

**Item 10:**

**Consider and Take Appropriate Action on Adoption of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, §230.1, Definitions, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, Subchapter D, Types and Classes of Certificates Issued, §230.36, Intern Certificates, and §230.37, Probationary Certificates, and Subchapter G, Certificate Issuance Procedures, §230.101, Schedule of Fees for Certification Services**

**DISCUSSION AND ACTION**

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to the State Board of Education (SBOE) review, proposed amendments to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, §230.1, Definitions, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, Subchapter D, Types and Classes of Certificates Issued, §230.36, Intern Certificates, and §230.37, Probationary Certificates, and Subchapter G, Certificate Issuance Procedures, §230.101, Schedule of Fees for Certification Services. The proposed amendments would update the figure specifying required tests for issuance of the standard certificate; would create new requirements for issuance of intern and probationary certificates for the proposed new intensive pre-service option, as concurrently proposed in Chapter 228, Requirements for Educator Preparation Programs, in this agenda; and would update the list of certification testing fees to include the performance-based assessment, edTPA, and content certification (subject-matter only) examinations. Technical edits and a change to remove redundancies have been recommended since published as proposed. Additional changes may be recommended at the time of the meeting based on public comment.

**STATUTORY AUTHORITY:** The statutory authority for 19 TAC §230.1 is the Texas Education Code (TEC), §§21.041(b)(1), (2), and (4) and (c), 21.044(a), as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017; 21.048, 21.050, and 22.082. The statutory authority for 19 TAC §230.21 is the TEC, §§21.041(b)(1), (2), and (4); 21.044(a), as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017; 21.048; 21.050; 22.082; and the Texas Occupations Code (TOC), §54.003. The statutory authority for 19 TAC §230.36 and §230.37 is the TEC, §§21.003(a), 21.031, 21.041(b)(1)-(5) and (9), 21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017, and 22.0831(c) and (f). The statutory authority for 19 TAC §230.101 is the TEC, §§21.031(a); 21.041(b)(1)-(5) and (9) and (c); 21.044(a), as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017,(e), and (f); 21.048, 21.0485, 21.050, 21.054(a), as

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amended by SBs 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017; 22.082; and 22.0831(f); and TOC, §53.105.

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(a), states that the SBEC shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

TEC, §21.031(b), states that the SBEC shall ensure that all candidates for certification or renewal of certification should demonstrate the knowledge and skills necessary to improve performance of a diverse student population.

TEC, §21.041(b)(1)-(5), 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; 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; and requires the SBEC to propose rules that include requirements for educators that hold a similar certification issued by another state or foreign country.

TEC, §21.041(b)(9), requires the SBEC to propose rules for regulation of continuing education requirements.

TEC, §21.041(c), states that the SBEC may adopt fees for the issuance and maintenance of an educator certification to adequately cover the cost of the administration.

TEC, §21.044(a), as amended by SBs 7, 1839, and 1963, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program.

TEC, §21.044(e), states that in proposing rules under this section for a person to obtain a certificate to teach a health science technology education course, the board shall specify that a person must have: (1) an associate degree or more advanced degree from an accredited institution of higher education; (2) current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and (3) at least two years of wage earning experience utilizing the licensure requirement.

TEC, §21.044(f), states that the SBEC may not propose rules for a certificate to teach a health science technology education course that specify that a person must have a bachelor's degree or that establish any other credential or teaching experience requirements that exceed the requirements under Subsection (e).

TEC, §21.048, states that the SBEC shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board that includes not requiring more than 45 days elapsing between examination retakes.

TEC, §21.0485, states the issuance requirements for certification to teach students with visual impairments.

TEC, §21.050(a), states that a person who applies for a teaching certificate must possess a bachelor's degree.

TEC, §21.050(b), states that the SBEC may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate.

TEC, §21.050(c), states that a person 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 the TEC, §54.363, may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

TEC, §21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017, provides a requirement that before a school may employ a certification candidate as a teacher of record, the candidate must have completed at least 15 hours of field-based experience in which the candidate was actively engaged at an approved school in instructional or educational activities under supervision.

TEC, §21.054(a), as amended by SBs 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

TEC, §22.082, requires SBEC to subscribe to the criminal history clearinghouse as provided by §411.0845, Texas Government Code and may obtain any law enforcement or criminal history records that relate to a specific applicant for or holder of a certificate issued under Chapter 21, Subchapter B.

TEC, §22.0831(c), requires SBEC to review the national criminal history of a person seeking certification.

TEC, §22.0831(f)(1) and (2), states that SBEC may propose rules regarding the deadline for the national criminal history check and implement sanctions for persons failing to comply with the requirements.

TOC, §53.105, states that a licensing authority may require a fee that is in an amount sufficient to cover the cost of administration.

TOC, §54.003, states that a licensing authority shall provide accommodations and eligibility criteria for examinees diagnosed as having dyslexia.

**EFFECTIVE DATE:** The proposed effective date of the proposed amendments would be October 20, 2019 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

**PREVIOUS BOARD ACTION:** At the April 26, 2019 SBEC meeting, the SBEC approved the proposed amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, §230.1, Definitions, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, Subchapter D, Types and Classes of Certificates

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Issued, §230.36, Intern Certificates, and §230.37, Probationary Certificates, and Subchapter G, Certificate Issuance Procedures, §230.101, Schedule of Fees for Certification Services, for publication in the *Texas Register* as proposed rules.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC rules in 19 TAC Chapter 230 specify the requirements for issuance of educator certificates and permits, the testing requirements and associated fees, and the types and classes of certificates issued. These requirements ensure that educators are qualified and professionally prepared to instruct the schoolchildren of Texas.

Some of the changes presented in this item correspond to revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, and amendments to 19 TAC Chapter 227, Provisions for Educator Preparation Programs. The revisions to 19 TAC Chapter 228 and 19 TAC Chapter 227 are presented for action in separate items in this agenda.

#### §230.1. Definitions.

The proposed amendment to §230.1 would align the test descriptions in Chapter 230 with the changes to pre-admission content test (PACT) examinations proposed in 19 TAC Chapter 228 and Chapter 227.

Proposed new §230.1(8) would define the term *content certification examination* and proposed new §230.1(9) would define the term *content pedagogy examinations*. This amendment would ensure alignment and clarity across chapters regarding the content of certification examinations. Conforming technical edits would also be made.

Since published as proposed, TEA staff has made edits to proposed §230.1(11) and §230.1(21) to maintain the current definitions of “educator” and “teacher.”

#### §230.21. Educator Assessment.

The proposed amendment to §230.21(a)(1)(D) would confirm that a candidate who has not passed a computer- or paper-based certification examination is required to wait 45 days before attempting the examination again. This 45-day wait period would support the reliability and validity of examination results for computer- and paper-based examinations because a candidate could potentially memorize the material and examination questions if he or she were allowed to retake the examination more frequently. The proposed amendment would align with TEC, §21.048(a)(1), that states that the SBEC may not require that more than 45 days elapse before a person may retake an examination. This change allows candidates completing a portfolio or performance-based examination to attempt the examination before the 45 days have elapsed.

TEA staff recommends conducting a robust pilot of edTPA, a performance-based assessment for teachers, prior to full implementation. At the April 2019 SBEC meeting, the Board approved, the edTPA pilot, and requested an update on the status of the pilot. A list of follow-up attachments is below:

- An update with a list of pilot programs can be found in Attachment IV.
- Response to Board inquiries made at the April 2019 SBEC meeting can be found in Attachment V.

- Summary of communication processes and public documents can be found in Attachment III.
- A list of edTPA considerations and responses can be found in Attachment VI.

At the April 2019 SBEC meeting, the Board requested that staff continue to engage with educator preparation programs interested in pursuing an alternative performance assessment. A summary of actions and examination design standards can be found in Attachment VII.

The proposed amendment to Figure §230.21(e) would add edTPA as an optional assessment in addition to the current Pedagogy and Professional Responsibilities (PPR EC-12) exam for the demonstration of pedagogical knowledge and skills for the majority of initial educator certification categories. This change is necessary to enable a candidate taking part in the edTPA pilot to receive certification on the basis of edTPA and to prevent a pilot candidate from having to take an additional test, thus removing a potential disincentive from participating in the pilot and helping to ensure a more representative pilot sample.

The proposed amendment would align Figure §230.21(e) to the current list of active certifications by removing §233.10, Dance: Grades 8-12, and §233.5, Technology Applications: Grades 8-12, which are no longer offered. The proposed amendment would replace two TExES assessments: 141 Computer Science, 8-12, and 142 Technology Applications, EC-12, with the following updated TExES content assessments for those certificates: 241 Computer Science, 8-12, and 242 Technology Applications, EC-12, respectively. These proposed changes are necessary to remove outdated provisions and provide clarity to candidates and preparation programs.

The proposed change to the column titles in Figure §230.21(e) would align the test descriptions in this chapter with the changes to PACT examinations, concurrently proposed in 19 TAC Chapter 228 and Chapter 227, and would align with the new definitions proposed in §230.1(8) and §230.1(9). The proposed amendment would adjust the "Required Content Test(s)" column name to "Required Content Pedagogy Test(s)" to reflect the distinction between examinations that test only pedagogy and those that test content in alignment with the new PACT examinations. The proposed amendment would adjust the "Pedagogy and Professional Responsibilities (PPR) Requirements" column name to "Pedagogical Requirement(s)" as it is intended to encompass all pedagogical assessments for all classes of certification.

In addition, the proposed amendment to Figure §230.21(e) would move the Performance Assessment for School Leaders (PASL), the content test for the Principal as Instructional Leader certification and endorsement, from the proposed new "Required Content Pedagogy Test(s)" column to the proposed new "Pedagogical Requirement(s)" column. This amendment would align with the certificate issuance procedures found in §§230.36, 241.20, and 241.35 because the PASL is a performance-based pedagogical certification exam that will require additional time for candidates to complete during their intern year.

#### §230.36. Intern Certificates and §230.37. Probationary Certificates.

SBEC is statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. The SBEC rules in 19 TAC §230.36 and §230.37 specify the types and classes of certificates issued. These rules help ensure that applicants for certification

and candidates enrolled in educator preparation programs (EPPs) are qualified and professionally prepared to instruct the schoolchildren of Texas.

Research has shown that teachers who engage in hands-on practice as educators prior to entering the classroom as teachers of record are better prepared for their first teaching assignments, leading to better student outcomes. The proposed amendments to §230.36 and §230.37, along with concurrently proposed amendments to Chapter 228, would add an optional new route toward certification for candidates called intensive pre-service. The programmatic requirements of this route are stated in proposed new §228.33, Intensive Pre-Service. Candidates using the proposed new intensive pre-service option would demonstrate their proficiency and readiness to enter a classroom through pre-service practice instead of a standardized assessment. This would allow candidates to focus on their pre-service practice prior to entering the classroom as a teacher of record. Candidates would subsequently be held accountable to the same required certification assessments as other educator candidates before becoming fully certified. The proposed amendments to §230.36 and §230.37 would set out the requirements for certificate issuance of candidates participating in this proposed new optional intensive pre-service route.

The proposed amendments also include minor technical edits.

#### §230.36. Intern Certificates.

The proposed amendment to §230.36(d)(1) and (2) would align the test descriptions in Chapter 230 with the forthcoming changes to PACT examinations as outlined in the Chapter 227 item in this agenda and would align with the definition changes in §230.1(8) and §230.1(9). This change is necessary to ensure alignment across the chapters and to provide clarity and consistency for candidates and EPPs.

Proposed new §230.36(f) would align with proposed new 19 TAC §228.33, Intensive Pre-Service, which would allow certification candidates to be supported by their EPP as they complete the programmatic requirements of intensive pre-service. Specifically, the proposed new rule would reflect the following:

- Section 230.36(f) would clarify that the proposed new intensive pre-service option would apply to applicants for certification admitted into an EPP on or after January 1, 2020 and would clarify that these applicants must meet the requirements specified in rule. This amendment would align with the implementation date listed in proposed new §228.33, Intensive Pre-Service, and would ensure programs are not allowed to issue certifications under this route until the stated implementation date.
- Section 230.36(f)(1) would clarify that a passing score on the aligned pedagogical rubric specified in proposed new §228.33, Intensive Pre-Service, would be a requirement for issuance of an intern certificate for the intensive pre-service option. This amendment would define the proficiency level required for candidates to be issued an intern certificate through intensive pre-service. This would ensure that teacher candidates have demonstrated a level of content and pedagogy before entering the classroom.
- Section 230.36(f)(2) would confirm successful completion of the required content certification (subject-matter only) examination and would be required for issuance of an intern certificate for the intensive pre-service option. This amendment would ensure that candidates issued an intern certificate through intensive pre-service have demonstrated

a minimum amount of content knowledge needed to teach their specific certification category.

- Section 230.36(f)(3) would clarify that candidates must meet the provisions, requirements, and conditions specified for issuance of all intern certificates in §230.36(a)-(c).

The proposed amendment to §230.36(f)(1) and (2) would apply to all certification categories, except Special Education EC-12 and Bilingual Education. This amendment would acknowledge that candidates teaching in special education and bilingual categories need special critical proficiencies to serve in these specialized areas. Section 230.36(f)(2)(A) and (B) would specify that Special Education EC-12 certification candidates must also pass the TExES Special Education Supplemental and that candidates for bilingual certificates would be required to pass the Bilingual Target Language Proficiency Test (BTLPT) or related language proficiency exam. This amendment would ensure that candidates teaching in Special Education and bilingual categories demonstrate the required critical proficiencies to serve in these specialized areas.

Since published as proposed, TEA staff has made technical edits to proposed §230.36(f)(2) to comport with the commissioner's rules concerning passing standards for educator certification examinations in 19 TAC §151.1001.

#### §230.37. Probationary Certificates.

The proposed amendment to §230.37(e)(3) would clarify that the needed assessments for issuance of probationary certificates for certificate categories other than classroom teacher would be those listed in the content pedagogy column of Figure §230.21(e). The pedagogical assessments for certifications other than classroom teacher require extensive preparation and demonstration that would be unreasonable to complete before a candidate seeks a standard certificate. The proposed amendment would ensure that a candidate has the appropriate amount of time to complete the pedagogical assessment. Currently, this only applies to the Principal as Instructional Leader certification.

Proposed new §230.37(f) would allow candidates undertaking intensive pre-service to receive a probationary certificate without having to pass the PPR EC-12 examination. The proposed amendment would also clarify that an applicant must meet the requirements for the intern certificate options specified in §230.36(f); the provisions, requirements, and conditions specified for all probationary certificates in §230.37(a)-(c); and successfully complete the required content pedagogy tests prescribed in Figure §230.21(e) by the end of the first school year. The proposed amendment would ensure that candidates participating in this optional route are held to the same certification requirements as other candidates and would allow candidates the time needed to complete the required assessments.

Since published as proposed, TEA staff has consolidated the requirements in proposed §230.37(f)(1)-(3) to remove redundancies by consolidating former §230.37(f)(1)-(3) into new §230.37(f)(1) and has made technical edits to proposed §230.37(f)(3) to comport with the commissioner's rules concerning passing standards for educator certification examinations in 19 TAC §151.1001.

§230.101. Schedule of Fees for Certification Services.

The proposed amendment to §230.101(c)(6) would specify the required fee for edTPA and §230.101(c)(7) would specify the fee for edTPA re-takes. This would establish the fee for edTPA in rule and would allow for the pilot of edTPA. During the pilot period, candidates would have the option to take the edTPA or the current PPR EC-12 assessment.

Proposed new §230.101(d) would differentiate between the examinations used for admission purposes and the examinations used for certification purposes.

Attachment II reflects the proposed changes to Chapter 230, Subchapters A, C, D, and G, including Figure §230.21(e).

No further changes are recommended to the proposed amendments to Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, §230.1, Definitions, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, Subchapter D, Types and Classes of Certificates Issued, §230.36, Intern Certificates, and §230.37, Probationary Certificates, and Subchapter G, Certificate Issuance Procedures, §230.101, Schedule of Fees for Certification Services, but additional changes may be recommended at the time of the meeting based on public comment.

**FISCAL IMPACT:** No changes have been made to this section since published as proposed. The TEA staff has determined that there is additional fiscal impact on state government required to comply with the proposal. The TEA estimates a cost of \$128,909 for each of the next five fiscal years (FYs) from FYs 2020-2024 for the development and ongoing administrative costs needed to maintain assessments. However, the TEA will receive an \$11 remittance for each Pre-Admission Content Test taken for an estimated total of \$128,909 for FYs 2020-2024 to offset the costs. Based on the 2017-2018 testing data, the TEA estimated 11,719 test attempts under the Pre-Admission Content Test route. In most cases, because an EPP has a choice in their admission requirements, estimated costs to state government in this analysis do not include EPPs.

**LOCAL EMPLOYMENT IMPACT:** No changes have been made to this section since published as proposed. The proposal would have 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:** No changes have been made to this section since published as proposed. 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. The SBEC does not anticipate an adverse effect for EPPs as a result of this proposal, including EPPs that qualify as small businesses or micro-businesses. The SBEC expects that these proposed rule changes may allow more candidates to qualify for admission into EPPs as a result of the admittance test now only requiring subject-matter knowledge. If EPPs have been relying on the PACT test to screen out candidates who did not already understand pedagogy, rather than teaching pedagogy to the level required by the educator standards, the increased revenue brought by more candidates may be offset to some extent by increased instruction costs. Even for these EPPs, the increase in instructional costs is not expected to be so significant as to overcome the increase in revenue from the additional qualified candidates. The educator standards on which the EPPs' curriculum is based have not changed with these proposed

amendments. Moreover, EPPs can avoid any economic impact from the new assessment by implementing an additional pre-admission pedagogy examination of their own as an additional admission requirement. SBEC also does not anticipate an adverse effect for educator preparation programs that choose to participate in the edTPA pilot, as the standards on which the EPPs' curriculum is based have not changed.

**COST INCREASE TO REGULATED PERSONS:** No changes have been made to this section since published as proposed. The proposal does impose a cost on regulated persons, another state agency, a special district, or a local government, and, therefore, is subject to TGC, §2001.0045. However, the proposal is exempt from TGC, §2001.0045, as provided under that statute, because the proposal is necessary to reduce the burden or responsibilities imposed on regulated persons. In addition, the proposal is necessary to ensure that certified Texas educators are competent to educate Texas students and, therefore, necessary to protect the safety and welfare of the residents of this state.

**TAKINGS IMPACT ASSESSMENT:** No changes have been made to this section since published as proposed. 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:** The 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, it would require an increase in fees paid to the agency, but those fees will only cover the increased costs of administering the new PACT examination and the edTPA performance assessment for those who choose to participate in the pilot. The proposed rulemaking would create new regulations. A new regulation in proposed §230.21(a)(1)(D) would require a candidate who has not passed a computer- or paper-based certification examination to wait 45 days before attempting the examination again in order to prevent the candidate from memorizing the material and examination questions. A new regulation in proposed new §230.37(f) would allow candidates undertaking intensive pre-service to receive a probationary certificate without having to pass the PPR EC-12 examination and ensure that candidates participating in this optional route are held to the same certification requirements as other candidates. In addition, the new regulation would allow candidates the time needed to complete the required assessments and, ultimately, these candidates would meet the same certification requirements as other teacher candidates.

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 a decrease in fees paid to the agency; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

**PUBLIC BENEFIT AND COST TO PERSONS:** No changes have been made to this section since published as proposed. The public and student benefit anticipated as a result of the proposed amendments would broaden the pool of potential educators in Texas by allowing EPPs to admit educator candidates who are competent in the subject they wish to teach but are not already well-versed in pedagogy. It would also offer continued and clear guidance on processes and procedures for testing and certificate issuance.

The TEA staff has determined that there is a cost to individuals required to comply with the proposal. Certain candidates for admission to an EPP--candidates who have neither a 2.5 undergraduate grade point average nor the required number of hours of college coursework in the specific content area in which the candidate is seeking certification--would have to take a new, additional content certification examination prior to admission. Previously, these candidates could simply take the examination required for final certification as an educator prior to admission. Under the proposed rules, these candidates take three examinations in the course of the educator preparation process: (1) a content certification examination before admission to an EPP, and after completion of the EPP for certification as an educator, (2) the content pedagogy examination, and (3) the PPR EC-12 examination. The total estimated cost to persons will be \$1,242,214 for each of the next five fiscal years (FYs) from FY 2020-2024. The cost is based on 11,719 possible examinees estimated to take the tests (using 2017-2018 data) at the price of \$106 per test. The \$106 total testing fee will be required from each candidate applying to take the content certification examination. The remainder of the fee for the content certification examination will go to the testing vendor, NCS Pearson.

Since the edTPA pilot examination is optional, compliance with the proposal does not result in additional costs to regulated persons.

**DATA AND REPORTING IMPACT:** No changes have been made to this section since published as proposed. The proposal would have no new data and reporting impact.

**PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS:** No changes have been made to this section since published as proposed. The TEA staff has determined that 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 began May 31, 2019, and ended July 1, 2019. Any comments received will be provided to the SBEC under separate cover prior to the July 26, 2019 meeting. The SBEC will take registered oral and written comments on this item at the July 26, 2019 meeting in accordance with the SBEC board operating policies and procedures.

**ASSOCIATE COMMISSIONER'S RECOMMENDATION:**

Approve for adoption, subject to the State Board of Education review, the proposed amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, §230.1, Definitions, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, Subchapter D, Types and Classes of Certificates Issued, §230.36, Intern Certificates, and §230.37, Probationary Certificates, and Subchapter G, Certificate Issuance Procedures, §230.101, Schedule of Fees for Certification Services, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

**Staff Member Responsible:**

Grace Wu, Director, Educator Standards, Testing, and Preparation

**Attachments:**

- I. Statutory Citations
- II. Text of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, §230.1, Definitions, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, Subchapter D, Types and Classes of Certificates Issued, §230.36, Intern Certificates, and §230.37, Probationary Certificates, and Subchapter G, Certificate Issuance Procedures, §230.101, Schedule of Fees for Certification Services, including Figure: 19 TAC §230.21(e)
- III. Summary of Communication Process and Documents Prior to Official Rule-Making
- IV. edTPA Pilot Update
- V. Response to SBEC Question at April Meeting
- VI. edTPA Considerations and Responses
- VII. Update on Exploring edTPA Alternatives

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**ATTACHMENT I****Statutory Citations Relating to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter A, General Provisions, §230.1, Definitions, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, Subchapter D, Types and Classes of Certificates Issued, §230.36, Intern Certificates, and §230.37, Probationary Certificates, and Subchapter G, Certificate Issuance Procedures, §230.101, Schedule of Fees for Certification Services****Texas Education Code, §21.003, Certification Required (excerpt):**

- (a) 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 Subchapter B.

**Texas Education Code, §21.031, Purpose:**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

**Texas Education Code, §21.041, Rules; Fees (excerpts):**

- (b) The board shall propose rules that:
- (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
  - (2) specify the classes of educator certificates to be issued, including emergency certificates;
  - (3) specify the period for which each class of educator certificate is valid;
  - (4) specify the requirements for the issuance and renewal of an educator certificate;
  - (5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;
  - (9) provide for continuing education requirements; and
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.

**Texas Education Code, §21.044, Educator Preparation:**

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

**Texas Education Code, §21.048, Certification Examinations:**

- (a) The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board.
  - (1) The board may not require that more than 45 days elapse before a person may retake an examination. A person may not retake an examination more than four times, unless the board waives the limitation for good cause as prescribed by the board.
- (b) The board may not administer a written examination to determine the competence or level of performance of an educator who has a hearing impairment unless the examination has been field tested to determine its appropriateness, reliability, and validity as applied to, and minimum acceptable performance scores for, persons with hearing impairments.
- (c) An educator who has a hearing impairment is exempt from taking a written examination for a period ending on the first anniversary of the date on which the board determines, on the basis of appropriate field tests, that the examination complies with the standards specified in Subsection (b). On application to the board, the board shall issue a temporary exemption certificate to a person entitled to an exemption under this subsection.
- (c-1) The results of an examination administered under this section are confidential and are not subject to disclosure under Chapter 552, Government Code, unless:
  - (1) the disclosure is regarding notification to a parent of the assignment of an uncertified teacher to a classroom as required by Section 21.057; or
  - (2) the educator has failed the examination more than five times.
- (d) In this section:
  - (1) "Hearing impairment" means a hearing impairment so severe that the person cannot process linguistic information with or without amplification.
  - (2) "Reliability" means the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials.
  - (3) "Validity" means being:
    - (A) well-grounded or justifiable;
    - (B) relevant and meaningful;
    - (C) correctly derived from premises or inferences; and
    - (D) supported by objective truth or generally accepted authority.

**Texas Education Code, §21.0485, Certification To Teach Students With Impairments:**

- (a) To be eligible to be issued a certificate to teach students with visual impairments, a person must:
  - (1) complete either:
    - (A) all course work required for that certification in an approved educator preparation program; or
    - (B) an alternative educator certification program approved for the purpose by the board;

- (2) perform satisfactorily on each examination prescribed under Section 21.048 for certification to teach students with visual impairments, after completing the course work or program described by Subdivision (1); and
  - (3) satisfy any other requirements prescribed by the board.
- (b) Subsection (a) does not apply to eligibility for a certificate to teach students with visual impairments, including eligibility for renewal of that certificate, if the application for the initial certificate was submitted on or before September 1, 2011.

**Texas Education Code, §21.050, Academic Degree Required for Teaching Certificate: Internship:**

- (a) A person who applies for a teaching certificate for which board rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under Subchapter A, Chapter 28.
- (b) The board may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate. The board shall provide for a minimum number of semester credit hours of internship to be included in the hours needed for certification. The board may propose rules requiring additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.
- (c) A person 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 Section 54.214 may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

**Texas Education Code, §21.051, as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017, Rules Regarding Field-Based Experience and Options for Field Experience and Internships:**

- (a) In this section, "teacher of record" means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.
- (b) Before a school district may employ a candidate for certification as a teacher of record, the candidate must complete at least 15 hours of field-based experience in which the candidate is actively engaged in instructional or educational activities under supervision at:
  - (1) a public school campus accredited or approved for the purpose by the agency; or
  - (2) a private school recognized or approved for the purpose by the agency.
- (c) Subsection (b) applies only to an initial certification issued on or after September 1, 2012. Subsection (b) does not affect:
  - (1) the validity of a certification issued before September 1, 2012; or
  - (2) the eligibility of a person who holds a certification issued before September 1, 2012, to obtain a subsequent renewal of the certification in accordance with board rule.
- (d) Subsection (b) does not affect the period within which an individual must complete field-based experience hours as determined by board rule if the individual is not accepted into

an educator preparation program before the deadline prescribed by board rule and is hired for a teaching assignment by a school district after the deadline prescribed by board rule.

- (e) The board shall propose rules relating to the field-based experience required by Subsection (b). The commissioner by rule shall adopt procedures and standards for recognizing a private school under Subsection (b)(2).
- (f) The board shall propose rules providing flexible options for persons for any field-based experience or internship required for certification.

**Texas Education Code, §21.054, as amended by SBs 7, 179, and 1839, 85th Texas Legislature, Regular Session, 2017, Continuing Education (excerpt):**

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

**Texas Education Code, §22.082, Access to Criminal History Records by State Board for Educator Certification:**

The State Board for Educator Certification shall subscribe to the criminal history clearinghouse as provided by, Texas Government Code, §411.0845 and may obtain from any law enforcement or criminal justice agency all criminal history record information and all records contained in any closed criminal investigation file that relate to a specific applicant for or holder of a certificate issued under Chapter 21, Subchapter B.

**Texas Education Code, §22.0831, National Criminal History Record Information Review of Certified Educators (excerpts):**

- (c) The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review.
- (f) The board may propose rules to implement this section, including rules establishing:
  - (1) deadlines for a person to submit fingerprints and photographs in compliance with this section; and
  - (2) sanctions for a person's failure to comply with the requirements of this section, including suspension or revocation of a certificate or refusal to issue a certificate.

**Texas Occupations Code, §53.105, Fees:**

A licensing authority may charge a person requesting an evaluation under this subchapter a fee adopted by the authority. Fees adopted by a licensing authority under this subchapter must be in an amount sufficient to cover the cost of administering this subchapter.

**Texas Occupations Code, §54.003, Examination Accommodations for Person With Dyslexia:**

- (a) In this section, "dyslexia" has the meaning assigned by Section 51.970, Education Code.
- (b) For each licensing examination administered by a state agency, the agency shall provide reasonable examination accommodations to an examinee diagnosed as having dyslexia.

- (c) Each state agency shall adopt rules necessary to implement this section, including rules to establish the eligibility criteria an examinee must meet for accommodation under this section.

ATTACHMENT II  
Text of Proposed Amendments to 19 TAC

**Chapter 230. Professional Educator Preparation and Certification**

**Subchapter A. General Provisions**

**§230.1. Definitions.**

The following words and terms, when used in this chapter, Chapter 232 of this title (relating to General Certification Provisions), and Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates), shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Accredited institution of higher education--An institution of higher education 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.
- (2) Appropriate--Suitable for a particular purpose. The term denotes compliance with State Board for Educator Certification (SBEC) rules and with SBEC procedures and policies posted on the Texas Education Agency website that are related to the stated particular purpose.
- (3) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant.
- (4) Certificate--Any educator credential issued by the State Board for Educator Certification under the authority of the Texas Education Code, Chapter 21, Subchapter B.
- (5) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics and includes the following: superintendent, principal, classroom teacher, school counselor, school librarian, educational diagnostician, reading specialist, and master teacher.
- (6) Charter school--A Texas public school operated by a charter holder under an open-enrollment charter school granted either by the State Board of Education (SBOE) or commissioner of education, whichever is applicable, pursuant to Texas Education Code, §12.101, identified with its own county district number.
- (7) 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 education instructional setting. This term does not include an educational aide or a full-time administrator.
- (8) Content certification examination--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program.
- (9) Content pedagogy examinations--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's certification as an educator.
- (10) ~~(8)~~ Continuing professional education--Professional development required for the renewal of standard and/or lifetime certificates that is designed to ensure improvement in both the performance of the educator and achievement of his or her students.
- (11) ~~(9)~~ Educator--An individual who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B~~[, also referred to as teacher].~~
- (12) ~~(10)~~ Educator preparation program--An entity approved by the State Board for Educator Certification to offer training and coursework that must adequately prepare candidates for educator certification and meet the standards and requirements of the board.

- (13) ~~(11)~~ Examination--A standardized test or assessment required by statute or State Board for Educator Certification rule that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.
- (14) ~~(12)~~ Hearing impairment--As defined in the Texas Education Code, §21.048(d)(1), a hearing impairment so severe that the person cannot process linguistic information with or without amplification.
- (15) ~~(13)~~ Initial certification--The first Texas educator certificate for a particular class issued to an individual as specified in §230.33 of this title (relating to Classes of Certificates).
- (16) ~~(14)~~ Intern certificate--A type of certificate issued to a candidate who has passed all required content examinations and is completing requirements for certification through an approved educator preparation program.
- (17) ~~(15)~~ Private school--A non-public school whose educational program has been evaluated by a regional accrediting agency and whose program has met and is maintaining certain educational standards.
- (18) ~~(16)~~ Probationary certificate--A type of certificate issued to a candidate who has passed all required examinations and is completing requirements for certification through an approved educator preparation program.
- (19) ~~(17)~~ Professional class--A term that refers to certificates for duties other than classroom teacher (e.g., superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and master teachers).
- (20) ~~(18)~~ 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 (relating to Classes of Certificates).
- (21) ~~(19)~~ Teacher--An individual who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B [~~also referred to as educator~~].
- (22) ~~(20)~~ 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.
- (23) ~~(21)~~ Teacher service record--The official document used to record years of service and days used and accumulated under the state's former minimum sick leave program or the state's current personal leave program.
- (24) ~~(22)~~ 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.
- (25) ~~(23)~~ Texas school district--A school district accredited and approved by the Texas Education Agency under the Texas Education Code, Chapter 11.

### Subchapter C. Assessment of Educators

#### §230.21. Educator Assessment.

- (a) A candidate seeking certification as an educator must pass the examination(s) required by the Texas Education Code (TEC), §21.048, and the State Board for Educator Certification (SBEC) in §233.1(e) of this title (relating to General Authority) and shall not retake an examination more than four times, unless the limitation is waived for good cause. The burden of proof shall be upon the candidate to demonstrate good cause.
- (1) For the purposes of the retake limitation described by the TEC, §21.048, an examination retake is defined as a second or subsequent attempt to pass any examination required for the issuance of a

certificate, including an individual core subject examination that is part of the overall examination required for the issuance of a Core Subjects certificate as described in §233.2 of this title (relating to Early Childhood; Core Subjects).

- (A) A canceled examination score is not considered an examination retake.
  - (B) An examination taken by an educator during a pilot period is not considered part of an educator's five-time test attempt limit.
  - (C) Pursuant to TEC, §21.0491(d), the limit on number of test attempts does not apply to the trade and industrial workforce training certificate examination prescribed by the SBEC.
  - (D) A candidate who fails a computer- or paper-based examination cannot retake the examination before 45 days have elapsed following the candidate's last attempt to pass the examination.
- (2) Good cause is:
- (A) the candidate's highest score on an examination is within one conditional standard error of measurement (CSEM) of passing  $\geq$  and the candidate has completed 50 clock-hours of educational activities. CSEMs will be published annually on the Texas Education Agency (TEA) website;
  - (B) the candidate's highest score on an examination is within two CSEMs of passing  $\geq$  and the candidate has completed 100 clock-hours of educational activities;
  - (C) the candidate's highest score on an examination is within three CSEMs of passing  $\geq$  and the candidate has completed 150 clock-hours of educational activities;
  - (D) the candidate's highest score on an examination is not within three CSEMs of passing  $\geq$  and the candidate has completed 200 clock-hours of educational activities;
  - (E) if the candidate needs a waiver for more than one of the individual core subject examinations that are part of the overall examination required for the issuance of a Core Subjects certificate, the candidate has completed the number of clock-hours of educational activities required for each individual core subject examination as described in subparagraphs (A)-(D) of this paragraph up to a maximum of 300 clock-hours. The number of clock-hours for each examination may be divided equally based on the number of examinations in the waiver request, but the number of clock-hours for an examination shall not be less than 50; or
  - (F) if a CSEM is not appropriate for an examination, the TEA staff will identify individuals who are familiar and knowledgeable with the examination content to review the candidate's performance on the five most recent examinations, identify the deficit competency or competencies, and determine the number of clock-hours of educational activities required.
- (3) Educational activities are defined as:
- (A) institutes, workshops, seminars, conferences, interactive distance learning, video conferencing, online activities, undergraduate courses, graduate courses, training programs, in-service, or staff development given by an approved continuing professional education provider or sponsor, pursuant to §232.17 of this title (relating to Pre-Approved Professional Education Provider or Sponsor) and §232.19 of this title (relating to Approval of Private Companies, Private Entities, and Individuals), or an approved educator preparation program (EPP), pursuant to §228.10 of this title (relating to Approval Process); and
  - (B) being directly related to the knowledge and skills included in the certification examination competency or competencies in which the candidate answered less than 70 percent of competency questions correctly. The formula for identifying a deficit competency is the combined total of correct answers for each competency on the five

- most recent examinations divided by the combined total of questions for each competency on the five most recent examinations.
- (4) Documentation of educational activities that a candidate must submit includes:
- (A) the provider, sponsor, or program's name, address, telephone number, and email address. The TEA staff may contact the provider, sponsor, or program to verify an educational activity;
  - (B) the name of the educational activity (e.g., course title, course number);
  - (C) the competency or competencies addressed by the educational activity as determined by the formula described in paragraph (3)(B) of this subsection;
  - (D) the provider, sponsor, or program's description of the educational activity (e.g., syllabus, course outline, program of study); and
  - (E) the provider, sponsor, or program's written verification of the candidate's completion of the educational activity (e.g., transcript, certificate of completion). The written verification must include:
    - (i) the provider, sponsor, or program's name;
    - (ii) the candidate's name;
    - (iii) the name of the educational activity;
    - (iv) the date(s) of the educational activity; and
    - (v) the number of clock-hours completed for the educational activity. Clock-hours completed before the most recent examination attempt or after a request for a waiver is submitted shall not be included. One semester credit hour earned at an accredited institution of higher education is equivalent to 15 clock-hours.
- (5) To request a waiver of the limitation, a candidate must meet the following conditions:
- (A) the candidate is otherwise eligible to take an examination. A candidate seeking a certificate based on completion of an EPP must have the approval of an EPP to request a waiver;
  - (B) beginning September 1, 2016, the candidate pays the non-refundable waiver request fee of \$160;
  - (C) the candidate requests the waiver of the limitation in writing on forms developed by the TEA staff; and
  - (D) the request for the waiver is postmarked not earlier than:
    - (i) 45 calendar days after an unsuccessful attempt at the fourth retake of an examination as defined in the TEC, §21.048; or
    - (ii) 90 calendar days after the date of the most recent denied waiver of the limitation request; or
    - (iii) 180 calendar days after the date of the most recent unsuccessful examination attempt that was the result of the most recently approved request for waiver of the limitation.
- (6) The TEA staff shall administratively approve each application that meets the criteria specified in paragraphs (2)-(5) of this subsection.
- (7) An applicant who does not meet the criteria in paragraphs (2)-(5) of this subsection may appeal to the SBEC for a final determination of good cause. A determination by the SBEC is final and may not be appealed.

- (b) A candidate seeking a standard certificate as an educator based on completion of an approved EPP may take the appropriate certification examination(s) required by subsection (a) of this section only at such time as the EPP determines the candidate's readiness to take the examinations, or upon successful completion of the EPP, whichever comes first.
- (c) The holder of a lifetime Texas certificate effective before February 1, 1986, must pass examinations prescribed by the SBEC to be eligible for continued certification, unless the individual has passed the Texas Examination of Current Administrators and Teachers (TECAT).
- (d) The commissioner of education approves the satisfactory level of performance required for certification examinations, and the SBEC approves a schedule of examination fees and a plan for administering the examinations.
- (e) The appropriate examination(s) required for certification are specified in the figure provided in this subsection.

Figure: 19 TAC §230.21(e) [~~Figure: 19 TAC §230.21(e)~~]

- (f) Scores from examinations required under this title must be made available to the examinee, the TEA staff, and, if appropriate, the EPP from which the examinee will seek a recommendation for certification.
- (g) The following provisions concern ethical obligations relating to examinations.
  - (1) An educator or candidate who participates in the development, design, construction, review, field testing, scoring, or validation of an examination shall not reveal or cause to be revealed the contents of the examination to any other person.
  - (2) An educator or candidate who administers an examination shall not:
    - (A) allow or cause an unauthorized person to view any part of the examination;
    - (B) copy, reproduce, or cause to be copied or reproduced any part of the examination;
    - (C) reveal or cause to be revealed the contents of the examination;
    - (D) correct, alter, or cause to be corrected or altered any response to a test item contained in the examination;
    - (E) provide assistance with any response to a test item contained in the examination or cause assistance to be provided; or
    - (F) deviate from the rules governing administration of the examination.
  - (3) An educator or candidate who is an examinee shall not:
    - (A) copy, reproduce, or cause to be copied or reproduced any test item contained in the examination;
    - (B) provide assistance with any response to a test item contained in the examination, or cause assistance to be provided;
    - (C) solicit or accept assistance with any response to a test item contained in the examination;
    - (D) deviate from the rules governing administration of the examination; or
    - (E) otherwise engage in conduct that amounts to cheating, deception, or fraud.
  - (4) An educator, candidate, or other test taker shall not:
    - (A) solicit information about the contents of test items on an examination that the educator, candidate, or other test taker has not already taken from an individual who has had access to those items, or offer information about the contents of specific test items on an examination to individuals who have not yet taken the examination;
    - (B) fail to pay all test costs and fees as required by this chapter or the testing vendor; or

- (C) otherwise engage in conduct that amounts to violations of test security or confidentiality integrity, including cheating, deception, or fraud.
- (5) A person who violates this subsection is subject to:
  - (A) sanction, including, but not limited to, disallowance and exclusion from future examinations either in perpetuity or for a period of time that serves the best interests of the education profession, in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and/or
  - (B) denial of certification in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title; and/or
  - (C) voiding of a score from an examination in which a violation specified in this subsection occurred as well as a loss of a test attempt for purposes of the retake limit in subsection (a) of this section.

### **Subchapter D. Types and Classes of Certificates Issued**

#### **§230.36. Intern Certificates.**

- (a) General provisions.
  - (1) Certificate classes. An intern certificate may be issued for any class of certificate except educational aide.
  - (2) Requirement to hold an intern certificate. A candidate seeking certification as an educator must hold an intern certificate while participating in an internship through an approved educator preparation program (EPP).
- (b) Requirements for issuance. An intern certificate may be issued to a candidate seeking certification as an educator who meets the conditions and requirements prescribed in this subsection.
  - (1) Bachelor's degree. Except as otherwise provided in rules of the State Board for Educator Certification related to certain career and technical education certificates based on skill and experience, the candidate must hold a bachelor's degree or higher from an accredited institution of higher education. An individual who has earned a degree outside the United States must provide an original, detailed report or course-by-course evaluation for all college-level credits prepared by a foreign credential evaluation service recognized by the Texas Education Agency (TEA). The evaluation must verify that the individual holds, at a minimum, the equivalent of a bachelor's degree issued by an accredited institution of higher education in the United States.
  - (2) General certification requirements. The candidate must meet the general certification requirements prescribed in §230.11 of this title (relating to General Requirements).
  - (3) Fee. The candidate must pay the fee prescribed in §230.101 of this title (relating to Schedule of Fees for Certification Services).
  - (4) Fingerprints. The candidate must submit fingerprints in accordance with §232.35(c) of this title (relating to Submission of Required Information) and the Texas Education Code (TEC), §22.0831.
- (c) Conditions. The validity and effectiveness of an intern certificate is subject to the following conditions.
  - (1) Internship. The holder of an intern certificate must be a participant in good standing of an approved Texas EPP, serving in an acceptable, paid internship supervised by the EPP.
  - (2) Inactive status. An intern certificate will become inactive 30 calendar days after the holder's separation from the school assignment or the EPP. The unexpired term of an intern certificate may be reactivated if the holder satisfies the requirements specified in this section.
  - (3) Term of an intern certificate. An intern certificate shall be valid for one 12-month period from the date of issuance.

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- (4) Limit on preliminary certifications and permits. Without obtaining standard certification, an individual may not serve for more than three 12-month periods while holding any combination of the following:
- (A) intern certificates, limited to one 12-month period maximum, as described in this subsection;
  - (B) probationary certificates, limited to two 12-month periods maximum, as specified in §230.37 of this title (relating to Probationary Certificates)
  - (C) emergency permits as specified in Subchapter F of this chapter (relating to Permits); or
  - (D) one-year certificates as specified in Subchapter H of this chapter (relating to Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States) and Chapter 245 of this title (relating to Certification of Educators from Other Countries).
- (5) Reduction in force exception. If an educator is employed under an intern certificate and is terminated or resigns in lieu of termination before the end of the school year due to a reduction in force, that intern term shall not count as one of the three years referenced in paragraph (4) of this subsection.
- (d) Testing requirements for issuance of an intern certificate. Beginning September 1, 2017, a candidate must meet the subject matter knowledge requirements for issuance of an intern certificate to serve an internship in a classroom teacher assignment for each subject area to be taught.
- (1) To meet the subject matter knowledge requirements to be issued an intern certificate for an internship in a classroom teacher assignment on or after September 1, 2017, a candidate must pass all of the appropriate ~~certification~~ content pedagogy examinations, as prescribed in Subchapter C of this chapter.
  - (2) To meet the subject matter knowledge requirements to be issued an intern certificate for an internship in a career and technical education classroom teacher assignment that is based on skill and experience on or after September 1, 2017, a candidate must satisfy the requirements for that subject area contained in §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)) and pass the appropriate content pedagogy~~certification~~ examination(s), as prescribed in Subchapter C of this chapter.
- (e) Intern certificate in a certification class other than classroom teacher. An intern certificate may be issued for assignment as a superintendent, principal, reading specialist, master teacher, school librarian, school counselor, and educational diagnostician to an individual who meets the applicable requirements prescribed in subsection (b) of this section and who also meets the requirements prescribed in this subsection.
- (1) An applicant for an intern certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of an intern certificate in that class.
  - (2) The individual must have also been:
    - (A) accepted and enrolled to participate in a Texas EPP that has been approved to prepare candidates for the certificate sought; and
    - (B) assigned in the certificate area being sought in a Texas school district, open-enrollment charter school, or, pursuant to §228.35 of this title (relating to Preparation Program Coursework and/or Training), other school approved by the TEA.
  - (3) The holder of an intern certificate in a certification class other than classroom teacher is subject to all terms and conditions of an intern certificate prescribed in subsection (c) of this section.
  - (4) The following provisions apply to the intern certificate for Principal as Instructional Leader.

- (A) During the transition period of December 1, 2018 through September 1, 2019, the SBEC may issue an intern certificate to a candidate who meets the requirements specified in paragraphs (1)-(3) of this subsection.
- (B) Effective September 1, 2019, the SBEC may issue an intern certificate to a candidate who meets requirements specified in paragraphs (1)-(3) of this subsection and has passed the Principal as Instructional Leader examination specified in Subchapter C of this chapter (relating to Assessment of Educators).
- (f) Intern certificate for intensive pre-service. An intern certificate may be issued to an applicant who is admitted to an EPP intensive pre-service as prescribed in §228.33 of this title (relating to Intensive Pre-Service) on or after January 1, 2020, who ~~and meets the following requirements~~:
- (1) obtained a passing score on the aligned pedagogical rubric specified in §228.33 of this title;
- (2) obtained a passing score, in accordance with §151.1001 of this title (relating to Passing Standards), on ~~successfully completed~~ the required content certification (subject-matter only) examination and the following additional requirements for special education and bilingual assignments;
- (A) Special education assignments also require a passing score, in accordance with §151.1001 of this title, on ~~successful completion of~~ the TExES Special Education Supplemental examination prescribed in §230.21(e) of this title (relating to Educator Assessment); and
- (B) Bilingual education assignments also require a passing score, in accordance with §151.1001 of this title, on ~~successful completion of~~ the TExES Bilingual Target Language Proficiency examination or the related language proficiency examination prescribed in §230.21(e) of this title; and
- (3) met the requirements as prescribed in subsections (a)-(c) of this section.

### §230.37. Probationary Certificates.

- (a) General provisions.
- (1) Certificate classes. A probationary certificate may be issued for any class of certificate except educational aide.
- (2) Requirement to hold a probationary certificate. A candidate seeking certification as an educator must hold a probationary certificate while participating in an internship through an approved educator preparation program (EPP).
- (b) Requirements for issuance. A probationary certificate may be issued to a candidate seeking certification as an educator who meets the conditions and requirements prescribed in this subsection.
- (1) Bachelor's degree. Except as otherwise provided in rules of the State Board for Educator Certification related to certain career and technical education certificates based on skill and experience, the candidate must hold a bachelor's degree or higher from an accredited institution of higher education. An individual who has earned a degree outside the United States must provide an original, detailed report or course-by-course evaluation of all college-level credits prepared by a foreign credential evaluation service recognized by the Texas Education Agency (TEA). The evaluation must verify that the individual holds, at a minimum, the equivalent of a bachelor's degree issued by an accredited institution of higher education in the United States.
- (2) General certification requirements. The candidate must meet the general certification requirements prescribed in §230.11 of this title (relating to General Requirements).
- (3) Fee. The candidate must pay the fee prescribed in §230.101 of this title (relating to Schedule of Fees for Certification Services).
- (4) Fingerprints. The candidate must submit fingerprints in accordance with §232.35(c) of this title (relating to Submission of Required Information) and the Texas Education Code (TEC), §22.0831.

- (c) Conditions. The validity and effectiveness of a probationary certificate is subject to the following conditions.
- (1) Internship. The holder of a probationary certificate must be a participant in good standing of an approved Texas EPP, serving in an acceptable, paid internship supervised by the EPP.
  - (2) Inactive status. A probationary certificate will become inactive 30 calendar days after the holder's separation from the school assignment or the EPP. The unexpired term of a probationary certificate may be reactivated if the holder satisfies the program enrollment and school assignment requirements specified in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
  - (3) Term of a probationary certificate. A probationary certificate shall be valid for a 12-month period from the date of issuance.
  - (4) Limit on preliminary certifications and permits. Without obtaining standard certification, an individual may not serve for more than three 12-month periods while holding any combination of the following:
    - (A) intern certificates, limited to one 12-month period maximum, as described in this subsection;
    - (B) probationary certificates, limited to two 12-month periods maximum, as described in this subsection;
    - (C) emergency permits as specified in Subchapter F of this chapter (relating to Permits); or
    - (D) one-year certificates as specified in Subchapter H of this chapter (relating to Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States) and Chapter 245 of this title (relating to Certification of Educators from Other Countries).
  - (5) Reduction in force exception. If an educator is employed under a probationary certificate and is terminated or resigns in lieu of termination before the end of the school year due to a reduction in force, that probationary term shall not count as one of the two allowed annual probationary terms.
- (d) Testing requirements for issuance of a probationary certificate.
- (1) Prior to September 1, 2017, a candidate must meet the subject matter knowledge requirements for issuance of a probationary certificate to serve an internship in a classroom teacher assignment for each subject area to be taught:
    - (A) At the elementary school level, by passing the appropriate content area certification examination(s), as prescribed in Subchapter C of this chapter (relating to Assessment of Educators), appropriate to the grade level and subject matter assignment(s) as prescribed in Chapter 231 of this title (relating to Requirements for Public School Personnel Assignments).
    - (B) At the middle or high school level:
      - (i) by passing the appropriate content area certification examination(s), as prescribed in Subchapter C of this chapter, appropriate to the grade level and subject matter assignment(s) as prescribed in Chapter 231 of this title; or
      - (ii) by completing coursework that complies with the TEC, §21.050, and comprised of not fewer than 24 semester credit hours, including 12 semester credit hours of upper division coursework in the subject area(s) taught; or
      - (iii) in the case of career and technical education assignments based on skill and experience, by satisfying the requirements for that subject area contained in §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)).

- (C) A candidate who is the teacher of record in a special education assignment must meet the appropriate subject matter knowledge requirements prescribed in subparagraph (A) and/or (B) of this paragraph and pass the appropriate special education certification examination(s), as prescribed in Subchapter C of this chapter, appropriate to the assignment(s) as prescribed in Chapter 231 of this title. If a candidate has not passed the special education supplemental examination prior to the beginning of an internship, an EPP may permit the internship assignment if:
- (i) the EPP has developed a plan to address any deficiencies identified through the candidate's previous attempt(s) on the examination; and
  - (ii) the EPP implements the plan during the initial internship. ~~An~~ ~~an~~ EPP shall not permit an additional internship if all examinations requirements are not met.
- (D) A candidate who is in a bilingual education and/or English as a Second Language (ESL) assignment must meet the appropriate subject matter knowledge requirements prescribed in subparagraph (A) and/or (B) of this paragraph and pass the appropriate bilingual education and/or ESL certification examination(s), as prescribed in Subchapter C of this chapter, appropriate to the assignment(s) as prescribed in Chapter 231 of this title. If a candidate has not passed the bilingual education supplemental examination, ESL supplemental examination, or the Bilingual Target Language Proficiency~~[bilingual target language proficiency]~~ test prior to the beginning of an internship, an EPP may permit the internship if:
- (i) the EPP has developed a plan to address any deficiencies identified through the candidate's previous attempt(s) on the examination(s); and
  - (ii) the EPP implements the plan during the initial internship. An EPP shall not permit an additional internship if all examination requirements are not met.
- (2) Beginning September 1, 2017, a candidate must meet all testing requirements for issuance of a probationary certificate.
- (A) To meet the subject matter knowledge requirements to be issued a probationary certificate for an internship in a classroom teacher assignment, a candidate must pass the appropriate certification examination(s), including the appropriate pedagogy and professional responsibilities examination, as prescribed in Subchapter C of this chapter.
  - (B) To meet the subject matter knowledge requirements to be issued a probationary certificate for an internship in a career and technical education classroom teacher assignment that is based on skill and experience, a candidate must satisfy the requirements for that subject area contained in §233.14 of this title and pass the appropriate certification examination(s), including the appropriate pedagogy and professional responsibilities examination, as prescribed in Subchapter C of this chapter.
- (e) Probationary certificate in a certification class other than classroom teacher. A probationary certificate may be issued for an assignment as a superintendent, principal, reading specialist, master teacher, school librarian, school counselor, and/or educational diagnostician to an individual who meets the applicable requirements prescribed in subsection (b) of this section and who also meets the requirements prescribed in this subsection.
- (1) An applicant for a probationary certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of a probationary certificate in that class.
  - (2) The individual must have also been:
    - (A) accepted and enrolled to participate in a Texas EPP that has been approved to prepare candidates for the certificate sought; and

- (B) assigned in the certificate category ~~area~~ being sought in a Texas school district, open-enrollment charter school, or, pursuant to §228.35 of this title, other school approved by the TEA.
- (3) Effective September 1, 2017, to meet the subject matter requirements for issuance of the probationary certificate in a certification class other than classroom teacher, the individual must pass the appropriate content pedagogy examination(s) for that certificate.
- (4) The holder of a probationary certificate in a certification class other than classroom teacher is subject to all terms and conditions of an intern certificate prescribed in subsection (c) of this section.
- ~~(f) Probationary certificate for intensive pre-service. A probationary certificate may be issued to an applicant who is admitted to an EPP intensive pre-service as prescribed in §228.33 of this title (relating to Intensive Pre-Service) on or after January 1, 2020, who:~~
- ~~(1) meets the applicable requirements prescribed in subsections (a)-(c) [subsection (b)] of this section;~~
- ~~(2) has met requirements of §230.36(f) of this title; and~~
- ~~[(3) has met the requirements as prescribed in subsections (a) (c) of this section; and]~~
- ~~(3) [(4)] has obtained a passing score, in accordance with 19 TAC §151.1001 of this title (relating to Passing Standards), on [successfully completed] the required content pedagogy tests prescribed in §230.21(e) of this title (relating to Educator Assessment).~~

### Subchapter G. Certificate Issuance Procedures

#### §230.101. Schedule of Fees for Certification Services.

- (a) An applicant for a certificate or a school district requesting a permit shall pay the applicable fee from the following list.
- (1) Educational aide certificate:
- (A) prior to September 1, 2017--\$30; and
- (B) after August 31, 2017--\$15.
- (2) Standard certificate--\$75.
- (3) Probationary or intern certificate:
- (A) prior to September 1, 2017--\$50; and
- (B) after August 31, 2017--\$75.
- (4) Addition of certification based on completion of appropriate examination--\$75.
- (5) Review of a credential issued by a jurisdiction other than Texas (nonrefundable):
- (A) prior to September 1, 2016--\$175; and
- (B) after August 31, 2016--\$160.
- (6) One-year certificate based on a credential issued by a jurisdiction other than Texas--\$50.
- (7) Emergency permit (nonrefundable)--\$55.
- (8) National criminal history check (nonrefundable)--The fee, posted on the Texas Education Agency website, shall include a \$10 criminal history review fee in addition to the current cost of fingerprint scanning, processing, and obtaining national criminal history record information from the Texas Department of Public Safety, its contractors, and the Federal Bureau of Investigation. The same fee will be paid by current certified educators who are subject to a national criminal history check pursuant to the Texas Education Code, §§22.082, 22.0831, and 22.0836.

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- (9) Review of the superintendent application for the substitution of managerial experience for the principal certificate requirement (nonrefundable)--\$160.
  - (10) On-time renewal of educational aide certificate:
    - (A) prior to September 1, 2017--\$10; and
    - (B) after August 31, 2017--no charge.
  - (11) Additional fee for late renewal of educational aide certificate:
    - (A) prior to September 1, 2017--\$5; and
    - (B) after August 31, 2017--no charge.
  - (12) Reactivation of an inactive educational aide certificate--\$15.
  - (13) Reinstatement following restitution of child support or student loan repayment for educational aide certificate--\$20.
  - (14) On-time renewal of a standard certificate--\$20.
  - (15) Additional fee for late renewal of a standard certificate--\$10.
  - (16) Reactivation of an inactive standard certificate--\$40; except for an inactivation pursuant to §232.9 of this title (relating to Inactive Status and Late Renewal).
  - (17) Reinstatement following restitution of child support or student loan repayment--\$50.
  - (18) Visiting international teacher certificate--\$75.
  - (19) Request for preliminary criminal history evaluation (nonrefundable)--\$50.
- (b) The fee for correcting a certificate or permit when the error is not made by the Texas Education Agency shall be equal to the fee for the original certificate or permit.
- (c) An individual registering to take certification tests shall pay the applicable fee(s) from the following list of categories:
- (1) Selected Response-Only Assessments = [x] \$116.
  - (2) Single Subject Area Tests (801-809)= [x] \$58.
  - (3) Enhanced Selected-Response/Constructed-Response Assessments for Tests (801-809) = [x] \$70.
  - (4) Enhanced Selected-Response/Constructed-Response Assessments = [x] \$136.
  - (5) Enhanced Selected-Response/Constructed-Response Administrator and Student Services Assessments = [x] \$200.
  - ~~(6) Performance-Based Assessments for teachers--\$311.~~
  - ~~(7) Performance-Based Assessments for teachers, retake per task--\$111.~~
- (d) An individual registering to take a content certification examination prior to admission to an EPP shall pay the applicable fee(s) from the following list of categories:
- (1) Content Certification Examinations except American Sign Language (ASL)--\$106.
  - (2) Essential Academic Skills Sub-Tests Retake (701-703)--\$56.
  - (3) Content Certification Examinations for ASL Sub-Test--\$56.

Figure: 19 TAC §230.21(e)

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	<u>Pedagogical Requirement(s)</u> <u>[Pedagogy and Professional Responsibilities (PPR) Requirements]</u>
<b>Art</b>			
§233.10	Art: Early Childhood-Grade 12	178 Art EC-12 Texas Examinations of Educator Standards (TExES)	160 <u>Pedagogy and Professional Responsibilities (PPR) EC-12 TExES or 2015 edTPA: Visual Arts</u>
<b>Bilingual Education</b>			
§233.6	Bilingual Education Supplemental: Spanish	164 Bilingual Education Supplemental TExES <b>and</b> 190 <u>Bilingual Target Language Proficiency (BTLPT)</u> – Spanish TExES	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: American Sign Language	164 Bilingual Education Supplemental TExES <b>and</b> 184 American Sign Language (ASL) EC-12 TExES <b>and</b> 073 Texas Assessment of Sign Communications- American Sign Language (TASC-ASL)	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Arabic	164 Bilingual Education Supplemental TExES <b>and</b> American Council for the Teaching of Foreign Languages (ACTFL) 614 Oral Proficiency Interview (OPI) – Arabic <b>and</b> 615 Writing Proficiency Test (WPT) – Arabic	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Chinese	164 Bilingual Education Supplemental TExES <b>and</b> ACTFL 618 OPI – Chinese (Mandarin) <b>and</b> 619 WPT – Chinese (Mandarin)	Not Applicable: Not a Stand-alone Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) [ <del>Pedagogy and Professional Responsibilities (PPR) Requirements</del> ]
<b>Bilingual Education</b> (continued)			
§233.6	Bilingual Education Supplemental: Japanese	164 Bilingual Education Supplemental TExES <b>and</b> ACTFL 616 OPI – Japanese <b>and</b> 617 WPT – Japanese	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Vietnamese	164 Bilingual Education Supplemental TExES <b>and</b> ACTFL 620 OPI – Vietnamese <b>and</b> 621 WPT – Vietnamese	Not Applicable: Not a Stand-alone Certificate
<b>Career and Technical Education</b>			
§233.13	Technology Education: Grades 6-12	171 Technology Education 6-12 TExES	160 PPR EC-12 TExES <u>or</u> 2143 edTPA: <u>Technology and Engineering Education</u>
§233.13	Family and Consumer Sciences, Composite: Grades 6-12	American Association of Family and Consumer Sciences (AAFCS) 200 Family and Consumer Sciences – Composite Examination	160 PPR EC-12 TExES <u>or</u> 2117 edTPA: <u>Family and Consumer Sciences</u>
§233.13	Human Development and Family Studies: Grades 8-12	AAFCS 202 Human Development and Family Studies Concentration Examination	160 PPR EC-12 TExES <u>or</u> 2117 edTPA: <u>Family and Consumer Sciences</u>
§233.13	Hospitality, Nutrition, and Food Sciences: Grades 8-12	AAFCS 201 Hospitality, Nutrition, and Food Science Concentration Examination	160 PPR EC-12 TExES <u>or</u> 2117 edTPA: <u>Family and Consumer Sciences</u>
§233.13	Agriculture, Food, and Natural Resources: Grades 6-12	272 Agriculture, Food, and Natural Resources 6-12 TExES	160 PPR EC-12 TExES <u>or</u> 2100 edTPA: <u>Agricultural Education</u>
§233.13	Business and Finance: Grades 6-12	276 Business and Finance 6-12 TExES	160 PPR EC-12 TExES <u>or</u> 2102 edTPA: <u>Business Education</u>
§233.14	Marketing: Grades 6-12	275 Marketing 6-12 TExES	160 PPR EC-12 TExES <u>or</u> 2102 edTPA: <u>Business Education</u>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) <del>[Pedagogy and Professional Responsibilities (PPR) Requirements]</del>
§233.14	Health Science: Grades 6-12	273 Health Science 6-12 TExES	160 PPR EC-12 TExES
§233.14	Trade and Industrial Education: Grades 6-12	Not Applicable	270 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6-12 TExES
<b>Computer Science and Technology Applications</b>			
§233.5	Computer Science: Grades 8-12	<del>[141 Computer Science 8-12 TExES or]</del> 241 Computer Science 8-12 TExES	160 PPR EC-12 TExES or 2143 edTPA: <u>Technology and Engineering Education</u>
§233.5	Technology Applications: Early Childhood-Grade 12	<del>[142 Technology Applications EC-12 TExES or]</del> 242 Technology Applications EC-12 TExES	160 PPR EC-12 TExES or 2108 edTPA: <u>Educational Technology Specialist</u>
<del>[§233.5]</del>	<del>[Technology Applications: Grades 8-12]</del>	<del>[139 Technology Applications 8-12 TExES]</del>	<del>[160 PPR EC 12 TExES]</del>
<b>Core Subjects</b>			
§233.2	Core Subjects: Early Childhood-Grade 6	291 Core Subjects EC-6 TExES	160 PPR EC-12 TExES or 2110 edTPA: <u>Elementary Education: Literacy with Mathematics Task 4</u>
§233.2	Core Subjects: Grades 4-8	211 Core Subjects 4-8 TExES	160 PPR EC-12 TExES or 2016 edTPA: <u>Middle Childhood Mathematics or 2017 edTPA: Middle Childhood Science or 2018 edTPA: Middle Childhood English-Language Arts or 2019 edTPA: Middle Childhood History/Social Studies</u>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) <del>[Pedagogy and Professional Responsibilities (PPR) Requirements]</del>
<b>Counselor</b>			
§239.20	School Counselor: Early Childhood-Grade 12	152 School Counselor EC-12 TExES	Not Applicable: Not an Initial Certificate
<b>Dance</b>			
<del>§233.10</del>	<del>[Dance: Grades 8-12]</del>	<del>[179 Dance 8-12 TExES]</del>	<del>[160 PPR EC-12 TExES]</del>
§233.10	Dance: Grades 6-12	279 Dance 6-12 TExES	160 PPR EC-12 TExES or 2021 edTPA: K-12 Performing Arts
<b>Educational Diagnostician</b>			
§239.84	Educational Diagnostician: Early Childhood-Grade 12	153 Educational Diagnostician EC-12 TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	<u>[Pedagogy and Professional Responsibilities (PPR) Requirements]</u> <u>Pedagogical Requirement(s)</u>
<b>English Language Arts and Reading</b>			
§233.3	English Language Arts and Reading: Grades 4-8	117 English Language Arts and Reading 4-8 TExES	160 PPR EC-12 TExES or 2018 edTPA: <u>Middle Childhood English-Language Arts</u>
§233.3	English Language Arts and Reading: Grades 7-12	231 English Language Arts and Reading 7-12 TExES	160 PPR EC-12 TExES or 2003 edTPA: <u>Secondary English-Language Arts</u>
§233.3	English Language Arts and Reading/Social Studies: Grades 4-8	113 English Language Arts and Reading/ Social Studies 4-8 TExES	160 PPR EC-12 TExES or 2018 edTPA: <u>Middle Childhood English-Language Arts</u> or 2019 edTPA: <u>Middle Childhood History/Social Studies</u>
§239.93	Reading Specialist: Early Childhood-Grade 12	151 Reading Specialist EC-12 TExES	Not Applicable: Not an Initial Certificate
<b>English as a Second Language</b>			
§233.7	English as a Second Language Supplemental	154 English as a Second Language Supplemental TExES	Not Applicable: Not a Stand-alone Certificate
<b>Gifted and Talented</b>			
§233.9	Gifted and Talented Supplemental	162 Gifted and Talented TExES	Not Applicable: Not a Stand-alone Certificate
<b>Health</b>			
§233.11	Health: Early Childhood-Grade 12	157 Health Education EC-12 TExES	160 PPR EC-12 TExES or 2119 edTPA: <u>Health Education</u>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	<u>[Pedagogy and Professional Responsibilities (PPR) Requirements]</u> <u>Pedagogical Requirement(s)</u>
<b>Journalism</b>			
§233.3	Journalism: Grades 7-12	256 Journalism 7-12 TExES	160 PPR EC-12 TExES or 2003 edTPA: <u>Secondary English-Language Arts</u>
<b>Junior Reserve Officer Training</b>			
§233.17	Junior Reserve Officer Training Corps: Grades 6-12	Not Applicable	160 PPR EC-12 TExES
<b>Languages Other Than English</b>			
§233.15	American Sign Language: Early Childhood-Grade 12	184 ASL EC-12 TExES <b>and</b> 073 TASC-ASL	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Arabic: Early Childhood-Grade 12	ACTFL 605 OPI – Arabic <b>and</b> 600 WPT – Arabic	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Chinese: Early Childhood-Grade 12	ACTFL 606 OPI – Chinese (Mandarin) <b>and</b> 601 WPT – Chinese (Mandarin)	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	French: Early Childhood-Grade 12	610 Languages Other Than English (LOTE) French EC-12 TExES	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) [ <del>Pedagogy and Professional Responsibilities (PPR) Requirements</del> ]
<b>Languages Other Than English</b> (continued)			
§233.15	German: Early Childhood-Grade 12	611 LOTE German EC-12 TExES	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Hindi: Early Childhood-Grade 12	ACTFL 622 OPI – Hindi <b>and</b> 623 WPT – Hindi	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Italian: Early Childhood-Grade 12	ACTFL 624 OPI – Italian <b>and</b> 625 WPT – Italian	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Japanese: Early Childhood-Grade 12	ACTFL 607 OPI – Japanese <b>and</b> 602 WPT – Japanese	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Korean: Early Childhood-Grade 12	ACTFL 630 OPI – Korean <b>and</b> 631 WPT – Korean	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Latin: Early Childhood-Grade 12	612 LOTE Latin EC-12 TExES	160 PPR EC-12 TExES or 2104 edTPA: <u>Classical Languages</u>
§233.15	Portuguese: Early Childhood-Grade 12	ACTFL 632 OPI – Portuguese <b>and</b> 633 WPT – Portuguese	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Russian: Early Childhood-Grade 12	ACTFL 608 OPI – Russian <b>and</b> 603 WPT – Russian	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Spanish: Early Childhood-Grade 12	613 LOTE Spanish EC-12 TExES	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Turkish: Early Childhood-Grade 12	ACTFL 626 OPI – Turkish <b>and</b> 627 WPT – Turkish	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
§233.15	Vietnamese: Early Childhood-Grade 12	ACTFL 609 OPI – Vietnamese <b>and</b> 604 WPT – Vietnamese	160 PPR EC-12 TExES or 2020 edTPA: <u>World Language</u>
<b>Librarian</b>			
§239.60	School Librarian: Early Childhood-Grade 12	150 School Librarian Early Childhood-12 TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) [ <del>Pedagogy and Professional Responsibilities (PPR) Requirements</del> ]
<b>Master Teacher</b>			
§239.102	Master Mathematics Teacher: Early Childhood-Grade 4	087 Master Mathematics Teacher EC-4 Texas Examinations for Master Teachers (TEMaT)	Not Applicable: Not an Initial Certificate
§239.102	Master Mathematics Teacher: Grades 4-8	088 Master Mathematics Teacher 4-8 TExMaT	Not Applicable: Not an Initial Certificate
§239.102	Master Mathematics Teacher: Grades 8-12	089 Master Mathematics Teacher 8-12 TExMaT	Not Applicable: Not an Initial Certificate
§239.101	Master Reading Teacher: Early Childhood-Grade 12	085 Master Reading Teacher EC-12 TExMaT	Not Applicable: Not an Initial Certificate
§239.103	Master Technology Teacher: Early Childhood-Grade 12	086 Master Technology Teacher EC-12 TExMaT	Not Applicable: Not an Initial Certificate
§239.104	Master Science Teacher: Early Childhood-Grade 4	090 Master Science Teacher EC-4 TExMaT	Not Applicable: Not an Initial Certificate
§239.104	Master Science Teacher: Grades 4-8	091 Master Science Teacher 4-8 TExMaT	Not Applicable: Not an Initial Certificate
§239.104	Master Science Teacher: Grades 8-12	092 Master Science Teacher 8-12 TExMaT	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) <del>[Pedagogy and Professional Responsibilities (PPR) Requirements]</del>
<b>Mathematics and Science</b>			
§233.4	Mathematics: Grades 4-8	115 Mathematics 4-8 TExES	160 PPR EC-12 TExES <u>or</u> 2016 edTPA: Middle Childhood Mathematics
§233.4	Science: Grades 4-8	116 Science 4-8 TExES	160 PPR EC-12 TExES <u>or</u> 2017 edTPA: Middle Childhood Science
§233.4	Mathematics/Science: Grades 4-8	114 Mathematics/ Science 4-8 TExES	160 PPR EC-12 TExES <u>or</u> 2016 edTPA: Middle Childhood Mathematics <u>or</u> 2017 edTPA: Middle Childhood Science
§233.4	Mathematics: Grades 7-12	235 Mathematics 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2005 edTPA: Secondary Mathematics
§233.4	Science: Grades 7-12	236 Science 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2006 edTPA: Secondary Science
§233.4	Life Science: Grades 7-12	238 Life Science 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2006 edTPA: Secondary Science

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) [ <del>Pedagogy and Professional Responsibilities (PPR) Requirements</del> ]
<b>Mathematics and Science</b> (continued)			
§233.4	Physical Science: Grades 6-12	237 Physical Science 6-12 TExES	160 PPR EC-12 TExES <u>or</u> 2006 edTPA: Secondary Science
§233.4	Physics/Mathematics: Grades 7-12	243 Physics/Mathematics 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2005 edTPA: Secondary Mathematics <u>or</u> 2006 edTPA: Secondary Science
§233.4	Mathematics/Physical Science/Engineering: Grades 6-12	274 Mathematics/Physical Science/Engineering 6-12 TExES	160 PPR EC-12 TExES <u>or</u> 2005 edTPA: Secondary Mathematics <u>or</u> 2006 edTPA: Secondary Science <u>or</u> 2143 edTPA: Technology and Engineering Education
§233.4	Chemistry: Grades 7-12	240 Chemistry 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2006 edTPA: Secondary Science
<b>Music</b>			
§233.10	Music: Early Childhood-Grade 12	177 Music EC-12 TExES	160 PPR EC-12 TExES <u>or</u> 2021 edTPA: K-12 Performing Arts
<b>Physical Education</b>			
§233.12	Physical Education: Early Childhood-Grade 12	158 Physical Education EC-12 TExES	160 PPR EC-12 TExES <u>or</u> 2011 edTPA: Physical Education

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) <del>[Pedagogy and Professional Responsibilities (PPR) Requirements]</del>
<b>Principal and Superintendent</b>			
§241.20	Principal as Instructional Leader: Early Childhood-Grade 12	268 Principal as Instructional Leader TExES <del>[and Performance Assessment for School Leaders (PASL)]</del>	<del>[Not Applicable: Not an Initial Certificate]</del> Educational Testing Service (ETS) 368 Performance Assessment for School Leaders (PASL)
§241.35	Principal as Instructional Leader Endorsement	<del>[Performance Assessment for School Leaders (PASL)]</del> Not Applicable: Not an Initial Certificate (Individuals must already hold a valid certificate to serve in the role of principal to be eligible for this endorsement.)	Educational Testing Service (ETS) 368 Performance Assessment for School Leaders (PASL) <del>[Not Applicable: Not an Initial Certificate; however, individuals must already hold a valid certificate to serve in the role of principal to be eligible for this endorsement.]</del>
§241.60	Principal: Early Childhood-Grade 12	068 Principal TExES	Not Applicable: Not an Initial Certificate.
§242.20	Superintendent: Early Childhood-Grade 12	195 Superintendent TExES	Not Applicable: Not an Initial Certificate
<b>Social Studies</b>			
§233.3	Social Studies: Grades 4-8	118 Social Studies 4-8 TExES	160 PPR EC-12 TExES <u>or</u> 2019 edTPA: Middle Childhood History/Social Studies
§233.3	Social Studies: Grades 7-12	232 Social Studies 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2004 edTPA: Secondary History/Social Studies
§233.3	History: Grades 7-12	233 History 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2004 edTPA: Secondary History/Social Studies

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Pedagogical Requirement(s) <del>[Pedagogy and Professional Responsibilities (PPR) Requirements]</del>
<b>Speech Communications</b>			
§233.3	Speech: Grades 7-12	129 Speech 7-12 TExES	160 PPR EC-12 TExES <u>or</u> 2003 edTPA: Secondary English-Language Arts
<b>Special Education</b>			
§233.8	Special Education: Early Childhood-Grade 12	161 Special Education EC-12 TExES	160 PPR EC-12 TExES <u>or</u> 2012 edTPA: Special Education
§233.8	Special Education Supplemental	163 Special Education Supplemental TExES	Not Applicable: Not a Stand-alone Certificate
§233.8	Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12	181 Deaf and Hard of Hearing EC-12 TExES <b>and</b> 072 TASC or 073 TASC-ASL (required for assignment but not for certification)	160 PPR EC-12 TExES <u>or</u> 2012 edTPA: Special Education
§233.8	Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12	182 Visually Impaired TExES <b>and</b> 183 Braille TExES or 283 Braille TExES	Not Applicable: Not a Stand-alone Certificate
<b>Theatre</b>			
§233.10	Theatre: Early Childhood-Grade 12	180 Theatre EC-12 TExES	160 PPR EC-12 TExES <u>or</u> 2021 edTPA: K-12 Performing Arts

**ATTACHMENT III**  
**Summary of Communication Process and Documents Prior to Official Rule-Making**

<b>Month</b>	<b>Meetings</b>	<b>Documents Released to all Educator Preparation Programs</b>
September 2018	<ul style="list-style-type: none"> <li>• Three in-person meetings with educator preparation programs</li> <li>• 1 in-person meeting with teacher organization</li> </ul>	
October 2018	<ul style="list-style-type: none"> <li>• 7 meetings/calls with educator preparation programs</li> <li>• 2 educator preparation program in-person stakeholder meetings</li> <li>• 2 in-person meetings with professional organizations</li> <li>• 1 in-person presentation at educator preparation conference</li> <li>• 1 online stakeholder engagement survey</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up FAQ of 23 questions including questions about rationale, scoring, technology, resources, and fees</li> </ul>
November 2018	<ul style="list-style-type: none"> <li>• 7 meetings/calls with educator preparation programs</li> <li>• 2 in-person meetings with professional organizations including TASA</li> <li>• 2 meetings with ESC leadership</li> <li>• 1 educator preparation program in-person stakeholder meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up FAQ of 31 questions including questions on research, video, and district/cooperating teacher involvement</li> </ul>
December 2018	<ul style="list-style-type: none"> <li>• 3 meetings/calls with educator preparation programs</li> <li>• 2 in-person meetings with Texas Association of School Personnel Administrators</li> </ul>	
January 2019	<ul style="list-style-type: none"> <li>• 2 in-person meetings with Texas Association of School Personnel Administrators</li> <li>• 1 in-person presentation at TASA Mid-Winter</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up FAQ of 28 questions including questions about available training and curriculum</li> <li>• Follow-up edTPA considerations in response to common claims</li> </ul>

	<b>Completed as of June 25, 2019</b>	<b>Scheduled on or after June 25, 2019</b>
On-site edTPA 101 sessions (three-hour sessions)	31	9
On-site Regional Workshops (whole-day sessions)	11	18

Staff published the following supplemental documents in the SBEC agendas.

<b>December 2018</b>	<b>April 2019</b>
<ul style="list-style-type: none"> <li>• Stakeholder Engagement Meetings</li> <li>• Stakeholder Engagement Meeting Minutes</li> <li>• Key Concerns and Responses</li> <li>• Follow-Up to Stakeholder Questions</li> <li>• Survey Results as of November 14, 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Most frequent edTPA Myths and Realities (attachment V)</li> <li>• edTPA Pilot Summary</li> <li>• edTPA Pilot Application</li> <li>• edTPA Pilot FAQ</li> <li>• edTPA Pilot Testimony Considerations and Responses (attachment VI)</li> <li>• edTPA Considerations and Responses (attachment VII)</li> </ul>

**ATTACHMENT IV  
edTPA Pilot Update**

<b>Participating EPP</b>	<b>Anticipated # of Candidates</b>	<b>Region</b>
ACT-RGV/PSJA ISD	~75	1
Concordia University	~10	13
Excellence in Teaching	~5	1
ESC 4 (Inspire Texas)	~20	4
ESC 10	~35	10
ESC 12	~25	12
ESC 20	~10	20
Houston ISD	~10	4
Our Lady of the Lake University	~10	20
Relay Graduate School of Education	~30	Multiple
Rice University	~10	4
Stephen F. Austin State University	~30	7
Southwestern Adventist University	~10	11
Teacher Builder	~75	1
Teaching Excellence	~20	4
Texas A&M Commerce	~15	10
Texas A&M Corpus Christi	~20	2
Texas Tech University	~285	17
The New Teacher Project (TNTP)	~70	18
Trinity University	~20	20
University of North Texas – Dallas	~90	10
University of Texas – Dallas	~85	10
University of Texas – El Paso	~30	19
University of Texas – San Antonio	~50	20
University of Texas – Tyler	~115	7
Urban Teachers	~75	10
Western Governor’s University	~500	Multiple

<b>Number of Participating EPPs</b>	<b>Estimated Number of Participating Candidates</b>
27	1700-1750

**edTPA Draft Pilot Timeline**

<b>Date</b>	<b>Action</b>
May 3, 2019	Notification of acceptance sent to participating EPPs
May 10, 2019	TEA Webinar: edTPA Orientation
June 7, 2019	TEA Webinar: Cycle of Effective Teaching and Role and Responsibilities
July 15, 2019	TEA Webinar: Task I Deep Dive—Planning for Instruction and Assessment
Before August 1, 2019	<ul style="list-style-type: none"> <li>• Onsite introductory sessions titled edTPA 101 provided by edTPA Program Managers at Pearson. These sessions will be open to faculty, supervisors, and P-12 partners designed to build an understanding of the purpose, development, and structure of the assessment.</li> <li>• Collect candidate demographic data and district partner data.</li> <li>• Regional workshops provided by members of the edTPA National Academy. These sessions are intended for methods and foundations faculty, university supervisors, and mentor teachers who support or supervise candidates and will cover the following: <ul style="list-style-type: none"> <li>○ A close examination of edTPA tasks and rubrics, including what candidates are asked to think about, do, and write for each task as well as how portfolios will be evaluated.</li> <li>○ Sharing of instrumental resources best practices from successful implementation plans.</li> <li>○ Guidelines and best practices for supporting candidates completing their edTPA portfolio.</li> </ul> </li> </ul>
August 9, 2019	TEA Webinar: Task II Deep Dive—Instructing and Engaging Students in Learning
September 1, 2019	TEA staff collect following data from programs: <ul style="list-style-type: none"> <li>• Demographic information</li> <li>• Faculty training documents</li> <li>• Curriculum alignment information</li> <li>• Materials used to determine which candidates are recommended for edTPA (versus PPR)</li> </ul>
September 13, 2019	TEA Webinar: Task III Deep Dive—Assessing Student Learning
October 11, 2019	TEA Webinar: Task IV Deep Dive & Writing Workshops for Candidates
October 24, 2019	First window closes for submission of edTPA portfolio.
November 10, 2019	First window closes for pilot reimbursement.
November 15, 2019	TEA Webinar: TBD based on program needs
January 10, 2020	TEA Webinar: Submission Logistics and Results Analyzer
February 13, 2020	TEA Webinar: TBD based on Program Needs
February 2020	<ul style="list-style-type: none"> <li>• Focus group of teacher candidates who submitted the edTPA portfolio.</li> </ul>

	<ul style="list-style-type: none"> <li>• Survey to collect perception data from EPPs, principals, and districts</li> <li>• Analyze edTPA rubric scores from portfolios submitted October through March</li> </ul>
March 13, 2020	<ul style="list-style-type: none"> <li>• TEA Webinar: TBD based on Program Needs</li> </ul>
April 10, 2020	<ul style="list-style-type: none"> <li>• TEA Webinar: TBD based on Program Needs</li> </ul>
May 8, 2020	<ul style="list-style-type: none"> <li>• TEA Webinar: TBD based on Program Needs</li> </ul>
May-June 2020	<ul style="list-style-type: none"> <li>• Focus group of teacher candidates who submitted the edTPA portfolio.</li> <li>• Survey to collect perception data from EPPs, principals, and districts</li> </ul>
June 30, 2020	Analyze edTPA rubric scores from portfolios submitted April through June
Ongoing	<ul style="list-style-type: none"> <li>• Monthly implementation calls with edTPA Program Managers and/or members of the edTPA National Academy.</li> <li>• Collect data during monthly calls about retention, perception, and additional costs related to edTPA</li> <li>• On-demand virtual supports from edTPA Program Managers and/or members of the edTPA National</li> <li>• Academy to address questions and concerns and determine next steps.</li> <li>• State-wide implementation support webinars for edTPA coordinators with edTPA Program Managers</li> </ul>

**ATTACHMENT V**  
**Response to SBEC Question at April Meeting**

Consideration	Response
<p>How does edTPA ensure test security?</p>	<p><b>Maintaining Integrity of the edTPA Performance-Based Assessment</b> edTPA requires the demonstration of professional integrity. The expectations associated with candidate accountability for security and the process for maintaining the integrity of edTPA are as follows:</p> <p><b>Drafting Process</b></p> <ul style="list-style-type: none"> <li>• Prior to beginning the process of edTPA, candidates review the Professional Responsibilities section located in each subject-specific edTPA handbook. In this section, candidates are made aware of edTPA policies, such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality.</li> </ul> <p>The Professional Responsibilities section states the following, which is reinforced in the <a href="#">edTPA Rules of Assessment Participation</a> (see Rule #2, “Originality of Submission”): <i>Follow the guidelines for candidate support found at <a href="http://www.edTPA.com">www.edTPA.com</a> as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.</i></li> <li>○ <i>I have not previously taught this learning segment to the students/class.</i></li> <li>○ <i>The video clips submitted are unedited (continuous) and show me teaching the students/class profiled in the evidence submitted.</i></li> <li>○ <i>The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.</i></li> <li>○ <i>I am author of the commentaries and other written responses to prompts in this assessment.</i></li> <li>○ <i>Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.</i></li> </ul> <ul style="list-style-type: none"> <li>• Programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performances in relation to those expectations.</li> <li>• Throughout the process of edTPA, programs are permitted to provide appropriate forms of support for candidates (e.g., ask probing questions) as they develop their edTPA artifacts and</li> </ul>

commentaries. For more information regarding the appropriate forms of support, please see the edTPA [Guidelines for Acceptable Candidate Support](#).

- **Note:** As programs review a candidate's edTPA artifacts and commentaries, prior to the submission process, should they find that the tone, language, or videos, for example, do not reflect an authentic representation of the candidate's classroom, students, and/or performance, programs have an ethical obligation to discuss these inconsistencies with the candidate and develop punitive next steps if needed.

### Registration and Submission

- Upon registering for edTPA, candidates will attest to honoring the Professional Responsibilities when developing their edTPA artifacts and commentaries. See [edTPA Candidate Attestations](#) for a list of the Professional Responsibilities. The Compliance statement regarding such Professional Responsibilities includes the following statement: "I understand that if I fail to comply with the rules, requirements, and policies specified or referenced on the ... website, including these Rules of Assessment Participation, or if I take any prohibited actions, my results may be voided..."

### Official Scoring (See [Administrative Review](#))

- During official scoring, portions of a candidate's submitted materials are screened for originality by official scorers and detection software. Portfolios are identified for Administrative Review if screening indicates a match of identical or similar language with other sources. Screening for each subject area includes analysis of matched language across any and all source(s), including previously submitted portfolios.
- Once under Administrative Review, portfolios undergo an analysis by multiple reviewers. At the conclusion of the Administrative Review, if the reviewers are unable to confirm the originality of any part of the submission, all scores related to the portfolio under review will be voided.
- If the final decision is to release the scores, the candidate will be contacted and told when the score report will be available for viewing in his/her account. In some cases, the candidate may receive a letter indicating that materials demonstrate a possible violation of the Rules of Assessment Participation and cautioning the candidate to comply with edTPA assessment rules in the future.
- Prior to voiding scores, candidates are given an opportunity to provide information, other than the portfolio materials submitted for official scoring, that may support the originality of the candidate's submitted materials. After reviewing information provided by the candidate and after considering the final recommendation of the Administrative Review committee, Pearson or the state licensing agency may determine to either exit the portfolio from

	<p>Administrative Review to proceed to official score reporting or to void all scores related to that submission.</p> <ul style="list-style-type: none"><li>• Information provided by a candidate as part of an appeal may be shared with the state licensing agency and/or Educator Preparation Program for additional investigation.</li></ul>
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**ATTACHMENT VI  
edTPA Considerations and Responses**

<b>Consideration</b>	<b>TEA Response</b>
1. Is the test a glorified writing test?	No. edTPA is designed as an assessment of pedagogy and not writing skill; scorers are trained and monitored to ensure that writing quality does not bias a scoring decision. edTPA is an assessment of reflection on practice—it's about the evidence candidates provide. Long, elaborate prose is not required. Candidates can use bullet points to identify evidence and to justify their decisions in reflective commentaries.
2. Are other states dropping out of using edTPA?	<p>No. This is false. 19 states have policy requiring or allowing edTPA as a requirement for program completion or licensure. Individual programs in 22 other states have chosen to use edTPA as a tool for teacher development.</p> <p>In response to actions from the Illinois General Assembly in its examination of issues impacting the state's teacher shortage, the Illinois State Board of Education reviewed and discussed issues that may be impacting the pipeline of available educators, including edTPA, at its April 17, 2019, meeting. The ISBE heard public testimony and reports from its staff on the topic. At the conclusion of the discussion, the ISBE was supportive of retaining both content licensure assessments and edTPA as a requirement for licensure and authorized its staff to advocate for that position in forthcoming legislative hearings.</p> <p>The Illinois General Assembly dismissed in May. The bills related to educator licensure that passed did not impact edTPA or the content licensure assessments.</p>
3. edTPA will lead to a teacher shortage, especially with teachers of color.	<p>Numerous states have faced a decline in teacher production that is occurring regardless of edTPA policy or fees.</p> <p>The differences in performance between candidate groups are much less than we see on traditional multiple-choice assessments for educators.</p> <p>A performance assessment may help remove some of the barriers candidates of color face while providing more support during their preparation.</p>
4. If a candidate is not successful on edTPA, what happens to them for next year?	If candidates receive more than one condition code per task (meaning the item was incomplete or unscorable), they may choose to resubmit for \$111 per task in the subsequent window (as soon as within 14 days) or take the EC-12 PPR. As is the case under the current system, if candidates are unable to meet the assessment requirements for certification, they will need to work with their program and district on alternative placement opportunities.

5. Is edTPA really needed?	<p>Yes. Our current system has significant opportunities for improvement.</p> <ol style="list-style-type: none"> <li>1) Teachers indicate that they are not adequately prepared.</li> <li>2) Principals indicate teachers are not adequately prepared.</li> <li>3) Over 700 teachers completing their internships abandon their students during the school year.</li> <li>4) School districts pay for the gaps in preparation.</li> </ol>
6. Why are we piloting edTPA?	<p>The current system and test create a false positive for teacher candidates and educator preparation programs.</p> <p>For candidates, the multiple-choice test does not mirror the realities of the classroom.</p> <p>For EPPs, performance on the multiple-choice test does not differentiate their ability to successfully prepare teachers or provide them educative data to continuously improve.</p>
7. Why can't Texas create their own performance assessment?	<p>The development time and cost needed to create a new performance assessment is not conducive to responding to immediate needs of students.</p> <p>TEA has continued discussions with Sam Houston State University and Texas State University on a T-TESS aligned performance assessment. Additional details can be found in Appendix 7.</p>
8. Is it going to improve teacher quality?	<p>There are currently positive, early indications from North Carolina and Washington.</p> <p>EPIC (Education Policy Initiative at Carolina) found that overall, these predictive validity results show that edTPA measures significantly predict first-year teacher performance.</p> <p>Goldhaber, Cowan, and Theobald (2016) found that edTPA scores were “highly predictive of employment in the state’s public teaching workforce” and continuous edTPA scores are a “significant predictor of student mathematics achievement in some specifications.”</p>
9. What other alternatives were considered outside of edTPA?	<p>An educator certification assessment must be reliable and valid for certification/licensure purposes. The other performance assessment that meets this bar is the PPAT. The PPAT is not grade or content-specific.</p>
10. edTPA is not aligned to Texas expectations.	<p>edTPA incorporates the TEKS into the various tasks and rubrics.</p> <p>TEA has conducted a thorough review of edTPA and T-TESS and found significant degrees of alignment.</p>

11. Is this so far down the road that turning back is the only option?	No. TEA requests the Board's support in piloting edTPA and recommends completing the edTPA pilot before discussing and developing additional options.
12. This will replace current successful EPP practices.	No. edTPA supports practice-based preparation focused on planning, instruction, assessment, and reflection.  Programs that are not providing practice-based preparation focused on planning, instruction, assessment, and reflection will likely need to alter their preparation.
13. Can the video be gamed?	No. edTPA videos must meet specific criteria and are scored with an objective rubric. Furthermore, video-based assignments and reflections are a longstanding best practice used by EPPs.  It is the responsibility of the educator preparation program to provide guidance to candidates throughout the edTPA process. If the program feels that the video is inauthentic, then they should discourage the candidate from using it.
14. edTPA scorers are unqualified.	No. Scorers must be PK–12 teachers or EPP teacher educators with significant pedagogical content knowledge in the field in which they score, as well as with experience working as instructors or mentors for novice teachers.
15. Pearson is leading this change	No. TEA selected Pearson to provide testing services based on their strength and alignment to the criteria for effective performance assessments.
16. How is the pilot happening if no rule changes have taken place?	TEA is bringing Chapter 230 to the Board in July for adoption that will allow the completion of edTPA as an option for issuance of a standard certification. If the Board approves staff's recommended amendments to Chapter 230, staff will present to SBOE in September. The proposed rule has an effective date of mid-October, which is in time for the second edTPA submission window.
17. What is the purpose of the pilot?	The purpose of the pilot is two-fold: 1. to identify and develop best practices on implementation of edTPA by EPPs and 2. to measure early outcomes for candidates and EPPs who complete edTPA.
18. What data will demonstrate success in the pilot?	To identify and develop best practices on implementation for edTPA by EPPs, TEA will summarize information about implementation at the EPP level. We will work with the collection of pilot EPPs to collaboratively identify best practices. In this way, successful practices for implementation in Texas will be identified by the field.  To measure early outcomes for candidates and EPPs who complete the edTPA process, TEA will use robust methods to compare candidates completing the edTPA with highly similar candidates

	<p>completing the current PPR. These candidates will be compared on several dimensions, including employment, retention, appraisal, and efficacy in the classroom (to the extent such data are available). Staff will present the results of these comparisons to the SBEC. Ultimately, it will be up to the Board to determine future action informed by the results of the pilot.</p>
<p>19. How do the intern/probationary rules align to edTPA implementation?</p>	<p>TEA staff have discussed this potential issue with stakeholders since early in the fall and agree that this issue may be something to address pending experience with the pilot. In each of our previous stakeholder meetings, representatives from alternative certification programs have been decidedly split on this issue. Because the pilot maintains a safeguard for candidates to take and pass the current Pedagogy and Professional Responsibilities exam to earn their probationary or standard certification if they do not complete edTPA, there is no need to make this change until and if edTPA is adopted as the only assessment. This safeguard is in place in the current rule, and a change at this time would be premature. Additionally, the experience with the pilot will provide actual data as to whether there is an issue of significant numbers of candidates being unable to successfully pass edTPA during their intern year.</p>
<p>20. What was meant by constructed response and T-TESS statements?</p>	<p>Options provided by testifiers that are not currently developed included adding in constructed response (short answer) questions to the Pedagogy and Professional Responsibilities (PPR) examination as well as creating a performance assessment that is aligned to T-TESS.</p>
<p>21. This is too much change all at once.</p>	<p>The proposed changes for the Pre-Admission Content Test (PACT), edTPA, and intensive pre-service are all options for programs to consider. PACT is currently and will continue to be an admissions option for programs to utilize. Intensive pre-service is an option that programs can apply to offer. edTPA is being proposed as an opt-in pilot.</p> <p>Updates and changes to the current content/content pedagogy have continued to be made to ensure that the teacher examination is aligned to changing student expectations.</p>

**ATTACHMENT VII**  
**Update on Exploring edTPA Alternatives**

<b>Date</b>	<b>Action</b>
May 23, 2019	TEA staff invited members from Sam Houston State and Texas State Universities to meet about an edTPA alternative
June 13, 2019	TEA staff sent members from Sam Houston State and Texas State Universities draft performance assessment design standards for purposes of licensure (draft below)
June 17, 2019	<p>TEA staff met with members from Sam Houston State and Texas State Universities about an edTPA alternative</p> <p>Both groups reviewed the design standards and agreed that steps need to be taken for T-TESS to be recast as an assessment that can be used for licensure state-wide.</p>
Next Steps	<p>Sam Houston and Texas State University agreed to reach out to TEA if design requirements clarification was needed.</p> <p>Sam Houston and Texas State University agreed to communicate with TEA about steps moving forward as they work to develop a T-TESS alternative.</p> <p>TEA agreed to communicate edTPA pilot updates with Sam Houston and Texas State University.</p>

**Texas Performance Assessment Design Standards (Draft, June 13, 2019)****Assessment Design Standard 1: Assessment Design for Validity and Fairness**

A teaching performance assessment seeking approval for use in Texas in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess the Texas educator standards. must be grade band and subject-specific. Performance assessments must be available for all initial certifications currently offered in Texas. The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate's status with respect to the Texas educator standards and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment's validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.

*\*Note: the "model sponsor" refers to the entity that represents the assessment and is responsible to programs using that model and to the TEA. Model sponsors may be an individual institution, a group of institutions and/or partners, a private entity, and/or combinations of these.*

**Required Elements for Performance Assessment Design Standard 1: Assessment Designed for Validity and Fairness**

1(a) The performance assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the Texas educator standards. Each task is substantively related to two or more major domains of the Texas educator standards. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring rubrics that are clearly related to the Texas educator standards that the task measures. Each task and its associated rubrics measure two or more Texas educator standards. Collectively, the tasks and rubrics in the assessment address key aspects of the five major domains of the Texas educator standards. The sponsor of the performance assessment documents the relationships between Texas educator standards, tasks, and rubrics.

1(b) The performance assessment must include a focus on content-specific pedagogy within the design of the performance assessment tasks and scoring scales to assess the candidate's ability to effectively teach the content area(s) authorized by the certification sought.

1(c) Consistent with the language of the Texas educator standards, the performance assessment defines scoring rubrics so candidates seeking certification can earn acceptable scores on the performance assessment with the use of different content-specific pedagogical practices that support implementation of the PK-12 content standards and curriculum frameworks. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account.

1(d) The model sponsor must include within the design of the performance assessment candidate tasks a focus on addressing the teaching of English learners, all underserved education groups or groups that need to be served differently, and students with special needs in the general education classroom to adequately assess the candidate's ability to effectively teach all students.

1(e) For elementary candidates, the model sponsor must include assessments of the core content areas of at least Literacy and Mathematics. Programs use local program performance assessments for History/Social Science and Science if not already included as part of the performance assessment.

1(f) The model sponsor must include a focus on classroom teaching performance within the performance assessment, including a video of the candidate's classroom teaching performance with candidate commentary describing the lesson plan and rationale for teaching decisions shown and evidence of the effect of that teaching on student learning.

1 (g) The model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the performance assessment, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The performance assessment must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes, and scoring processes.

1(h) The model sponsor develops scoring rubrics and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns, and accents or any other bias that are not likely to affect job effectiveness and/or student learning.

1(i) The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and PK-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the pedagogical competence of candidates for Standard certification in Texas and as information useful for determining program quality and effectiveness.

1(j) The model sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair, and appropriate for candidates from diverse backgrounds.

1(k) The model sponsor completes initial and periodic basic psychometric analyses to identify pedagogical assessment tasks and/or scoring rubrics that show differential effects in relation to candidates' race, ethnicity, language, gender, or disability. When group pass-rate differences are found, the model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.

1(l) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities or learning needs.

1(m) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of teachers, supervisors of teachers, support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the TEA.

1(n) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new pedagogical and content pedagogical assessment tasks and multi-level scoring rubrics to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring rubrics to ensure that they yield important evidence that represents candidate knowledge and skill related to the Texas educator standards, and serve as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of Texas' PK-12 public schools. The model sponsor documents the basis and results of each analysis and modifies the tasks and rubrics as needed.

1(o) The model sponsor must make all performance assessment materials available to the TEA upon request for review and approval, including materials that are proprietary to the model

sponsor. The TEA will maintain the confidentiality of all materials designated as proprietary by the model sponsor.

### **Performance Assessment Design Standard 2: Assessment Designed for Reliability and Fairness**

The sponsor of the performance assessment requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the Texas educator standards, enough collective evidence of each candidate's pedagogical and content pedagogical performance to serve as a valid basis to judge the candidate's general pedagogical competence for a Standard certification. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The performance assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model sponsor periodically evaluates the assessment system to ensure equitable treatment of candidates. The assessment system and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

#### **Required Elements for Performance Assessment Design Standard 2: Assessment Designed for Reliability and Fairness**

2(a) In relation to the key aspects of the major domains of the Texas educator standards, the pedagogical assessment tasks, rubrics, and the associated directions to candidates are designed to yield enough valid evidence for an overall judgment of each candidate's pedagogical and content pedagogical qualifications for a Standard certification as one part of the requirements for the certification.

2(b) Pedagogical and content pedagogical assessment tasks and scoring rubrics are extensively field tested in practice before being used operationally for certification. The model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.

2(c) The performance assessment includes a comprehensive process to select and train assessors who score candidate responses to the pedagogical assessment tasks. An assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the Texas educator standards, the pedagogical and content-pedagogical assessment tasks and the multi-level scoring rubrics. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring rubrics associated with the task. The model sponsor establishes selection criteria for assessors of candidate responses to the performance assessment. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas assessed within the performance assessment. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required performance assessment model assessor training sequence. When new pedagogical tasks and scoring rubrics are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed.

2(d) The model sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers and which lead to substantive improvements in the training as needed.

2(e) The model sponsor provides a consistent scoring process for all programs using that model. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment. The model sponsor demonstrates that the

assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment. The model sponsor must provide an annual audit process that documents that scoring outcomes are consistent and reliable within the model for candidates across the range of programs, and informs the TEA where inconsistencies in outcomes are identified. If inconsistencies are identified, the sponsor must provide a plan to the TEA for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the performance assessment.

2(f) The model sponsor provides the option for candidates seeking elementary certification and LOTE certifications to submit all required components of the portfolio in Spanish or LOTE certification language without translation.

2(g) The model sponsor's performance assessment design includes a clear and easy to implement appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.

2(h) The model sponsor conducting scoring for the program provides results on the performance assessment to the individual candidate based on performance relative to the performance assessment's specific scoring rubrics within a maximum of three weeks following candidate submission of completed performance assessment portfolio. The model sponsor provides results to programs based on both individual and aggregated data relating to candidate performance relative to the rubrics.

2(i) The model sponsor provides program level aggregate results to the TEA, in a manner, format and time frame specified by the TEA, as one means of assessing program quality. It is expected that these results will be used within the TEA's ongoing accreditation and accountability systems.

### **Performance Assessment Design Standard 3: Performance Assessment Sponsor Support Responsibilities**

The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach. The model sponsor has ongoing responsibilities to interact with the TEA, to provide candidate and program outcomes data as requested and specified by the TEA, and to maintain the currency of the model over time.

### **Required Elements for Assessment Design Standard 3: Performance Assessment Sponsor Support Responsibilities**

3(a) The model sponsor commits to providing on-site and regional training to programs utilizing the performance assessment at no cost to the participating programs.

3(b) The model sponsor provides technical assistance to programs utilizing the performance assessment to support fidelity of implementation of the model as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the model sponsor to programs using the model.

3(c) A model sponsor conducting scoring for programs is responsible for providing performance assessment outcomes data at the candidate and program level to the program within three weeks and to the TEA, as specified by the TEA.

3(d) The model sponsor is responsible for submitting at minimum an annual report to the TEA describing, among other data points, the programs using the performance assessment, the number of candidate submissions scored, the date(s) when responses were received for scoring, the date(s) when the results of the scoring were provided to the preparation programs, the number of candidate appeals, first and second time passing rates, candidate completion passing rates, and other operational details as specified by the TEA.

3(e) The model sponsor is responsible for maintaining the currency of the performance assessment, including making appropriate changes to the assessment tasks and/or to the scoring rubrics and associated program, candidate, and scoring materials, as directed by the TEA when necessitated by changes in the TEKS/ELPS and/or in the teacher educator standards.

3(f) The model sponsor must define the retake policies for candidates who fail one or more parts of the performance assessment which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring by a second assessor and what the resubmitted response must include.