

Item 12:**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 AND ACTION:**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose 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 provide requirements and definitions as applicable to support educator preparation programs (EPPs) and candidates in the successful implementation of these rules. The proposed revisions would implement House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025.

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) and (e); 21.0412, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (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; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 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, §21.041(e), states a rule proposed by the Board under this section relating to educator preparation is not subject to Texas Government Code §2001.0045.

TEC, §21.0412, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, 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), as added by HB 2, 89th Texas Legislature, Regular Session, 2025, 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, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, establish three teacher preparation routes: traditional, residency, alternative, and foundational requirements for each.

TEC, §21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025, 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 SBEC 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 SBEC.

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 SBEC 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, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, gives the commissioner of education authority to develop and make available training materials for use in EPPs.

TEC, §21.901-§21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025, establish requirements for PREP programs and require the commissioner of education and the SBEC 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.

EFFECTIVE DATE: If approved for filing as proposed, and if adopted, subject to State Board of Education (SBOE) review, the proposed effective date of the proposal would be August 2, 2026 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 228 establish the requirements for EPPs. HB 2, 89th Texas Legislature, Regular Session, 2025, introduced significant educator preparation reforms, including the Preparing and Retaining Educators Through Partnership (PREP) Allotment. PREP strengthens teacher recruitment, preparation, and mentorship, requiring SBEC to define new preparation routes, training standards, and quality review processes for EPPs.

At the September and December 2025 meetings, the SBEC had preliminary discussions on potential revisions to Chapter 228 to implement HB 2. The recommendations discussed were informed by legislative changes and stakeholder feedback. The following proposed revisions to 19 TAC Chapter 228, Subchapters A-F, incorporate both SBEC and stakeholder input. Technical edits such as updating cross references are also proposed to conform to *Texas Register* style requirements.

Subchapter A, General Guidance

§228.2. Definitions.

The proposed revisions to §228.2 would include updates to the definitions for alternative certification route, classroom teacher, cooperating teacher, formal admission, late hire, post-baccalaureate program and would clarify existing definitions or align the definitions with new route requirements in HB 2.

Proposed new §228.2(40) and (46)-(50) would add definitions for Partnership Preservice Program, Preparing and Retaining Educators Through Partnership (PREP), PREP Alternative Preservice Program, PREP Grow Your Own Program, PREP Residency Preservice Program, and PREP Traditional Preservice Program to define new PREP routes that will impact EPPs' and their candidates' participation in PREP allotments identified in HB 2.

Proposed new §228.2(64) would add a definition for traditional route and clarify that an EPP may have two traditional routes, the PREP traditional route in proposed new §228.2(50), which qualifies for the PREP allotment, and the traditional route in proposed new §228.2(64), which does not.

Proposed new §228.2(6) and (60) would add definitions for asynchronous coursework and synchronous coursework, respectively, to provide guidance to EPPs to meet requirements in HB 2 that PREP programs and traditional programs must deliver coursework synchronously or be approved to offer coursework asynchronously.

The proposed amendments to §228.2(16), related to clock hours, and §228.2(19), related to cooperating teacher, would add the new pre-internship clinical teaching requirement as part of the new preservice alternative certification route identified in HB 2.

The proposal would strike §228.2(10), related to candidate coach, and (33), related to intensive preservice, due to the proposed repeal of §228.39, Intensive Preservice, to provide for the new preservice alternative certification route identified in HB 2.

Proposed new §228.2(34) would define intern mentor teacher to distinguish a mentor that is supporting candidates in EPPs who are completing internships. This proposed new definition would accommodate PREP Mentorship Program and rule updates in 19 TAC Chapter 153, School District Personnel.

The proposed revision to §228.2(39) would strike the definition for mentor and replace it with a definition of mentoring educators to provide for a collective term for the variety of roles of campus support personnel, including cooperating teachers, host teachers, mentor teachers, and intern mentor teachers. This proposed revision would accommodate PREP Mentorship Program and rule updates in Chapter 153.

§228.6. Implementation Date

The proposed updates to the implementation of requirements in this chapter include adding pre-internship clinical teaching to the list of assignments requiring formal observations that are required to be completed and reported by the EPP. The references to the formal observation requirements in §228.6(1)(A) are adjusted as a result of proposed revisions to those sections but the implementation requirements for formal observations are maintained. While the rule text maintains the transition runway for phasing out training under Legacy Chapter 228 with a deadline of August 31, 2026, an effective date was added for currently proposed rules that identifies the candidate must meet the requirements in this chapter that were in effect at the time the candidate was admitted into the EPP.

Subchapter B, Approval of Educator Preparation Programs

§228.15. Additional Approval.

The proposed amendment to §228.15(b) would require the EPP seeking approval to implement an SBEC-approved residency program must include evidence of compliance with Chapter 227, Provisions for Educator Preparation Programs, and address the addition of a statutory requirement for admission of candidates to the residency route.

The proposed revisions to §228.15(b)(1) provide the application process and requirements for previously approved residency programs to meet SBEC approval for the residency route in 2027-2028. Proposed Figure: 19 TAC §228.15(b)(1) would provide evidence needed by the EPP in the application process in 2027-2028.

The proposed revisions to §228.15(b)(2) and (3) would incorporate the application process for the addition of new residency requirements related to HB 2 beginning 2028-2029 and application process and requirements for new residency program applicants. Revisions also reinforce that an EPP cannot be approved to offer a residency route if the EPP's accreditation status is Accredited Probation. Proposed Figure: 19 TAC §228.15(b)(2) would provide evidence needed by the EPP in the application process beginning 2028-2029.

The proposed amendment to §228.15(b)(4) and proposed new §228.15(b)(5) would provide detail on how EPPs are held accountable for meeting ongoing requirements of an approved residency route.

Proposed new §228.15(c)(1)-(5) would provide application requirements for SBEC approval of a preservice alternative certification route to mirror the application process and EPP accountability identified in §228.15(b) for an SBEC-approved residency. Proposed new Figure: 19 TAC §228.15(c)(1) would provide evidence needed by the EPP in the application process for 2027-2028 approval. Proposed new Figure: 19 TAC §228.15(c)(2) would provide evidence needed by the EPP in the application process for 2028-2029 SBEC approval.

Proposed new §228.15(d)(1)-(5) would add application requirements for SBEC approval of a PREP traditional route to mirror the application process and EPP accountability identified in §228.15(b) for an SBEC-approved residency and in proposed new §228.15(c)(1)-(5) for an SBEC approved preservice alternative certification route. Proposed new Figure: 19 TAC §228.15(d)(1) would provide evidence needed by the EPP in the application process for 2027-2028 SBEC approval. Proposed new Figure: 19 TAC §228.15(d)(2) would provide evidence needed by the EPP in the application process for 2028-2029 SBEC approval.

Proposed new §228.15(g) would provide guidance for EPPs to apply for TEA approval to offer asynchronous coursework for routes that require coursework to be delivered synchronously, as established by HB 2.

Subchapter C, Administration and Governance of Educator Preparation Programs§228.25. Governance of Educator Preparation Programs.

Proposed new §228.25(e) would provide guidance to EPPs approved to offer PREP traditional and preservice alternative certification routes related to the duration and quality of collaboration with partner local education agencies (LEA).

Subchapter D, Required Educator Coursework and Training§228.31. Minimum Educator Preparation Program Obligations to All Candidates.

Proposed new §228.31(d) would provide clarification to EPPs that the EPP must maintain qualified instructors to deliver instruction to candidates and that EPP staff providing instruction in required content must apply for, attain, and maintain certification to provide that instruction, as required by HB 2.

Proposed new §228.31(e) would implement the statutory requirement that the EPP must comply with the prohibitions and requirements under TEC, §28.0022(a)(1)-(4), related to instructional personnel and coursework.

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

Proposed new §228.33(d) would implement the statutory requirement in HB 2 that the EPP must be approved to offer coursework asynchronously for traditional and PREP traditional, residency, and preservice alternative certification routes.

§228.35. Substitution of Applicable Experience and Training.

Proposed new §228.35(b) would allow an uncertified teacher that has enrolled in the EPP to secure certification to substitute experience as a teacher of record for the required 50 hours of field-based experience in §228.43.

§228.39. Intensive Pre-Service.

The proposed repeal of §228.35 would be necessary to implement the preservice alternative certification route statutorily required by HB 2.

§228.41. Preservice Coursework and Training for Classroom Teacher Candidates.

The proposed amendment to §228.41(a)(2) would update the list of pedagogical skills in which candidates must be allowed to pursue proficiency during coursework and training that occurs before the required clinical experience. The proposed revisions would align with recently adopted pedagogy standards in Chapter 235, Classroom Teacher Certification Standards.

Proposed new §228.41(b) would reinforce that late hire candidates must complete the pre-service coursework and training but would provide new flexibility that the requirements must be completed within the first half of the internship instead of the first 90 days.

Proposed new §228.41(c) would implement the statutory requirement that candidates in the preservice alternative certification route must complete a portion of the required content from

the Texas Reading Academies and Mathematics Achievement Academies to meet the preservice coursework and training requirement prior to beginning the required clinical experience.

§228.43. Preservice Field-Based Experiences for Classroom Teacher Candidates.

Proposed new §228.43(a) would reinforce the allowance in proposed new §228.35(b) that an uncertified teacher that has enrolled in the EPP to secure certification may substitute experience as a teacher of record for the required 50 hours of field-based experience detailed in this section. Proposed new §228.43(a) would reinforce the allowance in proposed new §228.68(h) that a candidate completing the pre-internship clinical practice within the preservice alternative certification route is exempt from the required 50 hours of field-based experience.

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

The proposed amendment to §228.45(c) would update the term “mentor” to “intern mentor teacher” to align with the new definition of the mentoring educator assigned to support a candidate completing an internship.

§228.55. Late Hire Candidates.

The proposed amendment to the requirements in §228.55 would implement the two-year intern certificate required by HB 2 and reinforce that the late hire candidate may begin the internship under the two-year certificate prior to completing the preservice coursework and training required in §228.41 and §228.43. The proposed amendment would also add flexibility by allowing the late hire candidate to complete the required coursework and training within the first half of the internship and reinforce the existing requirement that the intern certificate must be deactivated if the candidate does not complete the preservice coursework and training as required.

§228.57. Educator Preparation Curriculum.

Proposed new §228.57(f) would add the curriculum requirements identified in HB 2 and establish timelines for training content implementation specific to the preservice alternative certification route, the PREP traditional route, and the residency route. It additionally outlines the process for SBEC approval of training content.

Subchapter E, Educator Candidate Clinical Experiences

§228.61. Required Clinical Experiences.

Proposed new §228.61(b) would integrate the preservice alternative certification route required in HB 2 into the requirements for clinical experiences by adding that a candidate completing requirements in this route must also complete pre-internship clinical teaching, which is further detailed in proposed new §228.68.

§228.63. Locations for Required Clinical Experiences.

The proposed amendment to §228.63 would update the list of locations of clinical experiences to integrate the new pre-internship clinical teaching requirement for the preservice alternative

certification route and replace references to the term “mentor” with “intern mentor teacher”. The proposed amendment would align with the requirements identified in HB 2 and related updates in Chapter 153. The proposal would also update the rule for candidates who seek to complete the required clinical experience outside of Texas by removing residency from the options. The residency route requires the EPP and LEA to partner, which is not feasible with school systems outside of Texas.

§228.65. Residency.

The proposed amendment to §228.65(a)(3) would provide flexibility to residency candidates who are pursuing a disciplinary degree in an educational setting outside of education (such as Biology or Mathematics) concurrent with certification by allowing a reduction of up to 50 clock hours of the residency assignment as needed by the candidate to complete degree requirements. This proposed amendment would address stakeholder feedback regarding flexibilities needed for candidates earning a disciplinary degree with additional coursework ~~while simultaneously participating in a residency program to successfully complete the residency route certification requirements.~~ ~~assignment leading to teacher certification.~~

The proposed amendment to §228.65(g) would clarify language related to the types of certificates for which a successful residency candidate could qualify.

§228.67. Clinical Teaching.

The proposed amendment to §228.67(b)(1) would incorporate the new definition of intern mentor teacher.

Proposed new §228.67(b)(4) would clarify that a candidate may not change districts during the clinical teaching experience if the candidate is completing clinical teaching through a PREP traditional program. This revision honors the partnership between the district and the EPP.

The proposed amendment to §228.67(d) would clarify that increased instructional responsibility in clinical teaching includes opportunities for the candidate to lead classroom instruction.

§228.68. Pre-internship Clinical Teaching.

Proposed new §228.68 would incorporate the structure of the new preservice alternative certification route established by HB 2. The proposal would outline parameters for the “preservice” portion of the route requirement, which is a version of clinical teaching that candidates in this route will complete prior to beginning the internship portion of their training. The proposed requirements would include the number of hours of preservice clinical teaching and the activities in which the candidate will engage and the support the candidate will receive during the experience.

Proposed new §228.68(g) would carve out that a candidate who has completed a PREP Grow Your Own Program will be exempt from this pre-internship clinical teaching portion of the preservice alternative certification requirements. Proposed new §228.68(h) would exempt candidates who complete the pre-internship clinical teaching portion of the preservice alternative certification requirements from the required 50 hours of field-based experiences in §228.41(a)(1).

§228.71. Exceptions to Clinical Teaching Requirement.

The proposed repeal of §228.71 would align with the routes and requirements established by HB 2.

§228.73. Internship.

Proposed new §228.73(a) and (b) would align the internship as the clinical experience type for candidates pursuing certification through the alternative certification routes and clarify the candidate must hold a conferred bachelor's degree to participate in an internship. The proposal would add a carve out for candidates in an alternative certification route who no longer qualify to complete an internship and thus must complete clinical teaching to finish requirements.

Proposed §228.73(c) and (d) would identify the two alternative certification routes required by HB 2 and update language to reflect the type of intern certificate available to each route, including the new two-year intern certificate and the new intern with preservice certificate. The proposed amendment would also update the duration and assignment information to clarify that a one-year internship is required for either route and additionally establish that the candidate in the preservice alternative certification route must complete the internship in one district, which honors the partnership for the purpose of qualifying for the PREP allotment.

The internship extension requirements in proposed §228.73(h) would be maintained with added clarification that the intern must not have exhausted the three years of eligibility to extend an internship or complete an additional internship. The clarification further bifurcates the options of extending the internship into a second year if the candidate has additional coursework or other requirements to complete vs. completing an additional internship, which would be required if the candidate's first internship was not successful. This is further detailed in proposed updates to the observation requirements in §228.109(b), which would require formal field supervision for a second internship if the first was unsuccessful but would not require formal supervision if the first internship was successful and the internship is extended to allow the candidate to finish other requirements. The proposal would benefit the EPP due to the reduced cost of field supervision and benefit the candidate and district by allowing the candidate to hold an SBEC credential and maintain employment after the successful internship year is complete.

The proposal would also update the term "mentor" to "intern mentor teacher" to align with the change in definition of the mentoring educator supporting candidates in internships.

Proposed §228.73(i) adjusts the certificate deactivation requirements to add the flexibility for late hire candidates to complete pre-service requirements within the first half of the internship instead of the first 90 days of the internship.

Proposed §228.73(j) would update the certificate deactivation rules to align with the updated preservice coursework requirement for late hire candidates proposed in §228.41(b) and §228.55(c) by extending the time frame for completing preservice requirements from the first 90 days to the first half of the internship. The proposed changes to the certificate deactivation requirements in §228.73(j) would also add flexibility to the timeline for EPPs to notify the TEA to deactivate a certificate and address stakeholder feedback that the current timelines are difficult to meet.

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

The proposed amendment to §228.79(b) would update language related to a candidate pursuing certification as a Junior Reserve Officer Training Corps instructor.

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

The proposed amendment to §228.81(c) would establish that the two-year intern certificate is available to candidates pursuing certification in a class other than teacher who meet the requirements for the certificate. The proposed amendment would be applicable to candidates who seek to complete a practicum while employed in a role that requires an SBEC credential.

Subchapter F, Support for Candidates During Required Clinical Experiences§228.91. Intern Mentor Teachers, Cooperating Teachers, Host Teachers, and Site Supervisors.

The proposed amendment to §228.91 would update language throughout this section to change the term “mentor” to “intern mentor teacher” to align with the new definition in §228.2 and apply the term “mentoring educators” when collectively referring to requirements for the campus personnel supporting teacher candidates in clinical experiences. The proposed updates would also reflect new requirements established by HB 2, including the addition of the pre-internship clinical experience as a clinical experience that requires a cooperating teacher, and add clarification that a mentoring educator must agree to be assigned to support the candidate during the clinical experience.

The proposed amendment to §228.91(e) and proposed new (f) would clarify training requirements for mentoring educators and site supervisors to add the requirement for PREP routes that mentoring educators must be trained through *Texas Mentorship Training* and provides a timeline for phasing in the *Texas Mentorship Training*.

§228.93. Cooperating Teacher Qualifications and Responsibilities.

The proposed amendment to §228.93 would add co-teaching to increase clarity around the duties of a cooperating teacher, update the term “mentor” to “intern mentor teacher” to align with changes in terminology, and add pre-internship clinical teaching as required by the preservice alternative certification route established by HB 2. The proposal would also require that cooperating teachers supporting candidates in PREP programs complete *Texas Mentorship Training*.

§228.95. Host Teacher Qualifications and Responsibilities.

The proposed amendment to §228.95(a)(3) would detail the *Texas Mentorship Training* requirements for host teachers supporting candidates in residency assignments, including an implementation runway for completing the first training, as required by HB 2.

§228.97. Intern Mentor Teacher Qualifications and Responsibilities.

The proposed amendment to §228.97 would include updating the term “mentor” to “intern mentor teacher” to align with changes to that terminology and revising qualification requirements to align with requirements in Chapter 153.

The changes to proposed §228.97(a)(3) and (b)(2) and (3) would add requirements established by HB 2 for intern mentor teachers supporting candidates in the preservice alternative certification route, including a training requirement that intern mentor teachers must complete *Texas Mentorship Training* and the addition of duties of an intern mentor teacher to align with requirements in TEC, §21.458(f).

§228.101. Field Supervisor Qualifications and Responsibilities.

The proposed amendment to §228.101 would clarify qualifications for field supervisors of candidates in PREP routes and update the term “mentor” to “intern mentor teacher” to align with new terminology in §228.2.

The proposed amendment to §228.101(b)(1) extends the timeline for field supervisors to renew the TEA-approved training to the next year. Additional proposed updates provide options for field supervisors to credit training in areas such as T-TESS certification and other approved agency training to count as a portion of the TEA-approved field supervisor training.

The proposed revisions to §228.101(b)(4) and (5) add pre-internship clinical teaching and the preservice alternative certification route to the requirements for formal and informal observations conducted by the field supervisor. Proposed revisions to §228.101(b)(5) add flexibility for candidates in the alternative certification route completing internships by reducing the number of informal observations from three per semester of the internship to two per semester. Updates to §228.101(b)(6) align formatting with other similar rules but retains the informal observation requirement for candidates who are late hires to maintain the added support needed for late hire candidates as they enter the classroom with minimal formal training.

Proposed new subsection (b)(8) would establish that candidates in the pre-internship clinical teaching assignment are required to have informal observations conducted by field supervisors, including feedback on candidate progress toward mastering the competencies identified in §228.41 required for all preservice candidates.

Proposed §228.101(b)(9), (11), and (12) would update guidance related to collaboration between field supervisors and mentoring educators and feedback provided to mentoring educators and other campus or district staff related to candidate performance to ensure that field supervisors and mentoring educators collaborate and communicate regularly in support of the candidate. Proposed subsection (b)(12) would define requirements for field supervisors of candidates in PREP routes and require the field supervisor to have collaborative meetings with campus supervisors at least three times per semester and with the mentoring educator at least two times monthly.

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

The proposed amendment to §228.105 would integrate the pre-internship clinical teaching experience requirement for the preservice alternative certification route established by HB 2 into the field supervisors’ requirement for formal observations in §228.105(a) and clarify that the field supervisor must provide a copy of the written feedback resulting from a formal observation to the mentoring educator supporting the candidate in any type of clinical experience.

§228.107. Formal Observations for Candidates in Clinical Teaching and Pre-internship Clinical Teaching Assignments.

The proposed amendment to §228.107 would integrate the pre-internship clinical teaching experience requirement for the preservice alternative certification route into the formal observation schedule for clinical teaching and require one formal observation during the pre-internship clinical teaching assignment.

§228.109. Formal Observations for Candidates in Internship Assignments.

The proposed amendment to §228.109(b) would reduce the number of formal observations required for candidates holding a two-year intern certificate who are not late hires from five observations to four for both the initial internship and an additional internship that is required when the first internship was not successful. The proposed amendment would add flexibility and reduce cost for EPPs.

Proposed new §228.109(c) would maintain observation requirements for late hire candidates. The proposal would require the field supervisor to conduct five total observations during the internship as is currently required. The number of formal observations for late hire candidates would not be reduced to maintain a higher level of support for the candidates who may lack formal training prior to beginning the internship.

The proposed amendment to §228.109(d) would extend the modified observation schedule to candidates completing an internship in more than one subject area that cannot be observed by the field supervisor concurrent with the first subject area and require one additional observation per semester for the second subject area.

Proposed new §228.109(e) and (f) would implement the formal observation requirements for the internship for candidates holding an intern with preservice certificate while pursuing certification through the preservice alternative certification route. In addition to the one formal observation proposed during the pre-internship clinical teaching portion of the training detailed in §228.107(e), the proposed observation schedule for the internship would require four formal observations during the full school year internship, with two in the first half of the internship and two in the last half. Proposed new subsection (f) would extend the observation schedule to candidates completing an internship in more than one subject area that cannot be observed by the field supervisor concurrent with the first subject area and require one additional observation per semester for the second subject area.

Proposed new §228.109(g) and (h) would establish requirements for formal observations of candidates completing an internship under a probationary certificate. The proposal would reorganize current subsection (e) to proposed new subsection (g) to improve overall readability; however, the observation requirement of five total observations, three in the first half of the internship and two in the last half of the internship has not changed. Proposed new subsection (h) would identify requirements for candidates completing an internship in more than one subject area that cannot be observed by the field supervisor concurrent with the first subject area, requiring one additional observation per semester for the second subject area. The proposal would also align language across subsections (d), (f), and (h).

FISCAL IMPACT: Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years enforcing or

administering proposed revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, that the administration and enforcement of this rule action may impose a cost on other state agencies (IHEs) and on small businesses and micro-businesses (EPPs). An initial implementation cost may be incurred by Educator Preparation Programs that choose to offer any or all of the PREP preparation routes.

HB 2 Requires Educator Preparation Programs to make updates to coursework and candidate training if they seek to offer the PREP routes specified in Texas Education Code. Educator Preparation Programs are not, however, required to offer these routes.

The proposed PREP routes do require EPPs to apply, at no cost, for pathway approval. While there may be additional costs for an EPP associated with developing a high-quality program, the preparation pathways are optional for EPPs and is therefore not a required cost. The costs to EPPs would be widely variable; for example, EPPs may already have an established residency preparation pathway that meets the proposed requirements while other EPPs would need to invest time and resources into the development of the residency preparation pathway. Additionally, while the preservice alternative certification route is new for all prospective programs, and will require time, effort and resources, it will be varied depending on the type of model designed, the quality of current partnerships, etc. It is difficult to estimate this cost.

As described, one key cost to the implementation of the PREP routes is the initial cost to EPPs to ensure training and certification of staff to redeliver the content. There may be initial costs to EPPs in FY 27 regarding time and effort to train faculty and ensure the training content is integrated into the program. TEA estimates that each program will train on average 10 faculty to engage in training for 40 hours to seek certification to redeliver content. This training may also be counted for continuing education for those faculty members. TEA estimates an additional 10 hours to integrate the training content into existing courses. It is estimated that the average course release stipend for faculty is \$3,500 for 144 hours of faculty time. This means that for faculty to engage in 50 additional hours, we would estimate the cost to be about \$1,300 for each faculty, meaning an average of \$13,000 for faculty to complete the training in FY 2027. We would estimate a 30% attrition rate and retraining of faculty in subsequent years, in addition to new content training in FY 2028. When we combine attrition costs with new training content, we estimate it will cost the program \$16,900 to implement in FY 2028. It should, however, be additionally noted that programs will begin to generate \$10,000- \$11,500 per candidate completer by FY 2029. This cost savings to educator preparation programs is difficult to predict, given that programs range in annual production.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural

communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: This proposal is exempt from the requirements of TGC, §2001.0045, per TEC, §21.041(e), as added by HB 2, 89th Texas Legislature, Regular Session, 2025.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, the proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

The proposed rulemaking in Chapter 228 would create a new regulation for educator preparation programs that seek to offer the optional Prep Residency, PREP traditional or PREP Preservice Alternative Certification Routes. It would update requirements for Alternative Certification Route requirements. It also establishes regulation pertaining to PREP route review and approval, and new regulation for the SBEC's review of coursework for certain routes. Additionally, it sets the requirement that the EPP must comply with the prohibitions and requirements under TEC §28.0022(a)(1)-(4) regarding instructional personnel and coursework as required in TEC §21.0442(b)(3). All new regulations are necessary to implement statutory requirements of HB 2. The proposed rulemaking in Chapter 228, Subchapters A-F, would repeal the Subchapter D §228.39 Intensive Preservice Requirements to address statutory requirements.

PUBLIC BENEFIT AND COST TO PERSONS: Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would be aligning the rules with statute and reflecting current procedures. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

ENVIRONMENTAL IMPACT: The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins March 13, 2026, and ends April 13, 2026. The SBEC will take registered oral and written comments on the proposal in accordance with the SBEC board operating policies and procedures.

MOTION TO BE CONSIDERED:

Approve the 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, as presented, to be published in the *Texas Register*.

Staff Members Responsible:

Melissa Yoder, Director of Quality Preparation
Lorrie Ayers, Director of EPP Management

Attachments:

- I. Text of Proposed Revisions to 19 TAC Chapter 228, Educator Preparation Program Requirements, 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
- II. Text of Proposed New Figure: 19 TAC §228.15(b)(1)
- III. Text of Proposed Repeal of Figure: 19 TAC §228.15(b)(1)
- IV. Text of Proposed New Figure: 19 TAC §228.15(b)(2)
- V. Text of Proposed New Figure: 19 TAC §228.15(c)(1)
- VI. Text of Proposed New Figure: 19 TAC §228.15(c)(2)
- VII. Text of Proposed New Figure: 19 TAC §228.15(d)(1)
- VIII. Text of Proposed New Figure: 19 TAC §228.15(d)(2)

ATTACHMENT I
Text of Proposed Revisions to 19 TAC

Chapter 228. Requirements for Educator Preparation Programs

Subchapter A. General Guidance

§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 (IHE), September 1 through August 31.
- (2) Accredited institution of higher education--An IHE 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 route ~~[program]~~--A pathway to certification [An approved educator preparation program], delivered by entities described in §228.25(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional ~~[undergraduate]~~ certification program, that may offer an internship or practicum experience for individuals already holding the degree that is required for standard certification that was conferred by [at least a bachelor's degree from] an accredited IHE.
- (4) Analysis--Examining [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, clinical teaching, or residency, the first day of instruction with students. For a nonteacher practicum experience, the first day of the window in which the candidate is authorized by the educator preparation program (EPP) [EPP] to begin the practicum experience.
- (6) Asynchronous coursework--Self-paced, non-simultaneous instruction during which students can access materials and complete assignments in a manner and time frame prescribed within the course. Courses are delivered online rather than in a traditional classroom. A course is asynchronous when greater than 50% of the coursework is delivered asynchronously.
- (7) ~~[(6)]~~ Authentic school setting--For the purpose of field-based experiences, during the school day and the school year and including summer school; not to include professional development, extracurricular activities, workdays when students are not present, and before- or after-school childcare or tutoring.
- (8) ~~[(7)]~~ Benchmarks--Reference points throughout the preparation process where candidates are assessed for progress toward completing EPP requirements (e.g., admission, passing a specific course or courses, passing a certification exam, completing preservice requirements).
- (9) ~~[(8)]~~ Campus supervisor--A school administrator or designee responsible for the annual performance appraisal of an intern or a candidate pursuing a residency certificate.
- (10) ~~[(9)]~~ Candidate--An individual who has been formally or contingently admitted into an EPP; also referred to as an enrollee or participant.
- ~~[(10)]~~ Candidate coach ~~A person as defined in §228.39(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 (TEA) 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) 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) 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) 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, a full-time administrator, or a substitute teacher. For purposes of this chapter, a classroom teacher includes an educator who may not yet hold a certificate issued under Texas Education Code (TEC), Chapter 21, Subchapter B.
- (14) Clinical experience--A supervised educator assignment through an EPP at a public school accredited by the Texas Education Agency (TEA) [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) Clinical teaching--A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the 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) 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 IHE is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, pre-internship clinical teaching, internship, residency, and practicum are actual hours spent in the required educational activities and experiences.
- (17) Contingency admission--Admission as defined in §227.5 of this title (relating to Definitions) and described in §227.15 of this title (relating to Contingency Admission).
- (18) Completer--A person who has met all the requirements of an approved EPP; also referred to as finisher. 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) Cooperating teacher--An [For a clinical teacher candidate, an] educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience or during the pre-internship 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) Educator--An individual who is required to hold a certificate issued under TEC, Chapter 21, Subchapter B.
- (22) Educator preparation program--An entity that is approved by the SBEC to prepare and recommend candidates for certification in one or more educator certification classes.
- (23) 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.
- (24) Enhanced standard certificate--A type of certificate issued to an individual who has met all requirements as specified in §230.39(b) of this title (relating to Enhanced Standard Certificates) under the teacher class of certificates.

- (25) Entity--The individual, corporation, partnership, IHE, public school or school district that is approved to deliver an EPP.
- (26) Extracurricular activities--Activities sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees as specified in Chapter 76, Subchapter AA, of Part 2 of this title (relating to Commissioner's Rules).
- (27) Field-based experiences--Introductory experiences for a classroom teacher certification candidate, incorporated with preparation coursework that involve, at the minimum, reflective observation of and interaction with Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in an authentic school setting.
- (28) Field supervisor--A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.
- (29) Formal admission--Admission as defined in §227.5 of this title (relating to Definitions) and described in §227.17 of this title (relating to Formal Admission).
- (30) Head Start Program--The federal program established under the Head Start Act (42 United States Code (USC), §9801 et seq.) and its subsequent amendments.
- (31) Host teacher--For a teacher resident candidate, an educator who is jointly assigned by the EPP and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement.
- (32) Initial certification--The first Texas certificate in a class of certificate issued to an individual based on participation in an approved EPP.
- ~~[(33) Intensive pre-service--An educator assignment supervised by an EPP accredited and approved by the SBEC prior to a candidate meeting the requirements for issuance of intern and probationary certificates.]~~
- (33) ~~[(34)]~~ 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 EPP.
- ~~[(34) Intern mentor teacher--For a candidate serving in an internship, an educator who serves or has served as a teacher in Texas who provides effective support to candidates during the internship experience.]~~
- (35) Internship--A paid supervised classroom teacher assignment for one full school year at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
- (36) Late hire--An individual who is both accepted into an EPP 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 within the first semester of the academic year; or who is both admitted into the EPP and hired by the district or after the school's academic year has begun.
- (37) Legacy Chapter 228 rules--The version of State Board for Educator Certification rules in Chapter 228 that were in effect on August 31, 2024.
- (38) 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.
- ~~[(39) 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.]~~
- ~~[(39) Mentoring educators--Educators on Prekindergarten-Grade 12 campuses that serve as host teachers, cooperating teachers, intern mentor teachers, or mentor teachers as defined in Chapter~~

- 153 of Part 2 of this title (relating to School District Personnel) that provide support to candidates completing clinical experiences.
- (40) Partnership preservice program--A Preparing and Retaining Educators Through Partnership (PREP) Preservice program established under TEC, §21.902, that includes a partnership between a school district or eligible charter school and an eligible EPP. Also known as PREP route for the purpose of implementation in this chapter. The PREP routes include PREP traditional, residency, and preservice alternative certification.
- (41) ~~(40)~~ Pedagogy--The art and science of teaching that incorporates instructional methods that are developed from scientifically based research.
- (42) ~~(41)~~ Performance task--An assessment in which the teacher candidate applies 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.
- (43) ~~(42)~~ Post-baccalaureate program--An EPP, delivered by an accredited IHE and approved by the SBEC to prepare and recommend candidates for certification in nonteacher certification classes concurrent with obtaining a graduate degree [~~that is designed for individuals who already hold at least a bachelor's degree and are seeking an additional degree~~].
- (44) ~~(43)~~ Practicum--A supervised educator assignment at a public school accredited by the 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.
- (45) Pre-internship clinical teaching--A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the TEA or other school approved by the TEA for this purpose that occurs prior to a candidate's assignment in an internship.
- (46) Preparing and Retaining Educators Through Partnership (PREP) program--One of the five PREP programs under TEC, §§21.903-21.907 and 48.157.
- (47) Preparing and Retaining Educators Through Partnership (PREP) Alternative Preservice Program--The PREP Alternative Preservice Program established under TEC, §21.905. Also called preservice alternative certification route for the purpose of implementation in this chapter.
- (48) Preparing and Retaining Educators Through Partnership (PREP) Grow Your Own Program--Requirements completed through §153.1304 of Part 2 of this title (relating to Preparing and Retaining Educators Through Partnership Grow Your Own Program).
- (49) Preparing and Retaining Educators Through Partnership (PREP) Residency Preservice Program--The PREP Residency Preservice Program established under TEC, §21.904. Also called residency route for the purpose of implementation in this chapter.
- (50) Preparing and Retaining Educators Through Partnership (PREP) Traditional Preservice Program--The PREP Traditional Preservice Program established under TEC, §21.903. Also called PREP traditional route for the purpose of implementation in this chapter.
- (51) ~~(44)~~ 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 EPP.
- (52) ~~(45)~~ 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.
- (53) ~~(46)~~ Residency--A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate.

- (54) ~~(47)~~ School day--Actual school attendance days during the regular academic school year, including a partial day or extended day that students attend school for instructional purposes as adopted by the district or governing body of the school, excluding weekends, holidays, summer school, etc.
- (55) ~~(48)~~ School year--The period of time starting with the first instructional day for students through the last instructional day for students as identified on the calendar of the campus or district for the school year in which the candidate is completing the clinical experience.
- (56) ~~(49)~~ 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.
- (57) ~~(50)~~ Standard certificate--A type of certificate issued to an individual who has met all requirements for a given class of certification, as specified in §230.33 of this title.
- (58) ~~(51)~~ Students with disabilities--A student who is eligible to participate in a school district's special education program under TEC ~~[Texas Education Code]~~, §29.003, is covered by Section 504, Rehabilitation Act of 1973 (29 USC Section 794), or is covered by the Individuals with Disabilities Education Act (20 USC Section 1400 et seq.).
- (59) ~~(52)~~ Substitute teacher--An individual who serves in place of a teacher of record in a classroom in an accredited public or private school.
- (60) Synchronous coursework--Instruction delivered in a live, real-time setting, where students and instructors are online or in person at the same time for interactive live classes or discussions. A course is synchronous when greater than 50% of the coursework is delivered synchronously.
- (61) ~~(53)~~ Teacher of record--An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades.
- (62) ~~(54)~~ Texas Education Agency staff--Staff of the TEA assigned by the commissioner of education to perform the SBEC's administrative functions and services.
- (63) ~~(55)~~ 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.
- (64) Traditional route--A pathway to teacher certification that provides a clinical teaching experience for candidates who are seeking a degree concurrent with certification.

§228.6. Implementation Date.

The provisions of this chapter are effective September 1, 2024, unless otherwise specified in rule.

- (1) At the determination of the educator preparation program (EPP), candidates admitted into an EPP prior to September 1, 2024, are eligible to finish preparation program requirements under the Legacy Chapter 228 rules or may complete requirements under the new rules and credit requirements completed under the Legacy Chapter 228 rules.
- (A) Regardless of the preparation program requirements approved by an EPP via provisions in paragraph (1) of this subsection, for the purposes of formal observations, clinical experiences in Subchapter E of this chapter (relating to Educator Candidate Clinical Experiences), that begin on or after September 1, 2024, must meet the frequency and duration requirements in §§228.103 ~~[[§§228.103(b)(1)]]~~ of this title (relating to Formal Observations for Candidates in Residency Assignments), 228.105 ~~[228.105(b)]~~ of this title (relating to Formal Observations for All Candidates for Initial Classroom Teacher Certification), [228.105(c)(1) of this title.] 228.107 ~~[228.107(b)]~~ of this title (relating to Formal Observations for Candidates in Clinical Teaching and Pre-internship Clinical Teaching Assignments), [228.107(d) of this title.] 228.109 ~~[228.109(b)(1)]~~ of this title

(relating to Formal Observations for Candidates in Internship Assignments), ~~[228.109(b)(2) of this title, 228.109(e)(1) of this title, 228.109(e)(2) of this title,]~~ and 228.111 of this title (relating to Formal Observations for Candidates Employed as Educational Aides).

- (B) Candidates must complete all requirements under Legacy Chapter 228 rules by August 31, 2026.
- (2) Candidates admitted into an EPP on or after September 1, 2024, are subject to [all] requirements in this chapter that were effective at the time of admission.

Subchapter B. Approval of Educator Preparation Programs

§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 Texas Education Agency (TEA) staff on an application in a form developed by TEA staff that shall include, at a minimum, the following:
- (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 (EPP) seeking approval to implement a residency route as defined in §228.2 of this title (relating to Definitions) [residency program] must submit a complete application in a form developed by TEA staff for consideration and approval by the State Board for Educator Certification (SBEC). The application must include 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), and Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates). Residency programs approved by the SBEC prior to the 2026-2027 academic year are approved to offer the residency route for the 2026-2027 academic year only.
- (1) For 2027-2028 academic year approval to offer a residency route, only SBEC-approved residency programs approved by the SBEC prior to the 2026-2027 academic year are eligible to complete the application process. To determine whether the EPP's evidence of compliance is sufficient, the program shall be scored on a rubric developed and published by TEA staff. Requirements and evidence [Evidence] of compliance for the 2027-2028 academic year are [is] described in the figure provided in this paragraph.
Figure: 19 TAC §228.15(b)(1) [~~Figure: 19 TAC §228.15(b)(1)~~]
 - (2) For 2028-2029 academic year approval to offer a residency route, SBEC-approved residency programs under (b)(1) and EPPs seeking new approval for a residency route must complete the application process. To determine whether the EPP's evidence of compliance is sufficient, the program shall be scored on a rubric developed and published by TEA staff. Requirements and evidence of compliance are described in the figure provided in this paragraph.
Figure: 19 TAC §228.15(b)(2)
 - (3) [~~2~~] TEA staff will review the application and required evidence and shall recommend to the SBEC whether the residency route [residency program] should be approved.

- (4) EPPs that currently have an SBEC-approved residency route must complete the additional application process in subsection (b)(1) and (2) of this section to secure a new SBEC approval. EPPs must be approved for the 2027-2028 cycle by June 30, 2027, and for the 2028-2029 cycle by June 30, 2028, or approval for the residency route shall be revoked.
- (5) An EPP with a status of Accredited Probation shall not be approved to implement a residency route.
- (6) ~~(3)~~ A post-approval site visit will be conducted during the program's scheduled five-year continuing approval review that occurs after the first year [after the end of the first academic year] in which the program reports residency completers to the TEA in accordance with §229.3 of this title (relating to Required Submissions of Information, Surveys, and Other Data).
- (7) The SBEC may take action to revoke approval to offer the route if an EPP is rated any combination of Accredited-Warned and/or Accredited-Probation for three consecutive years. If the route approval is revoked, the program shall adhere to the requirements for program closure contained in §228.21 of this title (relating to Program Consolidation or Closure).
- (c) An EPP seeking approval to implement a preservice alternative certification route as defined in §228.2 of this title must submit a complete application in a form developed by TEA staff for consideration and approval by the SBEC. The application must include evidence indicating the ability to comply with the provisions of this chapter, Chapter 230 of this title, and Chapter 227 of this title.
- (1) For 2027-2028 academic year approval to offer the preservice alternative certification route, EPPs must complete the application process. To determine whether the EPP's evidence of compliance is sufficient, the program shall be scored on a rubric developed and published by TEA staff. Requirements and evidence of compliance for applications submitted are described in the figure provided in this paragraph.
Figure: 19 TAC §228.15(c)(1)
- (2) For 2028-2029 academic year approval of SBEC-approved preservice alternative certification programs and for EPPs seeking new approval for a preservice alternative certification route, to determine whether the EPP's evidence of compliance is sufficient, the program shall be scored on a rubric developed and published by TEA staff. Requirements and evidence of compliance are described in the figure provided in this paragraph.
Figure: 19 TAC §228.15(c)(2)
- (3) TEA staff will review the application and required evidence and shall recommend to the SBEC whether the preservice alternative certification route should be approved.
- (4) An EPP with a status of Accredited-Probation shall not be approved to implement a preservice alternative certification route.
- (5) A post-approval site visit will be conducted during the program's scheduled five-year continuing approval review that occurs after the first year in which the program reports completers in the preservice alternative certification route to the TEA in accordance with §229.3 of this title.
- (6) The SBEC may take action to revoke approval to offer the route if an EPP is rated any combination of Accredited-Warned and/or Accredited-Probation for three consecutive years or is rated Accredited-Probation for two consecutive years. If the route approval is revoked, the program shall adhere to the requirements for program closure contained in §228.21 of this title.
- (d) An EPP seeking approval to implement a Preparing and Retaining Educators Through Partnership (PREP) traditional route to meet requirements in TEC, §21.903, must submit a complete application in a form developed by TEA staff for consideration and approval by the SBEC. The application must include evidence indicating the ability to comply with the provisions of this chapter, Chapter 230 of this title, and Chapter 227 of this title.
- (1) For 2027-2028 academic year approval to offer the PREP traditional route, EPPs must complete the application process. To determine whether the EPP's evidence of compliance is sufficient, the

program shall be scored on a rubric developed and published by TEA staff. Requirements and evidence of compliance for applications are described in the figure provided in this paragraph.

Figure: 19 TAC §228.15(d)(1)

- (2) For 2028-2029 academic year approval of SBEC-approved PREP traditional programs and for EPPs seeking new approval for a PREP traditional route, to determine whether the EPP's evidence of compliance is sufficient, the program shall be scored on a rubric developed and published by TEA staff. Requirements and evidence of compliance are described in the figure provided in this paragraph.

Figure: 19 TAC §228.15(d)(2)

- (3) TEA staff will review the application and required evidence and shall recommend to the SBEC whether the PREP traditional route should be approved.
- (4) An EPP with a status of Accredited-Probation shall not be approved to implement a PREP traditional route.
- (5) A post-approval site visit will be conducted during the program's scheduled five-year continuing approval review that occurs after the first year in which the program reports completers in the PREP traditional route to the TEA in accordance with §229.3 of this title.
- (6) The SBEC may take action to revoke approval to offer the route if an EPP is rated any combination of Accredited-Warned and/or Accredited-Probation for three consecutive years or is rated Accredited-Probation for two consecutive years. If the route approval is revoked, the program shall adhere to the requirements for program closure contained in §228.21 of this title.

(e) [(e)] An EPP seeking the addition of certificate categories and classes must comply with the following as applicable.

- (1) An EPP that is rated Accredited, as provided in §229.4 of this title (relating to Determination of Accreditation Status), 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 TEA staff for consideration and approval by the SBEC. The application at a minimum must include the components identified in §228.11(a)(1) of this title (relating to New Entity Approval) and must document evidence that the EPP has the staff 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, 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 a 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, the 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, as provided in §229.4 of this title, 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 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 other than Accredited, as listed in §229.4 of this title, may not apply to offer additional certificate categories or classes of certificates.
- (f) ~~(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 §229.4 of this title other than Accredited may not open additional locations.
- (g) A PREP program and a traditional program may seek approval to offer coursework in an asynchronous, online format by submitting an application in a form developed by TEA staff for consideration and approval by the TEA. Any coursework submitted by an EPP for approval in an asynchronous, online format will be reviewed by TEA staff and will be evaluated to ensure that all coursework:
- (1) provides timely, consistent feedback to candidates regarding their assignments;
 - (2) includes performance tasks that are based on real classroom practices and/or the candidates' field-based experiences or clinical experiences. Candidates must be provided specific, targeted feedback that supports educator standards listed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards);
 - (3) includes multiple performance benchmarks of candidate proficiency in the educator standards and test framework competencies related to the certification class or category sought; and
 - (4) provides a weekly opportunity for synchronous touchpoints with an assigned instructor.

Subchapter C. Administration and Governance of Educator Preparation Programs

§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) of this section 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 EPP shall provide sufficient support to enable the EPP to meet all standards set by the State Board for Educator Certification (SBEC) ~~[SBEC]~~ and shall be accountable for the quality of the EPP and the candidates whom the EPP recommends for certification.
- (d) For an EPP that the SBEC [State Board for Educator Certification] has approved to offer a residency program under §228.65 of this title (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) EPPs that are approved to offer Preparing and Retaining Educators Through Partnership (PREP) traditional and preservice alternative certification routes must meet at least two times per academic year with district and campus administrators of the school district(s) with which the EPP has partnered, at minimum, to review program data, including:
- (1) reviewing alignment between district needs and EPP recruitment;

- (2) making collaborative decisions related to ongoing quality improvements to the PREP program(s); and
 - (3) planning for ongoing support of candidates and support and training of the mentoring educators supporting the candidates.
- (f) ~~(e)~~ For the purposes of EPP improvement, an EPP 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 after no more than two years of inactivity, or university-based EPPs may adopt their institution's 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 or enhanced standard certificate, the 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) The EPP must maintain qualified instructors delivering the subject-matter required in §228.57 of this title (relating to Educator Preparation Curriculum). EPP staff providing instruction in required content identified in §228.57(f) for Preparing and Retaining Educators Through Partnership (PREP) routes must apply for and successfully earn certification from the agency to provide that instruction and maintain certification.
- (e) The EPP must comply with the prohibitions and requirements under Texas Education Code (TEC), §28.0022(a)(1)-(4), regarding instructional personnel and coursework as required in TEC, §21.0442(b)(3).
- (f) ~~(e)~~ 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.
- (g) ~~(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 one or more years following the academic year of completion of all program requirements.
- (h) ~~(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.
- (i) ~~(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.
- (j) ~~(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 or enhanced standard certification. Candidates for teacher certification that meet one of the requirements in §228.79 of this title (relating to Exemptions from Required Clinical Experiences for Classroom Teacher Candidates) are exempt from completing the required field-based experience and clinical experience.
- (k) ~~(i)~~ 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.
- (l) ~~(j)~~ During the period of preparation, the EPP 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 must include multiple performance tasks and other evaluative tools that require candidates to demonstrate proficiency in the educator standards and test framework competencies related to the certificate class or category sought.
- (c) All coursework and/or training shall be completed prior to an EPP identifying a candidate as a completer and recommending standard or enhanced standard certification.
- (d) In approved Preparing and Retaining Educators through Partnership (PREP) routes and in the traditional route, an EPP may offer coursework required for teacher preparation in an asynchronous, online format if approved as required in §228.15 of this title (relating to Additional Approval).
- (e) ~~(k)~~ 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 2, Subchapter J, ~~[Rule]~~ §2.204 of this title (relating to Distance Education Standards and Criteria; the Principles of Good Practice for Distance Education [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.

- (a) Each educator preparation program (EPP) must develop and implement specific criteria and procedures that allow:
 - (1) 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;
- (2) 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; and
 - (3) candidates who previously completed a graduate program from a program approved to offer the Deafblind Early Childhood-Grade 12 certificate to receive test approval from the EPP. The EPP may require additional coursework.
- (b) An EPP may allow a candidate who is employed as an uncertified classroom teacher, and who was employed as an uncertified teacher for at least the full school year preceding issuance of the intern certificate, to substitute service as a teacher of record for the field-based experiences required in §228.43 of this title (relating to Preservice Field-Based Experiences for Classroom Teacher Candidates).

§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 of this title (relating to Pre-Service Coursework and Training for Classroom Teacher Candidates) and §228.43 of this title (relating to Pre-Service Field-based Experiences for Classroom Teacher Candidates).~~
- ~~(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 Texas Education Agency (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; and~~
 - ~~(3) the requirements of the following proficiencies in §150.1002 of Part II 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).]~~

§228.41. Preservice [~~Pre-Service~~] Coursework and Training for Classroom Teacher Candidates.

- (a) Unless a candidate qualifies as a late hire under §228.55 of this title (relating to Late Hire Candidates), a candidate shall complete the following prior to any clinical teaching, internship, or residency:
- (1) a minimum of 50 clock-hours of field-based experiences that are integrated into coursework and are completed as described in §228.43 of this title [~~chapter~~] (relating to Preservice [~~Pre-Service~~] Field-Based Experiences for Classroom Teacher Candidates); and
 - (2) 150 clock-hours of coursework and/or training as prescribed in §228.57 of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency through performance tasks in the following pedagogical skills. [~~§~~]
 - ~~(A) — Teachers demonstrate understanding of their content and related pedagogy and the appropriate grade-level Texas Essential Knowledge and Skills.~~
 - ~~(B) — Teachers apply knowledge of their students to anticipate and respond to their unique academic and nonacademic needs, including disabilities, giftedness, bilingualism, and biliteracy.~~
 - ~~(C) — Teachers explicitly teach, model, and implement classroom routines, procedures, and transitions to enforce behavior expectations and behavior regulation with consistent, logical consequences.~~
 - ~~(D) — Teachers use high-quality instructional materials and internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.~~
 - ~~(E) — Teachers prepare instruction that follows a logical scope and sequence, connects students' prior knowledge to new content, and includes clear learning objectives, grade or course level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment appropriate to the discipline.~~
 - ~~(F) — Teachers explicitly model and think aloud grade-level strategies.~~
 - ~~(G) — Teachers maintain appropriate pacing aligned to the purpose of the planned lesson.~~
 - ~~(H) — Teachers provide frequent opportunities for practice using multiple engagement strategies (independent, partner, and group practice; think-pair-share; everybody writes; turn and talk) and engages all students in thinking tasks throughout the arc of the lesson.~~

- (I) Teachers analyze student work, use formative assessments and elaborate feedback during instruction to gauge and respond to student progress, address misconceptions, regularly evaluate student progress toward mastery, and identify gaps in knowledge.
- (J) Teachers understand and comply with applicable federal, state, and local laws pertaining to individuals with disabilities and the professional and ethical responsibilities of educators.
- ~~[(A) preparing clear, well organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for all 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 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) reflecting on his or her practice;]~~
- ~~[(J) effectively communicating with students, families, colleagues, and community members;]~~
- ~~[(K) proactively implementing instructional planning techniques and inclusive practices for all students, including students with disabilities; and]~~
- ~~[(L) effectively implementing open education resource instructional materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code, §31.022, in each subject area and grade level covered by the certification category.]~~
- (b) Candidates who qualify as late hires shall complete the requirements in subsection (a)(1) and (2) of this section within the first half of the internship.
- (c) Beginning with the 2027-2028 academic year, candidates pursuing certification in Early Childhood-Grade 3 or Early Childhood-Grade 6 in the preservice alternative certification route must complete, at minimum, the designated pre-clinical portion of the required hours of Texas Reading Academies and Mathematics Achievement Academies training prior to beginning the internship.

§228.43. Preservice ~~[Pre-Service]~~ Field-Based Experiences for Classroom Teacher Candidates.

- (a) Unless the candidate meets the allowance in §228.35 of this title (relating to Substitution of Applicable Experience and Training) or is completing the requirements in §228.68 of this title (relating to Pre-internship Clinical Teaching) for initial certification in the classroom teacher certification class, each educator preparation program (EPP) shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 50 clock-hours. The field-based experiences must be completed prior to assignment in an internship, clinical teaching, or residency.
- (b) ~~[(a)]~~ An EPP [educator preparation program (EPP)] shall require each candidate to complete field-based experiences in a variety of authentic school settings with diverse student populations, including observation of teachers modeling effective practices to improve student learning and opportunities for candidates to practice skills and receive feedback.

~~[(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 50 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, at a minimum, 25 clock-hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities.
- (1) Field-based experiences must be conducted in settings that include all of the following:
 - (A) authentic school settings in a public school accredited by the Texas Education Agency (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);
 - (B) instruction by content certified teachers;
 - (C) actual students in classrooms/instructional settings with identity-proof provisions; and
 - (D) content or grade-level specific classrooms/instructional settings.
 - (2) Field-based experiences include candidates engaging with activities such as:
 - (A) small group instruction;
 - (B) tutoring;
 - (C) presenting whole class instruction;
 - (D) one-on-one student support;
 - (E) practicing classroom management skills;
 - (F) supporting lead teacher instruction; and
 - (G) coteaching.
 - (3) Each field-based experience must include a 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 and/or experienced.
 - (4) The time spent writing the written reflection does not count toward the required 25 clock-hours for field-based experiences.
- (d) Up to 25 clock-hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method; service as a teacher of record, service as an educational aide, and service as a substitute teacher; and must be under the direction of the EPP.
- (1) The field-based experience setting must include:
 - (A) authentic school settings in an accredited public or private school;
 - (B) instruction by content certified teachers;
 - (C) actual students in classrooms/instructional settings with identity-proof provisions; and
 - (D) content or grade-level specific classrooms/instructional settings.
 - (2) Each field-based experience must include a written reflection of the observation 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 and/or experienced.
- (3) The time spent writing the written reflection does not count toward the required 25 clock-hours for field-based experiences.
- (4) Field-based experience hours identified in this subsection must occur after the candidate's admission into the EPP. The candidate's experience in instructional or educational activities, including reflections as described in paragraph (2) of this subsection, must be documented by the EPP and must be obtained at a public or private school accredited or approved for this purpose by the TEA.
- (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 this 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) of this title (relating to Locations for Required Clinical Experiences).

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

- (a) An educator preparation program (EPP) must provide a minimum of 300 clock-hours of coursework and/or training related to the educator standards for the Early Childhood: Prekindergarten-Grade 3 certificate adopted by the State Board for Educator Certification (SBEC) as specified in Chapter 235, Subchapter B, of this title (relating to Early Childhood [Elementary School] Certificate Standards).
- (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. 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 as 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 title (relating to Preparation Program Coursework and/or Training for All Certification Classes) and §228.37 of this title (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. An EPP shall also provide such a candidate a clinical experience as specified in §228.61(a) of this title (relating to Required Clinical Experiences) and §228.63 of this title (relating to Locations for Required Clinical Experiences), an intern mentor teacher [a mentor] or cooperating teacher as specified in Subchapter F of this chapter (relating to Support for Candidates During Required Clinical Experiences), and field supervision and ongoing support as specified in Subchapter F of this chapter.

§228.55. Late Hire Candidates.

- (a) A late hire for a school district teaching position may begin an internship [employment] under a two-year intern [an intern or probationary] certificate before completing the preservice coursework and training [pre-internship] requirements under §228.41 of this title (relating to Preservice [Pre-Service] Coursework and Training for Classroom Teacher Candidates) and §228.43 of this title (relating to Preservice [Pre-Service] Field-Based Experiences for Classroom Teacher Candidates) but shall complete these requirements by the end of the first half of the internship [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 preservice coursework and ~~pre-internship~~ training required in subsection (a) of this section may be provided by a school district and/or campus that is a Texas Education Agency (TEA)-approved 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 Texas Education Code, §21.451, and must be directly related to the certificate being sought.
- (c) A candidate that does not complete the preservice ~~pre-internship~~ requirements under §228.41 of this title and §228.43 of this title by the end of the first half of the internship as required in subsection (a) of this section ~~[within 90 business days of the hire date]~~ is not qualified for the two-year intern ~~[or probationary]~~ certificate. The educator preparation program shall then notify TEA staff to deactivate the two-year intern ~~[or probationary]~~ certificate in accordance with §228.73(h) of this title (relating to Internship).

§228.57. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) 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 (EPP) 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 during coursework, training and field-based and clinical experiences.
- (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) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), 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 by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
 - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in 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) developing a virtual learning curriculum; and
- (D) include resources to address any deficiencies identified by the digital literacy evaluation;
- (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); and
- (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board of ~~for~~ 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) The following content shall be included in the curriculum for candidates enrolled in Preparing and Retaining Educators Through Partnership (PREP) routes and shall be delivered by certified instructors who have been trained and certified by Texas Education Agency (TEA) staff for that purpose as described under §228.31(d) of this title (relating to Minimum Educator Preparation Program Obligations to All Candidates).~~
 - ~~(1) Beginning September 1, 2027, curriculum for candidates pursuing certification in Early Childhood- Grade 3 and Early Childhood- Grade 6 through a preservice alternative certification or PREP traditional route must include *The EPP Texas Reading Academies* and *The EPP Mathematics Achievement Academies*.~~
 - ~~(2) Beginning September 1, 2027, curriculum for candidates pursuing certification in all teacher certification areas through a preservice alternative certification or PREP traditional route must include *The Science of Learning*.~~

- (3) Beginning September 1, 2028, curriculum for all candidates pursuing certification through a PREP route must include applicable training content required in (f)(1)-(2) and other training content that has been developed by the commissioner of education and approved under (f)(4).
- (4) All training content described in paragraphs (1)-(3) of this subsection must be reviewed by TEA staff and referred to the SBEC for consideration and approval to ensure that the content:
- (A) is research-based;
- (B) meets the statutory requirements of TEC, §21.044(a)(1);
- (C) is practice-based; and
- (D) includes performance-based assessments of candidate proficiency in the knowledge and skills of the educator standards.
- (5) EPP requirements for integration of PREP training content in the 2027-2028 and 2028-2029 academic years are described in the figures in §228.15(b), (c), and (d) of this title (relating to Additional Approval).
- (g) ~~(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.

- (a) To prepare a candidate for initial certification in the classroom teacher certification class, an educator preparation program (EPP) 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 State Board for Educator Certification through an exception request under §228.71 of this title (relating to Exceptions to the Clinical Teaching Requirement); or~~
- ~~(2) ~~(3)~~ an internship that meets the requirements of §228.73 of this title (relating to Internship); or~~
- ~~(3) ~~(4)~~ a residency that meets the requirements of §228.65 of this title (relating to Residency).~~
- ~~(b) Candidates completing requirements through a preservice alternative certification route must complete pre-internship clinical teaching as described in §228.68 of this title (relating to Pre-internship Clinical Teaching) in addition to an internship identified in subsection (a)(3) of this section.~~
- ~~(c) ~~(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, or for a preservice alternative certification program, through the pre-internship clinical teaching assignment.~~
- ~~(d) ~~(e)~~ To prepare a candidate for initial certification in a class other than classroom teacher, an EPP shall provide a practicum for a minimum of 160 clock-hours that meets the requirements in §228.81 of this title (relating to Clinical Experience for Certification Other Than Classroom Teacher).~~

§228.63. Locations for Required Clinical Experiences.

- (a) An internship, pre-internship clinical teaching, clinical teaching, practicum, or residency experience must take place in-person in a Prekindergarten-Grade 12 school setting rather than a distance learning lab or virtual school setting.
- (b) An internship, pre-internship clinical teaching, 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 mentoring educator [~~mentor~~];
 - (2) the Head Start program is affiliated with the federal Head Start program and approved by the Texas Education Agency (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, pre-internship clinical teaching, clinical teaching, practicum, or residency experience shall not take place in a setting where the candidate:
- (1) has an administrative role over the intern mentor teacher [~~mentor~~], cooperating teacher, site supervisor, or host teacher; or
 - (2) is related to the field supervisor, intern mentor teacher [~~mentor~~], cooperating teacher, site supervisor, or host teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (d) School districts and charter schools authorized under Texas Education Code, Chapter 12, 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, 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, practicums, and/or residency.
- (f) An educator preparation program (EPP) may file an application, with the appropriate fee specified in §229.9 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 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 [~~and~~] practicum [~~and~~ or] residency required by this chapter.
- (1) The clinical teaching or [~~and~~] practicum [~~and~~ 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 [~~and~~] practicum [~~and~~ or] residency outside of the state of Texas and be in a form developed by 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 Texas Essential Knowledge and Skills and State Board for Educator Certification educator [~~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 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 [~~and~~] practicum [~~and~~ 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 [] practicum [~~or residency~~] outside of the United States and be in a form developed by TEA staff and shall include, at a minimum:
 - (A) the same provisions required in subsection (f)(2) of this section 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 an enhanced standard certificate as prescribed in §230.39 of this title (relating to Enhanced Standard Certificates):
 - (1) the residency must include a minimum of one full school year of clinical experience, including 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 during a school week that does not include school district or campus closures or disruptions (e.g., inclement weather, holidays). In the event of a district or campus closure that results in the need for reduced residency clinical experience hours during a given week, the program must document the need for the reduced hours;
 - (3) the minimum may be reduced to no less than 700 hours if the candidate is absent from the clinical assignment due to a documented instance of parental leave, military leave, extended illness, or bereavement or for the completion of coursework related to earning a disciplinary degree with a teaching certificate; and
 - (4) 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 Early Childhood-Grade 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 outweigh the consequence of not assigning one distinct field placement. Candidates who receive exceptions shall be placed in no more than two distinct field sites;

- (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; and
 - (3) a residency candidate must experience a full range of professional responsibilities during the residency.
- (c) In addition to the benchmarks and structured assessments required under §228.31(c) of this title (relating to Minimum Educator Preparation Program Obligations to All Candidates), the EPP shall manage and support candidate progression through the dimensions described in subsection (f) of this section 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 (relating to Support for Candidates During Required Clinical Experiences) 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 shall be eligible for an enhanced standard certificate by completing all of the following:
- (1) the requirements as prescribed in §230.39(b) of this title (relating to Enhanced Standard Certificates);
 - (2) programmatic requirements under subsections (a)-(c) of this section;
 - (3) the requirements of the following proficiencies in §150.1002 of Part 2 [H] 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 of the following dimensions:
 - (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 an enhanced standard ~~[a residency]~~ certificate. If the field supervisor, host teacher, or campus supervisor do not recommend that the candidate should be recommended for an enhanced 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) 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 seeking initial certification as a classroom teacher must have a clinical teaching assignment for each subject area in which the candidate is seeking certification.
- (b) The required duration of a clinical teaching assignment shall be a minimum of 490 hours. For the purposes of satisfying this requirement, the following provisions apply.
- (1) At least 280 clinical teaching hours must be completed in the subject area and grade level of the certification sought, under the supervision of a cooperating teacher as specified in §228.91 of this title (relating to Intern Mentor Teachers ~~[Mentors]~~ , Cooperating Teachers, Host Teachers, and Site Supervisors), including planning periods.
 - (2) The remaining clinical teaching hours may be accrued through additional instructional hours during the school day, Texas Essential Knowledge and Skills-based extracurricular activities that directly relate to the grade-level and subject area of the certification sought, and professional development hours that occur within the assignment start and end date. The candidate must be under the supervision of a certified educator for the remaining required hours of clinical teaching.
 - (3) The minimum required clinical teaching hours may be reduced to no less than 455 hours if the candidate is absent from the clinical teaching assignment due to a documented instance of parental leave, military leave, medical leave, or bereavement.
 - (4) Candidates completing clinical teaching in a Preparing and Retaining Educators Through Partnership traditional program must complete the clinical teaching hours in one district during the clinical experience.
- (c) For certification in more than one subject area that cannot be taught concurrently during the same period of the school day as the primary teaching assignment, at least 70 hours of the clinical teaching requirement in subsection (b)(2) of this section must be completed in each additional subject area if and only if:
- (1) the educator preparation program (EPP) is approved to offer preparation in the certification category required for the additional assignment;
 - (2) the EPP provides ongoing support for each assignment as prescribed in Subchapter F of this chapter (relating to Support for Candidates During Required Clinical Experiences);
 - (3) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and
 - (4) 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, including leading classroom instruction, over the course of the clinical teaching assignment and as the candidate demonstrates mastery of educator standards.
- (e) 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) supporting the lack of recommendation to the candidate and either the field supervisor or cooperating teacher.

- (f) The EPP may require additional hours of clinical teaching if the first experience was not successful.
- (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 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.

§228.68. Pre-internship Clinical Teaching.

- (a) Candidates completing a preservice alternative certification program must complete a pre-internship clinical teaching experience that includes at least 120 clock-hours of pre-internship clinical teaching in the subject area and grade level of the certification sought, under the supervision of a cooperating teacher, as specified in §228.91 of this title (relating to Intern Mentor Teachers, Cooperating Teachers, Host Teachers, and Site Supervisors), in which the candidate:
 - (1) completes a minimum of 70 clock-hours where the candidate has increasing responsibility for student instruction, including lesson preparation and rehearsal, co-teaching, and leading classroom instruction with at least 15 of the clock-hours accrued by leading classroom instruction across at least 8 full lesson cycles and with a sequence of at least three consecutive lessons;
 - (2) completes the remaining required clock-hours where the candidate engages in professional responsibilities, which could include, but are not limited to, additional co-teaching and leading classroom instruction; student assessment delivery and/or analysis; parent conferences; admission, review, and dismissal committee meetings; participation in professional learning communities; small group facilitation; individual tutoring; and additional opportunities for lesson preparation and rehearsal; and
 - (3) demonstrates acceptable progress toward proficiency in implementation of the pedagogical skills identified in §228.41(a)(2) of this title (relating to Preservice Coursework and Training for Classroom Teacher Candidates) in the pre-internship clinical teaching classroom.
- (b) Candidates who do not demonstrate acceptable progress toward proficiency in the pedagogical skills required in subsection (a)(3) of this section must be placed by the EPP on a support plan that is developed in partnership between the EPP and school district or charter school, to be completed by the candidate during the internship.
- (c) Candidates must complete all pre-internship clinical teaching requirements within a nine-month period.
- (d) If the candidate completes the pre-internship clinical teaching requirement in a different school district than the district in which the internship is completed, the EPP must share information with the internship district regarding the candidate's pre-internship progress toward proficiency, including any support plan developed as specified in subsection (b) of this section.
- (e) If a pre-internship clinical teaching placement is not available in the subject and/or grade level of the certification sought by the candidate, the EPP and district must ensure that the candidate's pre-internship placement is in an aligned subject area and/or grade level. A support plan shall be developed by the EPP and school district partnership to support the candidate's transition to their internship placement.
- (f) Candidates completing a preservice alternative certification program must complete the pre-internship clinical teaching experience prior to beginning the internship required in §228.73 of this title (relating to Internship).

- (g) Candidates who successfully complete the Preparing and Retaining Educators Through Partnership Grow Your Own Program pathway are exempt from completing the pre-internship clinical teaching identified in subsection (a)(1)-(3) of this section.
- (h) Candidates who complete pre-internship clinical teaching are not required to complete the 50 hours of field-based experiences required in §228.41(a)(1) of this title (relating to Preservice Coursework and Training for Classroom Teacher Candidates) and in §228.43 of this title (relating to Preservice Field-Based Experiences for Classroom Teacher Candidates).

§228.71. Exceptions to Clinical Teaching Requirement.

- (a) An educator preparation program (EPP) may request an exception to the clinical teaching option described in §228.67 of this title (relating to Clinical Teaching).
- (b) An EPP must request an exception by September 15 by submitting a form developed by Texas Education (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 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. EPPs who were approved for an exception before September 1, 2022, must submit a report to the TEA by September 1, 2024.
- (A) TEA staff shall 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 two years from the date of the denial or revocation before submitting a new request.]

§228.73. Internship.

- (a) A candidate completing an alternative certification program or a preservice alternative certification program must complete an internship. A candidate in an alternative certification program who has exhausted the three years available to complete an internship as identified in §230.36 of this title (relating to Intern Certificates) or §230.37 of this title (relating to Probationary Certificates) may complete clinical

- teaching if the educator preparation program (EPP) is approved to offer clinical teaching as identified in §228.15 of this title (relating to Additional Approval).
- (b) With the exception of candidates pursuing certification in areas that do not require a bachelor's degree as identified in §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)), a candidate must hold, at minimum, a conferred bachelor's degree to participate in an internship.
- (c) ~~(a)~~ While participating in an internship, a candidate must hold the appropriate two-year intern certificate [an intern] or probationary certificate, or for candidates pursuing certification through the preservice alternative certification route, an intern with preservice certificate, that is effective on or before the assignment start date of the internship and is valid for the entire duration of the internship. The EPP ~~[educator preparation program (EPP)]~~ must verify and document that the candidate's intern, intern with preservice, or probationary certificate is active prior to the start of the internship assignment.
- (d) ~~(b)~~ The duration of the ~~[An]~~ internship must be ~~[for]~~ a minimum of one full school year and must be completed in ~~[for]~~ the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.
- (1) A candidate completing an internship through the preservice alternative certification route while holding the intern with preservice certificate as described in §230.36 of this title must complete the internship in one full school year in one school district.
- (2) A candidate completing an internship through an alternative certification route may complete the full school-year internship while holding a two-year intern certificate or a probationary certificate.
- (e) ~~(e)~~ An EPP may permit an internship of up to 30 school days less than the required minimum for parental leave, military leave, illness, bereavement leave, or if the late hire date is after the first day of the school year.
- (f) ~~(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.
- (g) ~~(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 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 Subchapter F of this chapter (relating to Support for Candidates During Required Clinical Experiences); and
- (5) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom.
- (h) ~~(f)~~ An EPP may extend the internship or recommend an additional internship if:
- (1) the candidate has not exhausted the number of years allowed in a classroom prior to achieving a standard certificate as required in §230.36 of this title and in §230.37 of this title; and
- (2) ~~(f)~~ 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 intern mentor teacher ~~[mentor]~~, and the EPP implements the plan during the additional internship; or

- (3) ~~(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]~~ extended internship. EPPs are not required to provide formal observations of candidates who are completing an extension following a successful internship year but must provide ongoing support as needed while the candidate is in the assignment.
- (i) ~~(g)~~ An EPP must provide ongoing support to a candidate as described in Subchapter F of this chapter (relating to Support for Candidates During Required Clinical Experiences) for the full term of the initial and any additional internship or internship extension, including formal observations required in §228.109(b) of this title (relating to Formal Observations for Candidates in Internship Assignments) for candidates completing an additional internship that must be completed due to an unsuccessful first internship as described in (h)(2) of this section 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 the first half of the internship [90 business days of assignment] in accordance with §228.55 of this title (relating to Late Hire Candidates); or
 - (6) the internship assignment does not meet the requirements described in this subchapter.
- (j) ~~(h)~~ If the candidate leaves the internship assignment for any of the reasons identified in subsection (i)(2)-(6) ~~[(g)(2)-(6)]~~ of this section:
- (1) ~~[the EPP, the campus or district personnel, and]~~ the candidate must inform the EPP within 10 business days [each other within one calendar week] of the candidate's last day in the assignment; and
 - (2) the TEA must receive the certificate deactivation request with all related documentation from the EPP , in a format determined by the TEA, within 15 business days [two calendar weeks] of the candidate's last day of employment or within 15 business days from the date the EPP receives notification of the candidate's last day of employment [the assignment in a format determined by the TEA] .
- (k) ~~(i)~~ The EPP must communicate the requirements in subsection (j) ~~[(h)]~~ of this section to candidates and campus or district personnel prior to the assignment start date.
- (l) ~~(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) supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.
- (m) ~~(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).

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

- (a) Under Texas Education Code (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 TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience, internship, clinical teaching, or residency.
- (b) Under 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 educator preparation program (EPP) or while the person is enrolled in an EPP exempts the candidate ~~[is exempt]~~ from any clinical teaching, internship, residency, or field-based experience program requirement.

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

- (a) During the practicum, the 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) A two-year intern certificate ~~[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 (relating to Intern Certificates) and §230.37 of this title (relating to Probationary Certificates).
- (d) An educator preparation program (EPP) may require additional hours of a practicum, including a practicum under an intern or 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, the candidate's field supervisor, and/or the candidate's site 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) 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 of this chapter (relating to Support for Candidates During Required Clinical Experiences) 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**§228.91. Intern Mentor Teachers ~~[Mentors]~~, Cooperating Teachers, Host Teachers, and Site Supervisors.**

- (a) In order to support a new educator and to increase educator retention, an educator preparation program (EPP) and campus or district administrator shall collaboratively assign each candidate an intern mentor teacher ~~[a mentor]~~ during the candidate's internship, collaboratively assign a cooperating teacher during the candidate's clinical teaching experience, collaboratively assign a host teacher during the candidate's residency, and collaboratively assign a site supervisor during the candidate's practicum.

- (b) For Preparing and Retaining Educators Through Partnership (PREP) routes ~~[teacher residencies]~~, the EPP and campus or district administrator shall share responsibility for selection of ~~[host teachers]~~ mentoring educators, 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. The mentoring educator must agree to the assignment.
- (c) For internships and practicums, the intern mentor teacher ~~[mentor]~~ or 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 intern mentor teacher ~~[mentor]~~ or site supervisor for longer than three weeks.
- (d) If an individual who meets the certification category and/or experience criteria for a ~~[cooperating teacher, mentor, host teacher,]~~ mentoring educator or site supervisor is not available, the EPP and campus or district administrator shall collaborate to ensure an individual who most closely meets the criteria is assigned to the candidate, and the EPP must document the reason for selecting an individual that does not meet the criteria.
- (e) The EPP is responsible for providing training to mentoring educators and site supervisors ~~[mentor, cooperating teacher, host teacher, and/or site supervisor training]~~ that relies on scientifically based research, and for mentoring educators, includes training in how to coach and mentor teacher candidates, 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: 19 TAC §228.13(f).
- (f) Beginning September 1, 2027, mentoring educators who support candidates in PREP traditional, residency, and preservice alternative certification routes must meet the training requirement through completion of Texas Mentorship Training that is renewed at least one time every three years. Mentoring educators who support candidates in the 2027-2028 school year must have begun the Texas Mentorship Training before the start of the school year and must complete the entire training as required through the Texas Mentorship Training requirements by the end of the school year. Mentoring educators who complete Texas Mentorship Training satisfy the training requirement in subsection (e) of this section.

§228.93. Cooperating Teacher Qualifications and Responsibilities.

- (a) Required qualifications of a cooperating teacher:
- (1) at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, of Part 2 ~~[H]~~ of this title (relating to Commissioner's Rules on Creditable Years of Service ~~[Teaching Experience]~~);
 - (2) an accomplished educator as shown by student learning;
 - (3) trained as required in §228.91(e) or (f) ~~[by the educator preparation program, including training in co-teaching strategies and in how to coach and mentor teacher candidates,]~~ including during the twelve weeks before or three weeks after being assigned to the clinical teacher or pre-internship clinical teacher;
 - (4) not assigned to the candidate as an intern mentor teacher ~~[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 or pre-internship clinical teacher candidate is seeking certification.
- (b) Duties of a cooperating teacher:
- (1) co-teach with the candidate, gradually releasing instructional responsibility and lead instruction time to the candidate;
 - (2) ~~[(1)]~~ guide, assist, and support the candidate during the candidate's clinical teaching in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and
 - (3) ~~[(2)]~~ report the candidate's progress to the candidate's field supervisor.

§228.95. Host Teacher Qualifications and Responsibilities.

- (a) Required qualifications of a host teacher:
- (1) at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, of Part 2 ~~[H]~~ of this title (relating to Commissioner's Rules on Creditable Years of ~~Service~~ ~~[Teaching Experience]~~);
 - (2) an accomplished educator, as determined by the educator preparation program (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 ~~as required in §228.91(e) or (f)~~ ~~[by the EPP, including training in co-teaching 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) of this title (relating to Residency);
 - (2) guide, assist, give feedback to, and support the candidate during the candidate's residency in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; and
 - (3) report the candidate's progress to the candidate's field supervisor at least monthly.

§228.97. Intern Mentor Teacher ~~[Mentor]~~ Qualifications and Responsibilities.

- (a) Required qualifications of an intern mentor teacher ~~[a mentor]~~ :
- (1) meet qualification requirements in §153.1305(b)(1) of Part 2 of this title (relating to Preparing and Retaining Educators Through Partnership Mentorship Program);
 - ~~[(1) — at least three creditable years of teaching experience, as defined in Chapter 153, Subchapter CC, of Part II of this title (relating to Commissioner's Rules on Creditable Years of Teaching Experience);]~~
 - ~~[(2) — accomplishment as an educator as shown by student learning;]~~
 - (2) ~~[(3)]~~ not assigned to the candidate as a cooperating teacher, field supervisor, or site supervisor;
 - (3) ~~[(4)]~~ trained as a mentor as required in §228.91(e) or (f) ~~[by the educator preparation program (EPP) or the campus or district including training in how to coach and mentor teacher candidates,]~~ including during the twelve weeks before or three weeks after the candidate's assignment start date; and
 - (4) ~~[(5)]~~ valid certification in the certification category in which the internship candidate is seeking certification.
- (b) Duties of an intern mentor teacher ~~[a mentor]~~ :
- (1) guide, assist, and support the candidate throughout the entirety of the internship in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies; ~~[and]~~

- (2) ~~support candidates in the preservice alternative certification route according to the requirements described in Texas Education Code (TEC), §21.458(f), and further specified in §153.1305(b)(5) of Part 2 of this title;~~
- (3) ~~support candidates in the preservice alternative certification route and meet with the intern not less than 12 hours each semester as specified in TEC, §21.458(f); and~~
- (4) ~~[(2)]~~ report the candidate's progress to the candidate's field supervisor.

§228.101. 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 educator preparation program (EPP) as a field supervisor; and
 - (4) for a supervisor of ~~[residency]~~ candidates in Preparing and Retaining Educators Through Partnership (PREP) routes, 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) has completed Texas Education Agency (TEA)-approved training as required in subsection (b)(1) of this section ~~[or, for field supervisors supporting teacher candidates, is a currently certified Texas Teacher Evaluation and Support System (T-TESS) appraiser]~~ ; and
 - (6) not assigned to the candidate as an intern mentor teacher, host teacher ~~[a mentor]~~, cooperating teacher, or site supervisor; and
 - (7) three years of creditable experience, as defined by Chapter 153, Subchapter CC, of Part 2 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) valid 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. ~~[(2)]~~
 - (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 at least every three years. Field supervisors who have completed TEA-approved training prior to September 1, 2025, must renew that training by September 1, 2027 ~~[2026]~~, and then renew the training at least one time per each three-year period thereafter. Field supervisors who have completed the TEA-approved training between September 2, 2025, and August 31, 2026, must renew that training by September 1, 2028, and then renew that training at least one time per each three-year period thereafter. Beginning

September 1, 2027, for field supervisors supporting teacher candidates, valid Texas Teacher Evaluation and Support System (T-TESS) certification and other approved agency training focused on observation and coaching may count as a portion of TEA-approved field supervisor training. [Field supervisors who support teacher candidates and who maintain valid T-TESS certification are not required to renew TEA-approved field supervisor training.]

- (2) The field supervisor must contact the assigned candidate within the first three weeks after the assignment start date for a candidate seeking certification as a classroom teacher and within the first quarter of the assignment for a candidate seeking certification in a class other than classroom teacher. The field supervisor must contact a candidate who is a late hire as defined in §228.2 of this title (relating to Definitions) within the first week after the candidate's assignment start date. 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 EPP if the internship placement does not meet the requirements of this chapter, including assignment of a qualified intern mentor teacher ~~mentor~~.
- (4) Field supervisors shall conduct observations of candidates as described in §§228.103 of this title (relating to Formal Observations for Candidates in Residency Assignments), 228.105 of this title (relating to Formal Observations for All Candidates for Initial Classroom Teacher Certification), 228.107 of this title (relating to Formal Observations for Candidates in Clinical Teaching and Pre-internship Clinical Teaching Assignments), 228.109 of this title (relating to Formal Observations for Candidates in Internship Assignments), 228.111 of this title (relating to Formal Observations for Candidates Employed as Educational Aides), 228.113 of this title (relating to Support and Formal Observations for Candidates Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12), 228.115 of this title (relating to Support and Formal Observations for Candidates Seeking Deafblind Supplemental: Early Childhood-Grade 12 Certification), and 228.117 of this title (relating to Support and Formal Observations for Candidates Other Than Classroom Teacher).
- (5) With the exception of candidates who are late hires and candidates completing internships through the preservice alternative certification route as defined in §228.2 of this title, field supervisors of candidates in clinical teaching, internship, and practicum assignments shall provide informal observations and ongoing coaching as appropriate and needed and, at a minimum, include the following:
 - (A) at least three informal observations that are 15 minutes or more in duration per semester of ~~the internship, clinical teaching,~~ a clinical teaching or practicum assignment; or
 - (B) at least two informal observations that are 15 minutes or more in duration per semester of an internship assignment.
 - ~~(B)~~ (C) ~~the~~ The first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous.
 - ~~(C)~~ (D) ~~informal~~ Informal observations of practicum candidates may be virtual, either synchronous or asynchronous.
 - ~~(D)~~ (E) Informal observations are informed by written feedback provided during post-observation conferences ~~and~~ and include observation and feedback on targeted skills.
 - ~~(E)~~ include observation and feedback on targeted skills.
- (6) Field supervisors shall ~~must~~ provide to a candidate who is a late hire ², as defined in §228.2 of this title and in §228.55 of this title (relating to Late Hire Candidates), informal observations and ongoing coaching as appropriate and needed and, at a minimum, include the following: ~~as required in subsection (b)(5) of this section. Two of the required informal observations must be provided within the first eight weeks of the candidate's assignment start date and both informal observations must be in-person.~~

- (A) at least three informal observations that are 15 minutes or more in duration per each half of the internship;
- (B) the first two informal observations must occur within the first eight weeks of the internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous;
- (C) are informed by written feedback provided during post-observation conferences; and
- (D) include observation and feedback on targeted skills.
- (7) Field supervisors of candidates in residency assignments shall provide informal observations and ongoing coaching that, at a minimum, include the following:
- (A) at least four in-person [~~in-person~~] informal observations that are 15 minutes or more in duration per semester, totaling at least eight observations over the course of the year-long teacher residency placement. The first informal must occur within the first four weeks of the residency placement;
- (B) are informed by written feedback provided during post-observation conferences; and
- (C) provide observation and feedback on targeted skills, with opportunity to follow up on the candidate's development in the targeted skill.
- (8) Field supervisors of candidates completing requirements in the preservice alternative certification route shall provide informal observations and ongoing coaching that, at a minimum, include the following:
- (A) at least three face-to-face informal observations that are at least 15 minutes in duration throughout the pre-internship clinical teaching experience as described in §228.68 of this title (relating to Pre-internship Clinical Teaching). The informal observations must:
- (i) be conducted using a rubric designed for that purpose and that measures candidate readiness aligned with the skills described in §228.41 of this title (relating to Preservice Coursework and Training for Classroom Teacher Candidates); and
- (ii) provide observation and feedback on targeted skills, with opportunity to follow up on the candidate's development in the targeted skill; and
- (B) at least four informal observations that are at least 15 minutes in duration during the internship as described in §228.73 of this title (relating to Internship).
- (i) At least two informal observations must be conducted in each half of the internship.
- (ii) The first informal observation must occur within the first six weeks of the internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous.
- (iii) Informal observations are informed by written feedback provided during post-observation conferences.
- (iv) Informal observations include observation and feedback on targeted skills.
- (9) [~~8~~] For candidates participating in an internship, the field supervisor shall provide a copy of all written feedback to the candidate's supervising campus administrator and assigned intern mentor teacher [~~mentor~~] . 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. For candidates participating in clinical teaching or pre-internship clinical teaching, the field supervisor shall provide a copy of all written feedback to the candidate's cooperating teacher.
- (10) [~~9~~] In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience and request and document

feedback about the candidate from the candidate's cooperating teacher at least three times throughout the clinical teaching experience.

(11) In a pre-internship clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience and request and document feedback about the candidate from the candidate's cooperating teacher regularly throughout the clinical teaching experience.

(12) ~~(10)~~ 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.

(13) ~~(11)~~ For an internship, the field supervisor shall collaborate with the candidate and campus supervisor, or their designee, at least twice per semester. Collaboration may include but is not limited to co-observations (formal and informal), post-observation collaborative coaching, collaborative goal setting, or the provision of actionable feedback related to collaboratively established goals.

(14) ~~(12)~~ For non-teacher candidates in a practicum, the field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.

§228.105. 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 or a pre-internship clinical teaching 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:
 - (1) participate in an individualized pre-observation conference with the candidate;
 - (2) document educational practices observed;
 - (3) provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and
 - (4) provide a copy of the written feedback to the candidate's mentoring educator ~~[cooperating teacher or mentor]~~.
- (e) Neither the pre-observation conference nor the post-observation conference needs to be onsite.

§228.107. Formal Observations for Candidates in Clinical Teaching and Pre-internship Clinical Teaching Assignments.

- (a) An educator preparation program (EPP) must provide the first formal observation within the first third of all clinical teaching assignments.

- (b) For a clinical teaching assignment, 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 second half of the assignment.
- (c) For an all-level clinical teaching assignment in more than one district ~~[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 each assignment and a minimum of one formal observation must be provided during the second half of each assignment.
- (d) For a clinical teaching assignment:
- (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.
- ~~(e) For a pre-internship clinical teaching assignment described in §228.68 of this title (relating to Pre-internship Clinical Teaching), an EPP must provide a minimum of one formal observation during the assignment.~~

§228.109. Formal Observations for Candidates in Internship Assignments.

- (a) An educator preparation program (EPP) must provide the first formal observation within the first four weeks of all internship assignments. The first formal observation must be conducted in-person.
- (b) For an alternative certification candidate completing a full school year internship ~~[under an intern certificate]~~ or an additional internship due to an unsuccessful first internship as allowed in §228.73 of this title (relating to Internship) under a two-year intern certificate described in §228.73 of this title-~~[(relating to Internship)]~~ :
- (1) an EPP must provide a minimum of two ~~[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 two ~~[three]~~ of the minimum formal observations must be in-person.
- ~~(c) For a late hire candidate completing a full school year internship or an additional internship due to an unsuccessful first internship as allowed in §228.73 of this title under a two-year intern certificate described in §228.73:~~
- ~~(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 second 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 title:]~~
- ~~[(1) an EPP must provide a minimum of three formal observations during the first half of the assignment, and a minimum of two formal observations during the second half of the assignment; and]~~
- ~~[(2) at least two of the minimum formal observations must be in person.]~~
- (d) If an internship under a two-year ~~[an]~~ intern certificate or an additional internship due to an unsuccessful first internship described in §228.73 of this title 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 meet the requirement in subsection (b) of this section for the first certification category and provide a minimum of two formal ~~[three]~~ observations for ~~[in]~~ each additional certificate category ~~[assignment]~~ ;

- (2) for each additional certificate category [assignment] , the EPP must provide at least one [two] formal observation [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 additional certificate category [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 additional certificate category [assignment] .
- ~~(e) For a candidate completing an internship while holding an intern with preservice certificate through a preservice alternative certification program:~~
- ~~(1) an EPP must provide a minimum of two formal observations during the first half of the internship and a minimum of two formal observations during the second half of the internship; and~~
- ~~(2) at least two of the formal observations conducted during the internship must be in-person.~~
- ~~[(e) For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this title 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 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;]~~
- ~~(f) For a candidate completing an internship while holding an intern with preservice certificate through a preservice alternative certification program described in §228.73 of this title, 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 meet the requirement in subsection (e)(2) and (3) of this section for the first certificate category;~~
- ~~(2) an EPP must provide a minimum of two formal observations in each additional certificate category during the internship;~~
- ~~(3) for each additional certificate category, the EPP must provide at least one formal observation during the first half of the internship and one formal observation during the second half of the internship; and~~
- ~~(4) at least two of the minimum formal observations must be in-person for each additional certificate category.~~
- ~~(g) For a candidate completing an internship or internship extension as described in §228.73 of this title under a probationary certificate:~~
- ~~(1) an EPP must provide a minimum of three formal observations during the first half of the assignment and a minimum of two formal observations during the second half of the assignment; and~~
- ~~(2) at least two of the minimum formal observations must be in-person.~~
- ~~(h) If an internship as described in §228.73 of this title under a probationary certificate 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 meet the requirement in subsection (g) of this section for the first certificate category and provide a minimum of two formal observations in each additional certificate category;
- (2) for each additional certificate category, the EPP must provide at least one formal observation during the first half of the internship and one formal observation during the second half of the internship; and
- (3) if an EPP chooses to provide formal virtual observations, one of the formal observations for each additional certificate category may be performed virtually.

ATTACHMENT II
Text of Proposed New
Figure: 19 TAC §228.15(b)(1)

Residency Route Requirements for Programs Seeking Approval (2027-2028 Only)

Programs previously approved to offer the teacher residency route may apply to offer the residency route with additional, new requirements described in the figure below.

Requirement	TAC References	Description of Required Evidence
<u>1. Prior approval to offer the Residency Route</u>	<u>§228.15(b)(1)</u>	<ul style="list-style-type: none"> • For 2027-2028 approval, the program must have been previously approved by SBEC to offer the residency route by April 30th, 2026. • <i>Programs that have not been approved by April 30, 2026, may apply during the 2026-2027 academic year to offer the route under the requirements for 2028-2029 approval (§228.15(b)(2)).</i>
<u>2. Required PREP Training Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> • Evidence of faculty certification: The program must provide evidence that their instructors have been certified to deliver PREP required content. The program should provide the names of the instructors, their assigned courses, and proof of certification. • Attestations related to training content implementation: Programs must attest that they will offer the required PREP training content to candidates by the 2027-2028 academic year. • Initial plan for integration of the required content for the 2027-2028 academic year.

ATTACHMENT III
Text of Proposed Repeal of
Figure: 19 TAC §228.15(b)(2)
~~Figure: 19 TAC §228.15(b)(1)~~
~~Teacher Residency Preparation Route Evidence Sources~~

<u>If the TAC Requirement Includes...</u>	<u>Requirements</u>	<u>Acceptable Evidence of Compliance is...</u>
<u>Coursework Requirement</u>	§228.37(a)	<ul style="list-style-type: none"> • Residency Program Scope and Sequence (including clearly outlined timeline for gradual increase of instructional responsibility) • Methods Course Syllabus • Content Pedagogy Syllabi
<u>Practice Based Experience in a Classroom Setting</u>	§228.65(a)	<ul style="list-style-type: none"> • Scope and Sequence of Residency Program • Educator Preparation Program (EPP) Handbook: Submission of guidance for gradual release and co-teaching. • Evidence of host teacher training related to best practices in co-teaching.
<u>Instructional Setting</u>	§228.65(b)(1) and (3) §228.43(a) - (c)	<ul style="list-style-type: none"> • EPP handbook: description on instructional setting selection process • Form used for determining that a candidate should have multiple placements. • EPP handbook: description of expectations for candidate completion of field based experiences (FBEs) • Log or tracking tool of candidate FBE completion
<u>Host Teacher</u>	§228.91(a), (b), (d), and (e) §228.95(a) and (b)	<ul style="list-style-type: none"> • Host Teacher Profile or Job Description • EPP handbook includes description of host criteria, selection process, and training. • Host teacher training calendar and/or scope and sequence • Host teacher training artifacts: agenda, training materials that show evidence of focus on coaching and co-teaching practice • Host teacher job embedded support artifacts: example check in, example of observation of host teacher or debrief notes.
<u>Co-Teaching</u>	§228.65(b)(2)	<ul style="list-style-type: none"> • EPP Scope and Sequence and/or Handbook with description of co-teaching practices

<p><u>Field Supervisors</u></p>	<p>§228.101(a) §228.101(b)(1), (4), and (10)</p>	<ul style="list-style-type: none"> • EPP handbook description of Field Supervisor (FS) requirements, selection, and training • FS training calendar • FS training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching. • Sample resume of a Field Supervisor
<p><u>Teacher Resident Coaching</u></p>	<p>§228.101(b)(7)</p>	<ul style="list-style-type: none"> • EPP Handbook: teacher resident coaching and informal observations, including protocols, observation feedback process description • Sample coaching tools • Samples of written candidate feedback that includes candidate follow-up support plans
<p><u>Formal Observations</u></p>	<p>§228.103(a) and (b)</p>	<ul style="list-style-type: none"> • EPP Handbook: description of formal observation practices (observation pre and post practices, length of observation), FS training to meet TEA requirements. • EPP’s formal observation tool • EPP’s calendar of formal observations
<p><u>Certification Exam Requirements</u></p>	<p>§228.31(d) and (e) §230.39(b)(5) (6)</p>	<ul style="list-style-type: none"> • EPP handbook: description of certification exam timeline requirements for teacher residents, description of supports for candidates to prepare for and access exam by EPP established deadline. • EPP handbook: description of certification requirements, surrounding processes for candidates to be recommended for and to achieve completer status within their program. • Sample recommendation form for candidates to be certified upon completion of a teacher residency program.
<p><u>Evaluation of Teacher Candidate Readiness</u></p>	<p>§228.31(c) §228.65(e) (e)</p>	<ul style="list-style-type: none"> • EPP Handbook: description of progression of performance gates, description of response to candidate performance on each gate and intervention supports, description of candidate recommendation process • Submission of all performance gates for review of quality criteria • Sample intervention plan template • Candidate recommendation for certification form/document, reflecting shared decision-making with district partner.
<p><u>Governance</u></p>	<p>§228.25(d)</p>	<ul style="list-style-type: none"> • Governance practices, from EPP handbook • Sample governance meeting agenda • Sample governance meeting minutes • Current MOUs from partner districts]

ATTACHMENT IV

Text of Proposed New
Figure: 19 TAC §228.15(b)(2)

Residency Route Evidence Sources (2028-2029)

Applicants seeking to offer the Residency Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below. Programs previously to offer the teacher residency route will only submit evidence of the following requirement areas: 2. Required PREP training content, 5. Host teacher, and 12. Recruitment and Admissions.

<u>If the TAC Requirement Includes...</u>	<u>TAC References</u>	<u>Evidence that may be required in the application</u>
<u>1. Coursework and Training Requirement</u>	<u>§228.33(a-e)</u> <u>§228.41(a)</u> <u>§228.43(a)-(e)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Residency Program</u> • <u>Methods Course Syllabus</u> • <u>Content Pedagogy Syllabi</u>
<u>2. Required PREP Training Content Integration</u>	<u>§228.31(d)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-4)</u>	<ul style="list-style-type: none"> • <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
<u>3. Practice-Based Experience in a Classroom Setting</u>	<u>§228.65(a)</u> <u>§228.65(b)(2)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Residency Program</u> • <u>Educator Preparation Program (EPP) Handbook:</u> <ul style="list-style-type: none"> o <u>Guidance for gradual release and co-teaching</u> o <u>Process for documentation of clinical experience hours</u> o <u>Process for documentation of reduction of hours requirement if/when applicable</u> • <u>Evidence of host teacher training related to best practices in co-teaching</u>
<u>4. Instructional Setting</u>	<u>§228.65(b)(1) and (3)</u> <u>§228.43(a)-(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> o <u>Description on instructional setting selection process</u> o <u>Description of expectations for candidate completion of field-based experiences (FBEs)</u> • <u>Form used for determining that a candidate should have multiple placements</u> • <u>Log or tracking tool of candidate FBE completion</u>

<p>5. Host Teacher</p>	<p><u>§228.91(a), (b), (d), (e), and (f)</u> <u>§228.95(a) and (b)</u></p>	<ul style="list-style-type: none"> • <u>Host teacher profile or job description</u> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of host teacher criteria, selection process, and training</u> ○ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that host teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Host teacher support and monitoring artifacts: example check in, example of observation of host teacher or debrief notes</u>
<p>6. Co-Teaching</p>	<p><u>§228.65(b)(2)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of co-teaching practices</u>
<p>7. Field Supervisors</p>	<p><u>§228.101(a)</u> <u>§228.101(b)(1), (4), and (12)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook:</u> <ul style="list-style-type: none"> ○ <u>Description of field supervisor requirements, selection, and training</u> • <u>Sample resume of a field supervisor</u> • <u>Field supervisor training calendar</u> • <u>Field supervisor training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching</u> • <u>Evidence of completion of state-required training</u> • <u>Artifacts showing collaboration between field supervisor, host teacher and campus supervisor: meeting calendars, check-in agendas, shared documents</u>
<p>8. Teacher Resident Coaching</p>	<p><u>§228.101(b)(7)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Teacher resident coaching and informal observations protocols</u> ○ <u>Observation and feedback process description, including for identifying and supporting targeted skills</u> • <u>Sample coaching tools</u> • <u>Samples of written candidate feedback that includes candidate follow-up support plans</u>
<p>9. Formal Observations</p>	<p><u>§228.105(a-e)</u> <u>§228.103(a-b)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of formal observation practices (observation pre- and post-practices, length of observation)</u> • <u>EPP’s formal observation tool</u> • <u>EPP’s calendar of formal observations</u>
<p>10. Evaluation of Teacher Candidate Readiness</p>	<p><u>§228.31(c)</u> <u>§228.65(c)-(g)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of progression of performance gates</u> ○ <u>Description of response to candidate performance on each gate and intervention supports</u> ○ <u>Description of candidate recommendation process</u>

		<ul style="list-style-type: none"> • <u>Submission of all performance gates for review of quality criteria</u> • <u>Sample intervention plan template</u> • <u>Candidate recommendation for certification form/document, reflecting shared decision making with district partner.</u>
<u>11. Governance</u>	<u>§228.25(d)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<u>12. Recruitment and Admissions</u>	<u>§227.10(a)(9) and (b)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of research-based best practices for recruitment and admission</u> ◦ <u>Description of screening process with multiple measures (for example: experience-based indicators, portfolio reviews with rubric, institutional fit and engagement measures such as assessment of goals and motivation, academic measures, etc.)</u> • <u>Evidence of recruitment practices to meet partner’s needs</u> <ul style="list-style-type: none"> ◦ <u>Evidence of collaboration to identify school system partner’s needs</u> ◦ <u>Evidence of aligned counseling and support for applicants and candidates</u>

ATTACHMENT V

Text of Proposed New
 Figure: 19 TAC §228.15(c)(1)

PREP Preservice Alternative Route Requirements for Programs Seeking Approval (2027-2028 Only)

<u>Requirement</u>	<u>TAC References</u>	<u>Description of Required Evidence</u>
<u>1. Required PREP Training Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> • <u>Evidence of faculty certification:</u> The program must provide evidence that their instructors have been certified to deliver PREP required content. The program should provide the names of the instructors, their assigned courses, and proof of certification. • <u>Attestations related to training content implementation:</u> Programs must attest that they will offer the required PREP training content to candidates by the 2027-2028 academic year. • <u>Initial plan for integration of the required content for the 2027-2028 academic year.</u>
<u>2. Governance</u>	<u>§228.25(e)</u>	<u>Attestations related to partnership and governance:</u> Programs must attest that they will comply with updated governance requirements for the PREP Preservice Alternative Certification route in TAC, §228.25(e). They also must attest to at least one formal school system partnership beginning by 2027-2028.
<u>3. Pre-Internship Clinical Teaching Experience</u>	<u>§228.68, §228.101(b), §228.107, and §228.109</u>	<u>Attestations related to clinical experience:</u> Programs must attest that they will comply with all PREP Preservice Alternative Certification route requirements related to the pre-internship clinical teaching experience and the internship experience including those in TAC, §228.68, §228.101(b), §228.107, and §228.109.
<u>4. Readiness narrative to offer PREP Preservice Alternative Certification Route</u>	<i>Narrative components align to subsections:</i> <u>§228.68, §228.73, §228.25(e), and §228.101</u>	Programs must provide narrative evidence that demonstrates foundational readiness to offer the PREP Preservice Alternative Certification route, which may include: <ul style="list-style-type: none"> • <u>Summary of program model, including approach to mentoring support and co-teaching.</u> • <u>Timeline for development of the model</u> • <u>Overview of field supervision and candidate assessment of proficiency during the pre-internship clinical experience</u> • <u>Plan for communication and collaboration with school system partners</u> • <u>Description of how the program plans to ensure faculty can meet the training and certification to deliver PREP training content and to ensure integration of the training content in coursework.</u> • <u>If applicable, integration of Grow Your Own school system partnership</u>

ATTACHMENT VI

Text of Proposed New
 Figure: 19 TAC §228.15(c)(2)

PREP Preservice Alternative Route Evidence Sources (2028-2029)

Applicants seeking to offer the Preservice Alternative Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below.

<u>If the TAC Requirement Includes...</u>	<u>TAC References</u>	<u>Evidence that may be required in the application</u>
<u>1. Coursework and Training Requirement</u>	<u>§228.33(a-e)</u> <u>§228.41(a)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Preservice Alternative Certification Program that includes:</u> <ul style="list-style-type: none"> ○ <u>Curriculum map</u> ○ <u>Timeline of gradual increase of instructional responsibility</u>
<u>2. Required Content Integration</u>	<u>§228.31(d)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-4)</u>	<ul style="list-style-type: none"> • <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
<u>3. Pre-Internship Clinical Teaching Experience</u>	<u>§228.68(a), (c), (g) and (f)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Preservice Alternative Certification Program, including clear outline of pre-internship clinical teaching experience</u> • <u>Educator Preparation Program (EPP) Handbook:</u> <ul style="list-style-type: none"> ○ <u>Guidance for pre-internship clinical teaching, including gradual release to lead teaching requirement</u> ○ <u>Process for documentation of pre-internship clinical teaching hours</u> • <u>Grow Your Own exception documentation, as applicable</u>
<u>4. Instructional Setting</u>	<u>§228.68(a-h)</u> <u>§228.73(c) and (d)(1)</u> <u>§228.63(a-e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of selection process for pre-internship</u> ○ <u>Guidelines for pre-internship placement, including process for placement when aligned subject or grade level is unavailable</u> ○ <u>Guidelines for internship placement</u> ○ <u>Evidence of partnership collaboration in placement</u>

<p><u>5. Cooperating Teacher and Intern Mentor Teacher</u></p>	<p><u>§228.91(a)-(f)</u> <u>§228.93(a) and (b)</u> <u>§228.97(a) and (b)</u></p>	<ul style="list-style-type: none"> • <u>Cooperating teacher and intern mentor teacher profile or job description</u> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of pre-internship cooperating teacher criteria, selection process, and training.</u> ○ <u>Description of intern mentor teacher criteria, selection process, and training.</u> ○ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that cooperating teachers and intern mentor teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Cooperating and intern mentor teacher support and monitoring artifacts: example check in, example of observation of cooperating/intern mentor teacher or debrief notes</u>
<p><u>6. Co-Teaching and Engagement with Professional Responsibilities</u></p>	<p><u>§228.68(a) and (b)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of co-teaching practices</u> ○ <u>Clear criteria for lead teaching requirement, with number of lessons and hours specified</u> ○ <u>Clear criteria for engagement with professional responsibilities, with number of hours specified</u>
<p><u>7. Field Supervisors</u></p>	<p><u>§228.101(a)</u> <u>§228.101(b)(1), (4), (9), (11), and (13)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook:</u> <ul style="list-style-type: none"> ○ <u>Description of field supervisor requirements, selection, and training</u> • <u>Sample resume of a field supervisor</u> • <u>Field supervisor training calendar</u> • <u>Field supervisor training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching</u> • <u>Artifacts showing collaboration between field supervisor and cooperating teacher during the pre-internship (meeting calendars, check-in agendas, shared documents)</u> • <u>Artifacts showing collaboration between field supervisor, intern mentor teacher and campus supervisor during the internship</u>
<p><u>8. Coaching During Pre-Internship and Internship</u></p>	<p><u>§228.101(b)(8)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Coaching and informal observation protocols and sample calendars/schedules</u> ○ <u>Observation and feedback process description, including for identifying and supporting targeted skills</u> • <u>Sample coaching tools</u> • <u>Samples of written candidate feedback that includes candidate follow-up support plans</u>

<p>9. Formal Observations during Pre-Internship and Internship</p>	<p><u>§228.105(a)-(e)</u> <u>§228.109(e) and (f)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of formal observation practices (observation pre- and post-practices, length of observation)</u> • <u>EPP’s formal observation tool</u> • <u>EPP’s calendar of formal observations</u>
<p>10. Evaluation of Readiness for Internship and Readiness for Standard Certification</p>	<p><u>§228.68(a)(3), (b), (c) and (d)</u> <u>§228.73(l)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of evaluation of acceptable progress in pre-internship, including clear, measurable criteria and crosswalk to preservice competencies</u> ◦ <u>Evidence of training for field supervisors and cooperating teachers on evaluation of progress</u> ◦ <u>Description of how the EPP supports candidate in response to evaluations of progress in pre-internship</u> ◦ <u>Description of process for determining acceptable progress upon completion of pre-internship</u> • <u>Sample intervention plan template (intervention during pre-internship)</u> • <u>Sample support plan template (candidates requiring plan during internship)</u> • <u>Candidate recommendation for standard certification form/document</u> • <u>Evidence of shared decision making with school system partner for candidate intervention, growth plans, and recommendations</u> • <u>Process for sharing support plan when pre-internship district is different than internship district</u>
<p>11. Governance</p>	<p><u>§228.25(e)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<p>12. Recruitment and Admissions</p>	<p><u>§227.10(a)(9) and §228.25(e)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of screening process with multiple measures</u> • <u>Evidence of recruitment practices aligned to partners’ needs</u>

ATTACHMENT VII

Text of Proposed New
 Figure: 19 TAC §228.15(d)(1)

PREP Traditional Route Requirements for Programs Seeking Approval (2027-2028 Only)

<u>Requirement</u>	<u>TAC References</u>	<u>Description</u>
<u>1. Prior approval to offer standard certification through clinical teaching</u>	<u>§228.11</u> <u>§228.15</u>	<ul style="list-style-type: none"> For 27-28 approval, the program must have been previously approved to offer standard teaching certification via clinical teaching requirements through TAC, §228.11 (relating to initial approval) or TAC, §228.15 (relating to additional approvals).
<u>2. Required PREP Training Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> <u>Evidence of faculty certification:</u> The program must provide evidence that their instructors have been certified to deliver PREP required content. The program should provide the names of the instructors, their assigned courses, and proof of certification. <u>Attestations related to training content implementation:</u> Programs must attest that they will offer the required PREP training content to candidates by the 2027-2028 academic year. <u>Initial plan for integration of the required content for the 2027-2028 academic year.</u>
<u>3. Governance</u>	<u>§228.25(e)</u>	<u>Attestations related to partnership and governance:</u> Programs must attest that they will comply with updated governance requirements for the PREP Traditional route in TAC, §228.25(e). They also must attest to at least one formal school system partnership beginning by 2027-2028.

ATTACHMENT VIII

Text of Proposed New
Figure: 19 TAC §228.15(d)(2)

PREP Traditional Route Evidence Sources (2028-2029)

Applicants seeking to offer the PREP Traditional Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below.

<u>If the TAC Requirement Includes...</u>	<u>TAC References</u>	<u>Evidence that may be required in the application</u>
<u>1. Required Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> • <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
<u>2. Practice-Based Experience in a Classroom Setting</u>	<u>§228.67(d)</u>	<ul style="list-style-type: none"> • <u>Educator Preparation Program (EPP) Handbook:</u> <ul style="list-style-type: none"> ◦ <u>Guidance for co-teaching, gradual release of instructional responsibility and leading instruction</u>
<u>3. Instructional Setting</u>	<u>§228.67(a)-(c)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of instructional setting selection process</u>
<u>4. Cooperating Teacher</u>	<u>§228.91(a-b), (d-f)</u> <u>§228.93(a-b)</u>	<ul style="list-style-type: none"> • <u>Cooperating teacher profile or job description</u> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of cooperating teacher criteria, selection process, and training</u> ◦ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that cooperating teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Cooperating and intern mentor teacher support and monitoring artifacts: example check in, example of observation of cooperating/intern mentor teacher or debrief notes</u>
<u>5. Governance</u>	<u>§228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<u>6. Recruitment and Admissions</u>	<u>§227.10(a)(9) and §228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of screening process with multiple measures</u> • <u>Evidence of recruitment practices aligned to partners' needs</u>