

Item 15:

Discussion of Continuing Approval Review Redesign Updates

DISCUSSION ONLY

SUMMARY: This item provides the State Board for Educator Certification (SBEC) with an update on the development of the Continuing Approval Review (CAR) redesign progress to date. Staff will present updates on the review rubric and aligned review process, pilot outcomes, and next steps for implementation.

S 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); and 21.051; 21.901; 21.902; 21.903; 21.904; 21.905; 21.906; 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 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 detail 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.

BACKGROUND INFORMATION AND JUSTIFICATION: This item provides an update on the redesign of the Continuing Approval Review for Educator Preparation Programs. The current Texas Education Code requires that EPPs be reviewed at least once every five years for continuing approval. House Bill 2, passed in the 89th Legislative Session, updated this statute to specify that SBEC should consider quality indicators as part of this continuing approval review, utilize the review to observe the quality of program practices, and that the board may require a program to be reviewed at least annually.

Background Information on Redesign of the Continuing Approval Review

In September of 2023, the SBEC directed TEA to take steps to operationalize the Effective Preparation Framework 1.0. One of these key actions was to redesign the continuing approval review process in alignment with the EPF in order to provide substantive feedback to EPPs on areas of strength and opportunities for improvement. This included developing an RFP for a vendor to support the redesign process.

Following this directive, TEA began the process of seeking a vendor to guide the redesigned quality review, selecting programs to participate in the first year of pilot, and developing a plan to train reviewers from Texas EPPs and LEAs on the new process. A redesigned rubric was developed in Fall of 2024 and the pilot of the first quality reviews was completed in Spring of 2025 with five EPPs. During this time, House Bill 2 was passed in the 89th Texas Legislature, which included language updating statute to reinforce the integration of quality into EPP's continuing approval.

2024-2025 Continuing Approval Redesign Pilot 1.0

West Texas A&M University	4-Year College/University
Dallas ISD	ACP
Texas Wesleyan University	4-Year College/University
Texas State University	4-Year College/University
Region 5 ESC	ACP

TEA staff will share results and discuss learnings from the first year of pilot.

Updates for 2025-2026

Based on stakeholder feedback and the results of the first pilot, TEA, in partnership with the vendor TPI-US, is implementing the following priorities for the second pilot year:

1. Increase timeframe for programs to prepare for the review and strengthen the framing they receive on differences between the redesigned review and traditional CAR.
2. Streamline the process for programs to confirm minimum compliance with rule and/or statute.
3. Improve the rubric by consolidating review areas to reflect prioritized practices and adding additional clarity.

The following programs are participating in the 2025-2026 pilot.

Name	Program Type
A+ Texas Teachers	ACP
Angelo State University	4 Year College/University
East Texas A&M University	4 Year College/University
Region 01 Education Service Center	ACP
Sul Ross State University - Alpine	4 Year College/University
Teach Us Texas	ACP
Texas A&M University - Texarkana	4 Year College/University

University of Mary Hardin-Baylor	4 Year College/University
University of Texas Austin	4 Year College/University
University of Texas Permian Basin	4 Year College/University

The programs above will be instrumental stakeholders in providing feedback on refining the redesigned rubric and process. In addition, TEA will continue to gather input from stakeholder groups including 1) previous pilot participants 2) reviewers utilizing the new rubric and process and 3) additional EPP and LEA stakeholders.

TEA will provide a new proposed timeline for the statewide implementation of the redesigned review and anticipated policy development.

Next Steps

TEA staff anticipate providing another Continuing Approval Review Redesign update during a future SBEC meeting.

Staff Member Responsible:

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