



High-Quality Prekindergarten Teacher Qualifications

Updates, Resources and Best Practices- 2024

- Curriculum
- Student progress monitoring
- Class ratio
- [Teacher qualifications](#)
- Family engagement
- Program evaluation



Please note: The content in this webinar applies to PK4 classroom teachers only

HQPK- Teacher Qualifications- Current Legislation

STATUTE:

Per TEC Sec. 29.167(b) Each teacher for a prekindergarten program class must:

(1) be certified under **Subchapter B, Chapter 21** [“Certification of Educators”]

RULE:

19 TAC §102.1003 (i) (4) In a format prescribed by the Texas Education Agency (TEA), a school district or an open-enrollment charter school shall:

(4) Report additional teacher qualifications described in subsection **(d)** of this section

19 TAC §102.1003 (d) **Each teacher of record in a high-quality prekindergarten program class must be certified under TEC, Chapter 21, Subchapter B, and have one of the following additional qualifications: [SEE NEXT SLIDE]**

HB 2729: (b-1) each teacher for a prekindergarten class **provided by an entity** with which a school district contracts to provide a prekindergarten program must: **1) be supervised by a person who meets the requirements under Subsection (b); and have one of the additional qualifications**

Additional Teacher Qualifications for teachers in a local education agency provided classroom (PK4 only)

***Updated by House Bill 2729 in the 88th Texas Legislature Effective Sept. 1, 2023**

- **Certification offered through a training center accredited by Association Montessorri Internationale or through the Montessori Accreditation Council for Teacher Education**
- **Be employed as a prekindergarten teacher in a school district that has ensured that:**
 - **A. prior to assignment in a prekindergarten class, the teacher who provides prekindergarten instruction has completed at least 150 cumulative hours of documented professional development addressing the Texas Prekindergarten Guidelines in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period; OR**
 - **B. a teacher who has not completed training required prior to assignment in a prekindergarten class completes: the first 30 hours of 150 cumulative hours of documented professional development before the beginning of the next school year. The professional development shall address topics relevant to high-quality prekindergarten and other ECE related topics**
- **A Child Development Associate (CDA) credential**
- **Documented completion of the Texas School Ready Training Program (TSR Comprehensive)**
- **An *associate or baccalaureate degree in early childhood education, early childhood special education or a non-early childhood education degree with a documented minimum of 15 units of coursework in early childhood education;**
- **At least eight years' experience of teaching in a nationally accredited child care program or *Texas Rising Star Program**

Common LEA HQPK-TQ FAQs

- **How do I determine if a degree is an “ECE degree”?**
 - ECE covers the grade span of birth up to third grade. Therefore, the LEA would need to determine if the degree falls within that scope of instruction. The other option is for LEAs to consider the “15 units of coursework” in early childhood education or early childhood special education to meet this requirement.
- **Is it possible to have a self-contained (HQPK) PK4 classroom? If so, does the ECSE teacher, as the teacher of record, have to be certified and meet the additional qualifications?**
 - Yes, it is possible to have a self-contained classroom that is also a HQPK classroom, and, yes, the teacher, as the teacher of record for that HQPK program, needs to be certified and meet the HQPK-teacher qualification requirements.
- **Do the “additional qualifications” apply to the two teachers working in a co-teaching classroom?**
 - A co-teach classroom has two teachers of record. The students that are eligible for both PK4 and special education would be assigned to the general education teacher of record; this teacher must be appropriately certified and must have an “additional qualification.” The students that are ineligible for PK4, but eligible for special education services would be assigned to **the special education teacher; this teacher must be appropriately certified but does not need to meet the “additional qualifications.”**

Common Certification FAQs

- **Are prekindergarten teachers (PK4 only) who work within a charter school or district of innovation required to be certified?**
 - Yes, all school districts, open-enrollment charter schools, and **districts of innovation** must employ prekindergarten teachers who are **appropriately certified** and meet one of the teacher qualification options referenced above if they are serving **eligible four-year-old students**.
- **Can a PK teacher be exempt from certification?**
 - No. Prekindergarten/PreK4 assignments require state certification. Special education, bilingual, ESL, and Prekindergarten/PreK4 assignments all require compliance with federal and state requirements. An appropriate SBEC-issued certification (i.e., Intern, Probationary, Standard, or Emergency Permit) is needed for these assignments when hired.
- **What are the pathways for a teacher to become certified to teach PK?**
 - There are two pathways in Texas to obtain an SBEC-issued Early Childhood: PK-3 certification:
 - Completion of an approved Texas educator preparation program (EPP)
 - Completion of a credentials review to transfer certification from another state to Texas

Additional Teacher Qualifications for PK Teachers in a Contracted PK Classroom (PK4 only)

Qualification for teachers in a Prekindergarten Classroom provided by an entity with which a school district contracts to provide a Prekindergarten program (29.167 (b-1)) and be supervised by a person who meets the requirements under subsection (b):

- **Contract Entity - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a Child Development Associate (CDA) credential or another early childhood education credential approved by the Texas Education Agency**
- **Contract Entity - At least two years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program and a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education**
- **Contract Entity - be employed as a prekindergarten teacher in a partnership program that has ensured that:**
 - **A. prior to assignment in a prekindergarten class, the teacher has completed at least 150 cumulative hours of documented professional development addressing the Texas Prekindergarten Guidelines in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period; OR**
 - **B. a teacher who has not completed the training required in subparagraph (A) of this paragraph prior to assignment in a prekindergarten class completes: (i) the first 30 hours of 150 cumulative hours of documented ECE-specific professional development with 15 of the 30 hours being in a coaching/mentoring relationship before the beginning of the next school year.**
- **Contract Entity - An associate or baccalaureate degree in early childhood education or**
- **early childhood special education or a non-early childhood education degree with a documented**
- **minimum of 15 units of coursework in early childhood education;**
- **Contract Entity - At least eight years' experience of teaching in a nationally accredited child care program or Texas Rising Star Program**

HQPK-TQ Contracted Entity Highlights

Per 19 TAC §102.1003:

- (f) A teacher of a bilingual or English as a second language (ESL) program class provided by an **entity with which a school district contracts** to provide a prekindergarten program **must be appropriately certified for the grade and content and with the appropriate supplemental certification (either bilingual or ESL)**. ***This is the caveat to non-certified teachers in a contracted entity classroom**
- (g)) A prekindergarten partnership supervisor: (1) **shall meet the requirements under subsection (d) of this section**; (2) **may supervise multiple prekindergarten classrooms**; and (3) shall ensure **programmatic compliance and support classroom instruction, the developmental needs of students, and continuous quality improvement, including professional development**

FAQ

- **If the teacher is teaching a PK3/PK4 combo class in a contracted entity, does the teacher need to be certified?**
 - Yes, a teacher instructing a **PK3** and PK4 combo class in a contracted entity must be certified.



HQPK-
Teacher
Qualifications

PROFESSIONAL
DEVELOPMENT





Professional Development Resources on TEA ECE Educator Resources website

Current resources are available on our [Educator Resources](#) page

Recordings of TEA-ECE webinars are available as professional development resources on our [ECE Resources](#) page

HQPK Documentation Examples

19 TAC §102.1003 (I) A school district or an open-enrollment charter school shall maintain locally and provide at the TEA's request the necessary documentation to ensure fidelity of high-quality prekindergarten program implementation

- **Certification on file (HR or on professional documentation platform) of training accredited by Association Montessorri Internationale or through the Montessori Accreditation Council for Teacher Education**
- **Proof of degree/ credential completion (HR or professional documentation platform, e.g., TECPDS)**
- **Professional Development documentation**
 - **Certificates from external professional development sources (webinars, conferences, symposiums)**
 - **Certificates or vetted documentation of internal professional development (e.g., district planning day trainings, agendas, sign-ins, etc.)**
 - **University/college courses taken beyond degree program**
- **Coaching/mentoring documentation**
 - **Coaching logs signed by coach or mentor**
 - **Professional learning community documentation**
 - **Notes from coaching/mentoring sessions (e.g., observations and feedback, walk-through notes, teacher induction sessions)**
 - **Virtual coaching session notes**
- **Documented proof of Texas School Ready Training Program completion**
- **Employee verification form filled out from an accredited child care program, letter of recommendation documenting proof of employment, or other verified source of employment (W-2s). The child care program can also be verified as meeting the TRS requirements on their website**

- **Does a teacher have to continue reporting professional development and coaching hours if they completed the 150 hours?**
 - Once a teacher has met the 150 hours, they would have completed the PD/coaching option for meeting the HQPK additional teacher qualification. Therefore, the district would not require additional PD documentation from the teacher for the remainder of years the teacher is employed as a prekindergarten teacher. The teacher would be coded as 03 in ECDS for the remainder of time that they are employed as a PK teacher in that LEA. *We do recommend teachers engage in professional development and coaching/mentoring opportunities as a best practice.
- **We have a teacher who already meets one of the additional options (e.g., CDA), do they have to complete the professional development and coaching hours?**
 - No, they do not because they already meet one of the additional options. However, we recommend teachers engage in professional development and coaching as a best practice although it does not need to be reported through ECDS.



HQPK- Teacher Qualifications

Early Childhood
Data System
(ECDS) Coding



- **The C207 will now function as a fatal error if not complete** (versus it previously functioning as a special warning)
 - Codes 98 and 99 for teachers who do not meet the requirement
 - Note: Substitute teachers are not reported as school staff (“teacher of record”) unless they are considered long-term substitutes. If a teacher has quit, died, or been terminated from employment, and the district has not hired a permanent replacement, then the staff data are required for the long-term substitute who is working on the PEIMS Fall snapshot date (last Friday in October). [TWEDS - Complex Type Details \(state.tx.us\)](https://www.tea.texas.gov/peims/tweds-complex-type-details)

FAQ

- **Do districts have to report the HQ teacher qualification code for teachers who teach three-year-olds?**
 - No, only teachers in prekindergarten classrooms serving **eligible four-year-olds** must be reported in ECDS. However, if a classroom is serving both eligible four-year olds and three-year old students (mixed classroom), then yes the teacher qualification code must be reported in ECDS.



HQPK- Teacher Qualifications

RESOURCES



HQPK- Teacher Qualifications- TAC Highlight

HIGHLIGHT: DOCUMENTATION

19 TAC §102.1003 (l) A school district or an open-enrollment charter school shall maintain locally and provide at [the] TEA's request the necessary **documentation** to ensure fidelity of high-quality prekindergarten program implementation.



HIGHLIGHT: PROGRAM EVALUATION

19 TAC §102.1003 (j) (3) plan for **data-driven program improvements annually** by using information from the district's or charter school's **program evaluation** to ensure the district's or charter school's prekindergarten program is **meeting all high-quality prekindergarten indicators**.

Resources and Support

[High-Quality Prekindergarten | Texas Education Agency](#)

[HQPK Teacher Qualifications | Texas Education Agency](#)

[Early Childhood Education FAQs | Texas Education Agency](#)

[ECE Resources | Texas Education Agency](#)

[Certification | Texas Education Agency](#)

[Texas Legislature Online - 88\(R\) Actions for HB 2729](#)

[§102.1003 showing changes at adoption \(texas.gov\)](#)

[Texas Rising Star – Texas' QRIS for ECE Programs](#)

[Texas School Ready – Ready for School, Ready for Life](#)

[TSDS- ECDS Code Tables](#)

