

**Item 12:****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 proposed revisions would provide requirements for school districts to make personnel assignment decisions based on the correlating certification and demonstration of content proficiency requirements. The proposed revisions would also expand the list of certificates appropriate for personnel serving in special education-related assignments and include a section dedicated to requirements for an assignment of Teachers of Students who are Deafblind.

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

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

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

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

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

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

**FUTURE ACTION EXPECTED:** TEA staff expects to present this item for discussion and possible action at a future SBEC meeting.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC rules in 19 TAC Chapter 231 establish the personnel assignments that correlate with the appropriate certifications. The list of courses, organized by grade level and subject area, identify the corresponding certificates

and requirements for placement of individuals into classroom and/or campus assignments. This information assists districts with hiring and personnel assignment decisions.

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

*Previous SBEC Discussion*

Since the December 2023 SBEC meeting, the Board has engaged in discussions focused on current federal and state requirements related to special education teacher assignments and feedback from stakeholders to help inform updates to the SBEC’s rules related to special education personnel assignments. During the July 2024 meeting, the SBEC gave TEA staff the directive to move forward with recommendations that would require only special education teachers of record to demonstrate content competency as specified in the proposed rule text and the Texas Content Competency Worksheet for Special Education Teachers of Record (Attachment III). The SBEC’s directive and staff’s updated recommendations are reflected below.

Grade-Band/Instructional Context	Special Education Certification Requirement	Proposed Content Competency Requirements (Beginning in SY 2025-2026)	
		Teachers utilizing HOUSSE provisions <i>prior to</i> 9/1/2025:	Teachers utilizing HOUSSE provisions <i>after</i> 9/1/2025:
Elementary Special Education Teachers of Record (Grades EC-5)	Special Education Specialist: Early Childhood-Grade 12	District or campus administrator attestation (Section A of Attachment III)	Certification in the content area of instruction (e.g., Core Subjects w/ STR: EC-6, Core Subjects w/ STR: 4-8, or Core/Special Education w/STR: EC-6)
	<p><b>OR</b></p> <p>Core/Special Education w/STR: EC-6</p> <p><b>OR</b></p> <p>Other SBEC-issued certificates (e.g., TDHH, Bilingual SpEd)</p>		<p><b>OR</b></p> <p>Texas Content Competency Worksheet for Special Education Teachers of Record (Grades</p>

			EC-12) ( <b>Section B</b> of Attachment III)
<b>Secondary Special Education Teachers of Record (Grades 6-12)</b>	Special Education Specialist: Early Childhood-Grade 12  <b>OR</b> Other SBEC-issued certificates (e.g., TDHH, Bilingual SpEd)	District or campus administrator attestation ( <b>Section A</b> of Attachment III)	Certification in the content area of instruction (e.g., ELAR 7-12, Core Subjects w/ STR: 4-8)  <b>OR</b> Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) ( <b>Section C</b> of Attachment III)

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

<b>SBEC Meetings</b>	<b>SBEC Discussion</b>
December 2023	<ul style="list-style-type: none"> <li>• Overview of federal and state requirements</li> <li>• Core challenges related to current rule text</li> <li>• Initial set of recommendations shared by Texas Education Agency (TEA) staff</li> <li>• Directive to TEA staff to explore development of a Texas-specific worksheet to replace current High Objective Uniform State Standard of Evaluation (HOUSSE) worksheet</li> </ul>
February 2024	<ul style="list-style-type: none"> <li>• Additional context around federal requirements, current rule text, and HOUSSE provisions</li> <li>• Texas-specific worksheet development update</li> </ul>
July 2024	<ul style="list-style-type: none"> <li>• Updated proposed revisions based on stakeholder feedback</li> <li>• Updated draft of Texas-specific worksheet</li> </ul>

*Topics for SBEC Consideration*

During the September 2024 meeting, TEA staff will seek Board feedback on overall components and point values assigned within the most recent draft of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) (Attachment III).

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

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

Proposed Revisions to 19 TAC §231.701. Special Education Teacher

TEA staff recommends the proposed revisions to 19 TAC §231.701, Special Education Teacher, to clearly articulate requirements for placement into special education assignments at the elementary and secondary levels.

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

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

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

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

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

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

TEA staff recommends updating the section title to align with certificate naming conventions and more accurate terminology used in the field.

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

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

TEA staff recommends the proposed 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.

**Staff Members Responsible:**

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

**Attachments:**

- I. Text of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments
- II. Timeline and Summary of Stakeholder Engagement
- III. Draft Texas Content Competency Worksheet for Special Education Teachers of Record Grades EC-12

ATTACHMENT I  
Text of Proposed Revisions to 19 TAC

**Chapter 231. Requirements for Public School Personnel Assignments**

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

**§231.701. Special Education Teacher.**

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

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

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

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

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

**§231.711. Teacher of Gifted and Talented Students.**

- (a) An assignment for Teacher of Gifted and Talented Students is allowed with one of the following.
  - (1) A teacher certificate that matches the subject and grade level of the assignment.
  - (2) Gifted and Talented Endorsement (Not required for assignment).
  - (3) Gifted and Talented Supplemental (Not required for assignment).
- (b) In addition to the requirements specified in this subchapter, individuals assigned to a gifted and talented program must comply with the provisions of Chapter 89, Subchapter A, of this title (relating to Gifted/Talented Education).



**ATTACHMENT II**

**Special Education Personnel Assignments Stakeholder Engagement**

Since October 2023, TEA staff has engaged in a series of stakeholder feedback sessions to help inform the Board’s discussion on special education personnel assignments. Stakeholders have discussed challenges with current rule text and considered options that would provide clarity to the field while maintaining the appropriate level of flexibility for special education personnel assignments. The table below provides a timeline and overview of stakeholder engagement:

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

<b>March 22, 2024</b>	EPSG Special Populations Working Group	TEA staff hosted work sessions with stakeholder groups to continue development of content competency worksheet.
<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>	EPSG Special Populations Working Group	TEA staff host work sessions with stakeholder groups to review and refine recommendations related to personnel assignments and specifics of content competency worksheet.
<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.
<b>June 20, 2024</b>	Texas School for the Blind and Visually Impaired (TSBVI)	TEA staff met with representatives from TSBVI to discuss updates to special education personnel assignment rules and potential impact of updates on educators serving in TSVI and TDHH roles
<b>July 19, 2024</b>	Discussion item presented to the SBEC to review draft rule text, provide update on development of content competency worksheet, and discuss stakeholder feedback on role and grade-level applicability of worksheet	
<b>August 2024</b>	EPSG Special Populations Working Group State Leadership Team for Special Education Redesign	TEA staff met with stakeholder groups to review and continue refinements to draft content competency worksheet

**ATTACHMENT III**

**DRAFT Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)**

**General Information and State Board for Educator Certification Requirements**

The **Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)** is a tool used to determine a special education teacher of record’s subject matter competency in each of the four core content areas of instruction (Math, Science, Social Studies, and English Language Arts and Reading). According to Title 19 Texas Administrative Code (TAC) §231.701 and the Texas Education Agency (TEA) Teacher Assignment Chart, in addition to holding a valid, SBEC-issued special education certificate, a special education teacher serving as a teacher of record who is responsible for evaluating student achievement and assigning grades in a special education assignment must hold a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate content area competency through the state’s Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12).

The information below should be used by relevant district or campus administration when assigning special education teachers as special education teachers of record.

<p><b>Teachers utilizing previous HOUSSE Provisions</b></p>	<p>For special education teachers of record utilizing previous HOUSSE provisions <b>prior to 9/1/2025</b>, content competency requirements may be met via administrator attestation as detailed in <b>Section A</b> of this worksheet.</p>
<p><b>Elementary Special Education Teacher of Record Content Competency Requirements</b></p>	<p>To meet content competency requirements as an <b>elementary special education teacher of record</b>, the special education teacher must hold the aligned, grade-banded content certification (e.g., Core Subjects w/ STR: EC-6, Core Subjects w/ STR: 4-8, Core/Special Education w/STR: EC-6, etc.) or meet the following requirements detailed in <b>Section B</b> of this worksheet:</p> <ol style="list-style-type: none"> <li>a. Meet a <b>minimum of 24 points</b> across <b>all content areas, with no content area having few than 3 points</b>, from the following: <ul style="list-style-type: none"> <li>• Obtain a passing score on an aligned PACT exam,</li> <li>• college credit hours in the content area,</li> <li>• years of teaching experience in the content area at the elementary level,</li> <li>• relevant professional development completed within the last 3 years,</li> <li>• the completion of an approved residency under the supervision of a special education teacher of record,</li> <li>• a passing score on the Science of Teaching Reading (STR) exam, successful completion of the Texas Reading Academies, or</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• years of experience as a paraprofessional under the supervision of a certified special education teacher of record at the elementary level.</li> </ul>
<p style="text-align: center;"><b>Secondary Special Education Teacher of Record Content Competency Requirements</b></p>	<p>To meet content competency requirements as a <b>secondary special education teacher of record</b>, the special education teacher must hold the aligned, grade-banded content certification in each area they are assigned (e.g., ELAR 7-12, Core Subjects w/ STR: 4-8, etc.), or meet the following requirements detailed in <b>Section C</b> of this worksheet:</p> <ol style="list-style-type: none"> <li>a. Meet a <b>minimum of 18 points in each content area they are assigned</b> from the following: <ul style="list-style-type: none"> <li>• Obtain a passing score on an aligned PACT exam,</li> <li>• college credit hours in the content area,</li> <li>• years of teaching experience in the content area at the secondary level,</li> <li>• relevant professional development completed within the last 3 years,</li> <li>• the completion of an approved residency under the supervision of a special education teacher of record, or</li> <li>• years of experience as a paraprofessional under the supervision of a certified special education teacher of record at the secondary level</li> </ul> </li> <li>b. Secondary special educators serving in ELAR placements may also derive points from successfully obtaining a passing score on the <b>Science of Teaching Reading (STR) exam and/or completion of the Texas Reading Academies</b></li> </ol>
<p style="text-align: center;"><b>First Year Teachers</b></p>	<p>For special education teachers of record in their first year of teaching (whether on an intern or standard certificate) who do not meet content competency requirements at their assigned grade level, content competency requirements may be met via an administrator attestation as detailed in <b>Section D</b> of this worksheet.</p>

**Texas Content Competency Worksheet for Special Education Teachers of Record**

For Use Beginning in the 2025-2026 School Year

**Teacher Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** The following sections of the Texas Content Competency Worksheet for Special Education Teachers of Record must be completed **only for those educators who do not hold the appropriate grade-banded, content area certification for their current role.**

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

**Section A: Special Educators Utilizing Previous Subject Matter Competency Provisions**

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

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

**Note:** *Move on to Section E of this document after completing this section.*

**Section B: Elementary Special Education Teacher of Record Content Competency Requirements (Grades K-5)**

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

	Math	Science	Social Studies	ELAR
Obtained a passing score on an aligned PACT exam (See <b>Section F</b> of this document) <b>(6 points per exam)</b>	____pts	____pts	____pts	____pts
College credit hours in the content area assigned <b>(1 point for each credit hour)</b>	____pts	____pts	____pts	____pts

Elementary 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 elementary level, outside of development required for successful completion of Texas Reading Academies <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 in the content area <b>(3 points)</b>	___pts	___pts	___pts	___pts
Experience as a paraprofessional under the supervision of a special education teacher of record in the content area at the elementary level <b>(1 point per year)</b>	___pts	___pts	___pts	___pts
Obtained a passing score on the Science of Teaching Reading exam <b>(6 points)</b>				___pts
Documented successful completion of Texas Reading Academies <b>(3 pts)</b>				___pts
<b>Totals Per Content Area:</b>				
<b>Total Combined Points:</b>				/24

**Section C: Secondary Special Educator Teacher of Record Content Competency Requirements (Grades 6-12)**

A secondary special education teacher of record must demonstrate competency in each core content area for which they are assigned. **The following may be combined to reach the required points in each content area:**

	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>ELAR</b>
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Obtained a passing score on an aligned PACT exam (See <b>Section F</b> of this document) (6 points per exam)	___pts	___pts	___pts	___pts
College credit hours in the content area assigned (1 point for each credit hour)	___pts	___pts	___pts	___pts
Secondary teaching experience in the content area (3 points for each year of experience)	___pts	___pts	___pts	___pts
Relevant professional development aligned to the content area completed within the last three years at the secondary level (1 point for each hour of professional development)	___pts	___pts	___pts	___pts
Completed an approved residency placement under the supervision of a special education teacher of record (3 points)	___pts	___pts	___pts	___pts
Obtained a passing score on the Science of Teaching Reading exam <u>or</u> Documented successful completion of Texas Reading Academies (6 points)				___pts
Experience as a paraprofessional under the supervision of a special education teacher of record in the content area at the secondary level (1 point per year)	___pts	___pts	___pts	___pts
<b>Totals:</b>	/18	/18	/18	/18

**Section D: For First Year Special Education Teachers of Record 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 to the following:

- Campus administration will provide the first-year teacher with targeted professional development specifically in the content area (s) for which the teacher is assigned as teacher of record.
- Once the teacher has completed their first year of teaching, a new worksheet will be completed for all applicable assignments.

**Note: Move on to Section E of this document after completing this section.**

**Section E: Administrator Assurances**

- The administrator completing this worksheet assures that the teacher identified above has met the following requirements as specified in the appropriate section(s) above (**Mark the assurance that applies**):
  - The teacher meets the minimum point threshold for content competency in each area in which the teacher is assigned in **Section B** or **Section C** of this document.
  - The teacher meets provisions for first year teachers in **Section D** of this document.
  - The teacher meets subject matter competency provisions via HOUSSE **prior to 9/1/25** through the attestation in **Section A** of this document.
- The teacher's campus administration will assist the teacher in seeking out continuing professional education (CPE), as required by 19 TAC §232.11, that addresses both the CPE requirements for the teacher's special education certificate renewal and education related specifically to the content area(s) for which the teacher is assigned to support or teach.

**Authorized Administrator Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**Authorized Administrator Name (Printed):**

\_\_\_\_\_



**Section F: Appendix**

**PACT Alignment**

Content Area	Aligned PACT Exams
Core Subjects EC-6	701 TX PACT: Essential Academic Skills (Subtest I: Reading) and 702 TX PACT: Essential Academic Skills (Subtest II: Writing) and 703 TX PACT: Essential Academic Skills (Subtest III: Mathematics)  790 TX PACT Core Subjects: Grades 4-8
Math	715 TX PACT Mathematics: Grades 4-8  735 TX PACT Mathematics: Grades 7-12
Science	716 TX PACT Science: Grades 4-8  736 TX PACT Science: Grades 7-12  738 TX PACT Life Science: Grades 7-12  737 TX PACT Physical Science: Grades 6-12  739 TX PACT: Physics Grades 7-12 ( <i>Physics only</i> )  740 TX PACT Chemistry: Grades 7-12 ( <i>Chemistry only</i> )
Social Studies	718 TX PACT Social Studies: Grades 4-8  732 TX PACT Social Studies: Grades 7-12  733 TX PACT History: Grades 7-12
English Language Arts and Reading	717 TX PACT English Language Arts and Reading: Grades 4-8  7731 TX PACT English Language Arts and Reading: Grades 7-12