

Per statute TEC §29.167 (b)(b-1)/Commissioner’s Rule TAC §102.1003 (d)

***Updated to reflect changes enacted by [House Bill \(HB\) 2729, 88th Texas Legislature, Regular Session, 2023](#)**

A high-quality prekindergarten program must ensure that each teacher of a high-quality prekindergarten program class is appropriately certified and has one of the following additional qualifications:

- a) Child Development Associate (CDA) credential
- b) A certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education
- c) At least eight years of experience teaching in a nationally accredited childcare program or a Texas Rising Star Program
- d) An associate or baccalaureate degree in early childhood education or early childhood special education or a non-early childhood education undergraduate degree with a documented minimum of 15 hours of coursework in early childhood education
- e) Documented completion of the Texas School Ready Training Program (TSR Comprehensive)
- f) Employment as a prekindergarten teacher in a school district or charter that has ensured that:
 - i. prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have 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; 75 of the 150 hours being in a mentoring/coaching relationship or;
 - ii. teachers who have not completed training required in subparagraph (i) of this paragraph prior to assignment in a prekindergarten class shall complete:
 1. the first 30 hours of 150 cumulative hours of documented professional development before the end of the school year. 15 of the 30 hours being in a mentoring/coaching relationship. The professional development shall address topics relevant to high-quality prekindergarten including but not limited to:
 - a. the Texas Prekindergarten Guidelines,
 - b. the use of student progress monitoring results to inform classroom instruction,
 - c. improving the prekindergarten classroom environment to enhance student outcomes,
 - d. improving the effectiveness of teacher interaction with students as determined by an evaluation tool and
 2. the additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and
 - iii. at least half of the hours required by subparagraphs (i) and (ii) of this paragraph shall include experiential learning, practical application, and direct interaction with specialists in early childhood education, mentors or instructional coaches. (TAC §102.1003.(e))

Each teacher in a high-quality prekindergarten program class provided by an entity with which a school district contracts to provide a prekindergarten program must be supervised by a person who meets the requirements under subsection (d) of this section and must have one of the following additional qualifications:

- (1) at least two years' experience of teaching in a nationally accredited child care program or a Texas Rising Star Program and
 - (A) a Child Development Associate (CDA) credential or another early childhood education credential approved by the agency; or
 - (B) A certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;

- (2) 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;
 - (3) at least eight years' experience of teaching in a nationally accredited child care program or a Texas Rising Star Program
 - (4) 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;
 - (B) a teacher who has not completed 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 professional development before the beginning of the next school year. The professional development shall address topics relevant to high-quality prekindergarten and may include:
 - (I) the Texas Prekindergarten Guidelines;
 - (II) the use of student progress monitoring results to inform classroom instruction;
 - (III) improving the prekindergarten classroom environment to enhance student outcomes; and
 - (IV) improving the effectiveness of teacher interaction with students as determined by an evaluation tool; and
 - (ii) the additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and
 - (C) at least half of the hours required by subparagraph (A) or (B) of this paragraph shall include experiential learning, practical application, and direct interaction with specialists in early childhood education, mentors, or instructional coaches.
- (f) 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.