

Item 12:

Discussion of Proposed Revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter B, Approval of Educator Preparation Programs, Subchapter C, Administration and Governance of Educator Preparation Programs, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences

DISCUSSION ONLY

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed revisions to 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter B, Approval of Educator Preparation Programs, Subchapter C, Administration and Governance of Educator Preparation Programs, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences. The rules being discussed provide requirements and definitions as applicable to support educator preparation programs (EPPs) and candidates in the successful implementation of these rules.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 228 is Texas Education Code (TEC), §§21.003(a), 21.031; 21.041(b)(1)-(4); 21.0412; 21.044; 21.044(i)-(j); 21.0441; 21.0442(c); 21.04421; 21.04422; 21.04423; 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); 21.051; 21.901; 21.902; 21.903; 21.904; 21.905; 21.906; and 21.907; 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, §21.031, authorizes the SBEC to 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)-(4), requires 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, §21.0412, defines the types and validity period of teaching certificates: standard, enhanced standard, intern with preservice, intern.

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, §21.044(i) and (j), identify instructional materials and training requirements that must be included in training provided by EPPs participating in a Preparing and Retaining Educators through Partnership Preservice Program (PREP).

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

TEC, §21.0442(c), requires the SBEC to create an abbreviated EPP 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 §21.04421, §21.04422, and §21.04423 establish three (3) teacher preparation routes: traditional, residency, alternative, and foundational requirements for each.

TEC, §21.0443, requires the SBEC to set standards for approval and renewal of approval for EPPs, sets certain requirements for approval and renewal, including expanded authority to review for quality, 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 EPPs 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 EPPs 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 EPPs must provide candidates 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 EPP to the agency, requires that EPPs 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, §21.0485, states that to be eligible for certification to teach students with visual impairments, a person must complete all coursework required for that certification in an approved EPP or alternative EPP, perform satisfactorily on required certification exams, and satisfy other requirements established by the SBEC.

TEC, §21.0487(c), requires the SBEC to propose rules related to approval of EPPs to offer the Junior Reserve Officer Training Corps (JROTC) teacher certification and to recognize applicable military training and experience and prior employment by a school district as a JROTC instructor to support completion of certification requirements.

TEC, §21.0489(c), sets out the requirements for Early Childhood certification.

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

TEC, §21.049(a), requires the SBEC to propose rules providing for EPPs as an alternative for traditional preparation programs.

TEC, §21.0491, requires the SBEC to create a probationary and standard trade and industrial workforce training certificate.

TEC, §21.050(a), requires an applicant for teacher certification to have a bachelor's degree in a relevant field.

TEC, §21.050(b), requires the SBEC to include hours of field-based experience in the hours of coursework required for certification and 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.

TEC §21.067 gives the commissioner of education authority to develop and make available training materials for use in educator preparation programs.

TEC, §21.901-§21.905 establish requirements for PREP programs and require the Commissioner of Education and the State Board for Educator Certification to establish rules to implement the requirements.

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

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipate presenting proposed revisions to 19 TAC Chapter 228, to the SBEC at a future meeting for approval to be published in the *Texas Register*.

BACKGROUND INFORMATION AND JUSTIFICATION: House Bill (HB) 2 was passed by the 89th Texas Legislature and signed into law by Governor Abbott on June 4, 2025. House Bill 2 is a comprehensive school finance bill that supports students and infuses funding and resources into Texas public schools, providing critical support in key areas, including educator preparation. As it related to educator preparation, HB 2 requires the SBEC to establish new and/or updated requirements across all current teacher preparation pathways and develop new preparation pathways that meet the requirements of the new Preparing and Retaining Educators through Partnership Program (PREP) Allotment. The PREP Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship to address educator effectiveness and retention.

To implement the educator preparation program requirements within HB 2, the SBEC will need to, as they relate to all preparation routes:

- Define requirements for the new preservice alternative pathway
- Consider adjustments to current alternative pathway given new preservice alternative route
- Establish asynchronous content restrictions and an approach to approve delivery of asynchronous coursework
- Define and establish structures to conduct quality reviews of EPPs, to include verification that EPP coursework complies with content restrictions

In addition, to implement the new PREP Program and Allotment requirements, the SBEC will need to:

- Define new Preservice Partnerships as distinct pathways in rule
- Establish the new content training requirements and facilitator certification requirements
- Establish updated coaching and support requirements aligned to new content requirements
- Define and establish structures to review and approve EPPs to offer the PREP-funded pathways

HB 2 Chapter 228 Implementation Topics for Discussion:

During the September 2025 meeting, SBEC will discuss and provide direction to staff regarding the following key decision points:

Requirements across all preparation routes:

- Discuss the proposed approach to review all educator preparation programs to ensure compliance with requirements of TEC § 28.0022 (a) (1)-(4)
- Discuss parameters for EPP approval to use asynchronous coursework in instruction of candidates to meet statutory requirements
- Discuss the proposed approach to the implementation of a quality review of EPPs for continuing approval

New/updated preparation route requirements: New preservice alternative preparation route and potential updates to alternative certification:

- Discuss requirements for new preservice alternative preparation route
- Discuss establishing new, bifurcated PREP-funded vs. non-PREP-funded preparation routes (i.e. PREP Residency and Residency, PREP Traditional and Traditional, etc)
- Discuss potential updates to current alternative certification requirements, including expansion of intern certification to a 2-year internship and consider additional flexibility

EPP content training requirements for PREP routes:

- Discuss proposed approach for SBEC approval of EPP training content training materials for PREP eligible preparation routes.
- Discuss the proposed process by which faculty will be trained and certified to deliver the required training content for PREP eligible routes.

EPP review and approval to offer PREP routes:

- Discuss the proposed process for approval of traditional and residency routes to offer the PREP pathway. Discuss the process for approval to offer the pre-service alternative preparation route.
- Discuss the approach for programs to move from interim to full approval to offer a PREP route, including which programs are eligible to seek to offer a PREP route.

Implementation Timelines:

- Discuss proposed implementation timelines for implementation of the HB 2 Chapter 228 implementation priorities.

NEXT STEPS: TEA staff anticipates continued conversations with stakeholders to obtain helpful input prior to presenting proposed rules for approval by the Board at a future SBEC meeting.

Staff Members Responsible:

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