

Introduction

On April 24, 2026, the State Board for Educator Certification (SBEC) adopted updates to Texas Administrative Code (TAC) Chapters 227, 228, and 230 to implement House Bill (HB) 2 requirements for educator preparation and certification. The State Board of Education (SBOE) reviewed and approved the rules on June 26, 2026. The rules take effect for the 2026–27 school year.

The SBECs effective rules may be accessed [here](#). TEA will provide implementation resources, including this regularly updated FAQ, to support EPPs with implementation activities.

Chapter 228—Educator Preparation Program Requirements

This section provides implementation guidance for PREP routes and other HB 2 requirements. As a reminder, the new PREP routes include Residency, PREP Traditional, and the Pre-Service Alternative Certification Route.

PREP Route Requirements

The SBEC has established new PREP route requirements for the following three routes: Residency, PREP Traditional, and the Pre-Service Alternative Certification Route. All Educator Preparation Programs (EPPs) seeking to offer one or more PREP routes must apply for and receive SBEC approval to offer each route. Detailed in this subsection are the PREP route requirements, including new training content requirements, updates to mentor training, and route review and approval processes. This subsection also describes key questions pertaining to the new Pre-Service Alternative Certification Route.

PREP Context

Can you summarize the SBEC’s charge to implement HB 2?

HB 2 requires the State Board for Educator Certification (SBEC) to establish educator preparation program requirements for participation in the PREP Allotment Program. SBEC requirements address PREP EPP coursework, route review and approval, mentor teacher training, and other implementation requirements intended to support HB 2 implementation and strengthen teacher preparation.

PREP EPP Coursework & Integration

PREP Coursework Content

Is the PREP EPP coursework required for certification in PREP routes in 2027–28?

Yes. PREP EPP coursework is required for candidates completing PREP routes beginning in the 2027–28 school year. For the PREP Residency route only, EPPs may phase in the coursework during the 2027–28 school year. Residency candidates may be considered completers in 2027–28 if all other applicable route requirements are met. [Verify this exception against the adopted rule text before publication.] See the Review and Approval section component below for more information on approval for the routes.

What content is required for EPPs participating in the PREP allotment?

In approved PREP routes, EPPs must implement state-developed content: Science of Learning Foundations, Reading Academies, and Mathematics Academies. HQIM skills and practices are embedded in the Science of Learning Foundations course. Programs that offer EC–6 bilingual certification may implement Biliteracy Texas Reading Academies. The suite of coursework aligns to the Chapter 235 Classroom Teacher Pedagogy Standards (§228.57). The following sections detail required coursework by certification area for the 2027–28 school year.

PREP EPP coursework content for EC–6 and EC–3 candidates:

PREP coursework for EC–3 and EC–6 certification areas will include three state-developed trainings totaling approximately 145 clock hours, or about 9 semester credit hours:

- **Approximately 90 hours of Texas Reading Academies course content**, with the Research-Based Instructional Strategies and HQIM Foundations. The reading language arts (RLA) content is expected to be equivalent to approximately 6 credit hours. The Texas Reading Academies are statutorily required for EC–3 and EC–6 candidates.
- **Approximately 45 hours of Texas Mathematics Academies course content**, with the Research-Based Instructional Strategies and HQIM Foundations. It is estimated that the math content will be approximately the length of 3 credit hours. The Texas Math Academies are statutorily required for EC–3 and EC–6 candidates.
- **Approximately 10 hours of Science of Learning course content**, aligned to the Chapter 235 Educator Standards.

This structure is designed to support consistent, high-quality preparation aligned to HB 2 requirements while allowing EPPs to align delivery with existing academic calendars and degree plans.

PREP EPP coursework content for EC–3 and EC–6 bilingual candidates:

- **Approximately 90 hours of Biliteracy Texas Reading Academies course content**, with the Research-Based Instructional Strategies and HQIM Foundations. It is estimated the content will be approximately the length of 6 credit hours.
- **Approximately 45 hours of Texas Mathematics Academies course content**, with the Research-Based Instructional Strategies and HQIM Foundations. It is estimated that the math content will be approximately the length of 3 credit hours.
- **Approximately 10 hours of Science of Learning course content**, aligned to the Chapter 235 Educator Standards.

PREP EPP coursework content for other teacher certification areas:

Approximately 45 hours of Science of Learning Foundations. This course will cover how to apply the Science of Learning, Research-Based Instructional Strategies, and HQIM Foundations to prepare and deliver instruction.

What are the learning objectives for each of the courses?

Science of Learning (10 Hours for EC-3 and EC-6 certification areas)

Candidates will:

- Understand and apply the foundational concepts of how students learn.
- Identify and analyze evidence-based instructional practices in modeled examples and in high-quality instructional materials.
- Apply evidence-based instructional practices through repeated practice of instructional delivery.
- Practice specific evidence-based teaching strategies such as use of multimedia learning principles, management of cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
- Identify common misconceptions about teaching, learning, and the brain.

Science of Learning Foundations (45 hours for certification areas other than EC-3 and EC-6)

Candidates will:

- Understand and apply the foundational concepts of how students learn.
- Identify and analyze evidence-based instructional practices in modeled examples and in high-quality instructional materials.
- Apply evidence-based instructional practices through repeated practice of instructional delivery.
- Practice specific evidence-based teaching strategies such as use of multimedia learning principles, management of cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
- Identify common misconceptions about teaching, learning, and the brain.
- Identify the components of HQIM, as well as the benefits of using HQIM.
- Connect science of learning practices to high-quality instructional materials (HQIM).
- Engage in a thorough process of lesson internalization to prepare for instruction.
- Examine curriculum-embedded assessment tools and strategies.
- Develop skills to analyze student work and adjust instruction based on data.
- Practice content-specific HQIM skills.

Texas Reading Academies for Teacher Candidates

Candidates will:

- Apply research-based instructional strategies for reading language arts.
- Apply evidence-based methods that support skilled reading development.
- Use screening, diagnostic, and progress-monitoring data to guide instruction.
- Implement evidence-based practices for composition.
- Support diverse learners and students with dyslexia.
- Establish classroom environments that promote reading and writing.
- Develop expertise in phonological awareness, alphabet knowledge, print concepts, decoding, encoding, fluency, and comprehension.

Biliteracy Texas Reading Academies for Teacher Candidates

Candidates will:

- Apply research-based instructional strategies for reading language arts in the biliteracy classroom.
- Apply evidence-based methods that support skilled reading development in the biliteracy classroom.
- Use screening, diagnostic, and progress-monitoring data in both languages to guide instruction.
- Build the knowledge and skills to implement oral-language and vocabulary instruction so students develop strong bilingual and biliterate skills
- Promote all students' development of grade-level print concepts, alphabet knowledge, syllable knowledge, and handwriting to support strong foundational literacy skills that are authentic to the

phonology of Spanish and English, while developing metalinguistic awareness through cross-linguistic connections.

- Build knowledge of decoding and encoding to provide high-quality, beginning-reading and beginning-writing instruction in both Spanish and English
- Build knowledge and skills to implement explicit and systematic comprehension instruction so that students develop strong comprehension processes
- Implement evidence-based practices for composition.
- Establish classroom environments that promote reading and writing in both languages.
- Develop expertise in phonological awareness, alphabet knowledge, print concepts, decoding, encoding, fluency, and comprehension.

Texas Mathematics Academies for Teacher Candidates

Candidates will:

- Apply research-based instructional strategies for mathematics.
- Develop strong conceptual understanding of grade-level mathematics aligned to the Texas Essential Knowledge and Skills (TEKS).
- Use evidence-based instructional strategies that promote mathematical reasoning, problem solving, and conceptual understanding.
- Facilitate productive mathematical discourse and support student sense-making.
- Analyze student thinking and use formative assessment data to inform instructional decisions.
- Implement instruction that builds procedural fluency grounded in conceptual understanding.
- Differentiate instruction to support diverse learners, including students with disabilities and emergent bilingual students.

Will the new content be allowed to be delivered asynchronously online?

No. PREP coursework must be delivered synchronously, either in person or in a live virtual setting.

Can modules be distributed across multiple classes?

PREP coursework should be implemented as either standalone courses or a cohesive training experience embedded within a clearly defined scope and sequence.

Modules should not be split or dispersed across multiple classes in a way that fragments the learning experience. The intent is for candidates to engage with the content as a coherent, connected instructional experience that preserves the sequence, integration of practice, and cumulative learning outcomes of the coursework. TEA will provide guidance and training to support EPPs in implementing PREP coursework in a way that maintains this cohesive, sequenced instructional design.

How will HQIM training be integrated within the Content Academies? Is separate HQIM coursework required?

No, separate HQIM coursework is not required.

The HQIM Foundations course is fully embedded within the Reading Academies and Math Academies coursework developed for PREP. HQIM skills are intentionally integrated to support ease of implementation and reduce the need for EPPs to design or deliver additional training. This integrated approach is designed to help EPPs address HQIM-related expectations while reinforcing candidate learning through repeated, contextualized application of HQIM practices across coursework.

In addition, the HQIM Foundations is embedded within the **Science of Learning Foundations Course** that is available for certification areas other than EC-3 and EC-6.

How does PREP EPP Texas Reading Academies coursework differ from Texas Reading Academies taken outside of an EPP?

While PREP EPP Texas Reading Academies coursework is grounded in the same high-quality Texas Reading Academies content, it is intentionally adapted for teacher candidates and embedded within a broader preparation program. Compared to standard Texas Reading Academies, PREP EPP coursework includes:

- More structured practice and rehearsal, aligned to candidate developmental needs
- Explicit integration of Science of Learning principles, supporting retention and transfer
- Integrated use of Bluebonnet Learning, to help candidates apply reading instruction within real curriculum contexts
- Practice-based assignments and feedback aligned to clinical preparation and certification expectations

These design choices ensure candidates are not only learning the Science of Teaching Reading, but also developing the skills needed to prepare and deliver reading instruction as beginning teachers.

How should EPPs approach teaching HQIM that is embedded within PREP coursework when teacher candidates may encounter different HQIMs across partner districts?

PREP coursework uses examples of Blue Bonnet Learning, Texas' approved open education resources, to support candidate understanding of HQIM implementation. While partner districts may adopt different HQIM from the SBOE-approved list, the core instructional skills emphasized in PREP coursework, such as lesson internalization, use of student work, alignment to standards, and effective implementation of coherent instructional materials, are applicable across all HQIM. These transferable skills are intended to prepare teacher candidates to successfully implement any high-quality instructional materials they encounter, regardless of district-specific curriculum adoption.

Implementation of PREP Coursework

How will coursework be restructured or combined to integrate new PREP content?

EPPs offering PREP routes will be required to integrate training content into courses as part of the teacher candidate's degree plan.

If EPPs are interested in piloting the Math Academy in fall 2026, is that something that could be considered?

No. At this time, PREP content implementation will begin with training in late fall 2026 and conclude with faculty certification in spring 2027. Formal piloting outside of that structure is not currently confirmed.

Required Training to offer PREP Coursework

What faculty training is required and who must complete it?

Two in-kind state-provided trainings will be required to redeliver the PREP EPP Coursework: EPP Leadership Training and EPP Faculty Training.

EPP Leadership Training is required for EPP leaders responsible for program oversight and implementation. This training supports integration of the new PREP content across the program’s scope and sequence, in preparation for the EPP to apply for route approval.

EPP Faculty Training is required for all faculty who will deliver PREP coursework. This training supports effective and consistent implementation of the new state-developed courses.

Individuals responsible for delivering or supervising PREP coursework must complete the appropriate training and earn certification before instruction begins (§228.31). TEA will provide additional guidance on the estimated number of faculty members to train based on program size and implementation needs.

In what format will the required PREP trainings be delivered (e.g., in-person, synchronous virtual, asynchronous)?

The PREP trainings will be delivered synchronously in a virtual setting to maximize accessibility and flexibility for EPP faculty and leadership across the state.

What is the anticipated onboarding timeline for EPPs?

PREP onboarding will occur in phases to support thoughtful program integration and faculty readiness.

- EPP leadership onboarding will begin in late fall 2026.
- Faculty and leadership training will occur during spring 2027.
- By early summer 2027, EPPs should have a finalized program scope and sequence that incorporates PREP coursework.

Mentor Training Requirements

What are the updated mentor training requirements and when do they become effective?

Beginning September 1, 2027, mentoring educators who support candidates in PREP Traditional, PREP Residency, or PREP Pre-Service Alternative Certification routes must complete Texas Mentorship Training (TMT). Mentoring educators must renew the training at least once every three years.

For the 2027–28 school year, mentors must start the training before the school year begins and finish all of it by the end of the school year.

Completing the Texas Mentorship Training meets the required training for mentoring educators described in §228.91.

What is the required duration for initial mentor training?

The Texas Mentorship Training (TMT) is a 24-hour in-person training that occurs over the course of a school year. The table below reflects estimated content and timing for the 2027–28 school year. Adjustments may be made based on stakeholder feedback over the course of the 2026–27 school year.

Session	Approximate Timing	Focus	Hours
Summer 2027	Before the start of the 2027-2028 school year (June – August 2027)	Module 1: Introduction to Building Trust	Included in 24 total

		Module 2: Creating a Supportive Learning Environment Module 3: Introduction to Co-Teaching Strategies Module 4: Supporting Mentees in Understanding High-Quality Instructional Materials	
Fall 2027	September - October 2027	Module 5: Modeling and Providing Actionable Feedback	Included in 24 total
Winter 2028	January – February 2028	Module 6: Student Engagement and Responsive Instructional Preparation	Included in 24 total
Spring 2028	March through April 2028	Module 7: Refinements and Continuous Learning	Included in 24 total

What is the expected duration and design of TMT refresher training?

At this time, the TMT refresher training has not been developed. TEA currently anticipates that the refresher will be developed with stakeholder input no earlier than the 2028–29 school year, with the first cohort of mentoring educators engaging in the refresher in the 2029–30 school year. In between the initial TMT training and refresher TMT training, the EPP and LEA should determine additional mentoring educator training needs through shared governance.

Who has access to the TMT?

The TMT is required for PREP-funded mentoring educators. However, the TMT is available through TMT providers for any school system that wants to have their mentoring educators trained. The full list of providers offering TMT is available on the Texas Mentorship Training website.

When must mentors be trained relative to candidate placement?

Mentoring educators need to complete the summer training in the summer of 2027 to serve as a host teacher or cooperating teacher for the 2027–28 school year. They will need to complete the full training series over the course of the year to continue serving as a mentoring educator in the 2027–28 school year.

If a mentoring educator is assigned to a pre-service teacher after the start of the school year, the mentor educator is expected to complete any missed TMT modules asynchronously. To receive credit for asynchronous attendance, the mentoring educator must submit an artifact for each module as required, complete all embedded checks for understanding, and score a minimum of 85% on all module assessments. The mentoring educator must attend the remaining training synchronously.

Are provisional, grace, waiver, or credit options available for experienced mentors or supervisors?

Yes, TEA anticipates sharing guidance related to training pathways which would establish credit for mentoring educators who have completed similar training. TEA anticipates sharing this guidance in Winter 2027.

What are the anticipated costs and funding timelines for required trainings?

The Texas Mentorship Training cost for the 2026–27 school year is \$500 per participant for LEAs partnered with an ESC provider. LEAs can use success-based funding to cover training costs. The full list of providers offering TMT is available on the Texas Mentorship Training website.

PREP Route Review, Approval, and Timelines

General

What are the timelines for PREP route approval and content submission?

PREP route approval will occur in phases. Approval for the 2027–28 and 2028–29 school years will include a desk review. Full approval will occur during the program’s first Continuing Approval Review (CAR) following implementation.

- 2027–28 approval: Application in spring 2027; SBEC approval in July 2027
- 2028–29 approval: Application in fall 2027/spring 2028; SBEC approval in July 2028
- Continuing Approval Review approval: Takes place during program’s first CAR following implementation

Submission of evidence of required content integration varies between 2027–28 approval and 2028–29 approval. Programs should review requirements in evidence figures in TAC §228.15(b)–(d) for details.

When must EPPs commit to applying for PREP participation?

TEA sent the intent to apply to each EPP’s legal authority on June 29, 2026. TEA will use the intent to apply to identify eligible LASO 5 EPP partners seeking to offer PREP routes. Completion of the intent to apply and inclusion in the LASO application do not guarantee SBEC approval to offer the route in 2027–28.

Will LASO partnership verification be required as part of PREP route approval or content training registration?

The specific partnership verification that is confirmed through the LASO Verification of Participation (VoP) is not part of the required evidence for PREP route approval. However, programs may be asked to submit sample evidence of partnership (such as a MOU) as part of the approval process or to confirm compliance with requirements. TEA does not currently plan to use partnership verification to determine eligibility to register for content training.

What approval elements must EPPs submit for the 2027–28 approval cycle?

Programs should review the adopted evidence figures in TAC §228.15(b)–(d). The major components of requirements for 2027–28 approval are completion of PREP content training requirements, including successful faculty certification to deliver PREP content, and plans for PREP content integration. PREP Traditional and Pre-Service Alternative Certification applicants must demonstrate evidence that they will

implement shared governance requirements, and Pre-Service Alternative Certification applicants must also submit a narrative indicating foundational readiness to implement the route requirements.

Which candidate cohorts are subject to new PREP requirements in the new PREP Traditional and Preservice Alternative Certification routes?

An EPP must be approved by SBEC by July 2027 to offer the PREP routes in the 2027–28 academic year. Once approved, all candidates being prepared in the PREP Traditional route or the new PREP Pre-Service Alternative Certification Route must complete the respective route requirements, including receiving the required content.

Residency

Going forward, will there be a PREP Residency and Residency Route?

No. Beginning with 2027–28 implementation, there will be one residency route: PREP Residency. All previously approved residency programs must reapply to offer the PREP Residency route.

Which candidate cohorts are subject to new PREP requirements in the Residency route?

The Residency Route has one primary change: inclusion of the PREP EPP training content into coursework. Residency candidates may still be considered completers in 2027–28 if they have not completed the coursework, because the EPP has the option to scale up the implementation of coursework.

In 2028–29, all residency candidates must have completed all route requirements, including completion of the PREP training content.

Are programs that were not previously approved by SBEC to offer a residency route eligible to offer PREP Residency in 2027–28?

No; programs must have received approval from SBEC to offer the residency route (via the former Texas Teacher Residency Route Preparation application process) by April 30, 2026. New residency programs may apply to offer the route for 2028–29 (§228.15(b)). Programs aspiring to offer a residency in 2028–29 may also apply to offer the PREP Traditional or PREP Pre-Service Alternative route in 2027–28.

Can all programs currently eligible to offer the residency route partner for PREP Residency in 2026–27?

Only if the program was SBEC-approved by **September 2025** (before the launch of the LASO IV application). Programs approved between October 2025 and April 2026 are eligible to partner for PREP Residency in 2027–28 as long as they complete the intent to apply in summer 2026 and the 2027–28 PREP route approval process in spring 2027.

How do revised rules impact the previously required onsite visit the year following residency completers?

Previous rules in TAC §228.15(b) required that a post-approval site visit occur the year following the first academic year that the EPP reports residency completers. These rules have been updated so that this post-approval site visit occurs during the program's first scheduled Continuing Approval Review (CAR) occurring after they report residency completers.

Pre-service Alternative Certification Route

What must the candidate complete in the pre-internship clinical experience? How is the 120-hour pre-internship clinical requirement defined?

Candidates must complete 120 hours of pre-internship clinical practice consisting of two categories: **Required Experiences** and **Additional Priority Experiences** (§228.68).

Required Experiences: At least 70 hours must be spent completing required experiences. These experiences include co-teaching with a cooperating teacher and gradual release that leads to at least 15 hours of lead teaching. As the candidate increases instructional responsibility over time, they must have the opportunity to lead teach across 8 full lesson cycles with a sequence of at least 3 consecutive lessons. Additional required experiences include instructional preparation activities such as lesson internalization and rehearsals.

Additional Priority Experiences: The remaining 50 hours can be spent participating in professional learning opportunities such as tutoring, leading classroom routines, special education interventions, parent conferences, and key student support meetings.

Do candidates in the Pre-service Alternative Certification Route need to complete the 50 FBEs in addition to the 120 hours?

No, candidates in this route do not have to complete Field Based Experiences in addition to the 120 hours of pre-internship clinical practice (§228.43).

What does the PREP Grow Your Own exemption to the pre-internship clinical experience requirements entail?

Candidates who successfully complete the PREP Grow Your Own (GYO) Program pathway are exempt from completing the pre-internship clinical teaching component. The exemption is based on statute and the structure of the PREP Grow Your Own pathway, which includes multiple years of on-the-job training in instructional settings and opportunities for co-teaching with a cooperating teacher. [Verify statutory citation before publication.] All other components of the pathway are required for these candidates. Candidates participating in other GYO initiatives outside of PREP do not receive any exemptions (TAC §228.73, TEC §21.044).

Can a candidate complete the pre-internship clinical practice in one school system and the internship in another school system?

Yes, this is an allowable practice. EPPs developing this type of approach with one school system for training (pre-internship clinical experiences) and multiple or a different school system(s) for internship placements, should work with those school system partners to establish clear parameters and agreements for transfer of candidate placements, communication about candidate progress and any necessary support plans (§228.68).

How should EPPs approach challenges in finding a pre-internship placement that perfectly matches the candidate's certification area and intended internship placement?

If an exact placement match is not available, an EPP may place a candidate in a similar grade level or content area, consistent with applicable rule requirements. For example, if a candidate is seeking certification in secondary science, it would be acceptable to place the candidate in a secondary mathematics placement for the pre-internship clinical experience (§228.68).

For the pre-internship clinical preparation, are there additional requirements regarding the design of the model?

EPPs and key partners may design the model to meet the needs of local context, as long as it meets the following requirements (§228.68):

- The pre-internship clinical practice may not exceed nine months. One of the more common models is to conduct the pre-internship clinical during summer school, and there are opportunities to co-construct additional approaches with key school system partners.
- The pre-internship classroom placement can differ from certification area; the EPP should place in most closely aligned area and include a transition support plan.
- The pre-internship district can differ from internship district; the EPP is responsible for ensuring the internship district receives all pertinent information on the candidate's progress.

Can candidates switch from the pre-service alternative route to alternative routes after admission?

Candidates who are unsuccessful in completing the PREP pre-service alternative certification route requirements may switch to an alternative certification preparation route. Those candidates would no longer be able to generate success-based funding through a PREP partnership with a district.

When may districts and EPPs begin recruiting for and launching the Pre-service Alternative route?

Partnerships may launch this route in 2027–28. Any candidate in the route must receive all required content, so programs should backward plan using content training and implementation timelines to determine when their first candidates could begin their pre-clinical experience. It is advisable for EPPs to begin developing the preparation route in coordination with school system partners as soon as possible for a 2027–28 launch.

Are Pre-service alternative candidates required to demonstrate proficiency in the preservice competencies outlined in 228.41 to successfully complete the pre-internship clinical experience?

The adopted item revised the competencies in §228.41 (Pre-Service Coursework and Training) to align to the language and content of the adopted Chapter 235 standards. The specific competencies reflect prioritized skills from the 235 standards. Pre-internship candidates should show progress towards proficiency in these prioritized skills before beginning their internship experience. TAC §228.73(l) states that an internship is successful when the candidate demonstrates proficiency in each of the educator standards.

Other HB 2 Requirements Implementation

This sub-section provides key information required for all preparation routes or for select preparation routes.

Field Supervisor Training

What training is required for field supervisors and when must they be trained?

Each candidate must receive supervision with structured guidance and regular, ongoing support from an experienced educator who has completed annual EPP field supervisor training and TEA-approved field supervisor training at least once every three years. [Verify consistency with final adopted rule text before publication.]

Field supervisors who have completed TEA-approved training prior to September 1, 2025, must renew that training by **September 1, 2027**, 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 as specified by TEA (§228.101).

Asynchronous Coursework Requirements

What routes are required to submit coursework for review and approval?

EPPs preparing candidates in the following routes are required to seek SBEC approval of coursework being provided through asynchronous instruction (§228.33):

- Traditional
- PREP Traditional
- Residency
- Preservice Alternative Certification

How does the SBEC define coursework as asynchronous? As synchronous?

The SBEC defines coursework with the following definitions in §228.2:

- **Asynchronous coursework:** Self-paced, non-simultaneous instruction where students can access materials and complete assignments at any time, in a manner and time prescribed with the course. Courses are delivered online rather than in a traditional classroom. A course is asynchronous when more than 50 percent of the coursework is delivered asynchronously.
- **Synchronous coursework:** Instruction delivered in a live, real-time setting, where students and instructors participate online or in person at the same time for interactive classes or discussion. A course is synchronous when greater than 50% of the coursework is delivered synchronously.

What are the steps in the review and approval process (§228.15)?

Initial approval of coursework will include review of the following:

- Evidence that programs meet current SBEC distance learning regulations
 - May include Quality Matters review, DEAC review, accrediting body approval, and IDPE compliance

- Submitted attestation (with evidence) that program meets SBEC requirements for asynchronous coursework

Full approval of coursework will be conducted through the EPP's continuing approval review.

What criteria are used to evaluate and approve asynchronous coursework?

The criteria established by the SBEC in §228.15 include:

- Provides timely, consistent feedback to candidates regarding their assignments.
- Includes performance tasks based on real classroom practices, the candidate's field-based experiences, or the candidate's clinical experience. Candidates receive specific, targeted feedback aligned to the educator standards in Chapter 235.
- Includes multiple performance benchmarks of candidate proficiency in the educator standards and test framework competencies related to the certification class or category sought.
- Programs must provide weekly opportunities for synchronous touchpoints with an assigned instructor.

When will EPPs be accountable to asynchronous coursework review and approval requirements?

These requirements will be implemented on September 1, 2027. TEA will release more information in the near future regarding related review and approval processes (§228.15).

What will ongoing approval of coursework look like?

Initial approval will be completed through attestations and evidence of compliance with SBEC regulations regarding asynchronous coursework. The coursework will be evaluated alongside other coursework during the EPP's next Continuing Approval Review, during which the quality of the coursework and implementation will also be evaluated (§228.57).

Coursework Prohibitions

What are the new requirements for coursework prohibitions and compliance with state law?

EPPs must comply with the prohibitions and requirements in Texas Education Code (TEC), §28.0022(a)(1)–(4), regarding instructional personnel and coursework, as required by TEC, §21.0443(b)(3).

What will processes look like to ensure EPP compliance with coursework prohibitions?

Chapter 228 implementation, unless noted otherwise, begins September 1, 2026. Prior to implementation, beginning July 2026, TEA will launch an attestation for programs to verify compliance with state law. EPPs must submit the form by August 31, 2026. Compliance will be reviewed during subsequent continuing approval reviews beginning in the 2026–27 school year.

Actions to take now: EPP leadership should review this statutory requirement with staff and conduct a review of coursework for its compliance.

Alternative Certification & Observation Requirements

What are the updated formal observation requirements for teacher candidates prepared through the alternative certification route?

Intern Certificate	4 observations [§228.109(b)]
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First Year Internship [§228.73(a)]	2 observations each half of internship [§228.109(b)]
Intern Certificate Additional Internship Following Unsuccessful First Internship [§228.73(h)(2)]	4 observations [§228.109(b)] 2 observations in each half of internship [§228.109(b)]
Intern Certificate Internship Extension Following Successful First Internship [§228.73(h)(3)]	0 observations [228.73(h)(3)]
Intern Certificate Late Hire [§228.55]	5 observations [§228.109(c)] 3 observations in first half of internship; 2 observations in second half of internship
Intern Certificate Certification in More Than 1 Category not Taught Concurrently in Same Period of School Day	6 observations [§228.109(d)] 4 in first certification category as in §228.109(b) 2 in second certification category
Probationary Certificate First Year Internship [§228.73(a)]	5 observations [§228.109(g)] 3 observations in first half of internship; 2 observations in second half of internship [§228.101(g)]
Probationary Certificate Certification in More Than 1 Category not Taught Concurrently in Same Period of School Day	7 observations [§228.109(h)] 3 observations in first half of internship; 2 observations in second half of internship [§228.109(g)] 2 in second certification category

How do revised formal observation rules affect accountability under Chapter 229?

TEA discussed with SBEC at the April 2026 meeting that EPPs would be accountable under Chapter 229 for the number of observations required in the version of Chapter 228 effective September 1, 2026. [Confirm whether final SBEC action has occurred before publication.]

With rolling enrollment, when a candidate begins an internship after the start of the school year, can we default to a full calendar year so the candidate experiences both the first and last day of school, even if that spans two academic years?

Yes, the internship must be a full year and can span two academic years.

To be eligible to substitute prior teaching experience for FBEs, can the qualifying year as teacher of record occur prior to admission into the EPP, or must it take place entirely after the candidate has been formally admitted?

As allowed in 19 TAC §228.35(b), an EPP candidate who is beginning an internship in 2026-2027 is eligible to substitute teaching experience for the FBE requirement in 19 TAC §228.43 if the following criteria are met:

1. The candidate was admitted into the EPP 9/1/2024 or after.
2. The candidate was employed as an uncertified classroom teacher for the entire 2025-2026 school year. (Employment as a substitute teacher, educational aide, or other campus positions do **not** qualify.)
3. The candidate is currently employed as an uncertified classroom teacher.

Note: Even though the FBE requirement is waived, the candidate must ultimately complete all other coursework and training requirements and must pass all TExES exams as required for issuance of the certificate(s) sought.

What guidance applies to late hires regarding formal observations?

Late hires may complete an internship while holding an Intern or Probationary certificate. EPPs are accountable for 5 formal observations, 3 in the first half of the internship and 2 in the second half, regardless of the type of certificate held. Additionally, for all interns, including late hires, the first formal observation must be provided within the first four weeks of all internship assignments and must be conducted in-person.

Chapter 227—Provisions for Educator Preparation Candidates

This section details key information pertaining to updates to admissions requirements.

How did the GPA requirement change in §227.10(a)(3)?

The language changed from “an applicant shall have a GPA of at least 2.5 before admission” to “an applicant shall have a GPA of at least 2.50 on a four-point scale or the equivalent before admission. This update provides EPPs flexibility when determining GPA from transcripts that may not use a traditional GPA scale, including transcripts from competency-based programs.

Do EPPs have to complete multiple admission screens now or still complete just one?

The minimum requirement for a screen is still one. The previous rule language required the applicant to participate in “either an interview or other screening instrument”. More definition was added to the rule so that it now says an applicant must participate in “a screening process that uses at least one evaluative tool, scored on a rubric developed for that purpose.” The new language reinforces the selectivity of the screen focused on determining if “the applicant’s knowledge, experience, skills, and aptitude are appropriate for the certificate sought.” Note that applicants to Principal and Superintendent programs must participate in two or more screens.

Does my residency program have a new admission requirement?

Yes, §227.10(b) was added in response to the requirement in TEC §21.04422(b)(1) that a residency program must use research-based best practices for recruiting and admitting candidates into the program. Additional language was added in support of the residency partnership between EPP and LEA that the EPP shall offer counseling and support for applicants and candidates to consider pursuing certification in the areas of need for partner LEAs.

If I have an applicant that meets admission criteria, how does the new rule about expiring certificates impact admission?

An EPP may not admit an applicant seeking a certification category that will expire within one year of admission unless the EPP is approved to offer the next generation of that certificate. After admission, the EPP must notify the candidate of the timeline for expiration of the certificate or certification exam and provide additional notice within a reasonable amount of time for the candidate to complete requirements for standard certification before the certificate or exam expires. TEA has certificate and certification exam expiration information published on both the Program Provider Resources page and on the Educator Testing page on the TEA website. There are helpful one-pager information documents that EPPs may provide to candidates, if desired.

The Common Calendar used by my alternative certification program to determine contingency admission dates is no longer available. How do we determine when an applicant can be contingently admitted?

The contingency admission rule in §227.15(f) was updated to replace the “semester” identified in the Common Calendar with a time period of 16 weeks which is similar to the duration of a semester. This means that an applicant to an alternative certification program can be admitted contingently, if all other admission requirements are met, within 16 weeks of earning the degree required for admission.

Chapter 230—Professional Educator Preparation and Certification

This section provides key information pertaining to updates to intern certificate requirements.

What are the implications of Chapter 230 changes taking effect immediately?

Changes to Subchapter D, Types and Classes of Certificates Issued, create two certificates required by HB 2: a two-year Intern Certificate and a one-year Pre-Service Alternative Intern Certificate. The two-year Intern Certificate applies to assignments beginning in the 2026–27 school year. The one-year Pre-Service Alternative Intern Certificate will be available for assignments beginning in the 2027–28 school year.

Overall Implementation & Transition

How do the new rules apply to candidates admitted prior to the effective date?

Candidates who complete certain preparation requirements prior to the effective date should consider those specific met requirements complete under the previous rules. For example, if a candidate pursuing alternative certification completed all pre-service coursework and training, including the first 150 hours of coursework and field-based experiences, before the effective date, the EPP should treat those requirements as met under the previous rule. If the candidate happens to be in the middle of the internship in 2026–27 when the new rules become effective, the candidate should complete the new observation requirements that are effective September 1, 2026.

How should EPPs manage post-baccalaureate route transitions?

The post-baccalaureate route for teacher programs will be eliminated to align routes with requirements in HB 2. Teacher candidates who are seeking a degree concurrent with certification and who are completing clinical teaching as a clinical experience will be coded in ECOS as Traditional (TRAD). Candidates who seek to complete an internship as the required clinical experience will be coded as Alternative (ALT). Candidates pursuing certification through the SBEC-approved Residency route will complete a residency as their required clinical experience and will be coded in ECOS as Residency (RSD). Some EPPs may need adjustments in their certificate inventory to align to the new routes. TEA will send out guidance to EPPs on this topic. Note: There are no changes to routes for non-teacher classes. These remain as a Post-Baccalaureate route for candidates seeking a degree with certification and an Alternative Certification route as a non-degree-seeking route to certification.