a change in ownership to allow colleges and universities to change their names when the entire college or university changes its name. The purpose of the original prohibition on EPP name changes was to prevent EPPs from changing names frequently to confuse or mislead the public, but a name change for an entire college or university does not raise this concern.

New proposed §228.23(e) would require educator preparation programs to report to the SBEC annually any names that the EPP had used "doing business as" during the past year so that the SBEC can make that information available to the public on its website. By providing this information to consumers, the SBEC would allow the public to better understand the true identity and performance history of a program that may use different names to promote itself.

§228.25

Proposed new §228.25, Governance of Educator Preparation Programs, includes language that currently appears in §§228.20(b) and (c), Governance of Educator Preparation Programs and §228.40(e), Assessment and Evaluation of Candidates for Certification and Program Improvement. Proposed new §228.25(b) includes a more specific requirement for the membership of EPP advisory committees, requiring that the committee include at least three of the types of interest groups listed in proposed subsection (a) rather than leaving it to the EPP's discretion to find "as many as possible" as the language in §228.20 currently does.

Proposed new §228.25(d) would set out requirements for EPPs approved to offer a residency program by the SBEC to convene key personnel quarterly to review teacher residency implementation data, including candidate performance, to make shared programmatic decisions and inform the continuous improvement of the residency program.

Subchapter D. Required Educator Coursework and Training

§228.31

Proposed new §228.31, Minimum Educator Preparation Program Obligations to All Candidates, includes language that is currently in §§228.20(g) and (h), Governance of Educator Preparation Programs, §228.40, Assessment and Evaluation of Candidates for Certification and Program Improvement, and §228.50, Professional Conduct. Clarifying language was added to new §228.31 (a) to specify by when late hires would need to complete admission, coursework, training, and field-based experience requirements. Clarifying language was added to the proposed new §228.31(b) requiring the EPP to identify in their exit policy a dismissal point at

which inactive candidates are removed from the EPP and allows the university-based EPP to adopt the university policy for inactive students that must reapply for admission to the college or university. This would incentivize EPPs to encourage candidates to complete all program requirements within five years and would make it easier to track candidates over time.

The proposed new language in §228.31(c) sets out a requirement to use benchmarks and formal and informal assessment data to design and implement appropriate interventions when needed to ensure continued, effective preparation for certification and teacher candidate support.

The proposed new language in §228.31(d) was revised to reflect the EPP must ensure candidates are adequately prepared to take all certification exams and not just the content pedagogy exams. This revision was made to add clarification that was inadvertently left off during the initial reorganization of the chapter.

The proposed new language in §228.31(e) would clarify that an EPP must grant test approval for a completer, which is already a requirement under 19 TAC §230.21(b). This requirement would remain subject to the EPP's option to require the candidate to complete additional coursework or training if the candidate has returned to the EPP five or more years after completing program requirements.

Proposed new §228.31(f) would create new limitations on when an EPP can prepare a candidate and grant test approval for a certificate category other than the one for which the candidate was initially admitted to the program. It would require that the candidate meet the requirements for admission in the new certificate category, that the EPP provide coursework and training to the candidate in the new certificate category, and that the EPP ensure that the candidate is adequately prepared for the certification examination in the new certificate category. This would prevent programs from admitting a candidate in one certificate category and then switching them to another for which the candidate is unqualified or unprepared.

Proposed new §228.31(h) adds clarifying language that the EPP must ensure candidates complete all requirements of coursework, training, and the clinical experience before being identified as a program completer and being recommended for standard certification. During the initial reorganization of the chapter, the requirement to complete coursework and training was included in §228.33(d) but there was no parallel language provided for completion of the clinical experience requirement. Additionally, the language was clarified to add that the candidate must complete a successful clinical experience which reinforces the EPP should not recommend candidates for certification if either the field supervisor or cooperating teacher, campus supervisor, or site supervisor does not agree that the candidate was successful in the experience.

§228.33

Proposed new §228.33, Preparation Program Coursework and/or Training for All Certification Classes, includes language from current §228.35(a), Preparation Program Coursework and/or Training. Proposed new §228.33 (a) specifies that educator effectiveness must be measured in the candidate's assignment. Proposed new §228.33(b) and (c) would create more specific requirements for the coursework and training EPPs provide candidates, including performance-

based activities, evaluative tools, and required demonstration of proficiency by candidates. Proposed new §228.33(d) would specify that coursework and training be completed prior to the EPP identifying the candidate as a completer and recommending standard certification. This would ensure consistently high-quality coursework and training across EPPs.

§228.35

Proposed new §228.35, Substitution of Applicable Experience and Training, is language that currently appears in §228.35(a)(5), Preparation Program Coursework and/or Training.

§228.37

Proposed new §228.37, Coursework and Training for Classroom Teacher Candidates, is language that currently appears in §228.35(b), Preparation Program Coursework and/or Training, with additional clarification regarding required pre-service coursework and training.

§228.39

Proposed new §228.39 would add rule text specific to the Intensive Pre-Service option back into the rules and update the section numbering accordingly. TEA staff are proposing the return of this language based on stakeholder feedback and conversations with the Board during the February 2023 and April 2023 SBEC Meetings.

§228.41

Proposed new §228.41, Pre-Service Coursework and Training for Classroom Teacher Candidates, is language that currently appears in §228.35(b), Preparation Program Coursework and/or Training. It includes a new provision proposed as §228.41(b)(11) to require coursework on instructional planning techniques and inclusive practices for students with disabilities, to implement House Bill 159, 87th Texas Legislature, Regular Session. To implement House Bill 1605, 88th Texas Legislature, Regular Session, new provision proposed as §228.41(b)(12) would require coursework on the use of open education resource instructional materials approved by the State Board of Education (SBOE). A reference to “performance tasks” has also been added to reflect incorporation of the Effective Preparation Framework and its use of performance tasks that support integration of authentic performance tasks throughout the curriculum, in particular during the first 150 hours, which are required before the intern certificate.

§228.43

Proposed new §228.43, Pre-Service Field-Based Experiences for Classroom Teacher Candidates, is primarily language that currently appears in §228.35(e)(1) and (9), Preparation Program Coursework and/or Training. Proposed new §228.43(c) and (d) would clarify approved authentic school settings for the purpose of field-based experiences and requirements related to written reflections.

§228.45

Proposed new §228.45, Coursework and Training Requirements for Early Childhood: Prekindergarten-Grade 3 Certification, is language that currently appears in §228.35(i), Preparation Program Coursework and/or Training.

The language was revised to correct a citation error in §228.45(c) that was a result of the chapter reorganization. The revision restores the requirement that coursework and training provided is based on concepts and themes in section (a) and not just in section (a)(1).

§228.47

Proposed new §228.47, Coursework and Training Requirements for Bilingual Special Education Certification, creates requirements for EPPs of candidates seeking certification in Bilingual Special Education, and thereby implements House Bill 2256, 87th Texas Legislature, Regular Session.

§228.49

Proposed new §228.49, Coursework and Training Requirements for a Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12, is language that currently appears in §228.35(j)(1), Preparation Program Coursework and/or Training.

§228.51

Proposed new §228.51, Coursework and Training for Non-Teacher Candidates, is language that currently appears in §228.35(c), Preparation Program Coursework and/or Training.¹

§228.53

Proposed new §228.53, Late Hire Candidates, is language that currently appears in §228.35(a)(4) and (d), Preparation Program Coursework and/or Training. Proposed new §228.53(c) clarifies that an EPP must deactivate a candidate's intern or probationary certificate if the candidate is a late hire and does not complete the required pre-internship coursework and training within 90 days of the start of the internship. This would incentivize EPPs to ensure that their candidates receive the required training timely and would prevent untrained educators from staying in Texas classrooms.

§228.55

Proposed new §228.55, Educator Preparation Curriculum, includes language that currently appears in §228.30, Educator Preparation Curriculum. The additional language proposed in §228.55(c) would expand on the varied and diverse types of instructional opportunities that EPPs should support candidates in experiencing. The additional language aligns with information in the Effective Preparation Framework and would reinforce the expectation that candidates are practicing, and receiving feedback on that practice, throughout the program and would reinforce the connected relationship between coursework, practice, and coaching. Proposed new §228.55(c)(8)(C) implements Senate Bill 226, 87th Texas Legislature, Regular Session by requiring EPPs to teach candidates about assessing students who are receiving virtual instruction and about how to implement virtual learning curriculum. In addition, to implement House Bill 1605, 88th Texas Legislature, Regular Session, the new provision

¹ To further clarify and cross-reference the preparation and certification requirements for non-teacher candidates, proposed amendments to 19 TAC Chapter 239, Student Services Certificates, Subchapter A, School Counselor Certificate, Subchapter B, School Librarian Certificate, Subchapter C, Educational Diagnostician Certificate, and Subchapter D, Reading Specialist Certificate, Chapter 241, Principal Certificate, and Chapter 242, Superintendent Certificate, would be needed to align with proposed changes to Chapter 228.

proposed as §228.55(10) would require coursework on the use of open education resource instructional materials approved by the SBOE for the subject area and grade level of the candidate's certification category and would prohibit coursework on instructional materials that incorporated "three-cueing" into foundational skills reading instruction.

The requirement that the curriculum for candidates pursuing certification in the Principal class must address the Administrator standards in Chapter 149 was inadvertently left off the original revision and has been restored in §228.55(f).

Subchapter E. Educator Candidate Experiences

§228.61

Proposed new §228.61, Required Clinical Experiences for Classroom Teacher, would provide an overview of the classroom experience required for candidates prior to standard certification. Proposed new §228.61(a) would summarize the classroom experience options for candidates seeking classroom teacher certification: clinical teaching or an internship. Proposed new §228.61(a) would also include a new alternative residency certification route.

Proposed new §228.61(b) is language that currently exists in §228.35(e)(4), Preparation Program Coursework and/or Training.

§228.63

Proposed new §228.63, Locations for Required Experiences, would consolidate and clarify the limitations on the location in which a candidate can have an internship, clinical teaching, or practicum experience. It would include language that is currently in §228.35(e)(5)-(7) and (9), Preparation Program Coursework and/or Training. The requirement in §228.63(a) was updated from authentic school setting to in person PK-12 setting to restore the meaning that the candidate must be in an assignment that is in-person in a physical classroom and not in a distance learning or virtual learning classroom.

The requirement in §228.63(c)(2) was updated to add site supervisor which was inadvertently left off in the original proposed rewritten rule and identifies the candidate completing a practicum cannot be related to the site supervisor.

Additionally, proposed new §228.63, Location for Required Clinical Experiences, would add "residency" as a clinical experience across subsections (a)-(g).

§228.65

Proposed new §228.65, Residency, would include requirements for the residency clinical experience including the programmatic requirements to offer a residency certificate in which the program must provide candidates with one full school year of clinical teaching, to include in the first and last day of school, in a classroom with a qualified host teacher in the classroom teaching assignment(s) that matches the certification category sought by the candidate. It would also require that the residency include at minimum 750 hours in total with a minimum of 21 hours per week (§228.61(a)).

New subsection §228.65(b) would require that the instructional setting include one distinct field site, with some exceptions for candidates seeking more than one certification category, EC-12 certification, and/or a significant human resources concern, with a limit of two field placements. Exceptions would require documentation from both the EPP and partner district. Additionally, it

would require that a candidate is co-teaching as lead instructor for at least 400 hours of the residency program.

New subsection §228.65(c) would establish the requirements for determining a candidate's readiness for teaching, including requiring the EPP to manage candidate progress toward mastery of educator standards through administration of performance gates at least twice per semester, totaling at least four times a year. It would also require field supervisors to be responsible for assessing and evaluating candidate progression through the program.

New subsection §228.65 (d) would specify the circumstances under which a program would no longer need to provide ongoing support to a candidate.

New subsection §228.65 (e) would require the EPP, the district personnel, and the candidate to inform one another of their departure for any reasons stated in subsection (g) of this section.

New subsection §228.65 (f) would create the requirements for a candidate's eligibility for a residency certificate, including the requirements for issuance in §230.39(b), the program requirements in (a) through (c) of this section. Additionally, it would define the requirement for candidates to meet a proficient performance level for all pedagogical skill dimensions listed in subsection (f). The dimensions listed are the same as those in §150.1002 (relating to assessment of teacher performance), with the addition of the Instruction Dimension 2.3: Communication.

New subsection §228.65 (g) would define the requirements for successful completion of a residency, including proficiency in the educator standards and a shared recommendation from the host teacher, field supervisor and campus administrator. If there is no consensus on the recommendation, documentation of why the candidate is not being recommended for a certificate would be required to be submitted to the candidate and the field supervisor, host teacher and/or campus administrator.

§228.67

Proposed new §228.67, Clinical Teaching, includes language that currently exists in §228.35(e)(2)(A), Preparation Program Coursework and/or Training.

In proposed new §228.67(b)(1)(B) and (2)(B), the abbreviated clinical teaching allowed for maternity leave would be expanded as "parental leave" to include fathers in the interest of shared parental responsibility.

Proposed new §228.67(d), adds language that would require EPPs to structure the clinical teaching assignment in such a manner that candidates are provided co-teaching opportunities and additional experiences to have greater responsibility for the instruction being provided over the course of the clinical teaching assignment. This directly aligns with the requirement for the residency certification pathway that explicitly includes co-teaching and a gradual release of responsibility.

To clarify the obligation of EPPs toward candidates, proposed new §228.67(e) specifies that only the certification of the candidate, or the discharge, release or withdrawal of the candidate from the EPP relieve the EPP of the duty to support the candidate during clinical teaching.

§228.69

Proposed new §228.69, Clinical Teaching While Employed as Educational Aide, incorporates language that is currently in §228.35(k)(1)(A) and (B), Preparation Program Coursework and/or Training.

In proposed new §228.69(c), the abbreviated clinical teaching allowed for maternity leave would be expanded as “parental leave” to include fathers in recognition of shared parental responsibility.

§228.71

Proposed new §228.71, Exceptions to Clinical Teaching Requirement, includes language that currently exists in §228.35(e)(3), Preparation Program Coursework and/or Training. Proposed new §228.71(b) would set a time limit of September 15 for an EPP to request an exception to the clinical teaching requirement, to coincide with the existing requirement that an EPP submit a written report on the results of a clinical teaching exception by September 15. Proposed new §228.71(c)(3) would require TEA staff to present the EPP’s report to the SBEC to determine whether the exception should be renewed. This would give the SBEC an opportunity to decide whether to renew each exception each year rather than allowing the exceptions to continue indefinitely so long as the EPP submitted timely reports.

§228.73

Proposed new §228.73, Internship, incorporates language about the requirements for internships that currently exists in §228.35(e)(2)(B), Preparation Program Coursework and/or Training. Proposed new §228.73(a) requires EPPs to verify that a candidate participating in an internship holds an active intern or probationary certificate. This would incentivize EPPs to ensure that no candidate on an internship is in the classroom without a valid certificate.

Proposed new §228.73(g)(5) would require EPPs to request deactivation of the certificate of a late-hire candidate that failed to meet training requirements in a timely manner to parallel the requirement in proposed new §228.53(c), Late Hire Candidates. This would motivate EPPs ensure their candidates receive the required training timely and would prevent untrained educators from staying in Texas classrooms.

In proposed new §228.73(c), the abbreviated internship allowed for maternity leave would be expanded as “parental leave” to include fathers in recognition of shared parental responsibility.

§228.75

Proposed new §228.75, Clinical Experience for Candidate Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12, incorporates language that currently appears in §228.35(j)(2), Preparation Program Coursework and/or Training.

§228.77

Proposed new §228.77, Exemptions from Required Clinical Experiences for Classroom Teacher Candidates, is language that currently appears in §228.35(l), Preparation Program Coursework and/or Training.

Proposed new §228.77, Exemptions from Required Clinical Experiences for Classroom Teacher Candidates would include residency in existing exemptions included in subsections (a) and (b).

§228.79

Proposed new §228.79, Clinical Experience for Certification Other Than Classroom Teacher, incorporates language that currently appears in §228.35(e)(8), Preparation Program Coursework and/or Training. To clarify the obligation of EPPs toward candidates, proposed new §228.75(f) would specify that only the certification of the candidate, or the discharge, release, or withdrawal of the candidate from the EPP relieve the EPP of the duty to support the candidate during clinical teaching.

Subchapter F. Support for Candidates During Required Experiences**§228.81**

Proposed new §228.81, Mentors, Cooperating Teachers, Host Teachers and Site Supervisors, would set requirements for an EPP and campus/district's role to jointly assign a host teacher in subsection (a) and would establish the shared responsibility of the EPP and district/campus administrator to determine selection criteria and develop a shared selection process with a scoring rubric in subsection (b). New subsection (c) would require for internships or practicums that the mentor or site supervisor be assigned within three weeks and that a candidate not remain in a placement without an assigned mentor or site supervisor for that length of time. New subsection (d) would provide provisions for host teacher selection if there is not a host teacher to match the criteria for qualification. New subsection (e) would require the EPP to provide research-based training to the host teacher, and that an ESC or district entity may also provide that training with documentation.

Proposed new §228.81, Mentors, Cooperating Teachers, and Site Supervisors, contains language that currently exists in §228.35(f), Preparation Program Coursework and/or Training. Proposed new §228.81(e) adds a cross-reference to Figure §228.13(e)(1) that lists the evidence EPPs must retain and be prepared to show TEA staff during continuing approval reviews, so as to clarify what would suffice as "properly documented."

§228.83

Proposed new §228.83, Cooperating Teacher Qualifications and Responsibilities, would move the qualifications and responsibilities of a cooperating teacher that are currently set out in the definition of "cooperating teacher" in §228.2, Definitions, into a separate subsection for ease of reference.

The language in §228.83(a)(3) was updated from "assigned as a clinical teacher" to "assigned to the clinical teacher" to clarify the meaning and to parallel to language for the similar requirement for mentor teacher training.

§228.85

Proposed new §228.85, Host Teacher Qualifications and Responsibilities, would set requirements and duties for host teachers. Subsection (a) would define the requirements to include at least 3 creditable years of teaching (Chapter 153, Subchapter CC), recognition as an accomplished teacher, which may be demonstrated by at least three years with an appraisal rating of proficient or above proficient, evidence of student growth and achievement impact, and other dispositional criteria defined by the EPP and District partnership. Host teachers would be required to be trained by the EPP at least twice annually on best practices in coaching, mentoring, and co-teaching, could not already be assigned as a field supervisor, and would be required to hold a valid certificate in the certification category of the residency assignment. New subchapter (b) would describe the duties of a host teacher to include supporting the candidate's

development in a co-teaching model that allows for gradual release to the candidate to lead instruction, providing feedback and support on key dimensions such as classroom management and assessment, and reporting the candidate's progress during collaboration with the field supervisor at least monthly.

§228.87

Proposed new §228.87, Mentor Qualifications and Responsibilities, would move the qualifications and responsibilities of a mentor that are currently set out in the definition of "mentor" in §228.2, Definitions, into a separate subsection for ease of reference. New §228.87(a)(5) would provide additional specification that a mentor is trained within three weeks before or after the candidate's assignment start date.

§228.89

Proposed new §228.89, Site Supervisor Qualifications and Responsibilities, would move the qualifications and responsibilities of a site supervisor that are currently set out in the definition of "site supervisor" in §228.2, Definitions, into a separate subsection for ease of reference. New §228.89(a)(4) would provide additional specification that a site supervisor is trained within three weeks before or after the candidate's practicum start date.

§228.91

Proposed new §228.91, Field Supervisor Qualifications and Responsibilities, would set requirements for the qualifications and duties of a field supervisor. New subsection §228.91(a)(4) would require that field supervisors of residency candidates are trained annually by the EPP in coaching, candidate evaluation, and co-teaching strategies and participate in school and district trainings deemed important by the partnership. All other qualifications would remain consistent with field supervisor qualifications for all other candidates. New subsection §228.91(b) would include updated requirements for resident supervision in §228.91(b)(5), specifying that field supervisors must provide at least four 15-minute informal observations per semester, and per §228.91(b)(6) provide written feedback to the host teacher and campus supervisor. The field supervisor would also be required to collaborate with the host teacher bi-monthly and with the campus supervisor three times per semester through meetings or collaborative supports, which may be held virtually (§228.91(b)(9)).

Proposed new §228.91, Field Supervisor Qualifications and Responsibilities, would consolidate the qualifications and responsibilities of a field supervisor that are currently set out in the definition of "field supervisor" in §228.2, Definitions, with the requirements for field supervisors currently set out in §228.35(f), Preparation Program Coursework and/or Training into a separate subsection for clarity and ease of reference.

The language in §228.91(b)(1) was updated from TEA-approved "observation" training to TEA-approved "field supervisor" training because the rule applies to candidates pursuing Teacher certification and also candidates pursuing certification in non-teacher classes. The TEA-approved field supervisor training is different for field supervisors supporting Teacher Candidates and non-teacher candidates. The language was also updated to specify that the training provided by the EPP must be provided annually.

The language in §228.91(b)(4) was updated to clarify that all candidates completing the required clinical experience must be formally observed by a field supervisor.

The language in §228.91(b)(5) was updated to clarify that at minimum, field supervisors should provide candidates with informal coaching informed by the areas identified for improvement in the formal post-observation conference. The addition would clearly define instances in which informal feedback and coaching would be necessary and require programs to be responsive to candidate needs during the program and provide evidence of steps taken to actively respond to trends in candidate performance.

§228.93

Proposed new §228.93, Formal Observations for Candidates in Residency Assignments, would set requirements for formal observations of resident candidates. §228.93(a) would require the EPP to provide the first formal observation within the first six weeks of the residency assignment and §228.93(b) would require two in-person 45-minute formal observations per semester that include a pre- and post- observation conference with the candidate.

§228.95

Proposed new §228.95, Formal Observations for All Classroom Teacher Candidates for Initial Classroom Teacher Certification, would set out the requirements for formal observations that apply to all classroom teacher certification candidates regardless of their certification route for clarity and ease of reference. It would incorporate language that is currently in §228.35, Preparation Program Coursework and/or Training.

§228.97

Proposed new §228.97, Formal Observations for Candidates in Clinical Teaching Assignments, would set out the observation requirements that apply specifically to clinical teaching for clarity and ease of reference. It would incorporate language that is currently in §228.35, Preparation Program Coursework and/or Training.

§228.99

Proposed new §228.99, Formal Observations for Candidates in Internship Assignments, would set out the observation requirements that apply specifically to internships for clarity and ease of reference. It would incorporate language that is currently in §228.35, Preparation Program Coursework and/or Training.

§228.101

Proposed new §228.101, Formal Observations for Candidates Employed as Educational Aides, would set out the observation requirements for clarity and ease of reference that apply specifically to candidates seeking to do their clinical teaching while working as educational aides. It would incorporate language that is currently in §228.35(k), Preparation Program Coursework and/or Training.

§228.103

Proposed new §228.103, Support and Formal Observations for Candidates Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12, would set out the observation requirements that apply specifically to candidates seeking supplemental certification as a teacher of the visually impaired for clarity and ease of reference. It would incorporate language that is currently in §228.35(j), Preparation Program Coursework and/or Training. New §228.103(c)(3) would provide additional specification regarding when the pre-observation and post-observation activities would be conducted relative to the observation.

§228.105

Proposed new §228.105, Support and Formal Observations for Candidates Other Than Classroom Teacher, would consolidate the requirements for EPPs supporting candidates seeking certificates other than classroom teacher during the candidates' practicums for clarity and ease of reference. It would incorporate language that is currently in §228.35(h), Preparation Program Coursework and/or Training. New §228.105(b)(3) would provide additional specification regarding when the pre-observation and post-observation activities would be conducted relative to the observation.

Subchapter G. Complaints and Investigations**§228.111**

Proposed new §228.111, Complaints and Investigations Procedures, incorporates language that currently exists in §228.70, Complaints and Investigations Procedures with minor changes for grammar and clarity. The proposed rule would add a new requirement in §228.111(d)(4)(D) for TEA staff to provide written notice to the EPP under investigation when TEA staff closes an investigation after obtaining compliance from the EPP.

§228.113

Proposed new §228.113, Educator Preparation Program Responsibilities for Candidate Complaints, is language that currently exists in §228.70(b), Complaints and Investigations Procedures. It would be separated into its own subsection for clarity and ease of reference.

The citations in §228.113(c) and (d) were updated to correct a citation error that was a result of the chapter reorganization.

Attachment I presents the draft rule text of proposed new 19 TAC Chapter 228, Requirements for Educator Preparation Programs. Attachment II and III present the proposed repeal of 19 TAC Chapter 228, Requirements for Educator Preparation Programs and Figure: 19 TAC §228.10(b)(1).

NEXT STEPS:

TEA staff anticipates the need for additional stakeholder engagement following the July SBEC meeting and prior to the September SBEC meeting to inform proposed rules to be presented to the Board for discussion and action at the December SBEC meeting.

PUBLIC AND STUDENT BENEFIT: The public benefit to the proposal would be clear and better organized rules regarding educator preparation programs. The proposed repeal and new rules do not impose a cost on persons required to comply with the rules.

Staff Members Responsible:

Marilyn Cook, Senior Director, Educator Preparation and Certification
Jessica McLoughlin, Senior Director, Educator Quality
Melissa Yoder, Director of Quality Preparation and Staffing
Lorrie Ayers, Director of EPP Management, Educator Preparation and Certification
Ebony Love, Director of EPP Continuous Improvement

Attachments:

- I. Text of Proposed New 19 TAC Chapter 228, Requirements for Educator Preparation Programs
- II. Text of Proposed Repeal of 19 TAC Chapter 228, Requirements for Educator Preparation Programs
- III. Text of Proposed Repeal of Figure: 19 TAC §228.10(b)(1)
- IV. Summary of Additional Stakeholder Input Regarding Residency Pathway Components

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 228. Requirements for Educator Preparation Programs

Subchapter A. General Guidance

§228.1. General Provisions.

- (a) To ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of educators must be the joint responsibility of educator preparation programs (EPPs) and the Early Childhood-Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is required.
- (b) Consistent with the Texas Education Code, §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of EPPs to accommodate the unique characteristics and needs of different regions of the state as well as the diverse population of potential educators.

§228.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic year--If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) 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.
- (3) Alternative certification program--An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree from an accredited institution of higher education.
- (4) Analysis—examining teaching and/or instructional resources (e.g. student work samples, a video of teaching practices) to recognize key teaching practices enacted in a variety of ways, build understanding of the practice through repeated review, develop a shared vision for a teacher practice, and compare their own practice for improvement
- (5) Assignment Start Date—For an internship, the first day of instruction with students.
- (6) [(4)] Authentic School Setting—During the school day and the standard academic year including summer school; not to include professional development, extracurricular activities, work days when students are not present, and before- or after-school childcare or tutoring.
- (7) [(5)] Benchmarks--A record similar to a transcript for each candidate enrolled in an educator preparation program documenting the completion of admission, program, certification, and other requirements.
- (8) [(6)] Campus supervisor--A school administrator or designee responsible for the annual performance appraisal of an intern or a candidate pursuing a residency certificate.
- (9) [(7)] Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant.
- (10) Candidate coach—A person as defined in §228.39(b)(1) training and title (relating to Intensive Pre-Service) who participates in a minimum of four observation/feedback coaching cycles provided by program supervisors, completes a Texas Education Agency-approved observation training or has

completed a minimum of 150 hours of observation/feedback training, and has current certification in the class in which supervision is provided.

- (11) [(8)] Certification category--A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).
- (12) [(9)] Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title.
- (13) [(10)] 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 instructional setting. This term does not include an educational aide or a full-time administrator.
- (14) Clinical Experience—A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose where candidates demonstrate proficiency in the standards for the certificate sought and that may lead to completion of a standard certificate. Clinical experience includes clinical teaching, internship, practicum, and residency.
- (15) [(11)] Clinical teaching--A supervised teacher assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- (16) [(12)] Clock-hours--The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited institution of higher education is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.
- (17) [(13)] Contingency admission--Admission as described in §227.15 of this title (relating to Contingency Admission).
- (18) [(14)] Completer--A person who has met all the requirements of an approved educator preparation program. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer.
- (19) [(15)] Cooperating teacher--For a clinical teacher candidate, an educator who is jointly assigned by the educator preparation program (EPP) and campus administrator who supports the candidate during the clinical teaching experience.
- (20) Co-teaching— A practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.
- (21) [(16)] Educator preparation program--An entity that is approved by the State Board for Educator Certification to prepare and recommend candidates for certification in one or more educator certification classes.
- (22) Enactments— Opportunities to engage teacher candidates in sheltered/protected practice to develop a skill through such examples as: doing student work, role playing student interactions, coached lesson rehearsals, and peer run throughs of a proposed lesson. Candidates should have the opportunity to receive feedback on current practice and integrate feedback into future practices.
- (23) [(17)] Entity--The individual, corporation, partnership, institution of higher education (IHE), public school or school district that is approved to deliver an educator preparation program.
- (24) [(18)] Field-based experiences--Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood-Grade 12

- students, teachers, and faculty/staff members engaging in educational activities in an **authentic** school setting.
- (25) [(49)] Field supervisor--A currently certified educator, who preferably has advanced credentials, hired by the educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.
- (26) [(20)] Formal admission--Admission as described in §227.17 of this title (relating to Formal Admission).
- (27) [(24)] Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (28) Host teacher: for a teacher resident candidate, an educator who is jointly assigned by the Educator Preparation Program (EPP) and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement.
- (29) [(22)] Initial certification--The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.
- (30) **Intensive Pre-Service—An educator assignment supervised by an educator preparation program accredited and approved by the State Board for Educator Certification prior to a candidate meeting the requirements for issuance of intern and probationary certificates.**
- (31) [(23)] Intern certificate--A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has passed all required content pedagogy certification examinations and is completing requirements for initial certification through an approved educator preparation program.
- (32) [(24)] Internship--A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
- (33) [(25)] Late hire--An individual **who is both** accepted into an educator preparation program after the 45th day before the first day of instruction and hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.
- (34) Long term substitute—An individual that has served in place of a teacher of record in a classroom for at least 30 consecutive days; also referred to as a Permanent substitute.
- (35) [(26)] Mentor--For an internship candidate, an educator who is employed as a classroom teacher on the candidate's campus, and who is assigned to support the candidate during the internship experience.
- (36) [(27)] Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically based research.
- (37) **Performance task—An assessment in which the teacher candidate applies their learning and demonstrates a discrete set of skills, resulting in a tangible product or performance that serves as evidence of learning. The assessment must be evaluated using a standard rubric or set of criteria and must not include multiple-choice questions.**
- (38) [(28)] Post-baccalaureate program--An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree.
- (39) [(29)] Practicum--A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.

- (40) [(30)] Probationary certificate--A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.
- (41) Representations—artifacts and illustrations of instruction used to help teacher candidates see and analyze strong teaching practices. Representations expose teacher candidates to and build understanding of specific criteria of effective teacher practices, as well as deepen their content knowledge for teaching. May include teacher educator modeling, student work, videos and transcripts.
- (42) Residency –A supervised educator assignment for an entire school year through a partnership between an educator preparation program and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a residency certificate.
- (43) [(31)] School day--If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses but not including conference or duty-free lunch periods, professional development, or extracurricular activities.
- (44) [(32)] School year--If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.
- (45) [(33)] Site supervisor---For a practicum candidate, an educator who is assigned collaboratively by the campus or district administrator and the EPP, and who supports the candidate during the practicum experience.
- (46) [(34)] Students with disabilities--A student who is eligible to participate in a school district's special education program under Texas Education Code, §29.003, is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), or is covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).
- (47) [(35)] Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.
- (48) [(36)] 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.

§228.4. Declared State of Disaster.

If the governor declares a state of disaster consistent with the Texas Government Code, §418.014, Texas Education Agency staff may extend deadlines in this chapter for up to 90 days and decrease clinical teaching, internship, and practicum assignment minimums by up to 20 percent as necessary to accommodate persons in the affected disaster areas.

§228.6. Implementation Date.

The provisions of this chapter that were in effect on the date an educator preparation program (EPP) candidate was admitted to an EPP shall determine the program requirements applicable to that candidate.

Subchapter B. Approval of Educator Preparation Programs

§228.11. New Entity Approval.

- (a) An entity seeking initial approval to deliver an educator preparation program (EPP) shall attend a new applicant workshop conducted by Texas Education Agency staff and, by December 1st of the same year as the entity attends the workshop, submit an application with evidence indicating the ability to comply with

the provisions of this chapter, Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs), and Chapter 230 of this title (relating to Professional Educator Preparation and Certification).

- (1) The application will be in a format determined by the TEA and shall include all the following program components:
 - (A) ownership and governance of the EPP;
 - (B) criteria for admission to the EPP;
 - (C) EPP curriculum;
 - (D) EPP coursework and training, including ongoing support during clinical teaching, internship, and practicum experiences;
 - (E) assessment and evaluation of candidates for certification and EPP improvement;
 - (F) professional conduct of EPP staff and candidates;
 - (G) EPP complaint procedures;
 - (H) certification procedures;
 - (I) required submissions of information, surveys, and other accountability data; and
 - (J) as required under Texas Education Code (TEC) 21.0443(b)(1) and (2), instruction for all candidates in proactive instructional planning techniques and inclusive practices for all students throughout coursework and clinical experiences
- (2) Identification of the certificate class and up to five certificate categories within the certificate class requested for initial approval.
- (3) evidence the proposed program has staff with the knowledge and expertise to support individuals in each certificate class and category being requested.
- (b) Texas Education Agency (TEA) staff will review the proposal and conduct a pre-approval site visit.
- (c) TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the entity should be approved.
- (d) A post-approval site visit will be conducted after the end of the first academic year in which the entity reports completers to TEA in accordance with §229.3 of this title (relating to Required Submissions of Information, Surveys, and Other Data).
- (e) All EPPs must be implemented as approved by the SBEC.
- (f) An individual or entity seeking approval from the SBEC as an educator preparation program must have at least one physical location open for business in the State of Texas.

§228.13. Continuing Entity Approval.

- (a) An entity approved by the SBEC under this chapter shall be reviewed at least once every five years; however, a review may be conducted at any time at the discretion of the TEA staff.
- (b) To conduct the five-year review, TEA staff may conduct either:
 - (1) an onsite visit, in which TEA staff go in person to an entity's physical location to review the entity's evidence of compliance, or
 - (2) a desk review, in which TEA staff review the entity's evidence of compliance remotely.
- (c) To efficiently administer and implement the SBEC's purpose under this chapter and the TEC, TEA staff may use the following risk factors to determine the need for discretionary reviews and the type of five-year reviews:
 - (1) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:

- (A) the seriousness of any violation of a rule, standard, or procedure;
 - (B) whether the violation resulted in an action being taken against the program;
 - (C) whether the violation was promptly remedied by the program;
 - (D) the number of alleged violations; and
 - (E) any other matter considered to be appropriate in evaluating the program's compliance history;
- (2) whether the program meets the accountability standards under TEC, §21.045; and
 - (3) whether a program is accredited by other organizations.
- (d) When a program consolidates with another program as described in §228.21 of this chapter, (relating to Program Consolidation or Closure), TEA staff will conduct a review of the surviving program within one year of the effective date for the consolidation.
- (e) The entity under review must pay the fee for the continuing approval review, as set out in §229.9 of this title (relating to Fees for Educator Preparation Program Approval), prior to the start date of the review.
- (f) At the time of the review, the entity shall submit to the TEA staff a status report regarding its compliance with existing standards and requirements for EPPs, and documentary evidence of its compliance. To determine whether the entity's evidence of compliance is sufficient, TEA staff shall use the rubric in the figure provided in this paragraph. 80% of the records reviewed must be compliant with applicable requirements in TAC and TEC.
- Figure: 19 TAC §228.13(f)(1)**
- (g) An EPP is responsible for establishing procedures and practices to ensure the security of information against unauthorized or accidental access, disclosure, modification, destruction, or misuse prior to the expiration of the retention period. Unless specified otherwise, the entity must retain evidence of compliance described in the figure in paragraph (f) of this subsection for a period of five years. The entity shall retain documents that evidence a candidate's eligibility for admission to the program, and all evidence of a candidate's completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program.

§228.15. Additional Approval.

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

- (2) Texas Education Agency (TEA) staff will review the proposal and shall recommend to the State Board for Educator Certification (SBEC) whether the residency program should be approved.
- (3) A post-approval site visit will be conducted after the end of the first academic year in which the program reports residency completers to TEA in accordance with §229.3 of this title (relating to Required Submissions of Information, Surveys, and Other Data).
- (c) Addition of certificate categories and classes.
- (1) An EPP that is rated "accredited" may request the addition of a certificate class that has not been previously approved by the SBEC but must present a complete application in a form developed by the TEA staff for consideration and approval by the SBEC. The application at minimum must include the components identified in 228.11(a)(1) (regarding New Entity Approval) and must document evidence the EPP has the staff who have the knowledge and expertise to support individuals participating in the certificate class being requested.
- (2) An EPP that is rated "accredited," as provided in §229.4 of this title (relating to Determination of Accreditation Status), may request additional certificate categories be approved by TEA staff if the requested additional certificate categories are within the classes of certificates for which the EPP has been previously approved by the SBEC, by submitting an application in a form developed by TEA staff. The application shall include, at minimum, the curriculum matrix, a description of how the educator standards for the certificate are incorporated into the coursework and training; and documentation showing that the program has the staff knowledge and expertise to support individuals participating in the certificate category being requested. The curriculum matrix must include the educator standards, the test framework competencies, the applicable Texas Essential Knowledge and Skills, course and/or module names, and the benchmarks and assessments used to measure mastery of the standards and competencies and candidate progress through coursework.
- (3) An EPP rated "accredited " and currently approved to offer a certificate for which the SBEC is changing the grade level of the certificate may request to offer the preapproved category at different grade levels if the requested additional certificate categories are within the classes of certificates for which the EPP has been previously approved by the SBEC, by submitting an application in a form developed by the TEA staff that shall include, at a minimum, a modified curriculum matrix that includes:
- (A) the educator standards,
- (B) test framework competencies,
- (C) course and/or module names, and
- (D) the benchmarks and assessments used to measure successful program progress.
- (4) An EPP that has an accreditation status listed in 19 Tex. Admin. Code Sec. 229.4 other than "accredited" may not apply to offer additional certificate categories or classes of certificates.
- (d) An EPP that is rated "accredited," may open additional locations, provided the program informs TEA staff of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location. Additional program locations must operate in accordance with the program components under which the program has been approved to operate. An EPP that has an accreditation status listed in 19 Tex. Admin. Code Sec. 229.4 other than "accredited" may not open additional locations.

§228.17. Limitations on Educator Preparation Program Amendments.

- (a) An EPP that is rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 60 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment to its program on a letter signed by the EPP's legal authority or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment.
- (b) An EPP that is not rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 120 days prior to implementing the amendments. An EPP

must submit notification of a proposed amendment on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment. The EPP will be notified in writing of the approval or denial of its proposal within 60 days following the receipt of the notification by the TEA staff.

§228.19. Contingency of Approval.

- (a) Approval of an EPP by the SBEC, including each specific certificate class and category, is contingent upon approval by other lawfully established governing bodies such as the Texas Higher Education Coordinating Board, boards of regents, or school district boards of trustees.
- (b) Continuing EPP approval is contingent upon compliance with superseding state and federal law.

Subchapter C. Changes to Educator Preparation Program Entity

§228.21. Program Consolidation or Closure.

- (a) An educator preparation program (EPP) that is consolidating, or closing, whether as an entire program or only for specific individual certification categories or classes and whether voluntarily or by order of the SBEC, must comply with the following procedures to ensure that all issues relevant to EPP consolidation or closure have been addressed.
 - (1) The EPP shall submit a letter on official letterhead to Texas Education Agency (TEA) staff signed by the legal authority of the EPP that contains a formal statement of consolidation or closing with a specified effective date for consolidation or closure at least 90 days and no more than 270 days after the date of the letter.
 - (2) The legal authority of the EPP shall meet with TEA staff weekly between the date of the notice letter in subsection (1) and the date of closure.
 - (3) The EPP shall contact the following types of candidates, either in the entire program or in the impacted certification category or class depending on the scope of the closure, with notification of consolidation or closure and the steps candidates must take in relation to their status, and shall maintain evidence of the attempts to notify each candidate:
 - (A) currently enrolled candidates;
 - (B) candidates who have been enrolled within the previous five years; and
 - (C) completers within the previous five years.
 - (4) The EPP shall not admit candidates or recommend candidates for an intern or probationary certificate within one year of its closure date.
 - (5) The EPP shall identify approved EPPs to provide test approval and standard certification recommendations for completers at the closing EPP.
 - (A) The closing EPP shall provide its candidates with a list of approved EPPs that can continue to support completers through test approval and standard certification.
 - (B) To expedite candidates' transfer to other programs, the closing EPP shall provide each candidate with appropriate documentation, such as a transcript or transfer form, reflecting all program requirements the candidate has met.
 - (6) For five years after an EPP's closure, the EPP must identify and keep current a representative's name, electronic mail address, and telephone number to provide access to candidate records and responses to former candidate's questions and/or issues. If an EPP is consolidating, the candidate records will transfer to the new EPP.
 - (7) The EPP must complete required State Board for Educator Certification (SBEC) and TEA actions, including required submissions of information, surveys, and other accountability data; removal of security accesses; reconciliation of certification recommendations; and payment of the Accountability System for Educator Preparation Programs technology fee as specified in

§229.9[(7)] of this title (relating to Fees for Educator Preparation Program Approval and Accountability).

- (b) The chief operating officer, legal authority, or a member of the governing body of an EPP that fails to comply with the consolidation or closure procedures in this section is not eligible to apply for SBEC approval to offer an educator preparation program.
- (c) The chief operating officer, legal authority, or a member of the governing body of an EPP that closes voluntarily due to pending TEA or SBEC action or involuntarily due to SBEC action is not eligible to apply for SBEC approval to offer an educator preparation program.
- (d) If an EPP is consolidating or closing only individual certification classes or categories and fails to comply with the consolidation procedures in this section, TEA staff may make a recommendation that the SBEC impose sanctions affecting the new EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval).
- (e) If an EPP violates any of the requirements as prescribed in subsection (a)(1)-(7) of this section, TEA staff shall recommend revocation of the EPP's continuing approval to prepare and recommend candidates for certification in accordance with §229.6(c) of this title.

§228.23. Change of Ownership and Name Change.

- (a) An educator preparation program (EPP) that changes ownership shall notify the Texas Education Agency (TEA) staff of the change of ownership in writing within 10 days of the change.
- (b) A change of ownership is any agreement to transfer the control of an EPP. The control of an EPP is considered to have changed:
 - (1) in the case of ownership by an individual, when more than 50% of the EPP has been sold or transferred;
 - (2) in the case of ownership by a partnership or a corporation, when more than 50% of the owning partnership or corporation has been sold or transferred; or
 - (3) in the case of ownership by a board of directors, officers, shareholders, or similar governing body, when more than 50% of the ownership has changed.
- (c) An EPP that is not a four-year college or university may not change its name unless it has notified TEA of a change of ownership within the preceding 90 days and has an SBEC accreditation status of "Accredited" or "Accredited--Not Rated." The EPP shall notify TEA staff of the name change in writing.
- (d) An EPP that is a four-year college or university may change its name if the EPP has notified TEA that the entire college or university has changed its name.
- (e) An EPP shall annually report to the SBEC all names that the EPP has done business as during the preceding year. TEA shall make EPPs' doing-business-as names available to the public on the TEA website as consumer information.
- (f) TEA staff shall recommend an accreditation status of "Accredited--Probation" in accordance with §229.4(e)(2) of this title (relating to Determination of Accreditation Status) for any EPP that fails to notify TEA staff timely regarding a change in ownership or a change of program name.

§228.25. Governance of Educator Preparation Programs.

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

- approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee.
- (c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.
- (d) For EPPs that the SBEC has approved to offer a residency program under §228.65 of this chapter (relating to Residency), the EPP must meet at least quarterly with district and campus administrators of the school district with which the EPP has partnered, including the campus supervisors of all the EPP's current residency candidates, to review data including performance data for the EPP's current residency candidates and to make programmatic decisions or changes to implement continuous improvement of the EPP's residency program.
- (e) For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments.

Subchapter D. Required Educator Coursework and Training

§228.31. Minimum Educator Preparation Program Obligations to All Candidates

- (a) Each educator preparation program (EPP) must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or internship or, if a late hire, by the specified deadline in the late hire provision.
- (b) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. The exit policy must identify a point of dismissal for inactive candidates. University-based EPPs may adopt their institution policy. An inactive candidate is one who is no longer completing coursework, training, and testing requirements with an EPP and is not a completer of the EPP.
- (c) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish benchmarks and structured assessments of the candidate's progress throughout the EPP and provide support and interventions to each candidate based on the benchmark and structured assessment results.
- (d) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate examination(s) required for certification. An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct.
- (e) The EPP shall grant test approval when the EPP determines the candidate is ready, or if the candidate is a completer. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed all requirements of the EPP or if the candidate has returned to the EPP for test approval five or more years following the academic year of completion of all program requirements.
- (f) Upon the written request of the candidate, an EPP may prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted to the EPP only if:
- (1) the candidate would meet the requirements for admission under §227.10 of this title (relating to Admission Criteria) in the requested certificate category;
 - (2) the EPP provides coursework and training in the educator standards and test framework competencies related to the requested certificate category; and

- (3) the EPP ensures that the candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for the requested certificate category.
- (g) An EPP shall not grant test approval for a certification examination until a candidate has met all of the requirements for admission to the EPP and has been contingently or formally admitted into the EPP.
- (h) An EPP shall ensure that candidates complete all coursework and training and complete a successful clinical experience prior to identifying the candidate as a completer and recommending standard certification. Candidates for teacher certification that meet one of the requirements in §228.77 of this chapter (relating to Exemptions from Required Clinical Experiences for Classroom Teacher Candidates) are exempt from completing the required clinical experience.
- (i) [(f)] An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program.
- (j) [(k)] During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

§228.33. Preparation Program Coursework and/or Training for All Certification Classes.

- (a) An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the assignment.
- (b) Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate-focused, and include multiple performance tasks that require candidates to demonstrate proficiency in the educator standards and test framework competencies related to the certificate class or category sought
- (c) The EPP shall use evaluative tools aligned to the educator standards and test framework competencies to assess candidate performance and mastery.
- (d) All coursework and/or training shall be completed prior to an EPP identifying a candidate as a completer and recommending standard certification.
- (e) Coursework and training that is offered online must meet criteria set for accreditation, quality assurance, and/or compliance with one or more of the following:
- (1) Accreditation or Certification by the Distance Education Accrediting Commission;
 - (2) Program Design and Teaching Support Certification by Quality Matters;
 - (3) Part 1, Chapter 4, Subchapter P, of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or
 - (4) Part 1, Chapter 7 of this title (relating to Degree Granting Colleges and Universities Other than Texas Public Institutions).

§228.35. Substitution of Applicable Experience and Training.

Each EPP must develop and implement specific criteria and procedures that allow:

- (a) military service member or military veteran candidates to credit verified military service, training, clinical and professional experience, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; and
- (b) candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.

§228.37. Coursework and Training for Classroom Teacher Candidates.

- (a) An EPP shall provide each candidate seeking an initial classroom teacher certification with a minimum of 300 clock-hours of coursework and/or training, including required pre-service coursework and training under §228.41 of this chapter (relating to Pre-Service Coursework and Training for Classroom Teacher Candidates).
- (b) An EPP shall provide a minimum of 200 clock-hours of coursework and/or training for a candidate seeking a Trade and Industrial Workforce Training certificate as specified by §233.14(e) of this title (relating to Career and Technical Education).

§228.39. Intensive Pre-Service.

- (a) To offer intensive pre-service, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an intern certificate:
- (1) a four-week minimum intensive program;
 - (2) a minimum of 12 instructional days with one hour of supervised instruction per day;
 - (3) a minimum of four face-to-face observation/feedback coaching cycles provided by qualified coaches with observations that are a minimum of 15 minutes and coaching meetings that are a minimum of 30 minutes; and
 - (4) the requirements regarding coursework and/or training for a candidate seeking initial certification in the classroom teacher certification class as specified in §228.41(b)(1) and (2) [~~§228.33(b)(1) and (2)~~] of this title (relating to Preparation Program Coursework and/or Training).
- (b) An EPP offering intensive pre-service shall ensure that:
- (1) a candidate coach participates in a minimum of four observation/feedback coaching cycles provided by program supervisors and ongoing training;
 - (2) a candidate coach completes a TEA-approved observation training or has completed a minimum of 150 hours of observation/feedback training; and
 - (3) a candidate coach shall have a current certification in the class in which supervision is provided.
- (c) A candidate participating in intensive pre-service will be eligible for an intern certificate by completing:
- (1) the requirements as prescribed in §230.36(f) of this title (relating to Intern Certificates);
 - (2) programmatic requirements under subsection(a)(1)-(4) of this section;
 - (3) the requirements of the following proficiencies in §150.1002 of this title (relating to Assessment of Teacher Performance) for pedagogical skills that are used by the program and approved by the state and meet all of the following performance level measures:
 - (A) Developing performance level on Planning Dimension 1.1: Standards and Alignment;
 - (B) Developing performance level on Planning Dimension 1.2: Data and Assessment;
 - (C) Developing performance level on Instruction Dimension 2.1: Achieving Expectations;
 - (D) Developing performance level on Instruction Dimension 2.2: Content Knowledge and Expertise;
 - (E) Developing performance level on Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures;
 - (F) Developing performance level on Learning Environment Dimension 3.2: Managing Student Behavior;
 - (G) Developing performance level on Learning Environment Dimension 3.3: Classroom Culture;

- (H) Proficient performance level on Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics;
 - (I) Developing performance level on Professional Practices and Responsibilities Dimension 4.2: Goal Setting; and
 - (J) Developing performance level on Professional Practices and Responsibilities Dimension 4.3: Professional Development.
- (d) A candidate participating in intensive pre-service will be eligible for a probationary certificate as prescribed in §230.37(f) of this title (relating to Probationary Certificates).
- (e) The provisions in this subchapter apply to an applicant who is admitted to an EPP intensive pre-service on or after January 1, 2020.

§228.41. Pre-Service Coursework and Training for Classroom Teacher Candidates.

Unless a candidate qualifies as a late hire under §228.53 (relating to Late Hire Candidates), a candidate shall complete the following prior to any clinical teaching or internship:

- (a) a minimum of 30 clock-hours of field-based experiences, as described in §228.43 of this chapter (relating to Pre-Service Field-Based Experiences for Classroom Teacher Candidates); and
- (b) 150 clock-hours of coursework and/or training as prescribed in §228.55 of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency through performance tasks in:
 - (1) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
 - (2) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
 - (3) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
 - (4) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
 - (5) organizing a safe, accessible, and efficient classroom;
 - (6) establishing, communicating, and maintaining clear expectations for student behavior;
 - (7) leading a mutually respectful and collaborative class of actively engaged learners;
 - (8) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
 - (9) reflecting on his or her practice;
 - (10) effectively communicating with students, families, colleagues, and community members;
 - (11) proactive instructional planning techniques and inclusive practices for all students, including students with disabilities; and
 - (12) using open education resource instructional materials included on the list of approved instructional materials maintained by the State Board of Education under TEC 31.022, in each subject area and grade level covered by the certification category.

§228.43. Pre-Service Field-Based Experiences for Classroom Teacher Candidates.

- (a) An EPP shall require each candidate to complete field-based experiences in a variety of authentic school settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.

- (b) For initial certification in the classroom teacher certification class, each EPP shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship, clinical teaching, or residency.
- (c) Field-based experiences must include 15 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities which must include all of the following:
- (1) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose, including all Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC);
 - (2) instruction by content certified teachers;
 - (3) actual students in classrooms/instructional settings with identity-proof provisions;
 - (4) content or grade-level specific classrooms/instructional settings; and
 - (5) written reflection of the experience that:
 - (A) is guided by the EPP;
 - (B) is unique from the other reflections;
 - (C) includes a detailed reflection of each field-based experience; and
 - (D) identifies educational practices observed.(E) The time spent writing the written reflection does not count towards the required 15 clock-hours for field-based experiences.
- (d) Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method. Field-based experience provided by use of electronic transmission or other video or technology-based method must include:
- (1) direction of the EPP;
 - (2) authentic school settings in an accredited public or private school;
 - (3) instruction by content certified teachers;
 - (4) actual students in classrooms/instructional settings with identity-proof provisions;
 - (5) content or grade-level specific classrooms/instructional settings; and
 - (6) written reflection of the experience that:
 - (A) is guided by the EPP;
 - (B) is unique from the other reflections;
 - (C) includes a detailed reflection of each field-based experience; and
 - (D) identifies educational practices observed.(E) The time spent writing the written reflection does not count towards the required 15 clock-hours for field-based experiences.
- (e) Up to 15 clock-hours of field-based experience may be satisfied by serving as a long-term substitute (as defined in 228.2 of this title) either after the candidate's admission to an EPP or during the two years before the candidate's admission to an EPP. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for the purpose by the TEA.
- (f) An EPP may apply to use a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience in accordance with §228.63(f) [~~§228.57(f)~~] of this subchapter, (relating to Locations for Required Clinical Experiences).

§228.45. Coursework and Training Requirements for Early Childhood: Prekindergarten-Grade 3 Certification.

- (a) In support of the educator standards that are the curricular basis of the Early Childhood: Prekindergarten-Grade 3 certificate, an EPP shall integrate the following concepts and themes throughout the coursework and training:
- (1) using planning and teaching practices that support student learning in early childhood, including:
 - (A) demonstrating knowledge and skills to support child development (birth-age eight) in the following areas:
 - (I) brain development;
 - (II) physical development;
 - (III) social-emotional learning; and
 - (IV) cultural development;
 - (B) demonstrating knowledge and skills of effective, research supported, developmentally appropriate instructional approaches to support young students' learning, including, but not limited to:
 - (I) intentional instruction with clear learning goals;
 - (II) project-based learning;
 - (III) child-directed inquiry;
 - (IV) learning through play; and
 - (V) integration of knowledge across content areas;
 - (C) demonstrating knowledge and skills in implementing instruction tailored to the variability in learners' needs, including, but not limited to, small group instruction;
 - (D) demonstrating knowledge and skills in early literacy development and pedagogy, including:
 - (I) demonstrating effective ways to support language development, particularly oral language development, including, but not limited to, growth in academic vocabulary, comprehension, and inferencing abilities; and
 - (II) demonstrating effective ways to support early literacy development, including letter knowledge, phonological awareness, early writing, and decoding;
 - (E) demonstrating knowledge and skills in early mathematics and science development and pedagogy;
 - (F) demonstrating knowledge and skills in developing and implementing pedagogical approaches for students who are English learners and/or bilingual; and
 - (G) demonstrating knowledge and skills in developing and implementing pedagogical approaches for students who have or are at risk for developmental delays and disabilities;
 - (2) assessing the success of instruction and student learning through developmentally appropriate assessment, including:
 - (A) demonstrating knowledge of multiple forms of assessment, the information that each form of assessment can provide about a student's learning and development, and how to conceive, construct, and/or select an assessment aligned to standards that can demonstrate student learning to stakeholders;
 - (B) demonstrating knowledge in how to use assessments to inform instruction to support student growth; and
 - (C) demonstrating knowledge and application of children's developmental continuum in the analysis of assessment results utilizing a variety of assessment types to gain a full understanding of students' current development and assets;

- (3) creating developmentally appropriate learning environments, including:
 - (A) demonstrating knowledge and skills in supporting learners' development of self-regulation and executive function (e.g., behavior, attention, goal setting, cooperation);
 - (B) demonstrating knowledge and skills in designing, organizing, and facilitating spaces for learning, particularly small group learning, in both indoor and outdoor contexts; and
 - (C) demonstrating knowledge and skills in developing learning environments that support English learners' development, including structures to support language development and communication;
- (4) working with families, students, and the community through:
 - (A) teacher agency and teacher leadership;
 - (B) research-based family engagement practices;
 - (C) understanding the capabilities of students through parent and community input; and
 - (D) the development and modeling of responsive relationships with children; and
- (5) using a diversity and equity framework, such as:
 - (A) demonstrating knowledge and skills in creating early learning communities that capitalize on the cultural knowledge and strengths children bring to the classroom;
 - (B) demonstrating knowledge and skills in creating an early learning environment that reflects the communities in which they work; and
 - (C) demonstrating knowledge and skills in how to access the knowledge children and families bring to school.
- (b) An EPP shall provide each candidate who holds a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the applicant to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3 with a minimum of 150 clock-hours of coursework and/or training that is directly aligned to the educator standards as specified in Chapter 235, Subchapter B, of this title (relating to Elementary School Certificate Standards), and that is based on the concepts and themes specified in subsection (a) of this section. A clinical teaching, internship, or practicum assignment is not required for completion of program requirements.
- (c) An EPP shall provide each candidate who holds a valid standard, provisional, or one year classroom teacher certificate specified in §230.31 of this title in a certificate category that does not allow the candidate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3 coursework and/or training as specified in §228.33 of this subchapter, (relating to Preparation Program Coursework and/or Training for All Certification Classes), and §228.37 of this subchapter, (relating to Coursework and Training for Classroom Teacher Candidates of this section) that is directly aligned to the educator standards as specified in Chapter 235, Subchapter B, of this title and that is based on the concepts and themes specified in subsection (a) of this section. An EPP shall also provide each such candidate as stated in the preceding sentence a clinical experience as specified in §228.61 of this chapter, (relating to Required Clinical Experiences for Classroom Teacher), a mentor or cooperating teacher as specified in Subchapter E of this chapter, (relating to Educator Candidate Clinical Experiences), and ongoing support as specified in Subchapter F of this chapter, (relating to Support for Candidates During Required Clinical Experiences).

§228.47 Coursework and Training Requirements for Bilingual Special Education Certification.

In support of the educator standards that are the curricular basis of the Bilingual Special Education certificate, an EPP shall integrate the following concepts and themes in a course of instruction that requires candidates to practice and demonstrate skills including:

- (a) the foundations of bilingual, multicultural, and second language special education;
- (b) providing individualized education programs for students of limited English proficiency with disabilities;
- (c) providing assessment of students with limited English proficiency with and without disabilities;

- (d) developing teaching methods to recognize the intellectual, developmental, and emotional needs of students in dual language and transitional bilingual education settings;
- (e) teaching fundamental academic skills, including reading, writing, and mathematics, to students of limited English proficiency; and
- (f) creating partnerships with families and school professionals.

§228.49. Coursework and Training Requirements for a Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12.

An EPP must provide a minimum of 300 clock hours of coursework and/or training related to the educator standards for the Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12 certificate adopted by the SBEC.

§228.51. Coursework and Training for Non-Teacher Candidates.

- (a) An EPP shall provide coursework and/or training to ensure that the educator is effective in the assignment.
- (b) An EPP shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the educator standards for the applicable certification class in §239.15 of this title (relating to Standards Required for the School Counselor Certificate), §239.55 of this title (relating to Standards Required for the School Librarian Certificate), §239.84 of this title (relating to Standards Required for the Educational Diagnostician Certificate), §239.93 of this title (relating to Standards Required for the Reading Specialist Certificate), §239.93 of this title (relating to Standards Required for the Reading Specialist Certificate), §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate), or §242.15 of this title (relating to Standards Required for the Superintendent Certificate).

§228.53. Late Hire Candidates

- (a) A late hire for a school district teaching position may begin employment under an intern or probationary certificate before completing the pre-internship requirements under §228.43(c) and §228.41 [~~§228.37(c) and §228.55~~] but shall complete these requirements within 90 business days of the hire date.
- (b) With appropriate documentation such as certificate of attendance, sign-in sheet, or other written school district verification, 50 clock-hours of pre-internship training required in (a) may be provided by a school district and/or campus that is an approved Texas Education Agency (TEA) continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in the Texas Education Code (TEC), §21.451 (Staff Development Requirements) and must be directly related to the certificate being sought.
- (c) A candidate that does not complete the pre-internship requirements under §228.43(c) and §228.41 [~~§228.37(c) and §228.55~~] within 90 business days of the hire date is not qualified for the intern or probationary certificate. The EPP shall then notify TEA staff to deactivate the intern or probationary certificate in accordance with §228.73(h)(2) [~~§228.65(h)(2)~~].

§228.55. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
 - (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:

- (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students;
 - (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
 - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
 - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;
 - (5) the importance of building strong classroom management skills;
 - (6) the framework in this state for teacher and principal evaluation;
 - (7) appropriate relationships, boundaries, and communications between educators and students;
 - (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
 - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
 - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;
 - (C) cover best practices in:
 - (i) assessing students receiving virtual instruction, based on academic progress; and
 - (ii) implementing a virtual learning curriculum; and
 - (D) include resources to address any deficiencies identified by the digital literacy evaluation; and
 - (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1)(1)-(3).
 - (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board of Education under TEC 31.022 in each subject area and grade level covered by the candidate's certification category, as required under TEC 21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC 28.0062(a-1), into foundational skills reading instruction, as required under TEC 21.044(h).
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:
- (1) the relevant TEKS, including the English Language Proficiency Standards;
 - (2) reading instruction, including instruction that improves students' content-area literacy;
 - (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

- (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).
- (e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:
- (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
 - (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
 - (3) Science of Teaching Reading Standards.
- (f) For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

Subchapter E. Educator Candidate Clinical Experiences

§228.61. Required Clinical Experiences for Classroom Teacher

- (a) To prepare a candidate for initial certification in the classroom teacher certification class, an educator preparation program shall provide the candidate one of the following:
- (1) clinical teaching that meets the standards in §228.67 of this title (relating to Clinical Teaching); or
 - (2) a clinical teaching option that is approved by the SBEC through an exception request under §228.71 (relating to Exceptions to the Clinical Teaching Requirement); or
 - (3) an internship that meets the requirements of §228.73 of this title (relating to Internship).
 - (4) a residency that meets the requirements of §228.65 of this title (relating to Residency)
- (b) Candidates participating in an internship or a clinical teaching assignment must experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching or an internship, they must be provided through field-based experiences.

§228.63. Locations for Required Clinical Experiences.

- (a) An internship, clinical teaching, [ø] practicum, or residency experience must take place in-person in a PK-12 school setting rather than a distance learning lab or virtual school setting.
- (b) An internship, [ø] clinical teaching, or residency experience for certificates that include early childhood may be completed at a Head Start Program with the following stipulations:
1. a certified teacher is available as a trained mentor;
 2. the Head Start program is affiliated with the federal Head Start program and approved by the TEA;
 3. the Head Start program teaches three- and four-year-old students; and
 4. the state's prekindergarten curriculum guidelines are being implemented.

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

- (C) candidate becomes the primary caretaker for a family member residing out of country; or
 - (D) candidate or spouse transfer of employment.
2. The application shall identify the circumstances that necessitate the request to complete clinical teaching, ~~or a~~ practicum, or residency outside of the United States and be in a form developed by the TEA staff and shall include, at a minimum:
- (A) the same provisions required in subparagraph (e)(2) of this paragraph for schools located within any state or territory of the United States;
 - (B) a description of the on-site program personnel and program support that will be provided;
 - (C) a description of any risks to candidate or supervising personnel associated with placement in the country specified in the application and options for mitigating risks; and
 - (D) a description of the school's recognition by the U.S. State Department Office of Overseas Schools.

§228.65. Residency

- (a) To offer a residency, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing a residency certificate:
- 1. the residency must include a minimum of one full school year of clinical experience, to include the first and last instructional days with students, in a classroom supervised by a host teacher in the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP;
 - 2. the residency clinical experience must meet a minimum of 750 hours in total, with a minimum of 21 hours per week. The hours include intermissions and recesses but do not include conference and duty-free lunch periods; and
 - 3. the beginning date of a residency clinical experience for the purpose of field supervision is the first day of instruction with students in the school or district in which the residency takes place.
- (b) An EPP offering a residency shall ensure that:
- (1) residency candidates are assigned to one distinct field site for the duration of the residency. EPPs may allow exceptions, with a documented process for candidates seeking certification in more than one certification category, candidates seeking certification in EC-12 certification categories, and candidates with reasonable human resources concerns. **The program and the district must both sign documentation that the benefits of two placements outweighs the consequence of not assigning one distinct field placement.** Candidates who receive exceptions shall be placed in no more than two distinct field sites; and
 - (2) during the course of the residency, the residency candidate shall engage in increased responsibility for student instruction, including coteaching and leading classroom instruction for at least 400 hours.
- (c) In addition to the benchmarks and structured assessments required under §228.31(c) of this chapter (relating to Minimum Educator Preparation Program Obligations to All Candidates), the EPP shall manage and support candidate progression through the dimensions described in 228.65(f) and determine readiness to proceed to the next level of increased responsibility for student instruction during the residency, including establishing performance gates with performance tasks observed and evaluated by the field

supervisor that require residency candidates to demonstrate mastery of certain educator standards to progress to the next level of responsibility for student instruction. Performance gates must be conducted at least four times a year and occur at least twice per semester.

- (d) The EPP must provide ongoing support to a candidate as described in Subchapter F of this chapter for the full term of the residency, unless, prior to the expiration of that term:
- (1) the candidate resigns or is terminated by the school or district;
 - (2) the candidate is discharged or is released from the EPP;
 - (3) the candidate withdraws from the EPP; or
 - (4) the residency assignment does not meet the requirements described in this subchapter.
- (e) If the candidate leaves the residency assignment for any of the reasons identified in subsection (d) of this section, the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment.
- (f) A candidate participating in a residency will be eligible for a residency certificate by completing all of the following:
- (1) the requirements as prescribed in §230.39(b) of this title (relating to Residency Certificates);
 - (2) programmatic requirements under subsections (a)-(c) of this section;
 - (3) the requirements of the following proficiencies in §150.1002 of this title (relating to Assessment of Teacher Performance) for pedagogical skills that are used by the program and approved by the state and meet the Proficient performance level measure in each Dimension:
 - (A) Planning Dimension 1.1: Standards and Alignment;
 - (B) Planning Dimension 1.2: Data and Assessment;
 - (C) Instruction Dimension 2.1: Achieving Expectations;
 - (D) Instruction Dimension 2.2: Content Knowledge and Expertise;
 - (E) Instruction Dimension 2.3: Communication;
 - (F) Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures;
 - (G) Learning Environment Dimension 3.2: Managing Student Behavior;
 - (H) Learning Environment Dimension 3.3: Classroom Culture;
 - (I) Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics;
 - (J) Professional Practices and Responsibilities Dimension 4.2: Goal Setting; and
 - (K) Professional Practices and Responsibilities Dimension 4.3: Professional Development.

(g) A residency is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor, host teacher, and campus supervisor recommend to the EPP that the candidate should be recommended for a residency certificate. If the field supervisor, host teacher, or campus supervisor do not recommend that the candidate should be recommended for a residency certificate, the person who does not recommend the candidate must provide documentation (e.g. evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies, etc.) supporting the lack of recommendation to the candidate and the field supervisor, the host teacher, or the campus supervisor.

§228.67. Clinical Teaching.

(a) A candidate for initial certification as a classroom teacher must have a clinical teaching assignment for each subject area in which the candidate is seeking certification.

(b) **Required duration of a clinical teaching assignment:**

(1) a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day,

(A) not less than an average of four hours each day in the subject area and grade level of certification sought, including intermissions and recesses but not including conference and duty-free lunch periods, and

(B) the minimum may be reduced to no less than 65 full days if the candidate is absent from the clinical teaching assignment due to parental leave, military leave, illness, or bereavement; or

(2) a minimum of 28 weeks (no fewer than 140 half days), with a half day being 50% of the school day, and

(A) not less than an average of two hours each day in the subject area and grade level of certification sought, including intermissions and recesses but not including conference and duty-free lunch periods, and

(B) the minimum may be reduced to no less than 130 half days if the candidate is absent from the clinical teaching assignment due to parental leave, military leave, illness, or bereavement.

(c) For a candidate seeking initial certification in more than one subject area, the primary teaching assignment must meet the requirements of clause (b)(1) of this section. Additional clinical teaching assignments in other subject areas may be less than an average of four hours each day during the 14 weeks of clinical teaching if and only if:

(1) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;

(2) the EPP is approved to offer preparation in the certification category required for the additional assignment;

(3) the EPP provides and documents ongoing support for each assignment as prescribed in subsection (g) of this section;

(4) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and

(5) the campus administrator agrees to assign a qualified cooperating teacher appropriate to each assignment.

(d) The EPP must structure the clinical teaching assignment so that the candidate is provided opportunities for co-teaching and increased instructional responsibility over the course of the clinical teaching assignment and as they demonstrate mastery of the educator standards.

(e)[(d)] Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating

teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g. evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies, etc.) supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

- (f)[(e)] An EPP must provide ongoing support to a candidate as described in Subchapter F of this chapter for the full term of the initial and any additional clinical teaching, unless, prior to the expiration of that term:
- (1) a standard certificate is issued to the candidate;
 - (2) the candidate is discharged or is released from the EPP; or
 - (3) the candidate withdraws from the EPP.

§228.69. Clinical Teaching While Employed as Educational Aide.

- (a) Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirements through their instructional duties.
- (b) If an EPP permits candidates employed as certified educational aides, as defined by Chapter 230, Subchapter E, of this title (relating to Educational Aide Certificate), to satisfy the clinical teaching assignment requirements through their instructional duties, the clinical teaching assignment must be for a minimum of 490 hours (14-week equivalent).
- (c) The minimum hours may be reduced to no less than 455 hours if an educational aide employed in a clinical teaching assignment is absent from the clinical teaching assignment due to parental leave, military leave, bereavement, or illness.

§228.71. Exceptions to Clinical Teaching Requirement.

- (a) An EPP may request an exception to the clinical teaching option described in §228.67 [§228.59] of this title (relating to Clinical Teaching).
- (b) An EPP must request an exception by September 15 by submitting a form developed by the TEA staff that requires the EPP to specify:
 - (1) an alternate requirement that will adequately prepare the candidate for educator certification and ensure the educator is effective in the classroom;
 - (2) the rationale and support for the alternate clinical teaching option;
 - (3) a full description and methodology of the alternate clinical teaching option;
 - (4) a description of the controls to maintain the delivery of equivalent, quality education; and
 - (5) a description of the ongoing monitoring and evaluation process to ensure that EPP objectives are met.
- (c) Exception requests will be reviewed by TEA staff, and the TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the exception should be approved.
 - (1) The SBEC may:
 - (A) approve the request;
 - (B) approve the request with conditions;
 - (C) deny approval of the request; or
 - (D) defer action on the request pending receipt of further information.
 - (2) If the SBEC approves the request with conditions, the EPP must meet the conditions specified in the request. If the EPP does not meet the conditions, the approval is revoked.
 - (3) If the SBEC approves the request, the EPP must submit a written report of outcomes resulting from the clinical teaching exception to the TEA by September 15 of each academic year.

- (A) TEA Staff will present the report to the SBEC to determine whether to renew the exception for another year.
- (B) If the EPP does not timely submit the report, the approval is revoked.
- (4) If the SBEC denies the exception or an approval is revoked, an EPP must wait at least six months from the date of the denial or revocation before submitting a new request.

§228.73. Internship.

- (a) While participating in an internship, a candidate must hold an intern or probationary certificate that is effective on or before the start date of the internship and is valid for the entire duration of the internship. The EPP must verify that the candidate's intern or probationary certificate is active prior to the start of the internship assignment.
- (b) An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.
- (c) An EPP may permit an internship of up to 30 school days less than the required minimum for parental leave, military leave, illness, bereavement, or if the late hire date is after the first day of the school year.
- (d) The beginning date of an internship for the purpose of field supervision is the first day of instruction with students in the classroom for the school or district in which the internship takes place.
- (e) An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods. An EPP may permit an additional internship assignment of less than an average of four hours each day only if all of the following are met:
- (1) the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours will be required;
 - (2) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;
 - (3) the EPP is approved to offer preparation in the certification category required for the additional assignment;
 - (4) the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section; and
 - (5) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom.
- (f) An EPP may recommend an additional internship if:
- (1) the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate, the candidate's field supervisor, and/or the candidate's mentor and the EPP implements the plan during the additional internship; or
 - (2) the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional internship.
- (g) An EPP must provide ongoing support to a candidate as described in Subchapter F of this chapter for the full term of the initial and any additional internship, unless, prior to the expiration of that term:
- (1) a standard certificate is issued to the candidate during any additional internship under an intern or probationary certificate;
 - (2) the candidate resigns, is non-renewed, or is terminated by the school or district;
 - (3) the candidate is discharged or is released from the EPP;
 - (4) the candidate withdraws from the EPP;

- (5) the candidate is a late hire and fails to meet the pre-internship requirements within 90 school days of assignment in accordance with §228.53 of this subchapter (relating to Late Hire Candidates); or
- (6) the internship assignment does not meet the requirements described in this subchapter.
- (h) If the candidate leaves the internship assignment for any of the reasons identified in subsection (g) of this section:
- (1) the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment; and
- (2) TEA must receive the certificate deactivation request with all related documentation from the EPP within two calendar weeks of the candidate's last day of the assignment in a format determined by TEA.
- (i) The EPP must communicate the requirements in subsection (h) of this subparagraph to candidates and campus or district personnel prior to the assignment start date.
- (j) An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g. evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies, etc.) supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.
- (k) An internship for a Trade and Industrial Workforce Training certificate may be at an accredited institution of higher education if the candidate teaches not less than an average of four hours each day, including intermissions and recesses, in a dual credit career and technical instructional setting as defined by Part 1, Chapter 4, Subchapter D of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges).

§228.75. Clinical Experience for Candidate Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12.

- (a) For a candidate seeking certification as a Teacher of the Visually Impaired (TVI) Supplemental: Early Childhood-Grade 12, an EPP shall provide a clinical experience of at least 350 clock-hours in a supervised educator assignment in a public school accredited by the TEA or other school approved by the TEA for a candidate seeking certification as a TVI.
- (b) A clinical experience is successful when the field supervisor recommends to the EPP that the TVI certification candidate should be recommended for a TVI supplemental certification.

§228.77. Exemptions from Required Clinical Experiences for Classroom Teacher Candidates.

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

§228.79. Clinical Experience for Certification Other Than Classroom Teacher.

- (a) For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.
- (b) A practicum may not take place exclusively during a summer recess.

- (c) An intern or probationary certificate may be issued to a candidate for a certification in a class other than classroom teacher who meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.36 of this title and §230.37 of this title.
- (d) An EPP may recommend an additional practicum under a probationary certificate if:
- (1) the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum; or
 - (2) the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum.
- (e) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g. evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies, etc.) supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.
- (f) An EPP must provide ongoing support to a candidate as described in Subchapter F for the full term of the initial and any additional practicum, unless, prior to the expiration of that term:
- (1) a standard certificate is issued to the candidate;
 - (2) the candidate is discharged or is released from the EPP; or
 - (3) the candidate withdraws from the EPP.

Subchapter F, Support for Candidates During Required Clinical Experiences

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

- (a) In order to support a new educator and to increase educator retention, an EPP and campus or district administrator shall jointly assign each candidate a mentor during the candidate's internship, jointly assign a cooperating teacher during the candidate's clinical teaching experience, jointly assign a host teacher during the candidate's residency, or jointly assign a site supervisor during the candidate's practicum.
- (b) For teacher residencies, the EPP and campus or district administrator shall share responsibility for selection of host teachers, including determining specific selection criteria, development of a scoring rubric, and development of a selection process that involves representatives from the EPP and campus or district administration.
- (c) For internships and practicums, the mentor and site supervisor must be assigned to the candidate within three weeks of the candidate's assignment start date. The EPP must not allow a candidate to be in an internship or practicum without an assigned mentor and site supervisor for longer than three weeks.
- (d) [(b)] If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, host teacher, or site supervisor is not available, the EPP and campus or district administrator shall jointly assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria.
- (e) [c] The EPP is responsible for providing mentor, cooperating teacher, host teacher, and/or site supervisor training that relies on scientifically based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented in accordance with the evidence requirements of Figure §228.13(f)(1) (relating to Continuing Approval).

§228.83. Cooperating Teacher Qualifications and Responsibilities.

- (a) Required qualifications of a cooperating teacher:

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

(b) Duties of a cooperating teacher:

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

§228.85. Host Teacher Qualifications and Responsibilities.

(a) Required qualifications of a host teacher:

- (1) at least three creditable years of teaching experience, as defined in in Chapter 153 Subchapter CC of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);
- (2) an accomplished educator, as determined by the EPP in partnership with the district or campus administration, and shown by:
 - (A) at least three years of proficient or above proficient ratings on teacher evaluations;
 - (B) demonstrated evidence of positive impact on student learning as determined by a set of student growth and/or achievement data agreed upon by the partnership; and
 - (C) other dispositional criteria prioritized by the residency partnership;
- (3) trained by the educator preparation program, including training in coteaching strategies and how to coach and mentor teacher candidates, at least twice per school year, including before or within the three weeks after being assigned as a host teacher;
- (4) not assigned to the candidate as a field supervisor; and
- (5) valid certification in the certification category for the residency assignment for which the residency candidate is seeking certification.

(b) Duties of a host teacher:

- (1) co-teach with the residency candidate, gradually releasing instructional responsibility and lead instruction time to the candidate as specified in §228.65(b)(2) [~~section 228.67(b)(2)~~];
- (2) guide, assist, give feedback to, and support the candidate during the candidate's residency in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and
- (3) report the candidate's progress to that candidate's field supervisor **at least monthly**

§228.87. Mentor Qualifications and Responsibilities.

(a) Required qualifications of a mentor:

- (1) at least three **creditable** years of teaching experience, **as defined in in Chapter 153 Subchapter CC of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);**
- (2) jointly assigned by the campus administrator and the educator preparation program;
- (3) accomplishment as an educator as shown by student learning;

- (4) not assigned to the candidate as a cooperating teacher, field supervisor, or site supervisor;
- (5) trained as a mentor, including training in how to coach and mentor teacher candidates, within three weeks before or after the candidate's assignment start date; and
- (6) valid certification in the certification category in which the internship candidate is seeking certification.

(b) Duties of a mentor:

- (1) guide, assist, and support the candidate throughout the entirety of the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and
- (2) report the candidate's progress to that candidate's field supervisor.

§228.89. Site Supervisor Qualifications and Responsibilities.

(a) Required qualifications of a site supervisor:

- (1) at least three creditable years of experience, as defined by Chapter 153 Subchapter CC of this title (relating to Commissioner's Rules on Creditable Years of Service), in the aspect(s) of the certification class being pursued by the candidate;
- (2) collaboratively assigned by the campus or district administrator and the educator preparation program;
- (3) valid certification in the certification class in which the practicum candidate is seeking certification;
- (4) trained by the educator preparation program, including training in how to coach and mentor candidates, within three weeks before or after the start of the candidate's practicum;
- (5) not serving as a field supervisor for a candidate completing a practicum or internship; and
- (6) accomplishment as an educator as shown by student learning.

(b) Duties of a site supervisor:

- (1) guide, assist, and support the candidate during the practicum; and
- (2) report the candidate's progress to the candidate's field supervisor.

§228.91. Field Supervisor Qualifications and Responsibilities.

(a) Required qualifications of a field supervisor:

- (1) accomplishment as an educator as shown by student learning; and
- (2) not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum; and
- (3) trained by the EPP as a field supervisor; and
- (4) for a supervisor of residency candidates, trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation and participation in school and/or district trainings, as determined by the district partner; and
- (5) [(4)] has completed TEA-approved training or is a certified T-TESS appraiser; and
- (6) not assigned to the candidate as a mentor, cooperating teacher, or site supervisor; and
- (7) three years of creditable experience, as defined by Chapter 153 Subchapter CC of this title (relating to Commissioner's Rules on Creditable Years of Service), in the class in which supervision is provided, including:
 - (A) for a supervisor of classroom teacher, and reading specialist candidates, experience as a campus-level administrator and a current certificate that is appropriate for a principal assignment may also supervise teacher and reading specialist candidates; and

- (B) for a supervisor of principal candidates, experience as a district-level administrator and a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates; and either
- (8) current certification in the class in which supervision is provided; or
- (9) at least a master's degree in the academic area or field related to the certification class for which supervision is being provided, and in compliance with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours) and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities) for the certification class for which supervision is being provided.
- (b) **Duties of a Field Supervisor:**
- (1) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been **trained annually** as a field supervisor by the EPP and completed TEA-approved field supervisor training.
- (2) The field supervisor's initial contact with the assigned candidate must occur within the first three weeks of assignment for candidates seeking certification as classroom teachers and within the first quarter of the assignment for a candidate seeking certification in a class other than classroom teacher. Contact may be made by telephone, email, or other electronic communication.
- (3) The field supervisor shall verify the candidate's internship placement within the first three weeks of the **candidate's internship assignment** and shall notify the educator preparation program if the internship placement does not meet the requirements of this chapter.
- (4) Field supervisors shall conduct observations of candidates as described in §§228.95 (relating to Formal Observations for All Candidates for Initial Classroom Teacher Certification), 228.97 (relating to Formal Observations of Candidates in Clinical Teaching Assignments), 228.99 (relating to Formal Observations for Candidates in Internship Assignments), 228.101 (relating to Formal Observations for Candidates Employed as Educational Aides), 228.103 (Support and Formal Observations for Candidates Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12), and 228.105 relating to Support and Formal Observations for Candidates Other Than Classroom Teacher) of this title.
- (5) Field supervisors of candidates in intern, practicum and clinical teaching assignments shall provide informal observations and coaching as appropriate, **and at minimum include informal observations and coaching informed by written feedback provided during post-observation conference.** Field supervisors of candidates in residency assignments shall provide informal observations and coaching at least four times per semester, and for at least 15 minutes each time.
- (6) For candidates participating in an internship, the field supervisor shall provide a copy of all written feedback to the candidate's supervising campus administrator. For candidates participating in a residency, the field supervisor shall provide a copy of all written feedback to the candidate's host teacher and campus supervisor.
- (7) In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience.
- (8) For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.
- (9) **For a residency, the field supervisor shall collaborate with the candidate, campus supervisor, and the host teacher throughout the residency, including regular meetings and/or collaborative supports at least three times each semester with the campus supervisor and twice monthly with the host teacher. Meetings may be held virtually and collaborative supports may include but are not limited to co-observation of candidates, co-coaching of candidates, and calibration for inter-rater reliability.**
- (10) [(9)] For candidates in a practicum, the field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

§228.93 Formal Observations for Candidates in Residency Assignments

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

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

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

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

- (a) An EPP must provide the first formal observation within the first third of all clinical teaching assignments.
- (b) For a 14-week, full-day clinical teaching assignment, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment.
- (c) For an all-level clinical teaching assignment in more than one location or in an assignment that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, a minimum of two formal observations must be provided during the first half of the assignment and a minimum of one formal observation must be provided during the second half of the assignment. For either of these assignments:
 - (1) at least two of the minimum formal observations must be in-person for each assignment; and
 - (2) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.
- (d) For a 28-week, half-day clinical teaching assignment or a full-day clinical teaching assignment that exceeds 14 weeks and extends beyond one semester:
 - (1) an EPP must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the last half of the assignment; and
 - (2) at least two of the minimum formal observations must be in-person for each assignment.

§228.99. Formal Observations for Candidates in Internship Assignments

- (a) An EPP must provide the first formal observation within the first six weeks of all internship assignments.
- (b) For an internship under an intern certificate or an additional internship described in §228.73 of this chapter (relating to Internship):
 - (1) an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship; and
 - (2) at least three of the minimum formal observations must be in-person.
- (c) For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this chapter (relating to Internship):
 - (1) an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment;
 - (2) at least two of the minimum formal observations must be in-person; and
 - (3) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations.
- (d) If an internship under an intern certificate or an additional internship described in §228.73 of this chapter (relating to Internship) involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:
 - (1) an EPP must provide a minimum of three observations in each assignment;
 - (2) for each assignment, the EPP must provide at least two formal observations during the first half of the internship and one formal observation during the second half of the internship;
 - (3) at least two of the minimum formal observations must be in-person for each assignment; and
 - (4) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.
- (e) For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this chapter (relating to Internship) that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:
 - (1) an EPP must provide a minimum of one formal observation in each of the assignments during the first half of the assignment and a minimum of one formal observation in each assignment during the second half of the assignment;
 - (2) at least two of the minimum formal observations must be in-person for each assignment; and
 - (3) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each assignment.

§228.101. Formal Observations for Candidates Employed as Educational Aides

For candidates employed as certified educational aides completing clinical teaching, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment.

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

- (a) For a candidate seeking a Teacher of the Visually Impaired (TVI) Supplemental: Early Childhood-Grade 12 certificate, an EPP will provide guidance, assistance, and support by assigning a cooperating teacher and/or providing individual or group consultation. The EPP is responsible for providing training to cooperating teachers and/or consultation providers.
- (b) An EPP will collaborate with the program coordinator for the Texas School for the Blind and Visually Impaired Statewide Mentor Program to assign a TVI mentor for the TVI certification candidate. The Texas

School for the Blind and Visually Impaired Statewide Mentor Program is responsible for providing training for all TVI mentors.

- (c) Supervision of each TVI candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who is qualified and has been trained as a field supervisor in accordance with §228.91 [~~§228.89~~] of this subchapter (relating to Field Supervisor Qualifications and Responsibilities).
1. Formal observations of TVI candidates must be at least 135 minutes in duration in total throughout the clinical experience and must be conducted by the field supervisor.
 2. An EPP must provide a minimum of one formal observation within the first third of the clinical experience, one formal observation within the second third of the clinical experience, and one formal observation within the final third of the clinical experience.
 3. The field supervisor shall:
 - (A) Conduct an individualized pre-observation conference with the candidate before each observation;
 - (B) document educational practices observed during each observation; and
 - (C) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate following each observation.
 4. The field supervisor may provide formal observations, pre-observation conferences, and post-observation conferences either in a face-to-face setting or by the use of electronic transmission or other video or technology-based methods.

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

- (a) Supervision of each candidate seeking certification in a class other than classroom teacher shall be conducted with the structured guidance and regular ongoing support of an experienced educator who is qualified and has been trained as a field supervisor in accordance with §228.91 [~~§228.89~~] of this subchapter (relating to Field Supervisor Qualifications and Responsibilities).
- (b) For candidates in a practicum:
- (1) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.
 - (2) The three required formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
 - (3) The field supervisor shall:
 - (A) participate in an individualized pre-observation conference with the candidate before each observation;
 - (B) document educational practices observed during each observation;
 - (C) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate following each observation; and
 - (D) provide a copy of the written feedback to the candidate's site supervisor.
 - (4) The field supervisor may conduct the formal observations, pre-observation conferences, and post-observation conferences either in-person or virtually.

Subchapter G. Complaints and Investigations

§228.111. Complaints and Investigations Procedures.

- (a) An applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical

- teaching, internship, or practicum experiences may submit a complaint about an EPP for investigation and resolution.
- (b) TEA staff will develop a complaint form to standardize information received from an individual making a complaint against an EPP. The complaint form will be available on the TEA website. All complaints filed against an EPP must be in writing on the complaint form. The written complaint must clearly state the facts that are the subject of the complaint and must state the measures the complainant has taken to attempt resolution of the complaint with the EPP. Anonymous complaints may not be accepted or investigated.
- (c) Processing the complaint.
- (1) TEA staff will record all complaints in the TEA complaints tracking system. Each complaint, no matter the severity, shall be assigned a tracking number.
- (2) The complaint will be forwarded to the division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.
- (3) If TEA staff determines that the complaint is not within the State Board for Educator Certification's (SBEC's) jurisdiction, TEA staff shall notify the complainant that the complaint will be closed without action for lack of jurisdiction. TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.
- (4) If TEA staff determines the complainant knew or should have known about the events giving rise to a complaint more than two years before the earliest date the complainant filed a complaint with either TEA staff or the EPP, TEA staff may close the complainant without action.
- (5) If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, TEA staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.
- (d) Investigating the complaint.
- (1) If TEA staff determines a complaint is within the SBEC's jurisdiction, TEA staff will notify the respondent EPP that a complaint has been made, provide a summary of the allegations in the complaint, and request that the EPP respond to the complaint.
- (2) TEA staff may request additional information from the individual and from the EPP.
- (3) An EPP shall:
- (A) cooperate fully with any SBEC investigation; and
- (B) respond within 10 business days of receipt to requests for information regarding the complaint(s) and other requests for information from the TEA, except where:
- (i) TEA staff imposes a different response date; or
- (ii) the EPP is unable to meet the initial response date and requests and receives a different response date from TEA staff.
- (C) If an EPP fails to comply with subparagraph (3) of this paragraph, the SBEC may amend the complaint to reflect the violation and may deem admitted the violation of SBEC rules and/or Texas Education Code (TEC), Chapter 21, alleged in the original complaint.
- (4) Resolving the complaint.
- (A) Upon completion of an investigation, TEA staff will notify both the individual and the EPP in writing of the findings of the investigation. If TEA staff finds that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.
- (B) Each party will have ten business days to present additional evidence or to dispute the findings of the investigation.

- (C) After reviewing any additional evidence, if TEA staff finds that no violation has occurred, TEA staff will close the investigation and notify both parties in writing.
- (D) After reviewing any additional evidence, if TEA staff finds that the EPP has violated SBEC rules and/or TEC, Chapter 21, the following provisions apply.
- (i) TEA staff will notify the EPP in writing and specify for each violation the seriousness and extent of the violation, including whether the EPP has been found to have violated that statute and/or rule previously.
- (ii) Within ten business days of TEA staff notifying the EPP in writing that a violation has occurred, the EPP and TEA staff will agree to a timely resolution of each violation. If the parties cannot agree on a resolution within ten business days, TEA staff will unilaterally propose a resolution and timeline.
- (iii) If the EPP complies with the agreed or proposed resolution, the investigation is closed and results recorded in accordance with subparagraph (E) of this paragraph. TEA staff will provide the EPP written notice that the investigation is closed.
- (iv) If the EPP does not comply with the agreed or proposed resolution within the timelines set out in the resolution, TEA staff will make a recommendation that the SBEC impose sanctions affecting the EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval). The SBEC's decision will be recorded in accordance with subparagraph (E) of this paragraph.
- (v) The EPP shall be entitled to an informal review of the proposed recommendation for sanctions under the conditions and procedures set out in §229.7 of this title (regarding Informal Review of Texas Education Agency Recommendations).
- (E) The final disposition of the complaint will be recorded in the TEA complaints tracking system.

§228.113. Educator Preparation Program Responsibilities for Candidate Complaints.

- (a) The EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff.
- (b) The EPP shall post on its website a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy.
- (c) The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with 228.111(b) of this title (regarding Complaints and Investigations Procedures).
- (d) Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with 228.111(b) of this title (regarding Complaints and Investigations Procedures).

ATTACHMENT II
Text of Proposed Repeal of 19 TAC

[Chapter 228. Requirements for Educator Preparation Programs]

§228.1. General Provisions.

- (a) ~~To ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of educators must be the joint responsibility of educator preparation programs (EPPs) and the Early Childhood Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is required.~~
- (b) ~~Consistent with the Texas Education Code, §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of EPPs to accommodate the unique characteristics and needs of different regions of the state as well as the diverse population of potential educators.~~
- (c) ~~All EPPs are subject to the same standards of accountability, as required under Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs).~~
- (d) ~~If the governor declares a state of disaster consistent with the Texas Government Code, §418.014, Texas Education Agency staff may extend deadlines in this chapter for up to 90 days and decrease clinical teaching, internship, and practicum assignment minimums by up to 20 percent as necessary to accommodate persons in the affected disaster areas.~~
- (e) ~~For purposes of educator preparation training under §228.35 of this title (relating to Preparation Program Coursework and/or Training) during the 2020-2021 academic year, actual school settings and authentic school settings may include campuses with a traditional, in-person setting that are temporarily functioning in a virtual setting, and face-to-face settings for formal observations may include synchronous virtual settings or asynchronous virtual settings.~~

§228.2. Definitions.

~~The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.~~

- (1) ~~Academic year—If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.~~
- (2) ~~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.~~
- (3) ~~Alternative certification program—An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree from an accredited institution of higher education.~~
- (4) ~~Benchmarks—A record similar to a transcript for each candidate enrolled in an educator preparation program documenting the completion of admission, program, certification, and other requirements.~~
- (5) ~~Campus supervisor—A school administrator or designee responsible for the annual performance appraisal of an intern.~~
- (6) ~~Candidate—An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant.~~
- (7) ~~Candidate coach—A person as defined in §228.33(b)(1)-(3) of this title (relating to Intensive Pre-Service) who participates in a minimum of four observation/feedback coaching cycles provided by program supervisors, completes a Texas Education Agency approved observation training or has~~

- ~~completed a minimum of 150 hours of observation/feedback training, and has current certification in the class in which supervision is provided.~~
- ~~(8) — Certification category — A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).~~
- ~~(9) — Certification class — A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title.~~
- ~~(10) — 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 instructional setting. This term does not include an educational aide or a full time administrator.~~
- ~~(11) — Clinical teaching — A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.~~
- ~~(12) — Clock hours — The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited institution of higher education is equivalent to 15 clock hours. Clock hours of field-based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.~~
- ~~(13) — Contingency admission — Admission as described in §227.15 of this title (relating to Contingency Admission).~~
- ~~(14) — Cooperating teacher — For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.~~
- ~~(15) — Educator preparation program — An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.~~
- ~~(16) — Entity — The legal entity that is approved to deliver an educator preparation program.~~
- ~~(17) — Field based experiences — Introductory experiences for a classroom teacher certification candidate involving, at the minimum, reflective observation of Early Childhood Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.~~
- ~~(18) — Field supervisor — A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a campus level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a district-level administrator and who holds a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number.~~

~~content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours) and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.~~

- ~~(19) Formal admission Admission as described in §227.17 of this title (relating to Formal Admission).~~
- ~~(20) Head Start Program The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.~~
- ~~(21) Initial certification The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.~~
- ~~(22) Intensive Pre Service An educator assignment supervised by an educator preparation program accredited and approved by the State Board for Educator Certification prior to a candidate meeting the requirements for issuance of intern and probationary certificates.~~
- ~~(23) Intern certificate A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has passed all required content pedagogy certification examinations and is completing initial requirements for certification through an approved educator preparation program.~~
- ~~(24) Internship A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.~~
- ~~(25) Late hire An individual who has not been accepted into an educator preparation program before the 45th day before the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.~~
- ~~(26) Mentor For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training, including training in how to coach and mentor teacher candidates, by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor.~~
- ~~(27) Pedagogy The art and science of teaching, incorporating instructional methods that are developed from scientifically based research.~~
- ~~(28) Post baccalaureate program An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree.~~
- ~~(29) Practicum A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.~~
- ~~(30) Probationary certificate A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.~~

- ~~(31) School day If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.~~
- ~~(32) School year If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.~~
- ~~(33) Site supervisor For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.~~
- ~~(34) Students with disabilities A student who is eligible to participate in a school district's special education program under Texas Education Code, §29.003, is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), or is covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).~~
- ~~(35) Texas Education Agency staff Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.~~
- ~~(36) 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.~~

§228.10. Approval Process.

- ~~(a) New entity approval. An entity seeking initial approval to deliver an educator preparation program (EPP) shall submit an application and proposal with evidence indicating the ability to comply with the provisions of this chapter, Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs), and Chapter 230 of this title (relating to Professional Educator Preparation and Certification). The proposal will be reviewed by the Texas Education Agency (TEA) staff and a pre approval site visit will be conducted. The TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the entity should be approved. A post approval site visit will be conducted after the first year of the EPP's operation.~~
- ~~(1) The proposal shall include the following program approval components:~~
- ~~(A) ownership and governance of the EPP;~~
 - ~~(B) criteria for admission to the EPP;~~
 - ~~(C) EPP curriculum;~~
 - ~~(D) EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;~~
 - ~~(E) certification procedures;~~
 - ~~(F) assessment and evaluation of candidates for certification and EPP improvement;~~
 - ~~(G) professional conduct of EPP staff and candidates;~~
 - ~~(H) EPP complaint procedures;~~
 - ~~(I) required submissions of information, surveys, and other accountability data; and~~
 - ~~(J) as required under Texas Education Code (TEC), §21.0443(b)(1) and (2), proactive instructional planning techniques throughout the course work for candidates and across~~

~~content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates.~~

- ~~(2) The proposal shall also include identification of the classes and categories of certificates proposed to be offered by the entity.~~
- ~~(b) Continuing entity approval. An entity approved by the SBEC under this chapter shall be reviewed at least once every five years; however, a review may be conducted at any time at the discretion of the TEA staff.~~
- ~~(1) At the time of the review, the entity shall submit to the TEA staff a status report regarding its compliance with existing standards and requirements for EPPs. An EPP is responsible for establishing procedures and practices sufficient to ensure the security of information against unauthorized or accidental access, disclosure, modification, destruction, or misuse prior to the expiration of the retention period. Evidence of compliance is described in the figure provided in this paragraph.~~
- ~~Figure: 19 TAC §228.10(b)(1)~~
- ~~(2) Unless specified otherwise, the entity must retain evidence of compliance described in the figure in paragraph (1) of this subsection for a period of five years.~~
- ~~(3) TEA staff shall, at the minimum, use the following risk factors to determine the need for discretionary reviews and the type of five year reviews:~~
- ~~(A) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:~~
- ~~(i) the seriousness of any violation of a rule, standard, or procedure;~~
- ~~(ii) whether the violation resulted in an action being taken against the program;~~
- ~~(iii) whether the violation was promptly remedied by the program;~~
- ~~(iv) the number of alleged violations; and~~
- ~~(v) any other matter considered to be appropriate in evaluating the program's compliance history;~~
- ~~(B) whether the program meets the accountability standards under TEC, §21.045; and~~
- ~~(C) whether a program is accredited by other organizations.~~
- ~~(c) Approval of clinical teaching for an alternative certification program. An alternative certification program seeking approval to implement a clinical teaching component shall submit a description of the following elements of the program for approval by the TEA staff on an application in a form developed by the TEA staff that shall include, at a minimum:~~
- ~~(1) general clinical teaching program description, including conditions under which clinical teaching may be implemented;~~
- ~~(2) selection criteria for clinical teachers;~~
- ~~(3) selection criteria for cooperating teachers;~~
- ~~(4) description of support and communication between candidates, cooperating teachers, and the alternative certification program;~~
- ~~(5) description of program supervision; and~~
- ~~(6) description of how candidates are evaluated.~~
- ~~(d) Addition of certificate categories and classes:~~
- ~~(1) An EPP that is rated "accredited," as provided in §229.4 of this title (relating to Determination of Accreditation Status), may request additional certificate categories be approved by TEA staff, by submitting an application in a form developed by the TEA staff that shall include, at a minimum, the curriculum matrix; a description of how the standards for Texas educators are incorporated~~

~~into the EPP; and documentation showing that the program has the staff knowledge and expertise to support individuals participating in each certification category being requested. The curriculum matrix must include the standards, framework competencies, applicable Texas Essential Knowledge and Skills, course and/or module names, and the benchmarks or assessments used to measure successful program progress.~~

- ~~(2) — An EPP rated "accredited" and currently approved to offer a certificate for which the SBEC is changing the grade level of the certificate may request to offer the preapproved category at different grade levels by submitting an application in a form developed by the TEA staff that shall include, at a minimum, a modified curriculum matrix that includes the standards, course and/or module names, and the benchmarks or assessments used to measure successful program progress. The requested additional certificate categories must be within the classes of certificates for which the EPP has been previously approved by the SBEC.~~
- ~~(3) — An EPP that is not rated "accredited" may not apply to offer additional certificate categories or classes of certificates.~~
- ~~(4) — An EPP that is rated "accredited" may request the addition of a certificate class that has not been previously approved by the SBEC, but must present a full proposal on an application in a form developed by the TEA staff for consideration and approval by the SBEC.~~
- ~~(e) — Addition of program locations. An EPP that is rated "accredited," may open additional locations, provided the program informs the SBEC of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location. Additional program locations must operate in accordance with the program components under which the program has been approved to operate.~~
- ~~(f) — Contingency of approval. Approval of an EPP by the SBEC, including each specific certificate class and category, is contingent upon approval by other lawfully established governing bodies such as the Texas Higher Education Coordinating Board, boards of regents, or school district boards of trustees. Continuing EPP approval is contingent upon compliance with superseding state and federal law.~~
- ~~(g) — Notwithstanding any other provisions of this section, a program that is approved to offer certificates that the SBEC has replaced with new certificates, which require a science of teaching reading assessment, may be approved to offer the certificates by submitting on or before December 1, 2020, a request to offer the new certificates in a form developed by the TEA staff. This request must include at a minimum an attestation signed by the program's legal authority of the program's intent to modify its curriculum by January 1, 2021, as necessary to prepare candidates for the new certificate. Programs may be approved to offer the new certificates only for the route(s) for which they are approved to offer the existing certificates. A program that does not file a request for approval to offer the new certificates on or before December 1, 2020, may apply for authorization using the process described in subsection (d) of this section. The eligible certificates are as follows:~~
- ~~(1) — a program approved to offer Core Subjects: Early Childhood 6 may request to offer Core Subjects with Science of Teaching Reading: Early Childhood 6;~~
- ~~(2) — a program approved to offer Core Subjects: Grades 4 8 may request to offer Core Subjects with Science of Teaching Reading: Grades 4 8;~~
- ~~(3) — a program approved to offer English Language Arts and Reading: Grades 4 8 may request to offer English Language Arts and Reading with Science of Teaching Reading: Grades 4 8; and~~
- ~~(4) — a program approved to offer English Language Arts and Reading/Social Studies: Grades 4 8 may request to offer English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4 8.~~

§228.15. Program Consolidation or Closure.

- ~~(a) — An educator preparation program (EPP) that is consolidating or closing must comply with the following procedures to ensure that all issues relevant to EPP consolidation or closure have been addressed.~~

- ~~(1) The EPP must submit a letter on official letterhead to Texas Education Agency (TEA) staff signed by the legal authority of the EPP that contains a formal statement of consolidation or closing with an effective date of August 31 for consolidation or closure.~~
- ~~(2) The EPP must contact candidates currently in the EPP with notification of consolidation or closure and the steps candidates must take in relation to their status. The EPP shall maintain evidence of the attempts to notify each candidate.~~
- ~~(3) The EPP shall not admit candidates or recommend candidates for an intern or probationary certificate within one year of the August 31 closure date.~~
- ~~(4) The EPP must identify and keep current a representative's name, electronic mail address, and telephone number that will be valid for five years after an EPP's closure to provide access to candidate records and responses to former candidate's questions and/or issues. If an EPP is consolidating, the candidate records will transfer to the new EPP.~~
- ~~(5) The EPP must complete required State Board for Educator Certification (SBEC) and TEA actions, including required submissions of information, surveys, and other accountability data; removal of security accesses; reconciliation of certification recommendations; and payment of the Accountability System for Educator Preparation Programs technology fee as specified in §229.9(7) of this title (relating to Fees for Educator Preparation Program Approval and Accountability).~~
- ~~(b) The chief operating officer, legal authority, or a member of the governing body of an EPP that fails to comply with the consolidation or closure procedures in this section is not eligible to be recommended to the SBEC for approval as an EPP.~~
- ~~(c) The chief operating officer, legal authority, or a member of the governing body of an EPP that closes voluntarily due to pending TEA or SBEC action or involuntarily due to SBEC action is not eligible to be recommended to the SBEC for approval as an EPP.~~
- ~~(d) If an EPP is consolidating and fails to comply with the consolidation procedures in this section, TEA staff may make a recommendation that the SBEC impose sanctions affecting the new EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval).~~
- ~~(e) If an EPP violates any of the requirements as prescribed in subsection (a)(1)-(5) of this section, TEA staff will recommend revocation of the EPP's continuing approval to recommend candidates in accordance with §229.6(e) of this title.~~

§228.17. Change of Ownership and Name Change.

- ~~(a) An educator preparation program (EPP) that changes ownership shall notify the Texas Education Agency (TEA) staff of the change of ownership in writing within 10 days of the change.~~
- ~~(b) A change of ownership is any agreement to transfer the control of an EPP. The control of an EPP is considered to have changed:~~
- ~~(1) in the case of ownership by an individual, when more than 50% of the EPP has been sold or transferred;~~
- ~~(2) in the case of ownership by a partnership or a corporation, when more than 50% of the owning partnership or corporation has been sold or transferred; or~~
- ~~(3) in the case of ownership by a board of directors, officers, shareholders, or similar governing body, when more than 50% of the ownership has changed.~~
- ~~(c) An EPP may not change its name unless it has notified TEA of a change of ownership within the preceding 90 days and has an SBEC accreditation status of "Accredited" or "Accredited - Not Rated." The EPP shall notify TEA staff of the name change in writing.~~

~~(d) TEA staff shall recommend an accreditation status of "Accredited - Probation" in accordance with §229.4(c)(2) of this title (relating to Determination of Accreditation Status) for any EPP that fails to notify TEA staff timely regarding a change in ownership or a change of program name.~~

§228.20. Governance of Educator Preparation Programs.

- ~~(a) Preparation for the certification of educators may be delivered by an institution of higher education, regional education service center, public school district, or other entity approved by the State Board for Educator Certification (SBEC) under §228.10 of this title (relating to Approval Process).~~
- ~~(b) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee and shall meet a minimum of once during each academic year.~~
- ~~(c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.~~
- ~~(d) All EPPs must be implemented as approved by the SBEC as specified in §228.10 of this title.~~
- ~~(e) An EPP that is rated "accredited" or "accredited not rated" may amend its program, provided the program informs TEA staff of any amendments 60 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment to its program on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment.~~
- ~~(f) An EPP that is not rated "accredited" or "accredited not rated" may amend its program, provided the program informs TEA staff of any amendments 120 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment. The EPP will be notified in writing of the approval or denial of its proposal within 60 days following the receipt of the notification by the TEA staff.~~
- ~~(g) Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.~~
- ~~(h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission.~~

§228.30. Educator Preparation Curriculum.

- ~~(a) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).~~
- ~~(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure educator effectiveness.~~
- ~~(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:~~

-
- ~~(1) — the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:~~
- ~~(A) — professional ethical conduct, practices, and performance;~~
- ~~(B) — ethical conduct toward professional colleagues; and~~
- ~~(C) — ethical conduct toward students;~~
- ~~(2) — instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);~~
- ~~(3) — instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c 1). Instruction acquired from the list of recommended best practice based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice based program or research based practice;~~
- ~~(4) — the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;~~
- ~~(5) — the importance of building strong classroom management skills;~~
- ~~(6) — the framework in this state for teacher and principal evaluation;~~
- ~~(7) — appropriate relationships, boundaries, and communications between educators and students;~~
- ~~(8) — instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:~~
- ~~(A) — be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;~~
- ~~(B) — provide effective, evidence based strategies to determine a person's degree of digital literacy; and~~
- ~~(C) — include resources to address any deficiencies identified by the digital literacy evaluation; and~~
- ~~(9) — instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence based inclusive instructional practices, as required under TEC, §21.044(a 1).~~
- ~~(d) — The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:~~
- ~~(1) — the relevant TEKS, including the English Language Proficiency Standards;~~
- ~~(2) — reading instruction, including instruction that improves students' content area literacy;~~
- ~~(3) — for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and~~
- ~~(4) — the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).~~
- ~~(e) — For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies as prescribed in Chapter 241 of this title (relating to Certification as Principal) and captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).~~
- ~~(f) — The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates~~

~~who are seeking the Early Childhood: Prekindergarten Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:~~

- ~~(1) Child Development provisions of the Early Childhood: Prekindergarten Grade 3 Content Standards;~~
- ~~(2) Early Childhood Grade 3 Pedagogy and Professional Responsibilities Standards; and~~
- ~~(3) Science of Teaching Reading Standards.~~

~~§228.33. Intensive Pre-Service.~~

~~(a) To offer intensive pre service, an educator preparation program (EPP) shall provide the following programmatic requirements for a candidate prior to issuing an intern certificate:~~

- ~~(1) a four week minimum intensive program;~~
- ~~(2) a minimum of 12 instructional days with one hour of supervised instruction per day;~~
- ~~(3) a minimum of four face to face observation/feedback coaching cycles provided by qualified coaches with observations that are a minimum of 15 minutes and coaching meetings that are a minimum of 30 minutes; and~~
- ~~(4) the requirements regarding coursework and/or training for a candidate seeking initial certification in the classroom teacher certification class as specified in §228.35(b)(1) and (2) of this title (relating to Preparation Program Coursework and/or Training).~~

~~(b) An EPP offering intensive pre service shall ensure that:~~

- ~~(1) a candidate coach participates in a minimum of four observation/feedback coaching cycles provided by program supervisors and ongoing training;~~
- ~~(2) a candidate coach completes a TEA approved observation training or has completed a minimum of 150 hours of observation/feedback training; and~~
- ~~(3) a candidate coach shall have a current certification in the class in which supervision is provided.~~

~~(c) A candidate participating in intensive pre service will be eligible for an intern certificate by completing:~~

- ~~(1) the requirements as prescribed in §230.36(f) of this title (relating to Intern Certificates);~~
- ~~(2) programmatic requirements under subsection(a)(1)-(4) of this section;~~
- ~~(3) the requirements of the following proficiencies in §150.1002 of this title (relating to Assessment of Teacher Performance) for pedagogical skills that are used by the program and approved by the state and meet all of the following performance level measures:
 - ~~(A) Developing performance level on Planning Dimension 1.1: Standards and Alignment;~~
 - ~~(B) Developing performance level on Planning Dimension 1.2: Data and Assessment;~~
 - ~~(C) Developing performance level on Instruction Dimension 2.1: Achieving Expectations;~~
 - ~~(D) Developing performance level on Instruction Dimension 2.2: Content Knowledge and Expertise;~~
 - ~~(E) Developing performance level on Learning Environment Dimension 3.1: Classroom Environment, Routines, and Procedures;~~
 - ~~(F) Developing performance level on Learning Environment Dimension 3.2: Managing Student Behavior;~~
 - ~~(G) Developing performance level on Learning Environment Dimension 3.3: Classroom Culture;~~
 - ~~(H) Proficient performance level on Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics;~~~~

- ~~(I) — Developing performance level on Professional Practices and Responsibilities Dimension 4.2: Goal Setting; and~~
- ~~(J) — Developing performance level on Professional Practices and Responsibilities Dimension 4.3: Professional Development.~~
- ~~(d) — A candidate participating in intensive pre-service will be eligible for a probationary certificate as prescribed in §230.37(f) of this title (relating to Probationary Certificates);~~
- ~~(e) — The provisions in this subchapter apply to an applicant who is admitted to an EPP intensive pre-service on or after January 1, 2020.~~

~~§228.35. Preparation Program Coursework and/or Training.~~

- ~~(a) — Coursework and/or training for candidates seeking initial certification in any certification class.~~
- ~~(1) — An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom.~~
- ~~(2) — Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate focused, and performance based.~~
- ~~(3) — All coursework and/or training shall be completed prior to EPP completion and standard certification.~~
- ~~(4) — With appropriate documentation such as certificate of attendance, sign in sheet, or other written school district verification, 50 clock hours of training may be provided by a school district and/or campus that is an approved Texas Education Agency (TEA) continuing professional education provider to a candidate who is considered a late hire. The training provided by the school district and/or campus must meet the criteria described in the Texas Education Code (TEC), §21.451 (Staff Development Requirements) and must be directly related to the certificate being sought.~~
- ~~(5) — Each EPP must develop and implement specific criteria and procedures that allow:~~
- ~~(A) — military service member or military veteran candidates to credit verified military service, training, clinical and professional experience, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought; and~~
- ~~(B) — candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought.~~
- ~~(6) — Coursework and training that is offered online must meet, or the EPP must be making progress toward meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of the following:~~
- ~~(A) — Accreditation or Certification by the Distance Education Accrediting Commission;~~
- ~~(B) — Program Design and Teaching Support Certification by Quality Matters;~~
- ~~(C) — Part 1, Chapter 4, Subchapter P, of this title (relating to Approval of Distance Education Courses and Programs for Public Institutions); or~~
- ~~(D) — Part 1, Chapter 7 of this title (relating to Degree Granting Colleges and Universities Other than Texas Public Institutions).~~
- ~~(b) — Coursework and/or training for candidates seeking initial certification in the classroom teacher certification class. An EPP shall provide each candidate with a minimum of 300 clock hours of coursework and/or training. An EPP shall provide a minimum of 200 clock hours of coursework and/or training for a candidate seeking a Trade and Industrial Workforce Training certificate as specified by §233.14(e) of this~~

- ~~title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)). Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship:~~
- ~~(1) a minimum of 30 clock hours of field-based experience. Up to 15 clock hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method; and~~
 - ~~(2) 150 clock hours of coursework and/or training as prescribed in §228.30(d)(4) of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency in:
 - ~~(A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;~~
 - ~~(B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;~~
 - ~~(C) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;~~
 - ~~(D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;~~
 - ~~(E) organizing a safe, accessible, and efficient classroom;~~
 - ~~(F) establishing, communicating, and maintaining clear expectations for student behavior;~~
 - ~~(G) leading a mutually respectful and collaborative class of actively engaged learners;~~
 - ~~(H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;~~
 - ~~(I) reflect on his or her practice; and~~
 - ~~(J) effectively communicating with students, families, colleagues, and community members.~~~~
- ~~(c) Coursework and/or training for candidates seeking initial certification in a certification class other than classroom teacher. An EPP shall provide coursework and/or training to ensure that the educator is effective in the assignment. An EPP shall provide a candidate with a minimum of 200 clock hours of coursework and/or training that is directly aligned to the educator standards for the applicable certification class.~~
- ~~(d) Late hire provisions. A late hire for a school district teaching position may begin employment under an intern or probationary certificate before completing the pre-internship requirements of subsection (b) of this section, but shall complete these requirements within 90 school days of assignment.~~
- ~~(e) Educator preparation program delivery. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.
 - ~~(1) For initial certification in the classroom teacher certification class, each EPP shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock hours. The field-based experiences must be completed prior to assignment in an internship or clinical teaching.
 - ~~(A) Field-based experiences must include 15 clock hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities that include:
 - ~~(i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;~~
 - ~~(ii) instruction by content-certified teachers;~~~~~~~~

- ~~(iii) — actual students in classrooms/instructional settings with identity proof provisions;~~
- ~~(iv) — content or grade level specific classrooms/instructional settings; and~~
- ~~(v) — written reflection of the observation.~~
- ~~(B) — Up to 15 clock hours of field-based experience may be provided by use of electronic transmission or other video or technology based method. Field based experience provided by use of electronic transmission or other video or technology based method must include:~~
- ~~(i) — direction of the EPP;~~
- ~~(ii) — authentic school settings in an accredited public or private school;~~
- ~~(iii) — instruction by content certified teachers;~~
- ~~(iv) — actual students in classrooms/instructional settings with identity proof provisions;~~
- ~~(v) — content or grade level specific classrooms/instructional settings; and~~
- ~~(vi) — written reflection of the observation.~~
- ~~(C) — Up to 15 clock hours of field based experience may be satisfied by serving as a long term substitute. A long term substitute is an individual who has been hired by a school or district to work at least 30 consecutive days in an assignment as a classroom teacher. Experience may occur after the candidate's admission to an EPP or during the two years before the date the candidate is admitted to the EPP. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for the purpose by the TEA.~~
- ~~(2) — For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following:~~
- ~~(A) — Clinical Teaching. A candidate must have a clinical teaching assignment for each subject area in which the candidate is seeking initial certification:~~
- ~~(i) — For a candidate seeking initial certification in only one subject area, the following provisions apply:~~
- ~~(I) — Clinical teaching must meet one of the following requirements:~~
- ~~(a) — a minimum of 14 weeks (no fewer than 70 full days), with a full day being 100% of the school day; or~~
- ~~(b) — a minimum of 28 weeks (no fewer than 140 half days), with a half day being 50% of the school day.~~
- ~~(II) — A clinical teaching assignment as described in subclause (I)(a) of this clause shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty free lunch periods.~~
- ~~(ii) — For a candidate seeking initial certification in more than one subject area, the primary teaching assignment must meet the requirements of clause (i)(I)(a) of this subparagraph. Additional clinical teaching assignments in other subject areas may be less than an average of four hours each day during the 14 weeks of clinical teaching if:~~
- ~~(I) — the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;~~

- ~~(II) — the EPP is approved to offer preparation in the certification category required for the additional assignment;~~
- ~~(III) — the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section;~~
- ~~(IV) — the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and~~
- ~~(V) — the campus administrator agrees to assign a qualified cooperating teacher appropriate to each assignment.~~
- ~~(iii) — Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.~~
- ~~(iv) — An EPP may permit a full day clinical teaching assignment up to 5 full days fewer than the minimum and a half day clinical teaching assignment up to 10 half days fewer than the minimum if due to maternity leave, military leave, illness, or bereavement.~~
- ~~(B) — Internship. An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.~~
 - ~~(i) — An EPP may permit an internship of up to 30 school days fewer than the minimum if due to maternity leave, military leave, illness, bereavement, or if the late hire date is after the first day of the school year.~~
 - ~~(ii) — The beginning date for an internship for the purpose of field supervision is the first day of instruction with students in the school or district in which the internship takes place.~~
 - ~~(iii) — An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recesses but does not include conference and duty-free lunch periods. An EPP may permit an additional internship assignment of less than an average of four hours each day if:
 - ~~(I) — the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;~~
 - ~~(II) — the EPP is approved to offer preparation in the certification category required for the additional assignment;~~
 - ~~(III) — the EPP provides ongoing support for each assignment as prescribed in subsection (g) of this section;~~
 - ~~(IV) — the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and~~
 - ~~(V) — the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours will be required.~~~~
 - ~~(iv) — A candidate must hold an intern or probationary certificate while participating in an internship. A candidate must meet the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.36 of this title~~

~~(relating to Intern Certificates) and §230.37 of this title (relating to Probationary Certificates) to be eligible for an intern or probationary certificate.~~

- ~~(v) — An EPP may recommend an additional internship if:~~
- ~~(I) — the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional internship; or~~
 - ~~(II) — the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional internship.~~
- ~~(vi) — An EPP must provide ongoing support to a candidate as described in subsection (g) of this section for the full term of the initial and any additional internship, unless, prior to the expiration of that term:~~
- ~~(I) — a standard certificate is issued to the candidate during any additional internship under a probationary certificate;~~
 - ~~(II) — the candidate resigns, is non-renewed, or is terminated by the school or district; or~~
 - ~~(III) — the candidate is discharged or is released from the EPP; or~~
 - ~~(IV) — the candidate withdraws from the EPP; or~~
 - ~~(V) — the internship assignment does not meet the requirements described in this subparagraph.~~
- ~~(vii) — If the candidate leaves the internship assignment for any of the reasons identified in clause (vi)(I)-(V) of this subparagraph:~~
- ~~(I) — the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment; and~~
 - ~~(II) — TEA must receive the certificate deactivation request with all related documentation from the EPP within two calendar weeks of the candidate's last day of the assignment in a format determined by TEA.~~
- ~~(viii) — The EPP must communicate the requirements in clause (vii) of this subparagraph to candidates and campus or district personnel prior to the assignment start date.~~
- ~~(ix) — An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.~~
- ~~(x) — An internship for a Trade and Industrial Workforce Training certificate may be at an accredited institution of higher education if the candidate teaches not less than an average of four hours each day, including intermissions and recesses, in a dual credit career and technical instructional setting as defined by Part 1, Chapter 4, Subchapter D of this title (relating to Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges).~~
- ~~(3) — An EPP may request an exception to the clinical teaching option described in this subsection.~~

- ~~(A) — Submission of Exception Request. The request for an exception must include an alternate requirement that will adequately prepare candidates for educator certification and ensure the educator is effective in the classroom. The request for an exception must be submitted in a form developed by the TEA staff that shall include:~~
- ~~(i) — the rationale and support for the alternate clinical teaching option;~~
 - ~~(ii) — a full description and methodology of the alternate clinical teaching option;~~
 - ~~(iii) — a description of the controls to maintain the delivery of equivalent, quality education; and~~
 - ~~(iv) — a description of the ongoing monitoring and evaluation process to ensure that EPP objectives are met.~~
- ~~(B) — Review, Approval, and Revocation of Exception Request.~~
- ~~(i) — Exception requests will be reviewed by TEA staff, and the TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the exception should be approved. The SBEC may:~~
 - ~~(I) — approve the request;~~
 - ~~(II) — approve the request with conditions;~~
 - ~~(III) — deny approval of the request; or~~
 - ~~(IV) — defer action on the request pending receipt of further information.~~
 - ~~(ii) — If the SBEC approves the request with conditions, the EPP must meet the conditions specified in the request. If the EPP does not meet the conditions, the approval is revoked.~~
 - ~~(iii) — If the SBEC approves the request, the EPP must submit a written report of outcomes resulting from the clinical teaching exception to the TEA by September 15 of each academic year. If the EPP does not timely submit the report, the approval is revoked.~~
 - ~~(iv) — If the SBEC does approve the exception or an approval is revoked, an EPP must wait at least six months from the date of the denial or revocation before submitting a new request.~~
- ~~(4) — Candidates participating in an internship or a clinical teaching assignment need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching or an internship, they must be provided through field-based experiences.~~
- ~~(5) — An internship or clinical teaching experience for certificates that include early childhood may be completed at a Head Start Program with the following stipulations:~~
- ~~(A) — a certified teacher is available as a trained mentor;~~
 - ~~(B) — the Head Start program is affiliated with the federal Head Start program and approved by the TEA;~~
 - ~~(C) — the Head Start program teaches three and four year old students; and~~
 - ~~(D) — the state's prekindergarten curriculum guidelines are being implemented.~~
- ~~(6) — An internship or clinical teaching experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.~~
- ~~(7) — An internship or clinical teaching experience shall not take place in a setting where the candidate:~~
- ~~(A) — has an administrative role over the mentor or cooperating teacher; or~~

- ~~(B) — is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.~~
- ~~(8) — For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.~~
- ~~(A) — A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.~~
- ~~(B) — A practicum may not take place exclusively during a summer recess.~~
- ~~(C) — A practicum shall not take place in a setting where the candidate:~~
- ~~(i) — has an administrative role over the site supervisor; or~~
- ~~(ii) — is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.~~
- ~~(D) — An intern or probationary certificate may be issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.36 of this title and §230.37 of this title.~~
- ~~(i) — A candidate for an intern or probationary certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of a probationary certificate in that class.~~
- ~~(ii) — An EPP may recommend an additional practicum under a probationary certificate if:~~
- ~~(I) — the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum; or~~
- ~~(II) — the EPP certifies that the first practicum was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the additional practicum.~~
- ~~(E) — A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or site supervisor does not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or site supervisor.~~
- ~~(9) — Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, clinical teaching, and/or practicum.~~
- ~~(A) — All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, clinical teaching, and/or practicum.~~
- ~~(B) — An EPP may file an application, with the appropriate fee specified in §229.9(6) of this title (relating to Fees for Educator Preparation Program Approval and Accountability), with the TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience. The application shall be in a form developed by the TEA.~~

~~staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and SBEC certification standards.~~

- ~~(C) — An EPP may file an application, with the appropriate fee specified in §229.9(6) of this title, with the TEA for approval, subject to periodic review, of a public or private school for a candidate's placement located within any state or territory of the United States, as a site for clinical teaching or practicum required by this chapter.~~
- ~~(i) — The clinical teaching or practicum site may be approved for a candidate who must complete requirements outside the state of Texas due to the following reasons if they occur following admission to the EPP:~~
- ~~(I) — military assignment of candidate or spouse;~~
- ~~(II) — illness of candidate or family member for whom the candidate is the primary caretaker;~~
- ~~(III) — candidate becomes the primary caretaker for a family member residing out of state; or~~
- ~~(IV) — candidate or spouse transfer of employment.~~
- ~~(ii) — The application shall identify the circumstances that necessitate the request to complete clinical teaching or a practicum outside of the state of Texas and be in a form developed by the TEA staff and shall include, at a minimum:~~
- ~~(I) — the accreditation(s) held by the school;~~
- ~~(II) — a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;~~
- ~~(III) — the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and~~
- ~~(IV) — the measures that will be taken by the EPP to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.~~
- ~~(D) — An EPP may file an application, with the appropriate fee specified in §229.9(6) of this title, with the TEA for approval, subject to periodic review, of a public or private school for a candidate's placement located outside the United States, as a site for clinical teaching or a practicum required by this chapter.~~
- ~~(i) — The site may be approved for a candidate who must complete requirements outside the United States due to the following reasons if they occur following admission to the EPP:~~
- ~~(I) — military assignment of candidate or spouse;~~
- ~~(II) — illness of candidate or family member for whom the candidate is the primary caretaker;~~
- ~~(III) — candidate becomes the primary caretaker for a family member residing out of country; or~~
- ~~(IV) — candidate or spouse transfer of employment.~~
- ~~(ii) — The application shall identify the circumstances that necessitate the request to complete clinical teaching or a practicum outside of the United States and be in a form developed by the TEA staff and shall include, at a minimum, the same provisions required in subparagraph (C)(ii) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and~~

~~program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.~~

- ~~(f) Mentors, cooperating teachers, and site supervisors. In order to support a new educator and to increase educator retention, an EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum. If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, or site supervisor is not available, the EPP and campus or district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria. The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.~~
- ~~(g) Ongoing educator preparation program support for initial certification of teachers. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. For each formal observation, whether in-person or virtual, the field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's cooperating teacher or mentor. Neither the pre-observation conference nor the post-observation conference need to be onsite. For candidates participating in an internship, the field supervisor shall provide a copy of the written feedback to the candidate's supervising campus administrator. Formal observations by the field supervisor conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.~~
- ~~(1) Each formal in-person observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting.~~
- ~~(2) Each formal virtual observation must be:~~
- ~~(A) at least 45 minutes in length;~~
- ~~(B) conducted by the field supervisor;~~
- ~~(C) followed by a post-observation conference within 72 hours of the educational activity;~~
~~and~~
- ~~(D) conducted through use of an unedited electronic transmission, video, or technology-based method.~~
- ~~(3) An EPP must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments.~~
- ~~(4) For an internship under an intern certificate or an additional internship described in subsection (e)(2)(B)(v)(I) of this section:~~
- ~~(A) an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship; and~~
- ~~(B) at least three of the minimum formal observations must be in-person.~~
- ~~(5) For a first year internship under a probationary certificate or an additional internship described in subsection (e)(2)(B)(v)(II) of this section:~~

- ~~(A) — an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment;~~
- ~~(B) — at least two of the minimum formal observations must be in person; and~~
- ~~(C) — if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in person observations;~~
- ~~(6) — If an internship under an intern certificate or an additional internship described in subsection (e)(2)(B)(v)(I) of this section involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:~~
- ~~(A) — an EPP must provide a minimum of three observations in each assignment;~~
- ~~(B) — for each assignment, the EPP must provide at least two formal observations during the first half of the internship and one formal observation during the second half of the internship;~~
- ~~(C) — at least two of the minimum formal observations must be in person for each assignment; and~~
- ~~(D) — if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in person observations for each assignment;~~
- ~~(7) — For a first year internship under a probationary certificate or an additional internship described in subsection (e)(2)(B)(v)(II) of this section that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:~~
- ~~(A) — an EPP must provide a minimum of one formal observation in each of the assignments during the first half of the assignment and a minimum of one formal observation in each assignment during the second half of the assignment;~~
- ~~(B) — at least two of the minimum formal observations must be in person for each assignment; and~~
- ~~(C) — if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in person observations for each assignment;~~
- ~~(8) — For a 14 week, full day clinical teaching assignment, an EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment. For an all level clinical teaching assignment in more than one location or in an assignment that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day, a minimum of two formal observations must be provided during the first half of the assignment and a minimum of one formal observation must be provided during the second half of the assignment. For either of these assignments:~~
- ~~(A) — at least two of the minimum formal observations must be in person for each assignment; and~~
- ~~(B) — if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in person observations for each assignment;~~
- ~~(9) — For a 28 week, half day clinical teaching assignment or a full day clinical teaching assignment that exceeds 14 weeks and extends beyond one semester:~~

- ~~(A) — an EPP must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the last half of the assignment; and~~
- ~~(B) — at least two of the minimum formal observations must be in person for each assignment.~~
- ~~(h) — Ongoing educator preparation program support for certification in a certification class other than classroom teacher. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.~~
- ~~(1) — An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.~~
- ~~(2) — The three required formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.~~
- ~~(3) — If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.~~
- ~~(i) — Coursework and/or training for candidates seeking Early Childhood: Prekindergarten-Grade 3 certification:~~
- ~~(1) — In support of the educator standards that are the curricular basis of the Early Childhood: Prekindergarten-Grade 3 certificate, an EPP shall integrate the following concepts and themes throughout the coursework and training:~~
- ~~(A) — using planning and teaching practices that support student learning in early childhood, including:~~
- ~~(i) — demonstrating knowledge and skills to support child development (birth-age eight) in the following areas:~~
- ~~(I) — brain development;~~
- ~~(II) — physical development;~~
- ~~(III) — social-emotional learning; and~~
- ~~(IV) — cultural development;~~
- ~~(ii) — demonstrating knowledge and skills of effective, research-supported, developmentally appropriate instructional approaches to support young students' learning, including, but not limited to:~~
- ~~(I) — intentional instruction with clear learning goals;~~
- ~~(II) — project-based learning;~~
- ~~(III) — child-directed inquiry;~~
- ~~(IV) — learning through play; and~~

- ~~(V) — integration of knowledge across content areas;~~
- ~~(iii) — demonstrating knowledge and skills in implementing instruction tailored to the variability in learners' needs, including, but not limited to, small group instruction;~~
- ~~(iv) — demonstrating knowledge and skills in early literacy development and pedagogy, including:
 - ~~(I) — demonstrating effective ways to support language development, particularly oral language development, including, but not limited to, growth in academic vocabulary, comprehension, and inferencing abilities; and~~
 - ~~(II) — demonstrating effective ways to support early literacy development, including letter knowledge, phonological awareness, early writing, and decoding;~~~~
- ~~(v) — demonstrating knowledge and skills in early mathematics and science development and pedagogy;~~
- ~~(vi) — demonstrating knowledge and skills in developing and implementing pedagogical approaches for students who are English learners and/or bilingual; and~~
- ~~(vii) — demonstrating knowledge and skills in developing and implementing pedagogical approaches for students who have or are at risk for developmental delays and disabilities;~~
- ~~(B) — assessing the success of instruction and student learning through developmentally appropriate assessment, including:
 - ~~(i) — demonstrating knowledge of multiple forms of assessment, the information that each form of assessment can provide about a student's learning and development, and how to conceive, construct, and/or select an assessment aligned to standards that can demonstrate student learning to stakeholders;~~
 - ~~(ii) — demonstrating knowledge in how to use assessments to inform instruction to support student growth; and~~
 - ~~(iii) — demonstrating knowledge and application of children's developmental continuum in the analysis of assessment results utilizing a variety of assessment types to gain a full understanding of students' current development and assets;~~~~
- ~~(C) — creating developmentally appropriate learning environments, including:
 - ~~(i) — demonstrating knowledge and skills in supporting learners' development of self-regulation and executive function (e.g., behavior, attention, goal setting, cooperation);~~
 - ~~(ii) — demonstrating knowledge and skills in designing, organizing, and facilitating spaces for learning, particularly small group learning, in both indoor and outdoor contexts; and~~
 - ~~(iii) — demonstrating knowledge and skills in developing learning environments that support English learners' development, including structures to support language development and communication;~~~~
- ~~(D) — working with families, students, and the community through:
 - ~~(i) — teacher agency and teacher leadership;~~
 - ~~(ii) — research-based family engagement practices;~~~~

- ~~(iii) — understanding the capabilities of students through parent and community input; and~~
- ~~(iv) — the development and modeling of responsive relationships with children; and~~
- ~~(E) — using a diversity and equity framework, such as:~~
 - ~~(i) — demonstrating knowledge and skills in creating early learning communities that capitalize on the cultural knowledge and strengths children bring to the classroom;~~
 - ~~(ii) — demonstrating knowledge and skills in creating an early learning environment that reflects the communities in which they work; and~~
 - ~~(iii) — demonstrating knowledge and skills in how to access the knowledge children and families bring to school.~~
- ~~(2) — An EPP shall provide each candidate who holds a valid standard, provisional, or one year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the applicant to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3 with a minimum of 150 clock hours of coursework and/or training that is directly aligned to the educator standards as specified in Chapter 235, Subchapter B, of this title (relating to Elementary School Certificate Standards and that is based on the concepts and themes specified in subsection (i)(1) of this section. A clinical teaching, internship, or practicum assignment is not required for completion of program requirements.~~
- ~~(3) — An EPP shall provide each candidate who holds a valid standard, provisional, or one year classroom teacher certificate specified in §230.31 of this title in a certificate category that does not allow the candidate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3 coursework and/or training as specified in subsections (a) and (b) of this section that is directly aligned to the educator standards as specified in Chapter 235, Subchapter B, of this title and that is based on the concepts and themes specified in subsection (i)(1) of this section, a clinical experience as specified in subsection (e)(2) of this section, a mentor or cooperating teacher as specified in subsection (f) of this section, and ongoing support as specified in subsection (g) of this section.~~
- ~~(j) — Coursework and/or training for candidates seeking a Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood Grade 12 certification:~~
 - ~~(1) — An EPP must provide a minimum of 300 hours of coursework and/or training related to the educator standards for that certificate adopted by the SBEC.~~
 - ~~(2) — An EPP shall provide a clinical experience of at least 350 clock hours in a supervised educator assignment in a public school accredited by the TEA or other school approved by the TEA for this purpose. A TVI certification candidate must demonstrate proficiency in each of the educator standards for the certificate being sought during the clinical experience. A clinical experience is successful when the field supervisor recommends to the EPP that the TVI certification candidate should be recommended for a TVI supplemental certification.~~
 - ~~(A) — An EPP will provide guidance, assistance, and support for the TVI certification candidate by assigning a cooperating teacher and/or providing individual or group consultation. The EPP is responsible for providing training to cooperating teachers and/or consultation providers.~~
 - ~~(B) — An EPP will collaborate with the program coordinator for the Texas School for the Blind and Visually Impaired Statewide Mentor Program to assign a TVI mentor for the TVI certification candidate. The Texas School for the Blind and Visually Impaired Statewide Mentor Program is responsible for providing training for all TVI mentors.~~
 - ~~(C) — An EPP will provide ongoing support for the TVI certification candidate. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor.~~

~~Supervision must be provided by a field supervisor who has completed TEA approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; and provide written feedback through an individualized, synchronous, and interactive post observation conference with the candidate. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate.~~

~~(i) Formal observations must be at least 135 minutes in duration in total throughout the clinical experience and must be conducted by the field supervisor.~~

~~(ii) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidate's site in a face-to-face setting must include a pre- and post-conference.~~

~~(iii) An EPP must provide a minimum of one formal observation within the first third of the clinical experience, one formal observation within the second third of the clinical experience, and one formal observation within the final third of the clinical experience.~~

~~(k) Candidates employed as certified educational aides.~~

~~(1) Clinical Teaching Assignment. Candidates employed as certified educational aides may satisfy their clinical teaching assignment requirements through their instructional duties.~~

~~(A) If an EPP permits candidates employed as certified educational aides, as defined by Chapter 230, Subchapter E, of this title (relating to Educational Aide Certificate), to satisfy the clinical teaching assignment requirements through their instructional duties, the clinical teaching assignment must be for a minimum of 490 hours (14-week equivalent).~~

~~(B) An EPP may permit an educational aide employed in a clinical teaching to be excused from up to 35 of the required hours due to maternity leave, military leave, or illness.~~

~~(C) Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or cooperating teacher do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.~~

~~(2) Coursework and Training. An EPP must provide coursework and/or training as specified in subsections (a) and (b) of this section, a clinical experience as specified in subsection (e) of this section, a cooperating teacher as specified in subsection (f) of this section, and ongoing support as specified in subsection (g) of this section. An EPP must provide a minimum of one formal observation during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observation during the last third of the assignment.~~

~~(l) Exemptions:~~

~~(1) Under the TEC, §21.050(e), a candidate who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption~~

~~from tuition and fees under the TEC, §54.363, is exempt from the requirements of this chapter relating to field based experience, internship, or clinical teaching.~~

- ~~(2) Under the TEC, §21.0487(c)(2)(B), a candidate's employment by a school or district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is exempt from any clinical teaching, internship, or field-based experience program requirement.~~

§228.40. Assessment and Evaluation of Candidates for Certification and Program Improvement.

- ~~(a) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the educator preparation program (EPP) shall establish benchmarks and structured assessments of the candidate's progress throughout the EPP.~~
- ~~(b) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content pedagogy examination(s) required for certification, unless that content pedagogy test is used for admission purposes.~~
- ~~(c) Upon the written request of the candidate, an EPP may prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted to the EPP.~~
- ~~(d) An EPP shall determine the readiness of each candidate to take the appropriate certification examination of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. An EPP shall not grant test approval for a certification examination until a candidate has met all of the requirements for admission to the EPP and has been contingently or formally admitted into the EPP. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed the EPP or if the candidate has returned to the EPP for test approval five or more years following the academic year of completion.~~
- ~~(e) For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessments.~~
- ~~(f) An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program.~~

§228.50. Professional Conduct.

~~During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).~~

§228.60. Implementation Date.

~~The provisions of this chapter that were in effect on the date an educator preparation program (EPP) candidate was admitted to an EPP shall determine the program requirements applicable to that candidate.~~

§228.70. Complaints and Investigations Procedures.

- ~~(a) Purpose. Texas Education Agency (TEA) staff shall maintain a process through which a candidate or former candidate in an educator preparation program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical teaching, internship, or practicum experiences may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.~~
- ~~(b) EPP responsibilities.~~

-
- ~~(1) The EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff.~~
- ~~(2) The EPP shall post on its website a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy.~~
- ~~(3) The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with subsection (c)(1) of this section.~~
- ~~(4) Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with subsection (c)(1) of this section.~~
- ~~(c) TEA responsibilities:~~
- ~~(1) Filing a complaint. TEA staff will develop a complaint form to standardize information received from an individual making a complaint against an EPP. The complaint form will be available on the TEA website. All complaints filed against an EPP must be in writing on the complaint form. The written complaint must clearly state the facts that are the subject of the complaint and must state the measures the complainant has taken to attempt resolution of the complaint with the EPP. Anonymous complaints may not be accepted or investigated.~~
- ~~(2) Processing the complaint:~~
- ~~(A) TEA staff will record all complaints in the TEA complaints tracking system. Each complaint, no matter the severity, shall be assigned a tracking number.~~
- ~~(B) The complaint will be forwarded to the division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.~~
- ~~(C) If TEA staff determines that the complaint is not within the State Board for Educator Certification's (SBEC's) jurisdiction, TEA staff shall notify the complainant that the complaint will be closed without action for lack of jurisdiction. TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.~~
- ~~(D) If TEA staff determines the complainant knew or should have known about the events giving rise to a complaint more than two years before the earliest date the complainant filed a complaint with either TEA staff or the EPP, TEA staff will notify the complainant that the complaint will be closed without action.~~
- ~~(E) If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, TEA staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.~~
- ~~(3) Investigating the complaint:~~
- ~~(A) If TEA staff determines a complaint is within the SBEC's jurisdiction, TEA staff will notify the respondent EPP that a complaint has been made, provide a summary of the allegations in the complaint, and request that the EPP respond to the complaint.~~
- ~~(B) TEA staff may request further information from the individual and from the EPP.~~
- ~~(C) An EPP shall:~~
- ~~(i) cooperate fully with any SBEC investigation; and~~
- ~~(ii) respond within 21 business days of receipt to requests for information regarding the complaint(s) and other requests for information from the TEA, except where:~~

- ~~(I) — TEA staff imposes a different response date; or~~
- ~~(II) — the EPP is unable to meet the initial response date and requests and receives a different response date from TEA staff.~~
- ~~(D) — If an EPP fails to comply with subparagraph (C) of this paragraph, the SBEC may amend the complaint to reflect the violation and may deem admitted the violation of SBEC rules and/or Texas Education Code (TEC), Chapter 21, alleged in the original complaint.~~
- ~~(4) — Resolving the complaint.~~
- ~~(A) — Upon completion of an investigation, TEA staff will notify both the individual and the EPP in writing of the findings of the investigation. If TEA staff finds that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.~~
- ~~(B) — Each party will have ten business days to present additional evidence or to dispute the findings of the investigation.~~
- ~~(C) — After reviewing any additional evidence, if TEA staff finds that no violation has occurred, the complaint will be closed and TEA staff will notify both parties in writing.~~
- ~~(D) — After reviewing any additional evidence, if TEA staff finds that the EPP has violated SBEC rules and/or TEC, Chapter 21, the following provisions apply.~~
- ~~(i) — TEA staff will notify the EPP in writing and specify for each violation the seriousness and extent of the violation, including whether the EPP has been found to have violated that statute and/or rule previously.~~
- ~~(ii) — Within ten business days of TEA staff notifying the EPP in writing that a violation has occurred, the EPP and TEA staff will collaboratively develop and agree to a timely resolution of each violation. If the parties cannot agree on a resolution within ten business days, TEA staff will unilaterally propose a resolution within ten business days of TEA staff issuing the violation notice.~~
- ~~(iii) — If the EPP complies with the agreed or proposed resolution, the investigation is closed and results recorded in accordance with subparagraph (E) of this paragraph.~~
- ~~(iv) — If the EPP does not comply with the agreed or proposed resolution within the timelines set out in the resolution, TEA staff will make a recommendation that the SBEC impose sanctions affecting the EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval).~~
- ~~(v) — The EPP shall be entitled to an informal review of the proposed recommendation for sanctions under the conditions and procedures set out in §229.7 of this title (regarding Informal Review of Texas Education Agency Recommendations).~~
- ~~(E) — The final disposition of the complaint will be recorded in the TEA complaints tracking system.]~~

ATTACHMENT III
Text of Proposed Repeal of 19 TAC

[Figure: 19 TAC §228.10(b)(1)]

<u>Component I: Governance</u>	<u>Evidence</u>
<u>19 TAC §228.20(b): The representative nature of an advisory committee.</u>	<u>Records of advisory committee membership reflecting at least three of the groups listed in this subsection; and</u> <u>Advisory committee meeting attendance records.</u>
<u>19 TAC §228.20(b): Input provided by an advisory committee.</u>	<u>Advisory committee member input reflected in the advisory committee minutes.</u>
<u>19 TAC §228.20(b): EPP informed advisory committee members of their roles and responsibilities.</u>	<u>Advisory committee training materials, date(s), attendance records; or</u> <u>Advisory committee handbook with acknowledgement of receipt by advisory committee member; or</u> <u>Letter of invitation with roles and responsibilities outlined and acknowledged by invitee as to accept or decline; or</u> <u>Bylaws acknowledged receipt by advisory committee member.</u>
<u>19 TAC §228.20(b): Advisory committee meeting.</u>	<u>Dated minutes of each advisory committee meeting.</u>
<u>19 TAC §228.20(e): The EPP provided notice of amendments to its approved program.</u>	<u>Record of notification to TEA.</u>
<u>19 TAC §228.20(f): The EPP provided notice and received approval of amendments to its approved program.</u>	<u>Record of approval or denial from TEA.</u>
<u>19 TAC §228.20(g): The EPP published a calendar of activities.</u>	<u>Calendar posted on EPP website.</u>
<u>19 TAC §228.10(a): The EPP has met the requirements for approval.</u>	<u>EPP accreditation status on file with TEA.</u>
<u>19 TAC §228.10(b): The EPP has met the requirements for continuing approval.</u>	<u>EPP accreditation status on file with TEA.</u>
<u>19 TAC §228.10(c): The EPP has met the requirements to offer clinical teaching.</u>	<u>EPP clinical teaching status on file with TEA.</u>
<u>19 TAC §228.10(d): The EPP has met the requirements to offer a certification class and/or category.</u>	<u>EPP certification class and/or category status on file with TEA.</u>
<u>19 TAC §228.10(e): The EPP provided notice of an additional location.</u>	<u>Record of letter(s) on letterhead signed by an EPP's legally authorized agent or representative sent by email or regular mail.</u>
<u>19 TAC §228.15: The EPP has met the requirements for consolidation or closure.</u>	<u>EPP notice of consolidation or closure; and</u> <u>EPP notification of candidates; and</u> <u>EPP completion of required SBEC and TEA actions.</u> <u>If closing, EPP notification of representative.</u>

<u>Component I: Governance</u>	<u>Evidence</u>
<u>19 TAC §228.17: The EPP has met the requirements for changing ownership.</u>	<u>EPP notice of change of ownership.</u>

Figure: 19 TAC §228.10(b)(1)

<u>Component II: Admission</u>	<u>Evidence</u>
<u>19 TAC §227.1(c): The EPP has informed applicants of the required information.</u>	<u>Website; or Recruitment information; or Orientation materials; or Admission material.</u>
<u>19 TAC §227.10(a)(1) and (2): Candidates have met the required institution of higher education (IHE) enrollment or degree requirements.</u>	<u>Original transcripts.</u>
<u>19 TAC §227.10(e): Out of country candidates have met the required degree requirement.</u>	<u>Official transcript evaluated by approved entity with equivalent report issued.</u>
<u>19 TAC §227.10(a)(3)(A): Candidates have met the minimum grade point average (GPA) requirement.</u>	<u>Official transcripts; and Documentation of calculations to determine GPA in the last 60 hours.</u>
<u>19 TAC §227.10(a)(3)(B) and (D): Candidates that have been admitted with a GPA less than the 2.5 minimum have met the requirements for the GPA exception.</u>	<u>Program policy; and Documentation signed by the director that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and Pre-Admission Content Test score report.</u>
<u>19 TAC §227.10(a)(4): Applicants demonstrated content knowledge prior to admission.</u>	<u>Official transcripts; and Record of calculation of content hours by course; and Score report for a comparable examination approved by TEA; or Score report for Pre-Admission Content Test.</u>
<u>19 TAC §227.10(a)(5): Applicants demonstrated basic skills prior to admission.</u>	<u>Score reports; or Official transcripts bearing TSI requirements.</u>
<u>19 TAC §227.10(a)(6): Applicants demonstrated proficiency in English language skills prior to admission.</u>	<u>Official transcripts with degree from U.S. university or college; or A letter from the out of country institution stating the language of instruction is English; or Official TOEFL scores.</u>

<u>Component II: Admission</u>	<u>Evidence</u>
<u>19 TAC §227.10(a)(7): A screening device has been used to determine applicant admission.</u>	<u>Completed application; and</u> <u>Interview with standard questions and evaluated with a cut score or rubric that includes descriptions of levels of performance quality based on a coherent set of criteria; or</u> <u>Other screening instrument evaluated with a cut score or a rubric that includes descriptions of levels of performance quality based on a coherent set of criteria.</u>
<u>19 TAC §227.10(a)(8): Applicants have met other academic criteria for admission.</u>	<u>Application for admission; and</u> <u>Records of academic requirements; and</u> <u>Academic requirements are published on website, or catalogues, or brochures, or orientation materials.</u>
<u>19 TAC §227.10(b): Applicants have met additional admission requirements.</u>	<u>Records of admission requirements; and</u> <u>Documentation of published requirements in candidate records; and</u> <u>Admission requirements are published on website, or catalogues, or brochures, or orientation materials.</u>
<u>19 TAC §227.10(c): The EPP has appropriately admitted applicants who have transferred from other EPPs.</u>	<u>Transfer form; and</u> <u>Application for admission; and</u> <u>Official transcripts.</u>
<u>19 TAC §227.10(d): Career and Technical Education applicants have been admitted with the required documentation of licensure and experience.</u>	<u>License and/or other supporting documentation of work experience; and</u> <u>Statement of qualifications; and</u> <u>Diploma or Transcript.</u>
<u>19 TAC §227.17(a): Applicants have been formally admitted to the EPP.</u>	<u>Required admission documents; and</u> <u>Written formal admission offer letter; and</u> <u>Written and dated formal admission acceptance letter.</u>
<u>19 TAC §227.17(e) and (f): Candidates were admitted prior to beginning coursework and training or receiving approval to test.</u>	<u>Written and dated formal admission acceptance letter; and</u> <u>Coursework record with start and completion dates; and</u> <u>Testing history.</u>

<u>Component II: Admission</u>	<u>Evidence</u>
<u>19 TAC §227.15(a): Applicants admitted on a contingency basis met all admission requirements relating to contingency admission.</u>	<u>Written contingency admission offer letter; and</u> <u>Written and dated contingency admission acceptance letter; and</u> <u>Required admission documents; and</u> <u>Official transcripts; and</u> <u>Information from university confirming date of graduation; and</u> <u>Program records indicating which semester admission applies.</u>
<u>19 TAC §241.5(c), Principal, and 19 TAC §242.5(c), Superintendent: Candidates admitted met all admission requirements.</u>	<u>Screening instrument with rubric and cut score.</u>
<u>19 TAC §242.5(a): Superintendent applicants were admitted with required degree requirements.</u>	<u>Official transcript.</u>

<u>Component III: Curriculum</u>	<u>Evidence</u>
<u>19 TAC §228.30(a): The curriculum is based on approved educator standards.</u>	<u>Charts identifying alignment of educator standards in curriculum; and</u> <u>Application of educator standards identified in syllabi/course outlines; or</u> <u>Application of educator standards identified in course/training lesson plans.</u>
<u>19 TAC §228.30(a): The curriculum addresses the relevant Texas Essential Knowledge and Skills (TEKS).</u>	<u>Charts identifying alignment of educator standards in curriculum; and</u> <u>Syllabi/course outlines identifying training in using TEKS to inform instruction and assessment; or</u> <u>Instructor lesson plans reflecting instruction and use of TEKS.</u>
<u>19 TAC §228.40(a): The EPP uses assessments to measure candidate progress.</u>	<u>Syllabi/course outlines reflecting assessments of knowledge and skills; and</u> <u>Assessments that measure mastery of educator standards.</u>
<u>19 TAC §228.30(b): The curriculum is research based.</u>	<u>Syllabi/course outlines with bibliographies/references.</u>
<u>19 TAC §228.30(c) (c): The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class.</u>	<u>Charts identifying alignment of educator standards in curriculum; and</u> <u>Syllabi/course outlines; or</u> <u>Coursework.</u>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<u>19 TAC §228.35(a)(1): The EPP provides candidates with adequate preparation and training.</u>	<u>Candidate testing history; and</u> <u>Syllabi/course outlines; and</u> <u>Program benchmarks; and</u> <u>Degree plan/transcripts.</u>
<u>19 TAC §228.35(a)(2): Coursework and/or training meets requirements.</u>	<u>Syllabi/course outline; or</u> <u>Coursework.</u>
<u>19 TAC §228.35(a)(3): Candidates complete coursework and training prior to EPP completion and standard certification.</u>	<u>Program benchmarks; and</u> <u>Attendance records or attendance policies that require a certain level of attendance for a passing grade; and</u> <u>Program schedule of courses/modules; and</u> <u>Degree plan/transcripts for each candidate reviewed.</u>
<u>19 TAC §228.35(a)(4): Late hire candidates may receive a portion of the required coursework and training by their school district or campus.</u>	<u>Certificate of attendance; or</u> <u>Sign in sheet; or</u> <u>Other written school district verification.</u>
<u>19 TAC §228.35(a)(5)(A): The EPP has procedures for allowing relevant military experiences.</u>	<u>Policies and procedures in handbooks; and</u> <u>Advisory committee minutes; or</u> <u>Admission information; or</u> <u>Orientation material; or</u> <u>Website information.</u>
<u>19 TAC §228.35(a)(5)(B): The EPP has procedures for allowing prior experience, education, or training.</u>	<u>Policies and procedures in handbooks; and</u> <u>Advisory committee minutes; or</u> <u>Admission information; or</u> <u>Orientation material; or</u> <u>Website information.</u>
<u>19 TAC §228.35(a)(6): Coursework and training that is offered online meets standards.</u>	<u>Accreditation documentation; or</u> <u>Quality assurance documentation; or</u> <u>THECB compliance documentation.</u>
<u>19 TAC §228.35(b): Candidates for initial teacher certification receive the required number of hours of coursework and training.</u>	<u>Document tracking hours for courses; or</u> <u>Degree plans; or</u> <u>Transcripts; or</u> <u>Program Course/Module Schedule; or</u> <u>Benchmarks.</u>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<u>19 TAC §228.35(b)(1): Candidates have completed the field-based experience requirements prior to clinical teaching or internship.</u>	<u>Start date of clinical teaching or internship; and</u> <u>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and</u> <u>Written or videotaped reflections of observation.</u>
<u>19 TAC §228.35(b)(2): Candidates have completed the required coursework and/or training prior to clinical teaching or internship.</u>	<u>Start date of clinical teaching or internship; and</u> <u>Document tracking hours for courses; or</u> <u>Degree plans; or</u> <u>Transcripts; or</u> <u>Program Course/Module Schedule; or</u> <u>Benchmarks.</u>
<u>19 TAC §228.35(c): Candidates seeking initial certification in a class other than classroom teacher have completed the required clock hours of coursework and/or training.</u>	<u>Document tracking hours for courses; or</u> <u>Degree plans; or</u> <u>Transcripts; or</u> <u>Program Course/Module Schedule; or</u> <u>Benchmarks.</u>
<u>19 TAC §228.35(d): Late hire candidates have completed the pre-internship requirements.</u>	<u>Record of coursework completed (start and end dates); and</u> <u>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interaction with students; verifying signatures of observed teacher; and</u> <u>Reflections of observation; and</u> <u>Record of assignment date.</u>
<u>19 TAC §228.35(e)(1)(A): Teacher candidates complete required field-based experiences.</u>	<u>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, and interactions with students; verifying signatures of observed teacher; and</u> <u>Reflections of observation.</u>
<u>19 TAC §228.35(e)(1)(B): Field-based experience via electronic transmission or other video or technology-based method meets requirements.</u>	<u>Field-based observation log reflecting date, subject area, and grade level; verifying signatures of program staff; and</u> <u>Reflections of observation.</u>
<u>19 TAC §228.35(e)(2)(A) and (B): Candidates seeking initial teacher certification have completed clinical teaching.</u>	<u>Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, and field supervisor assigned; and</u> <u>Clinical teaching log including dates, start and end times each day; verified by cooperating teacher.</u>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<u>19 TAC §228.35(e)(2)(C)(i): Candidates seeking initial teacher certification have completed an internship.</u>	<p><u>Completed statement of eligibility; and</u></p> <p><u>Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned.</u></p> <p><u>If more than 30 days of internship are missed:</u></p> <ul style="list-style-type: none"> • <u>Request letter from candidate; and</u> • <u>Approval by appropriate program staff; and</u> • <u>Identified start date and end date of internship; and</u> • <u>Make-up plan if more than thirty days; and</u> • <u>Documentation of make-up time.</u>
<u>19 TAC §228.35(e)(2)(C)(iii): Candidates complete additional internship assignments that meet requirements for an internship and are appropriately supervised by the EPP.</u>	<p><u>Record of coursework completed; and</u></p> <p><u>Completed statement of eligibility; and</u></p> <p><u>Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and</u></p> <p><u>Intern or probationary certificates; and</u></p> <p><u>Field supervisor observation logs; and</u></p> <p><u>Letter from school district.</u></p>
<u>19 TAC §228.35(e)(2)(C)(iv): Candidates hold probationary or intern certificates while completing internship assignments.</u>	<u>Intern or probationary certificate.</u>
<u>19 TAC §228.35(e)(2)(C)(v): Additional internships recommended by the EPP have met the requirements for allowing candidates to complete additional internships.</u>	<p><u>Record of successful or unsuccessful internship; and</u></p> <p><u>Deficiency plan; and</u></p> <p><u>Benchmarks.</u></p>
<u>19 TAC §228.35(e)(2)(C)(vi)(I): The EPP supports the candidate during an additional internship unless the internship is ended early due to issuance of a standard certificate.</u>	<u>Standard certificate.</u>
<u>19 TAC §228.35(e)(2)(C)(vi)(II) The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate is non-renewed by, resigns from, or is terminated by the employer.</u>	<p><u>Written notice from candidate; and</u></p> <p><u>Written notice to candidate; and</u></p> <p><u>Written notice to TEA.</u></p>
<u>19 TAC §228.35(e)(2)(C)(vi)(III): The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate is released from the EPP.</u>	<p><u>Written notice to candidate; and</u></p> <p><u>Written notice to school or district; and</u></p> <p><u>Written notice to TEA.</u></p>
<u>19 TAC §228.35(e)(2)(C)(vi)(IV): The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate withdraws from the EPP.</u>	<p><u>Written notice to program; and</u></p> <p><u>Written notice to candidate; and</u></p> <p><u>Written notice to school or district; and</u></p> <p><u>Written notice to TEA.</u></p>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<u>19 TAC §228.35(e)(2)(E): The EPP requested and was approved for an exception to the clinical teaching option.</u>	<u>Record of approval from SBEC.</u>
<u>19 TAC §228.35(e)(2)(F): Candidate training included experiences with a full range of professional responsibilities including the start of the school year.</u>	<u>Documentation of field-based experiences and/or clinical teaching experiences.</u>
<u>19 TAC §228.35(e)(3): An internship or clinical teaching experience was completed at a Head Start Program that meets requirements.</u>	<u>Teacher certification and mentor training records; and Federal and TEA approval records; and Records documenting Head Start student population; and Head Start curriculum.</u>
<u>19 TAC §228.35(e)(4) and (5): The internship or clinical teaching experiences take place in setting that meets requirements.</u>	<u>Internship or clinical teaching placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Statement of eligibility (only required for internship).</u>
<u>19 TAC §228.35(e)(6)(A) and (B): Candidates seeking certification in a class other than classroom teacher complete a practicum that meets the requirements.</u>	<u>Field supervisor observation logs reflecting educator standards-based activities; and Practicum information with start and end dates, district, campus, site, and field supervisor assigned.</u>
<u>19 TAC §228.35(e)(6)(C)(i): An intern or probationary certificate has been issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions.</u>	<u>Statement of eligibility; and Program requirements; and Testing history.</u>
<u>19 TAC §228.35(e)(6)(C)(ii): Additional practicums recommended by the EPP have met the requirements for allowing candidates to complete additional practicums.</u>	<u>Record of successful or unsuccessful practicum; and Deficiency plan; and Benchmarks.</u>
<u>19 TAC §228.35(e)(7): The EPP applied and received approval for a candidate to complete field-based experience, clinical teaching, internship, or practicum in an out-of-state or out-of-country placement.</u>	<u>Record of approval from TEA.</u>
<u>19 TAC §228.35(f): Candidates placed in clinical teaching, internship, or practicum assignments were assigned cooperating teachers, mentors, or site supervisors as appropriate.</u>	<u>Candidate placement information showing date of placement, name of candidate, name of cooperating teacher/mentor/site supervisor, subject area, grade level, supervising administrator name, campus name, and district name.</u>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<p><u>19 TAC §228.2(12) and (23): The cooperating teachers and mentors were trained and held the required credentials.</u></p>	<p><u>Service record and teaching certificate; or</u></p> <p><u>A form signed by the campus or district administrator attesting that the cooperating teachers and mentors meet the certification, experience, and accomplishment as an educator criteria; and</u></p> <p><u>Evidence of training; and</u></p> <p><u>Evidence of accomplishment as an educator includes:</u></p> <ul style="list-style-type: none"> ● <u>Evaluations that include evidence of student learning; or</u> ● <u>Campus or district reports that include evidence of student learning; or</u> ● <u>Letters of recommendation that include evidence of student learning.</u> <p><u>Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.</u></p>
<p><u>19 TAC §228.2(30): The site supervisors were trained and held the required credentials.</u></p>	<p><u>Service record and educator certificate; or</u></p> <p><u>A form signed by the campus or district administrator attesting that the cooperating teachers and mentors meet the certification, experience, and accomplishment as an educator criteria; and</u></p> <p><u>Evidence of training; and</u></p> <p><u>Evidence of accomplishment as an educator includes:</u></p> <ul style="list-style-type: none"> ● <u>Evaluations that include evidence of student learning; or</u> ● <u>Campus or district reports that include evidence of student learning; or</u> ● <u>Letters of recommendation that include evidence of student learning.</u> <p><u>Documentation from EPP and campus or district administrator is required if an individual with the required credentials is not available.</u></p>
<p><u>19 TAC §228.35(f): The EPP provided scientifically-based training to cooperating teachers, mentors, and site supervisors.</u></p>	<p><u>Training materials and dated attendance records with signatures; or</u></p> <p><u>School district/ESC certificate of completion; or</u></p> <p><u>Cooperating teacher/mentor/site supervisor handbook acknowledgement; or</u></p> <p><u>Training materials and dated attendance information for online training.</u></p>
<p><u>19 TAC §228.35(g): Candidates have been assigned to field supervisors who held the required credentials.</u></p>	<p><u>Candidate placement information showing date of placement and field supervisor assigned; or</u></p> <p><u>Field supervisor logs; and</u></p> <p><u>Records of field supervisor certification, degree, experience, and/or continuing professional education.</u></p>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<u>19 TAC §228.35(g) and (h): Field supervisors have been trained.</u>	<u>Training material and dated attendance records with signature of field supervisor; or</u> <u>Handbook acknowledged with field supervisor signature; or</u> <u>Training materials and dated attendance information for online training.</u> <u>After 9/1/2017, certificate of completion of TEA-approved observation training.</u>
<u>19 TAC §228.35(g): Field supervisors made the required initial contact.</u>	<u>Field supervisor log; or</u> <u>Emails; or</u> <u>Phone records; or</u> <u>Other electronic communication; or</u> <u>Course syllabi with first contact class noted with attendance records.</u>
<u>19 TAC §228.35(g): For each observation, the field supervisor has held the required conferences with each candidate. Each candidate has received written feedback that meets the requirements.</u>	<u>Documentation verifying pre-conference and individualized post-conference; and</u> <u>Observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.</u>
<u>19 TAC §228.35(g): The field supervisor has provided a copy of the written observation feedback to the required individuals.</u>	<u>Observation instrument with cooperating teacher, mentor, and/or campus supervisor signature; or</u> <u>Email with delivery/read receipt; or</u> <u>Dated copy of letter on program letterhead sent with observation results.</u>
<u>19 TAC §228.35(g): The candidate receives informal observations and ongoing coaching as appropriate.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Observation forms; or</u> <u>Other electronic records of observation and coaching.</u>
<u>19 TAC §228.35(g): The field supervisor collaborates with the required individuals.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Signed observation forms.</u>
<u>19 TAC §228.35(g)(1) (8): Formal observations conducted by field supervisors meet the requirements for duration, frequency, and format.</u>	<u>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.</u>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<u>19 TAC §228.35(h): Candidates seeking certification in a class other than Classroom Teacher are assigned to field supervisors who have the required education and credentials.</u>	<u>Candidate placement information showing date of placement and field supervisor assigned; and</u> <u>Records of field supervisor certification, degree, experience, and continuing professional education.</u>
<u>19 TAC §228.35(h): Field supervisors make required initial contact with candidates.</u>	<u>Field supervisor log; or</u> <u>Emails; or</u> <u>Phone records; or</u> <u>Other electronic communication; or</u> <u>Course syllabi with first contact class noted with attendance records.</u>
<u>19 TAC §228.35(h): For each observation, the field supervisor has held the required conferences with each candidate. Each candidate has received the required written feedback.</u>	<u>Documentation verifying pre-conference and individualized post-conference; and</u> <u>Observation documents signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed.</u>
<u>19 TAC §228.35(h): The field supervisor has provided a copy of the written observation feedback to the candidate's site supervisor.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Signed observation forms.</u>
<u>19 TAC §228.35(h): The field supervisor provides informal observations and coaching as appropriate.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Observation forms; or</u> <u>Other electronic records of observation and coaching.</u>
<u>19 TAC §228.35(h): The field supervisor collaborates with the candidate and site supervisor throughout the practicum experience.</u>	<u>Field supervisor log; or</u> <u>Email records with delivery/read receipts; or</u> <u>Phone records; or</u> <u>Signed observation forms.</u>
<u>19 TAC §228.35(h)(1) (4): Observations conducted by field supervisors meet the requirements for duration, frequency, and format.</u>	<u>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level, with record of instructional strategies observed; and/or</u> <u>Field supervisor contact log with date and signatures.</u>
<u>19 TAC §228.35(i): A candidate seeking certification as a teacher has been exempt from completing field-based experience, clinical teaching or internship by meeting requirements.</u>	<u>Record from the THECB documenting exemption eligibility.</u>

<u>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</u>	<u>Evidence</u>
<u>19 TAC §228.35(i)(2): A candidate that currently is or was a JROTC instructor has been exempt from completing field-based experience, clinical teaching, or internship by meeting requirements.</u>	<u>Service record; or</u> <u>Record of current employment.</u>
<u>19 TAC §241.10(b), Principal; 19 TAC §242.10(b), Superintendent; 19 TAC §239.10(b), Counselor; 19 TAC §239.50(a), Librarian; 19 TAC §239.82(a), Educational Diagnostician; 19 TAC §239.92(a), Reading Specialist; and 19 TAC §239.100(e), Master Teachers: During the practicum, candidates demonstrate proficiency in the standards.</u>	<u>Field supervisor logs of educator standards based activities with verifying signatures; or</u> <u>Candidate journals which reflect standards; or</u> <u>Completed educator standards based projects and activities.</u>

<u>Component V: Assessment and Evaluation of Candidates and Program</u>	<u>Evidence</u>
<u>19 TAC §228.40(a): The EPP has established benchmarks to measure candidate progress.</u>	<u>Benchmarks.</u>
<u>19 TAC §228.40(b): The EPP has processes to ensure candidates are prepared to be successful on their content examinations.</u>	<u>Candidate document(s) reflecting meeting criteria for testing with date; and</u> <u>Syllabi/course outlines; or</u> <u>Benchmarks.</u>
<u>19 TAC §228.40(c): A candidate who is prepared in different certification in which the candidate was admitted.</u>	<u>Written request of candidate.</u>
<u>19 TAC §228.40(d): The EPP has a process for determining that formally admitted candidates are prepared to take certification examinations.</u>	<u>Criteria for testing published; and</u> <u>Dated record verifying criteria met.</u>
<u>19 TAC §228.40(e): The EPP uses information from a variety of sources to evaluate program design and delivery.</u>	<u>Evaluation plan detailing the activity, timeline, person responsible; and</u> <u>Data results from internal and external sources; and</u> <u>Dated evaluation reports; and</u> <u>Advisory committee minutes.</u>

<u>Component VI: Professional Conduct</u>	<u>Evidence</u>
<u>19 TAC §228.50: EPP staff and candidates adhere to the Educators' Code of Ethics.</u>	<u>Signed statement by staff and candidates of reading, understanding and abiding.</u>

<u>Component VII: Complaints Procedures</u>	<u>Evidence</u>
<u>19 TAC §228.70(b)(1): The EPP has sent a copy of the EPP complaint procedure to TEA.</u>	<u>Complaint process on file with TEA.</u>
<u>19 TAC §228.70(b)(2): The EPP has posted on its website the complaint policy and a link to the TEA complaints website.</u>	<u>Web posting.</u>

<u>Component VII: Complaints Procedures</u>	<u>Evidence</u>
<u>19 TAC §228.70(b)(3): The EPP complaint policy is posted on site.</u>	<u>Notification posting at physical site.</u>
<u>19 TAC §228.70(b)(4): The EPP provides written information about filing complaints.</u>	<u>Written information for candidate available.</u>

<u>Component VIII: Certification Procedures</u>	<u>Evidence</u>
<u>19 TAC §230.13(a)(1): The candidate has met the appropriate degree and/or experience requirements.</u>	<u>Official transcripts; and/or Documentation of experience.</u>
<u>19 TAC §230.13(b)(2): The candidate has met the appropriate preparation, experience, and/or licensure certification, or registration requirements.</u>	<u>Documentation of preparation, experience, and/or licensure certification, or registration requirements.</u>
<u>19 TAC §230.13(a)(2) and (b)(3): The candidate has completed an EPP.</u>	<u>Record of EPP completion.</u>
<u>19 TAC §230.13(a)(3) and (b)(4): The candidate has passing scores on required certification examinations.</u>	<u>Testing history.</u>
<u>19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; 19 TAC §239.93, Reading Specialist; and 19 TAC §239.100, Master Teachers: Candidates have passed appropriate certification examinations.</u>	<u>Testing history.</u>
<u>19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have met the degree requirement.</u>	<u>Official transcripts.</u>
<u>19 TAC §241.20, Principal, and 19 TAC §239.84, Educational Diagnostician: Candidates have met the certification requirement.</u>	<u>Valid classroom teaching certificate.</u>
<u>19 TAC §242.20, Superintendent: Candidates have met the certificate requirement.</u>	<u>Principal certificate or equivalent.</u>
<u>19 TAC §241.20, Principal; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have met the creditable years of teaching experience requirement.</u>	<u>Service records.</u>
<u>19 TAC §241.20, Principal; 19 TAC §242.20, Superintendent; 19 TAC §239.20, Counselor; 19 TAC §239.60, Librarian; 19 TAC §239.84, Educational Diagnostician; and 19 TAC §239.93, Reading Specialist: Candidates have successfully completed an EPP.</u>	<u>Record of EPP completion.</u>

<u>Component VIII: Certification Procedures</u>	<u>Evidence</u>
<p><u>19 TAC §239.101, Master Reading Teacher: Candidates either</u></p> <p><u>1) hold the Reading Specialist Certificate & complete an EPP;</u></p> <p><u>OR</u></p> <p><u>2) hold a valid teaching certificate with the required creditable years of service, and complete an EPP.</u></p>	<p><u>Reading Specialist Certificate; and</u></p> <p><u>Record of EPP completion; or</u></p> <p><u>Valid teaching certificate; and</u></p> <p><u>Official service records; and</u></p> <p><u>Record of EPP completion.</u></p>
<p><u>19 TAC §239.102, Master Mathematics Teacher: Candidates hold a valid teaching certificate, the required creditable years teaching experience, and complete an EPP.</u></p>	<p><u>Valid teaching certificate; and</u></p> <p><u>Official service records; and</u></p> <p><u>Record of EPP completion.</u></p>
<p><u>19 TAC §239.103, Master Technology Teacher: Candidates either</u></p> <p><u>1) hold the Technology Applications Certificate or the Technology Education Certificate, and complete an EPP;</u></p> <p><u>OR</u></p> <p><u>2) hold a valid teaching certificate with the required creditable years of teaching experience and complete an EPP.</u></p>	<p><u>Technology Application or Technology Education Certificate; and</u></p> <p><u>Record of EPP completion; or</u></p> <p><u>Valid teaching certificate; and</u></p> <p><u>Official service records; and</u></p> <p><u>Record of EPP completion.]</u></p>
<p><u>19 TAC §239.104, Master Science Teacher: Candidates hold a valid teaching certificate with the required creditable years of teaching experience, and complete an EPP.</u></p>	<p><u>Valid teaching certificate; and</u></p> <p><u>Official service records; and</u></p> <p><u>Record of EPP completion.</u></p>
<u>Component IX: Integrity of Data Submission</u>	<u>Evidence</u>
<p><u>19 TAC §229.3(f)(1): The EPP has reported required data in an accurate and timely manner.</u></p>	<p><u>Met timeline for reporting; and</u></p> <p><u>Accuracy of ASEP reports]</u></p>

Attachment IV: Residency Forum Feedback: May and June 2023

Residency Forums: May and June 2023

Background:

At the April 28, 2023 meeting, the SBEC was presented with a draft of updated rule text, following stakeholder feedback, related to a teacher residency certification route.

The Board named the following priorities:

- Ensure that residency programs are high-quality and that candidates produced through residency pathways have met a clear performance threshold for readiness to teach.
- Clearly delineate—in terms of demands on and support for candidates— between preparation through residency than through an internship.

Following the meeting, the Board directed TEA to solicit further input from stakeholders to refine the following topics:

- The official name of the certificate
- Allowing further flexibility in the number of field placements, as a shared decision between the EPP and LEA, if it leads to a significant benefit to the candidate.
- Requiring field supervisors to receive training on evaluating candidates against performance standards, as well as calibrating their scores with other reviewers.
- Identifying, in rule, that collaborative meetings between the field supervisor and district and campus leadership may take place virtually or in-person.
- Including examples of activities that may take place during collaborative meetings between the field supervisor and district and campus leadership.
- If using the ten selected T-TESS performance standards will measure candidate performance to a high degree of quality.

The TEA held three separate stakeholder engagement work sessions:

- June 1st and 5th: LEA Stakeholders
- June 9: Vetted Residency Providers

Stakeholder Feedback

Name of the certificate

Stakeholders identified the following as potential names for the certificate:

Standard Residency Certificate

Resident Standard Certificate

Teacher Resident

Residency Certificate

Preferred Residency Certificate

Field Placements

Participants were asked if we should expand the definition of field site placements to allow for multiple placements if the EPP and district agreed that it would be of significant benefit to the candidate.

Participants identified that intentionally planned multiple placements benefit candidates by allowing them to teach in different settings. They named EC–6 and 4–8 Math/Science and ELAR/Social Studies candidates as being positively impacted by multiple placements.

They noted that challenges for allowing multiple placements include finding and vetting more mentor teachers and potentially adding more stress to candidates. Additionally, they recognized that a single placement benefits the candidate and the students as they form stronger relationships over the course of the year.

Participants agreed that single placement should remain an option and that any decision to allow multiple placements must be agreed upon and documented by the EPP and the LEA. Participants requested clear guidance for allowing multiple placements.

Additional Required Training for Field supervisors

Participants were asked if we should require field supervisors to receive training to calibrate the scoring of candidates against performance standards. They widely agreed that this training requirement would create fairness and consistency. They raised concerns about additional paperwork and recommended that the number and type of training be determined locally.

Specifications and Examples of Collaborative Meetings

Participants were asked if the rule outlining the number of meetings between the field supervisor and district and campus leadership should specify that the meetings may take place virtually or in person. They agreed that virtual meetings allow flexibility and remove barriers for field supervisors as well as district and campus leadership, but recommended that a minimum number of meetings, such as 1 out of 3, should be held in person.

Participants were asked to provide examples of collaborative meetings between the field supervisor and district and campus leadership. Their examples include:

- Progress meetings on candidate performance
- Review of formal observation notes
- Data walkthrough
- Review of candidate professionalism
- Viewing or discussing exemplars of instructional practice, observation, and coaching notes
- Collaborative coaching of candidates
- Intervention meetings
- Governance
- Education policy changes discussion

T-TESS performance standards

Participants were asked to provide feedback on using the selected T-TESS standards as the base for performance gates.

Planning Dimension

1.1: Standards and Alignment

1.2: Data and Assessment

Instruction Dimension

2.1: Achieving Expectations;

2.2: Content Knowledge and Expertise

Learning Environment Dimension

3.1: Classroom Environment, Routines, and Procedures;

3.2: Managing Student Behavior;

3.3: Classroom Culture;

Professional Practices and Responsibilities Dimension

4.1: Professional Demeanor and Ethics;

4.2: Goal Setting;

4.3: Professional Development

Participants largely agreed with the selected T-TESS standards. Suggestions included adding the following standards:

Planning Dimension

1.3 Knowledge of Students

1.4 Activities

Instruction Dimension

2.3 Communication

2.4: Monitor and Adjust

2.5 Differentiation

LEA Forum Participants**June 1 & 5**

Name	District
Yesenia Basurto	Edgewood ISD
Emily Camarena	Fort Worth ISD
Christina Castanos	Clint ISD
Bridget Cooper	College Station ISD
Elizabel Garcia	Houston ISD
Sandra Gibson	La Vega ISD
Zachary Jasnocha	Kipp Texas
Wes Jones	Granbury ISD
Cara Malone	Hutto ISD
Thomasina Montana	Edgewood ISD
Melissa Oliva	Brownfield ISD
Raúl Peña	Fort Worth ISD

Micah Pohlmeier	Wylie ISD
Charla Rudd	La Vega ISD
Bobbi Russell-Garcia	Ysleta ISD
Sharon Shields	La Vega ISD
Chris Smith	Brownfield ISD
Natasha Tillman	Spring ISD

Vetted Residency Provider Forum Participants
June 9

Name	Organization
Helen Berg	Sam Houston State University
Suzanne Bettencourt	Texas A&M University
Amanda Campos	University of Houston
Larry Daniel	University of Texas Permian Basin
Ugochi Emenaha	Rice University
Paige Evans	University of Houston Central
Pamela Farinas	ESC 4
Belinda Flores	University of Texas San Antonio
Maria Gonzales	University of Texas San Antonio
Helen Hailemariam	Relay
Sherri Harwell	Texas A&M University Commerce
Anthony Hernandez	Urban Teachers
Josh Jones	Tarleton State University
Ramona Mateer	University of Houston
Karen McIntush	University of Houston
Jody Moody	Texas A & M University San Antonio
Jody Moody	Texas A & M University San Antonio
Jannah Nerren	Stephen F Austin State University
Suzanne Nesmith	Baylor University
Kim Parish	Texas A & M University
Britine Perkins	Prairie View A & M University
Ann Ryan	University of Texas San Antonio
Chris Sloan	Tarleton State University
Lisa Tieken	Texas A&M University San Antonio
Shannon Watson	Dallas College
Christian Winn	ESC 4
Mary Alice Zavala	Texas Tech University