

**Item 16:**  
**Discussion of Proposed Revisions to 19 TAC Chapter 231,**  
**Requirements for Public School Personnel Assignments,**  
**Subchapter F, Special Education-Related Services Personnel**  
**Assignments**

**DISCUSSION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments Subchapter F, Special Education-Related Services Personnel Assignments. The rules being discussed provide requirements relating to the criteria for school districts to make personnel assignments based on the correlating certification requirements. The proposed amendments would also expand the list of certificates appropriate for personnel serving in special education-related assignments.

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

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

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

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

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

TEC, §21.064, requires the SBEC to stop the issuance and renewal of master teacher certificates effective September 1, 2019, to add a designation of "legacy" to each master teacher certificate issued, and to recognize these certificates until they expire.

**FUTURE ACTION EXPECTED:** Texas Education Agency (TEA) staff anticipates presenting proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments Subchapter F, Special Education-Related Services Personnel Assignments to the SBEC at the September 2024 meeting for discussion and action.

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

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

### **Subchapter F, Special Education-Related Services Personnel Assignments**

#### *Current Special Education Certification Requirements:*

In 2022-23, there were a total of 702,785 students in the special education population—special education continues to be a high-needs, critical shortage area teaching assignment in Texas.

The SBEC currently issues the following four special education certificates:

- Special Education: Early Childhood-Grade 12
- Special Education Supplemental
- Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12
- Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12

Individuals can complete requirements for issuance of a special education certificate through one of the following pathways:

- Completion of an educator preparation program;
- Completion of the out-of-state/out-of-country credentials review process based on already being licensed to teach special education in another state or country; and
- Successful completion of tests via additional certification by examination based on already having a standard or lifetime classroom teacher certificate.

#### *Background on Current State Certification Requirements*

Current 19 TAC Chapter 231, Subchapter F, §231.701 Special Education Teacher, subsection (a) states, “*Subject to the requirements in subsection (c) of this section, an assignment for Special Education Teacher is allowed with one of the following certificates. If an individual is providing content instruction in a special education classroom setting, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers.*”

In accordance with SBEC rules, teachers must be certified for the courses, subjects, and grade levels in which they teach. A special education teacher serving as the teacher of record needs to meet the full certification requirements for the assigned grade level and subject or demonstrate competency through the high objective uniform State standard of evaluation of elementary and secondary special education teachers (HOUSSE) provisions.

During both the December 2023 and February 2024 SBEC meetings, TEA staff provided an overview of current federal and state requirements, historical considerations, and feedback from stakeholders to help inform the SBEC’s discussion of personnel assignments and to better align with federal requirements. A record of stakeholder engagement used to advise proposed revisions in this item is outlined below.

#### *Special Education Personnel Assignments Stakeholder Engagement*

Since October 2023, TEA staff has engaged in a series of stakeholder feedback sessions to help inform the Board’s discussion on special education personnel assignments. Stakeholders discussed how to transition from HOUSSSE provisions and maintain a robust special educator pipeline. Additionally, they provided feedback on options for teachers to demonstrate content proficiency in a given subject area including: the use of subject-specific college credit hours, a passing score on the pre-admission content test (PACT), completion of professional development, and teaching experience in the content areas. The table below provides a timeline and overview of stakeholder engagement:

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

<b>June 3, 2024</b>	TCASE	TEA staff met with TCASE representatives to discuss updates to special education personnel assignment rules and development of HOUSSE alternative worksheet.
<b>June 6, 2024</b>	EPSC Special Populations Working Group	TEA staff host work sessions with stakeholder groups to review and refine recommendations related to personnel assignments and specifics of content competency worksheet.
<b>June 18, 2024</b>	TCASE	TEA staff met with TCASE representatives to discuss updates to special education personnel assignment rules and development of HOUSSE alternative worksheet.

*Proposed Approach to Special Education Personnel Assignments*

Informed by stakeholders, TEA staff has compiled recommendations for special education personnel assignments. The recommendations are differentiated for elementary and secondary teachers and include assurances that special education teachers demonstrate both knowledge of special education pedagogy and grade-level content proficiency.

The recommendations include an updated content competency worksheet for secondary teachers (Attachment II). This worksheet reflects the collaborative efforts of TEA staff and multiple stakeholder groups.

A summary of the recommendations is provided in the table below.

Grade-Band/Instructional Context	Proposed Required Certification for Sped Assignments (Beginning in SY 2027-2028)	
	<u>Teachers previously</u> utilizing HOUSSE provisions before 9/1/2027:	<u>Teachers not previously</u> utilizing HOUSSE provisions before 9/1/2027:
<b>Elementary Special Education Assignment (K-6)</b>	District or campus administrator letter of attestation	Special Education certification + certification in the content area of instruction (e.g. Core Subjects w/ STR: EC-6 or Core Subjects w/ STR: 4-8)  <u>or</u> Core/Special Education with the Science of Teaching Reading: EC-6 (anticipated launch 2027)
		Special Education Certification + Certification in the content area of instruction (e.g., ELAR 7-

<p><b>Secondary Special Education Assignment (6-12)</b></p>	<p>District or campus administrator letter of attestation</p>	<p>12, Core Subjects w/ STR: 4-8)  <u>or</u>  Special Education Certification + Texas Content Competency Worksheet for Secondary Special Educators (Grades 6-12) (Attachment II)</p>
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*Questions for SBEC Consideration*

Given these recommendations, the Board is asked to consider the following questions:

1. Should content requirements apply to both special education teachers of record and special education non-teachers of record?
2. Given the anticipated 2027 launch of the streamlined Core Subjects EC-6/SpEd exam and certification and the opportunity for elementary educators to have a dual credential, should worksheet flexibility be available to all grade levels or only special educators at the secondary level?
3. What other classroom experiences, beyond those as a teacher of record, indicate a special educator’s content knowledge (paraprofessional, substitute teachers, resident, etc.)?

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

Proposed New 19 TAC §231.701. Special Education Teacher

TEA staff proposes a repeal and replace of 19 TAC §231.701. Special Education Teacher to more clearly distinguish and articulate requirements for placement into special education assignments at the elementary and secondary levels.

Proposed new 19 TAC §237.701(a)-(c) would specify requirements for the assignment of special education teacher at the elementary (Grades EC-6) level. These proposed rules would require teachers at that level to hold an SBEC-issued special education certificate and a valid content area certificate that matches the subject and grade level of the assignment.

Proposed new 19 TAC §237.701(d) would specify requirements to include a letter of attestation from a district or campus administrator for special education teachers in an assignment at the elementary level who previously met requirements under HOUSSSE provisions before September 1, 2027.

Proposed new 19 TAC §237.701(e)-(h) would specify requirements for the assignment of special education teachers at the secondary level (Grades 6-12) who is responsible for teaching the Texas Essential Knowledge and Skills (TEKS). These proposed rules would require

teachers in this instructional context to hold an SBEC-issued special education certificate and a valid content area certificate that matches the subject and grade level of the assignment, or provide teachers at that level the option to demonstrate content proficiency by meeting the requirements outlined in Section A of the Texas Content Area Competency Worksheet (Attachment II).

Proposed new 19 TAC §237.701(i) would specify requirements to include a letter of attestation from a district or campus administrator for special education teachers at the secondary level, who are responsible for teaching the TEKS, and who previously met requirements under HOUSSE provisions before September 1, 2027.

Proposed new 19 TAC §237.701(j)-(m) would specify requirements for the assignment of special education teacher at the secondary level (Grades 6-12) responsible for content area support. These proposed rules would require teachers in this instructional context to hold an SBEC-issued special education certificate and a valid content area certificate that matches the subject and grade level of the assignment, or provide teachers at that level the option to demonstrate content proficiency by meeting the requirements outlined in Section B of the Texas Content Area Competency Worksheet (Attachment II)

Proposed new 19 TAC §231.701(n) would specify requirements to include a letter of attestation from a district or campus administrator for special education teachers at the secondary level who are responsible for content area support and who previously met requirements under HOUSSE provisions before September 1, 2027.

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

#### *Proposed Amendments to 19 TAC §231.709. Teacher of the Deaf and Hard of Hearing*

TEA proposes updating the subsection title to align with certificate naming conventions and more accurate terminology used in the field.

Proposed amendments to 19 TAC §231.709(a)-(c) would strikethrough “Teacher of Student with Auditory Impairment” and replace with “Teacher of the Deaf and Hard of Hearing” to align with new subsection title and more accurate terminology used in the field.

#### *Proposed new 19 TAC §231.710. Teacher of Students who are Deafblind*

TEA staff proposes the addition of 19 TAC §231.710. Teachers of Students who are Deafblind to specify the Deafblind Supplemental: Early Childhood-Grade 12 certificate as the appropriate credential for placement into this teaching assignment.

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

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

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated as a result of the proposed revisions to 19 TAC Chapter 231 would be updated requirements relating to the assignment of educators in Texas public schools.

**Staff Members Responsible:**

Beth Burkhart, Director of Educator Standards and Testing, Educator Quality

DeMarco Pitre, Director of Educator Standards and Test Development, Educator Quality

Kelly Torrey, Test Development Specialist, Educator Quality

**Attachments:**

- I. Text of Proposed Revisions to 19 TAC Chapter 231, Subchapter F, Special Education-Related Personnel Assignments
- II. Draft Texas Content Area Competency Worksheet for Secondary Special Educators (Grades 6-12)

## ATTACHMENT I

## Text of Proposed Revisions to 19 TAC

## Chapter 231. Requirements for Public School Personnel Assignments

## Subchapter F. Special Education-Related Services Personnel Assignments

**§231.701. Special Education Teacher.**

- (a) Beginning no earlier than September 1, 2027, an assignment for Special Education Teacher at the elementary school level (Grades EC-6) is allowed by meeting the following requirements:
- (b) Holds one of following SBEC-issued certificates:
- (1) Bilingual Special Education Supplemental: Early Childhood-Grade 12
  - (2) Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6
  - (3) Deafblind Supplemental: Early Childhood-Grade 12
  - (4) Special Education Specialist: Early Childhood-Grade 12
  - (5) Special Education Supplemental (Valid at grade level and subject area of the base certificate).
  - (6) Special Education: Early Childhood – Grade 12
  - (7) Teacher of Students with Visual Impairments Supplemental: Early Childhood – Grade 12
  - (8) Teacher of the Deaf and Hard of Hearing: Early Childhood – Grade 12
  - (9) Any special education certificate issued before September 1, 2003, and deemed appropriate by the employing district for placement into the assignment; and
- (c) A valid content area certificate that matches the subject and grade level of the assignment; or
- (d) Previously demonstrated content competency through the state’s 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers before September 1, 2027, and has documentation from a district or campus administrator attesting to the required content competency.
- (e) Beginning no earlier than September 1, 2027, an assignment for Special Education Teacher at the secondary level (Grades 6-12) responsible for teaching content area Texas Essential Knowledge and Skills (TEKS) instruction is allowed by meeting the following requirements:
- (f) Holds one of following SBEC-issued certificates:
- (1) Bilingual Special Education Supplemental: Early Childhood-Grade 12.
  - (2) Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6
  - (3) Deafblind Supplemental: Early Childhood-Grade 12
  - (4) Special Education Specialist: Early Childhood-Grade 12
  - (5) Special Education Supplemental (Valid at grade level and subject area of the base certificate).
  - (6) Special Education: Early Childhood – Grade 12
  - (7) Teacher of Students with Visual Impairments Supplemental: Early Childhood – Grade 12
  - (8) Teacher of the Deaf and Hard of Hearing: Early Childhood – Grade 12
  - (9) Any special education certificate issued before September 1, 2003, and deemed appropriate by the employing district for placement into the assignment; and



- (g) A valid content area certificate that matches the subject and grade level of the assignment; or
- (h) Meets requirements as listed in the Texas Content Area Competency Worksheet for Secondary Special Educators; or
- (i) Previously demonstrated content competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers before September 1, 2027, and has documentation from a district or campus administrator attesting to the required content competency.
- (j) Beginning no earlier than September 1, 2027, an assignment for Special Education Teacher at the secondary level (Grades 6-12) responsible for content area supports is allowed by meeting the following requirements:
- (k) Holds one of the following SBEC-issued certificates:
- (1) Bilingual Special Education Supplemental: Early Childhood-Grade 12.
  - (2) Deafblind Supplemental: Early Childhood-Grade 12.
  - (3) Special Education Specialist: Early Childhood-Grade 12.
  - (4) Special Education Supplemental (Valid at grade level and subject area of the base certificate).
  - (5) Special Education: Early Childhood – Grade 12.
  - (6) Teacher of Students with Visual Impairments Supplemental: Early Childhood – Grade 12.
  - (7) Teacher of the Deaf and Hard of Hearing: Early Childhood – Grade 12.
  - (8) Any special education certificate issued before September 1, 2003, and deemed appropriate by the employing district for placement into the assignment.; and
- (l) A valid content area certificate that matches the subject and grade level of the assignment; or
- (m) Meets requirements as listed in the Texas Content Area Competency Worksheet for Secondary Special Educators; or
- (n) Previously demonstrated content competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers before September 1, 2027, and has documentation from a district or campus administrator attesting to the required content competency.
- (o) The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special needs of children. If a staff member does not have the skills and knowledge needed for the assignment, the school district is responsible for making provisions for the person to acquire the necessary skills and knowledge.

**§231.701. Special Education Teacher.**

- ~~(a) Subject to the requirements in subsection (c) of this section, an assignment for Special Education Teacher is allowed with one of the following certificates. If an individual is providing content instruction in a special education classroom setting, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers.~~
- ~~(1) Blind School (Texas State School for the Blind and Visually Impaired only).~~
  - ~~(2) Deaf and Severely Hard of Hearing.~~
  - ~~(3) Deaf School (Texas State School for the Deaf only).~~
  - ~~(4) Deaf-Blind.~~

- ~~(5) — Deficient Vision.~~
- ~~(6) — Early Childhood Education for Handicapped Children (Infants-Grade 6 only).~~
- ~~(7) — Elementary Generic Special Education.~~
- ~~(8) — Emotionally Disturbed.~~
- ~~(9) — Generic Special Education.~~
- ~~(10) — Hearing Impaired.~~
- ~~(11) — High School – Generic Special Education.~~
- ~~(12) — Language and/or Learning Disabilities.~~
- ~~(13) — Mentally Retarded.~~
- ~~(14) — Physically Handicapped.~~
- ~~(15) — School Speech-Language Pathologist.~~
- ~~(16) — Secondary Generic Special Education (Grades 6-12) (Grades 6-12 only).~~
- ~~(17) — Severely and Profoundly Handicapped.~~
- ~~(18) — Severely Emotionally Disturbed and Autistic.~~
- ~~(19) — Special Education Supplemental (Valid at grade level and subject area of the base certificate).~~
- ~~(20) — Special Education: Early Childhood-Grade 12.~~
- ~~(21) — Speech and Hearing Therapy.~~
- ~~(22) — Speech and Language Therapy.~~
- ~~(23) — Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12.~~
- ~~(24) — Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12.~~
- ~~(25) — Visually Handicapped.~~
- ~~(b) — The certificates specified in subsection (a) of this section are appropriate for a special education assignment in Prekindergarten-Grade 12 except where otherwise noted.~~
- ~~(c) — The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special needs of the children. If a staff member does not have the skills and knowledge needed for the assignment, the school district is responsible for making provisions for the person to acquire the necessary skills and knowledge.]~~

**§231.707. Teacher of Students with Visual Impairments.**

- (a) An assignment for Teacher of Students with Visual Impairments is allowed with one of the following certificates.
- (1) Deficient Vision.
  - (2) Visually Handicapped.
  - (3) Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12.
- (b) A teacher in an assignment for Teacher of Students with Visual Impairments must be available to students with visual impairments.

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

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

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

**§231.710. Teacher of Students who are Deafblind**

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

**ATTACHMENT II**

**Draft Texas Content Area Competency Worksheet for Secondary Special Educators**

**Draft Content Area Competency Worksheet for Secondary Special Educators  
(Grades 6-12)**

For Use Beginning in the 2027-2028 School Year

**Teacher Name:**

**Date:**

- Teacher holds a valid Special Education Certificate that is appropriate for the grade level in which the teacher is assigned.

**Section A: Special Education Teachers of Record**

A special education teacher must demonstrate competency in each core content area for which they are assigned in one or more of the following ways:

- The teacher has obtained a minor, bachelor’s, or more advanced degree in the content area(s) assigned from an accredited 4-year university
- The teacher has obtained a passing score on an aligned PACT exam in the assigned area(s)

For teachers who do not meet the criteria above, the following may be combined to reach the required points in each content area:

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>ELAR</b>
College credit hours in the content area assigned <b>(1 point for each credit hour)</b>	____pts	____pts	____pts	____pts
Secondary teaching experience in the content area <b>(3 points for each year of experience)</b>	____pts	____pts	____pts	____pts
Relevant professional development aligned to the content area completed within the last three years at the secondary level <b>(1 point for each hour of professional development)</b>	____pts	____pts	____pts	____pts
Completed an approved residency placement under the supervision of a special education teacher of record <b>(3 points)</b>	____pts	____pts	____pts	____pts
<b>Totals:</b>	/15	/15	/15	/15

**Section B: Special Education non-Teachers of Record**

A special education teacher must demonstrate competency in each core content area for which they are assigned in one or more of the following ways:

- The teacher has obtained a minor, bachelor’s, or more advanced degree in the content area(s) assigned from an accredited 4-year university
- The teacher has obtained a passing score on an aligned PACT exam in the assigned area(s)

For teachers who do not meet the criteria above, the following may be combined to reach the required points in each content area:

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>ELAR</b>
College credit hours in the content area assigned <b>(1 point for each credit hour)</b>	_____pts	_____pts	_____pts	_____pts
Secondary teaching experience in the content area <b>(3 points for each year of experience)</b>	_____pts	_____pts	_____pts	_____pts
Relevant professional development aligned to the content area completed within the last three years at the secondary level <b>(1 point for each hour of professional development)</b>	_____pts	_____pts	_____pts	_____pts
Completed an approved residency placement under the supervision of a special education teacher of record <b>(3 points)</b>	_____pts	_____pts	_____pts	_____pts
<b>Totals:</b>	/6	/6	/6	/6

**Section C: For First Year Teachers Only**

For first year teachers who do not meet the minimum point threshold in each area in which the educator is assigned:

- The campus administrator attests they will provide the teacher with targeted professional development specifically in the content area (s) for which the teacher is assigned to support, and
- A new worksheet must be completed after the completion of the teacher’s first year.

**Section D: Administrator Assurances**

- Administrator attests teacher has met minimum point threshold for content competency in each area in which the educator is assigned

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

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Authorized Administrator Signature:

Date:

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