

Item 6:

COVER PAGE

Type of Agenda Rule Item:

- Discussion Only:** TEA staff will present rule items with an update, potential future rule changes, and/or seek SBEC direction on potential rule changes. TEA staff will draft rule changes from the board's discussion on the item and start preparing rule text for proposal to the board.
- Proposal:** First SBEC reading (vote). SBEC members will give input on proposed rule text and will approve rule changes that will go out for public comment as a proposed rule with the *Texas Register*. Important to make substantive changes now because only non-substantive changes can be made at adoption.
- ✓ **Adoption:** Second and final SBEC reading (vote). Only non-substantive changes are permissible at adoption phase. If approved will go to SBOE for review and filed as an SBEC rule with *Texas Register* if SBOE takes no action.

Summary:

This item is the adoption of the review of 19 TAC Chapter 239, which covers all the student services certificates (school counselor, school librarian, educational diagnostician, reading specialist, and master teacher). The review of this chapter was accelerated by the SBEC to initiate the convening of stakeholders to review and propose possible rule changes to each of these certificates. The Board approved the proposed review at the April 2016 SBEC meeting. TEA staff has already solicited nominations for an advisory committee to review the standards for each certificate and will be bringing back the list of nominated committee members at the June 2016 SBEC meeting for Board approval.

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To adopt the review as presented.

Relevant SBEC Core Principles:

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe educators must be held to high standards of ethical conduct.*
- *We believe we must continually improve our policies and processes in response to changing needs.*

Item 6:

Consider and Take Appropriate Action on Adoption of Review of 19 TAC Chapter 239, Student Services Certificates

DISCUSSION AND ACTION

SUMMARY: Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. The SBEC last adopted the review of 19 TAC Chapter 239, Student Services Certificates, in 2013; however, the SBEC directed the Texas Education Agency (TEA) to accelerate the review of 19 TAC Chapter 239. Therefore, this item presents for SBEC approval the adoption of the review of Chapter 239. The rules being reviewed provide requirements relating to the school counselor certificate, school librarian certificate, educational diagnostician certificate, reading specialist certificate, and master teacher certificate.

STATUTORY AUTHORITY: Statutory authority for the rule review is Texas Government Code, §2001.039. The statutory authority for 19 TAC Chapter 239 is the Texas Education Code (TEC), §§21.031(a), 21.040(4), 21.041(b)(1)-(5), 21.044, 21.048(a), 21.054, and 22.0831(f), for Subchapter A; the TEC, §§21.040(4), 21.041(b)(2)-(4), 21.044, 21.048(a), and 21.054, for Subchapter B; the TEC, §21.031(a) and §21.041(a) and (b)(1)-(4), for Subchapter C; the TEC, §21.031(a) and §21.041(b)(1)-(4), for Subchapter D; and the TEC, §§21.031(a), 21.041(b)(1)-(4) and (9), 21.048(a), and 21.0481-21.0484, for Subchapter E.

Texas Government Code, §2001.039, requires all state agencies to review their rules at least once every four years.

TEC, §21.031(a), charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct for public school educators.

TEC, §21.040(4), states that the SBEC shall, for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board.

TEC, §21.041(a), authorizes the SBEC to adopt rules as necessary to implement its procedures. TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B. TEC, §21.041(b)(2)-(4), require the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate. TEC, §21.041(b)(5) and (9), require the SBEC to propose rules that 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 the TEC, §21.052, and continuing education requirements.

TEC, §21.044, 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, §21.048(a), requires the SBEC to propose rules prescribing comprehensive examinations for each class of certificate issued by the SBEC and requires the commissioner of education to determine the satisfactory level of performance required for each certification examination and each core subject covered by the generalist certification examination.

TEC, §21.0481, requires the SBEC to establish a master reading teacher certificate.

TEC, §21.0482, requires the SBEC to establish a master mathematics teacher certificate to teach at the elementary school grade levels, middle school grade levels, and high school grade levels.

TEC, §21.0483, requires the SBEC to establish a master technology teacher certificate.

TEC, §21.0484, requires the SBEC to establish a master science teacher certificate.

TEC, §21.054, requires classroom teachers, principals, and school counselors to earn continuing professional education units in specific areas and directs the SBEC to propose rules relating to continuing education courses and programs for educators.

TEC, §22.0831(f), authorizes the SBEC to propose rules to implement the national criminal history record information review of certified educators.

PREVIOUS BOARD ACTION: The SBEC last adopted the review of 19 TAC Chapter 239 in August 2013, finding that the reasons for initially adopting the rules continue to exist.

At the April 2016 meeting, the SBEC voted to publish the proposed rule review of 19 TAC Chapter 239, Student Services Certificates, in the *Texas Register*.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 239 are organized as follows: Subchapter A, School Counselor Certificate; Subchapter B, School Librarian Certificate; Subchapter C, Educational Diagnostician Certificate; Subchapter D, Reading Specialist Certificate; and Subchapter E, Master Teacher Certificate. These subchapters establish requirements for minimum admission, preparation, standards, certificate issuance, renewal, and transition and implementation dates for the school counselor, school librarian, educational diagnostician, and reading specialist certificates. In addition, the rules establish certification requirements for the master teacher certificate in the subject areas of reading, mathematics, technology, and science.

The rules currently in effect in 19 TAC Chapter 239 are shown in Attachment II.

It is anticipated that Texas Education Agency (TEA) staff will present proposed changes to 19 TAC Chapter 239 for discussion and action at a future meeting to clarify the rules and incorporate current SBEC policy and procedures. The TEA staff will be conducting SBEC Student Services Advisory Committee meetings in the upcoming months prior to presenting proposed rule changes to the SBEC.

RULE REVIEW: The notice of proposed review of 19 TAC Chapter 239, Student Services Certificates, was filed with the *Texas Register* following the April 2016 SBEC meeting. If

authorized by the SBEC, the notice of adopted review will be filed with the *Texas Register* following the June 2016 SBEC meeting. The notice of adopted review will state that the SBEC finds that the reasons for adopting 19 TAC Chapter 239 continue to exist. Any public comments received during the review of 19 TAC Chapter 239 will also be addressed.

The filing of the notice of adopted review stating that the reasons for adoption continue to exist would not preclude any amendments that may be proposed at the same time or at different times through a separate rulemaking process.

PUBLIC COMMENTS: The public comment period on the proposed rule review began May 6, 2016, and ended June 6, 2016. At the time this item was prepared, no comments had been received. Any public comments received will be provided to the SBEC under separate cover prior to the June 2016 meeting. The SBEC will take registered oral and written comments on this item at the June 10, 2016 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Adopt the review of 19 TAC Chapter 239, Student Services Certificates.

Staff Members Responsible: Marilyn Cook, Director
Educator Certification and Testing

Tim Miller, Director
Educator Preparation

Attachments: I. Statutory Citations
II. Text of 19 TAC Chapter 239, Student Services Certificates

ATTACHMENT I**Statutory Citations Relating to Review of 19 TAC Chapter 239,
Student Services Certificates****Rule Review****Texas Government Code, §2001.039, Agency Review of Existing Rules:**

- (a) A state agency shall review and consider for readoption each of its rules in accordance with this section.
- (b) A state agency shall review a rule not later than the fourth anniversary of the date on which the rule takes effect and every four years after that date. The adoption of an amendment to an existing rule does not affect the dates on which the rule must be reviewed except that the effective date of an amendment is considered to be the effective date of the rule if the agency formally conducts a review of the rule in accordance with this section as part of the process of adopting the amendment.
- (c) The state agency shall readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule under this section.
- (d) The procedures of this subchapter relating to the original adoption of a rule apply to the review of a rule and to the resulting repeal, readoption, or readoption with amendments of the rule, except as provided by this subsection. Publishing the Texas Administrative Code citation to a rule under review satisfies the requirements of this subchapter relating to publishing the text of the rule unless the agency readopts the rule with amendments as a result of the review.
- (e) A state agency's review of a rule must include an assessment of whether the reasons for initially adopting the rule continue to exist.

19 TAC Chapter 239, Student Services Certificates**Texas Education Code, §21.031, Purpose (excerpt):**

- (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.

Texas Education Code, §21.040, General Powers and Duties of Board (excerpt):

The board shall:

- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;

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

- (a) The board may adopt rules as necessary for its own procedures.
- (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

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.
- (b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction in detection and education of students with dyslexia.
- (c) The instruction under Subsection (b) must:
 - (1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:
 - (A) employed by institutions of higher education; and
 - (B) approved by the board; and
 - (2) include information on:
 - (A) characteristics of dyslexia;
 - (B) identification of dyslexia; and
 - (C) effective, multisensory strategies for teaching students with dyslexia.
- (c-1) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction regarding mental health, substance abuse, and youth suicide. The instruction required must:
 - (1) be provided through a program selected from the list of recommended best practice-based programs established under Section 161.325, Health and Safety Code; and
 - (2) include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports.
- (c-2) Repealed by Acts 2015, 84th Leg., R.S., Ch. 1157 , Sec. 2, eff. September 1, 2015.
- (d) In proposing rules under this section, the board shall specify that to obtain a certificate to teach an "applied STEM course," as that term is defined by Section 28.027, at a secondary school, a person must:

- (1) pass the certification test administered by the recognized national or international business and industry group that created the curriculum the applied STEM course is based on; and
 - (2) have at a minimum:
 - (A) an associate degree from an accredited institution of higher education; and
 - (B) three years of work experience in an occupation for which the applied STEM course is intended to prepare the student.
- (e) 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.
- (f) The board 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).
- (g) Each educator preparation program must provide information regarding:
- (1) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - (2) the effect of supply and demand forces on the educator workforce in this state;
 - (3) the performance over time of the educator preparation program;
 - (4) the importance of building strong classroom management skills; and
 - (5) the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H.

Texas Education Code, §21.048, Certification Examinations (excerpt):

- (a) The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board. The commissioner shall determine the satisfactory level of performance required for each certification examination. For the issuance of a generalist certificate, the commissioner shall require a satisfactory level of examination performance in each core subject covered by the examination.

Texas Education Code, §21.0481, Master Reading Teacher Certification:

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to improve student reading performance, the board shall establish a master reading teacher certificate.
- (b) The board shall issue a master reading teacher certificate to each eligible person.

- (c) To be eligible for a master reading teacher certificate, a person must:
- (1) hold a reading specialist certificate issued under this subchapter and satisfactorily complete a course of instruction as prescribed under Subdivision (2)(B); or
 - (2) hold a teaching certificate issued under this subchapter and:
 - (A) have at least three years of teaching experience;
 - (B) satisfactorily complete a knowledge-based and skills-based course of instruction on the science of teaching children to read that includes training in:
 - (i) effective reading instruction techniques, including effective techniques for students whose primary language is a language other than English;
 - (ii) identification of dyslexia and related reading disorders and effective reading instruction techniques for students with those disorders; and
 - (iii) effective professional peer mentoring techniques;
 - (C) perform satisfactorily on the master reading teacher certification examination prescribed by the board; and
 - (D) satisfy any other requirements prescribed by the board.

Texas Education Code, §21.0482, Master Mathematics Teacher Certification:

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to improve student mathematics performance, the board shall establish:
- (1) a master mathematics teacher certificate to teach mathematics at elementary school grade levels;
 - (2) a master mathematics teacher certificate to teach mathematics at middle school grade levels; and
 - (3) a master mathematics teacher certificate to teach mathematics at high school grade levels.
- (b) The board shall issue the appropriate master mathematics teacher certificate to each eligible person.
- (c) To be eligible for a master mathematics teacher certificate, a person must:
- (1) hold a teaching certificate issued under this subchapter;
 - (2) have at least three years of teaching experience;
 - (3) satisfactorily complete a knowledge-based course of instruction on the science of teaching children mathematics that includes training in mathematics instruction and professional peer mentoring techniques that, through scientific testing, have been proven effective;
 - (4) perform satisfactorily on the appropriate master mathematics teacher certification examination prescribed by the board; and

- (5) satisfy any other requirements prescribed by the board.
- (d) The course of instruction prescribed under Subsection (c)(3) shall be developed by the board in consultation with mathematics and science faculty members at institutions of higher education.

Texas Education Code, §21.0483, Master Technology Teacher Certification:

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to increase the use of technology in each classroom, the board shall establish a master technology teacher certificate.
- (b) The board shall issue a master technology teacher certificate to each eligible person.
- (c) To be eligible for a master technology teacher certificate, a person must:
 - (1) hold a technology applications or Technology Education certificate issued under this subchapter, satisfactorily complete the course of instruction prescribed under Subdivision (2)(B), and satisfactorily perform on the examination prescribed under Subdivision (2)(C); or
 - (2) hold a teaching certificate issued under this subchapter and:
 - (A) have at least three years of teaching experience;
 - (B) satisfactorily complete a knowledge-based and skills-based course of instruction on interdisciplinary technology applications and the science of teaching technology that includes training in:
 - (i) effective technology instruction techniques, including applications designed to meet the educational needs of students with disabilities;
 - (ii) classroom teaching methodology that engages student learning through the integration of technology;
 - (iii) digital learning competencies, including Internet research, graphics, animation, website mastering, and video technologies;
 - (iv) curriculum models designed to prepare teachers to facilitate an active student learning environment; and
 - (v) effective professional peer mentoring techniques;
 - (C) satisfactorily perform on an examination administered at the conclusion of the course of instruction prescribed under Paragraph (B); and
 - (D) satisfy any other requirements prescribed by the board.
- (d) The board may provide technology applications training courses under Subsection (c)(2)(B) in cooperation with:
 - (1) regional education service centers; and
 - (2) other public or private entities, including any state council on technology.

Texas Education Code, §21.0484, Master Science Teacher Certification:

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to improve student science performance, the board shall establish:

- (1) a master science teacher certificate to teach science at elementary school grade levels;
 - (2) a master science teacher certificate to teach science at middle school grade levels; and
 - (3) a master science teacher certificate to teach science at high school grade levels.
- (b) The board shall issue the appropriate master science teacher certificate to each eligible person.
- (c) To be eligible for a master science teacher certificate, a person must:
- (1) hold a teaching certificate issued under this subchapter;
 - (2) have at least three years of teaching experience;
 - (3) satisfactorily complete a knowledge-based course of instruction on the science of teaching children science that includes training in science instruction and professional peer mentoring techniques that, through scientific testing, have been proven effective;
 - (4) perform satisfactorily on the appropriate master science teacher certification examination prescribed by the board; and
 - (5) satisfy any other requirements prescribed by the board.
- (d) The course of instruction prescribed under Subsection (c)(3) shall be developed by the board in consultation with science faculty members at institutions of higher education.

Texas Education Code, §21.054, Continuing Education:

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.
- (b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia.
- (c) The training required under Subsection (b) may be offered in an online course.
- (d) Continuing education requirements for a classroom teacher must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) collecting and analyzing information that will improve effectiveness in the classroom;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) integrating technology into classroom instruction; and
 - (4) educating diverse student populations, including:
 - (A) students with disabilities, including mental health disorders;
 - (B) students who are educationally disadvantaged;
 - (C) students of limited English proficiency; and
 - (D) students at risk of dropping out of school.

- (e) Continuing education requirements for a principal must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) effective and efficient management, including:
 - (A) collecting and analyzing information;
 - (B) making decisions and managing time; and
 - (C) supervising student discipline and managing behavior;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) integrating technology into campus curriculum and instruction; and
 - (4) educating diverse student populations, including:
 - (A) students with disabilities, including mental health disorders;
 - (B) students who are educationally disadvantaged;
 - (C) students of limited English proficiency; and
 - (D) students at risk of dropping out of school.
- (f) Continuing education requirements for a counselor must provide that not more than 25 percent of training required every five years include instruction regarding:
 - (1) assisting students in developing high school graduation plans;
 - (2) implementing dropout prevention strategies; and
 - (3) informing students concerning:
 - (A) college admissions, including college financial aid resources and application procedures; and
 - (B) career opportunities.
- (g) The board shall adopt rules that allow an educator to fulfill up to 12 hours of continuing education by participating in a mental health first aid training program offered by a local mental health authority under Section 1001.203, Health and Safety Code. The number of hours of continuing education an educator may fulfill under this subsection may not exceed the number of hours the educator actually spends participating in a mental health first aid training program.

Texas Education Code, §22.0831, National Criminal History Record Information Review of Certificated Educators (excerpt):

- (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.

ATTACHMENT II
Text of 19 TAC

Chapter 239. Student Services Certificates

Subchapter A. School Counselor Certificate

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §§21.031(a), 21.040(4), 21.041(b)(1)-(5), 21.044, 21.048(a), 21.054, and 22.0831(f), unless otherwise noted.

§239.1. General Provisions.

- (a) Because the school counselor plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the School Counselor Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as a school counselor is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (c) The holder of the School Counselor Certificate issued under the provisions of this subchapter may provide counseling services to all students in Prekindergarten-Grade 12.

Source: The provisions of this §239.1 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective July 13, 2004, 29 TexReg 6644; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.5. Minimum Requirements for Admission to a School Counselor Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the School Counselor Certificate, an individual must:
 - (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
 - (2) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
- (b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.

Source: The provisions of this §239.5 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.10. Preparation Program Requirements.

- (a) Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.15 of this title (relating to Standards Required for the School Counselor Certificate) to include experiences with diverse types of students, grade levels, and campuses.
- (b) An educator preparation program must develop and implement specific criteria and procedures that allow a candidate to substitute related professional counselor training and/or experience directly related to the standards identified in §239.15 of this title for part of the preparation coursework or other program requirements.

Source: The provisions of this §239.10 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.15. Standards Required for the School Counselor Certificate.

- (a) School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).
- (b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:
- (1) the history of counseling;
 - (2) counseling and consultation theories and practices;
 - (3) career development theories and practices;
 - (4) assessment principles and procedures, including the appropriate use of tests and test results;
 - (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
 - (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
 - (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
 - (8) legal and ethical standards, practices, and issues;
 - (9) the characteristics and educational needs of special populations;
 - (10) theories and techniques in pedagogy and classroom management;
 - (11) the integration of the guidance and academic curricula;
 - (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
 - (13) counseling-related research techniques and practices.
- (c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
 - (2) provide a proactive, developmental guidance program based on the needs of students;
 - (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
 - (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
 - (5) coordinate resources for students within the school and community;
 - (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
 - (7) participate in the selection, use, and interpretation of assessments and assessment results;
 - (8) use varied sources of information about students for assessment purposes;
 - (9) use counseling-related research techniques and practices to address student needs; and

- (10) advocate for a developmental guidance and counseling program that is responsive to all students.
- (d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
 - (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
 - (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
 - (4) implement effective referral procedures to facilitate the use of special programs and services; and
 - (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.
- (e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:
- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
 - (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
 - (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
- (f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
- (1) demonstrate effective communication through oral, written, and nonverbal expression;
 - (2) use knowledge of group dynamics and productive group interaction;
 - (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
 - (4) facilitate learners' access to community resources;
 - (5) develop and implement strategies for effective internal and external communications;
 - (6) facilitate parent/guardian involvement in their children's education;
 - (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
 - (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.
- (g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
 - (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;

- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program; and
- (5) continue professional development to improve the school guidance and counseling program.

Source: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.20. Requirements for the Issuance of the Standard School Counselor Certificate.

To be eligible to receive the standard School Counselor Certificate, a candidate must:

- (1) successfully complete a school counselor preparation program that meets the requirements of §239.10 of this title (relating to Preparation Program Requirements) and §239.15 of this title (relating to Standards Required for the School Counselor Certificate);
- (2) successfully complete the examination based on the standards identified in §239.15 of this title;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

Source: The provisions of this §239.20 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.25. Requirements to Renew the Standard School Counselor Certificate.

- (a) An individual issued a standard counselor certificate under this title from September 1, 1999, to August 31, 2000, is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements), except that only 150 clock-hours of continuing professional education must be completed during the first five-year renewal period. During subsequent renewal periods, the holder of such an active standard counselor certificate must satisfy the most current requirements for renewal.
- (b) An individual issued the standard School Counselor Certificate on or after September 1, 2000, is subject to Chapter 232, Subchapter B, of this title.
- (c) An individual who holds a valid Texas counselor certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

Source: The provisions of this §239.25 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.30. Transition and Implementation Dates.

- (a) Section 239.20 of this title (relating to Requirements for the Issuance of the Standard School Counselor Certificate) shall be implemented September 1, 2002, and shall supersede all conflicting provisions in this title on September 1, 2003. All other sections of this subchapter shall take effect pursuant to the Texas Government Code, §2001.036.
- (b) Not later than September 1, 2003, the following provisions shall no longer apply to the School Counselor Certificate:
 - (1) Section 245.5(a)(2) of this title (relating to Requirements for Issuance of a Texas Certificate Based on Certification from Another Country), as it existed on May 5, 2000; and

- (2) the "teaching practicum" requirement in §245.10(a)(2)(B) of this title (relating to Application Procedures), as it existed on May 5, 2000.

Source: The provisions of this §239.30 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective June 9, 2002, 27 TexReg 4701; amended to be effective December 23, 2009, 34 TexReg 9201.

Subchapter B. School Librarian Certificate

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §§21.040(4), 21.041(b)(2)-(4), 21.044, 21.048(a), and 21.054, unless otherwise noted.

§239.40. General Provisions.

- (a) Because the school librarian plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the School Librarian Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as a school librarian is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (c) The holder of the School Librarian Certificate issued under the provisions of this subchapter may serve as a librarian in Prekindergarten-Grade 12.

Source: The provisions of this §239.40 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.45. Minimum Requirements for Admission to a School Librarian Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the School Librarian Certificate, an individual must:
- (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (2) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
- (b) An educator preparation program may adopt requirements for admission in addition to those required under subsection (a) of this section.

Source: The provisions of this §239.45 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.50. Preparation Program Requirements.

- (a) Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.55 of this title (relating to Standards Required for the School Librarian Certificate) to include actual library experiences with diverse types of students, grade levels, and campuses.
- (b) An educator preparation program must develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §239.55 of this title for part of the preparation coursework or other program requirements.

Source: The provisions of this §239.50 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.55. Standards Required for the School Librarian Certificate.

- (a) School Librarian Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Librarian Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.65 of this title (relating to Requirements to Renew the Standard School Librarian Certificate).
- (b) Standard I. Learner-Centered Teaching and Learning: The certified school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:
- (1) participate as an educational leader, an equal partner, and a change agent in the curriculum development process at both the school campus and school district levels;
 - (2) participate in curriculum design and integrated planning of a shared school campus vision that focuses on reading, teaching, and learning;
 - (3) model and promote collaborative planning, cooperative teaching, and direct instruction as determined by learners' needs and state curriculum standards;
 - (4) direct and encourage students in the ethical use of resources to locate, gather, select, synthesize, and evaluate relevant information;
 - (5) work collaboratively with faculty to provide students with opportunities to assume responsibility for planning and engaging in independent learning;
 - (6) adapt teaching strategies to accommodate the diverse learning needs of the student population;
 - (7) provide and promote ongoing staff development for the learning community, particularly in the areas of integration of information technology, information literacy, and literature appreciation;
 - (8) provide and promote ongoing learning opportunities for students, particularly in the areas of integration of information technology and information literacy;
 - (9) direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs;
 - (10) understand and evaluate national, state, and local reading initiatives;
 - (11) create a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated; and
 - (12) provide instructional access to library resources and facilities through open, flexible scheduling for classes, small groups, and individuals.
- (c) Standard II. Learner-Centered Library Program Leadership and Management: The certified school librarian is an educational leader who promotes the success of all students by acquiring, organizing, and managing information for use in a creative and exemplary library program. Accordingly, the certified school librarian is a leader and manager who must be able to do the following activities with understanding and valuation of their importance:
- (1) advocate for the development of an exemplary library media program that encourages a vision of excellence for all learners;
 - (2) synthesize information from a variety of sources for effective decision making to develop and maintain an exemplary library program;
 - (3) design policies and procedures that comply with local, state, and federal laws and policies while supporting sound decisions relating to school and library instruction and programs;

- (4) establish partnerships within the learning community to support school district and school campus goals through exemplary library programs;
 - (5) demonstrate effective leadership strategies while working within school campus and school district administrative structures to promote achievement of library program goals;
 - (6) employ effective interpersonal communication skills;
 - (7) implement effective strategies and techniques to systematically perform library management operations such as budgeting; purchasing; scheduling; managing and maintaining facilities and resources; supervising adults and children; reporting; grant writing; and overseeing circulation and inventory;
 - (8) collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials;
 - (9) design and implement acceptable use policies for current and emerging technologies;
 - (10) use effective planning, time management, and organization of work to maximize attainment of district and campus goals through exemplary library programs; and
 - (11) monitor, assess, and employ existing and emerging technologies for management applications.
- (d) Standard III. Learner-Centered Technology and Information Access: The certified school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:
- (1) provide a balanced, carefully selected, and systematically organized collection of library resources that are sufficient to meet students' needs and are continuously monitored to be current and relevant in each subject area;
 - (2) model and promote the highest standard of conduct, ethics, and integrity in the use of the Internet and other print and electronic resources;
 - (3) employ existing and emerging technologies to access, evaluate, and disseminate information for possible application to instructional programs;
 - (4) promote interlibrary loan policy to facilitate information access beyond the campus;
 - (5) model information problem-solving processes in providing instruction about reference and research techniques; and
 - (6) participate in state and national technology initiatives.
- (e) Standard IV. Learner-Centered Library Environment: The school librarian is an educational leader who promotes the success of all students by establishing a climate in the library that enables and encourages all members of the learning community to explore and meet their information needs. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:
- (1) understand the principles of exemplary library design as defined by state and federal guidelines for a simultaneous-use facility for individuals, small groups, and classes;
 - (2) develop and maintain a flexible, functional, and barrier-free library facility that conforms to national and state library standards;
 - (3) provide a safe, secure environment that is age appropriate;
 - (4) maximize available space to permit displays of student-, faculty- and community-produced materials and collections; and
 - (5) promote access to resources and information during and beyond the instructional day and school year.

- (f) Standard V. Learner-Centered Connections to the Community: The school librarian is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and fostering the use of community resources. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:
- (1) promote awareness of and responsiveness to learning differences and other types of diversity in the learning community;
 - (2) exhibit effective communication through oral, written, electronic, and nonverbal expression;
 - (3) implement strategies for effective internal and external communications;
 - (4) establish partnerships with businesses, learning institutions, global communities, and other libraries and entities to strengthen programs and support school campus goals;
 - (5) develop library programs that offer families opportunities to participate in school activities and in their children's education;
 - (6) advocate access to resources and information during and beyond the instructional day and school year; and
 - (7) develop and implement a comprehensive program of community relations that uses strategies to effectively involve and inform multiple constituencies, including the news media.
- (g) Standard VI. Learner-Centered Information Science and Librarianship: As an educational leader, the certified school librarian uses his or her unique knowledge base, drawing from both education and library science, to promote the success of all students and to provide experiences that help learners locate, evaluate, and use information to solve problems while becoming lifelong readers and learners. Accordingly, the certified school librarian must be able to do the following activities with understanding and valuation of their importance:
- (1) understand the role of all types of libraries and information agencies in an integrated learning environment;
 - (2) understand the role of the school library media program as a central element in the intellectual life of the school;
 - (3) know theories, principles, and skills related to the selection, acquisition, organization, storage, retrieval, use, and evaluation of information;
 - (4) implement standard library procedures for classifying, cataloging, and processing various resources that facilitate computerization and resource sharing;
 - (5) evaluate and select existing and emergent technologies in support of the library program;
 - (6) communicate effectively to patrons to determine their information needs;
 - (7) demonstrate an understanding of bibliographic and retrieval techniques needed to organize and use information sources;
 - (8) use knowledge of literature and information resources to help students select materials;
 - (9) understand and model principles of intellectual freedom, information access, privacy, and proprietary rights;
 - (10) design and use statistical reports to support an exemplary library program;
 - (11) use varied reading materials, programs, and motivational strategies to guide the development of independent readers;
 - (12) engage in continual self-evaluation and self-directed learning for professional growth;
 - (13) maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications;

- (14) demonstrate ethical behavior in all professional contexts; and
- (15) work collaboratively with other information professionals in support of the library program and the profession.

Source: The provisions of this §239.55 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.60. Requirements for the Issuance of the Standard School Librarian Certificate.

To be eligible to receive the standard School Librarian Certificate, a candidate must:

- (1) successfully complete a school librarian preparation program that meets the requirements of §239.50 of this title (relating to Preparation Program Requirements) and §239.55 of this title (relating to Standards Required for the School Librarian Certificate);
- (2) successfully complete the examination based on the standards identified in §239.55 of this title;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

Source: The provisions of this §239.60 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.65. Requirements to Renew the Standard School Librarian Certificate.

- (a) An individual issued a standard librarian certificate from September 1, 1999, to August 31, 2000, is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements), except that only 150 clock-hours of continuing professional education must be completed during the first five-year renewal period. During subsequent renewal periods, the holder of such an active standard librarian certificate must satisfy the most current requirements for renewal.
- (b) An individual issued the standard School Librarian Certificate on or after September 1, 2000, is subject to Chapter 232, Subchapter B, of this title.
- (c) An individual who holds a valid Texas school librarian certificate or endorsement issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

Source: The provisions of this §239.65 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.70. Transition and Implementation Dates.

- (a) Section 239.60 of this title (relating to Requirements for the Issuance of the Standard School Librarian Certificate) shall be implemented on September 1, 2002, and shall supersede all conflicting provisions in this title on September 1, 2003. All other sections of this subchapter shall take effect pursuant to the Texas Government Code, §2001.036.
- (b) Not later than September 1, 2003, the following provisions shall no longer apply to the School Librarian Certificate:

- (1) Section 245.5(a)(2) of this title (relating to Requirements for Issuance of a Texas Certificate Based on Certification from Another Country), as it existed on May 5, 2000; and
- (2) the "teaching practicum" requirement in §245.10(a)(2)(B) of this title (relating to Application Procedures) as it existed on May 5, 2000.

Source: The provisions of this §239.70 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective June 9, 2002, 27 TexReg 4701; amended to be effective December 23, 2009, 34 TexReg 9201.

Subchapter C. Educational Diagnostician Certificate

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1)-(4), unless otherwise noted.

§239.80. General Provisions.

- (a) Because the educational diagnostician plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the Educational Diagnostician Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as an educational diagnostician is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (c) The holder of the Educational Diagnostician Certificate issued under the provisions of this subchapter may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from Early Childhood-Grade 12.

Source: The provisions of this §239.80 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.81. Minimum Requirements for Admission to an Educational Diagnostician Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the Educational Diagnostician Certificate, an individual must:
 - (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
 - (2) hold a valid classroom teaching certificate; and
 - (3) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
- (b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.

Source: The provisions of this §239.81 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.82. Preparation Program Requirements.

- (a) Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate) to include experiences with diverse types of students, grade levels, and campuses.

- (b) An educator preparation program must develop and implement specific criteria and procedures that allow a candidate to substitute related professional educational diagnostician training and/or experience directly related to the standards identified in §239.83 of this title for part of the preparation coursework or other program requirements.

Source: The provisions of this §239.82 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.83. Standards Required for the Educational Diagnostician Certificate.

- (a) Educational Diagnostician Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the standard Educational Diagnostician Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.85 of this title (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).
- (b) Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.
- (1) The beginning educational diagnostician knows and understands:
- (A) state and federal regulations relevant to the role of the educational diagnostician;
 - (B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;
 - (C) models, theories, and philosophies that provide the basis for special education evaluations;
 - (D) issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and
 - (E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.
- (2) The beginning educational diagnostician is able to:
- (A) articulate the purpose of evaluation procedures and their relationship to educational programming; and
 - (B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- (c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
- (1) The beginning educational diagnostician knows and understands:
- (A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
 - (B) ethical practices related to assessment and evaluation;
 - (C) qualifications necessary to administer and interpret various instruments and procedures; and
 - (D) organizations and publications relevant to the field of educational diagnosis.
- (2) The beginning educational diagnostician is able to:
- (A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
 - (B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;

- (C) promote and maintain a high level of competence and integrity in the practice of the profession;
 - (D) exercise objective professional judgment in the practice of the profession;
 - (E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;
 - (F) comply with local, state, and federal monitoring and evaluation requirements;
 - (G) use copyrighted educational materials in an ethical manner; and
 - (H) participate in the activities of professional organizations in the field of educational diagnosis.
- (d) Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.
- (1) The beginning educational diagnostician knows and understands:
 - (A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
 - (B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
 - (C) strategies for developing educational programs for individuals through collaboration with team members;
 - (D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
 - (E) family systems and the role of families in supporting student development and educational progress.
 - (2) The beginning educational diagnostician is able to:
 - (A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
 - (B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
 - (C) foster respectful and beneficial relationships between families and education professionals;
 - (D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;
 - (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
 - (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
 - (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
 - (H) use appropriate communication skills to report and interpret assessment and evaluation results;
 - (I) provide assistance to others who collect informal and observational data;
 - (J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and

- (K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).
- (e) Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- (1) The beginning educational diagnostician knows and understands:
 - (A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;
 - (B) the relationship between evaluation and placement decisions; and
 - (C) the role of team members, including the student when appropriate, in planning an individualized program.
 - (2) The beginning educational diagnostician is able to:
 - (A) use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
 - (B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
 - (C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.
- (f) Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- (1) The beginning educational diagnostician knows and understands:
 - (A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
 - (B) educational implications of various disabilities; and
 - (C) the variation in ability exhibited by individuals with particular types of disabilities.
 - (2) The beginning educational diagnostician is able to:
 - (A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;
 - (B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and
 - (C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.
- (g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.
- (1) The beginning educational diagnostician knows and understands:
 - (A) basic terminology used in assessment and evaluation;
 - (B) standards for test reliability;
 - (C) standards for test validity;
 - (D) procedures used in standardizing assessment instruments;
 - (E) possible sources of test error;

- (F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
 - (G) uses and limitations of each type of assessment instrument;
 - (H) uses and limitations of various types of assessment data;
 - (I) procedures for screening, prereferral, referral, and eligibility;
 - (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
 - (K) the necessity of monitoring the progress of individuals with disabilities;
 - (L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
 - (M) methods of motor skills assessment.
- (2) The beginning educational diagnostician is able to:
- (A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
 - (B) select and use assessment and evaluation materials based on technical quality and individual student needs;
 - (C) score assessment and evaluation instruments accurately;
 - (D) create and maintain assessment reports;
 - (E) select or modify assessment procedures to ensure nonbiased results;
 - (F) use a variety of observation techniques;
 - (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
 - (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
 - (I) determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
 - (J) make recommendations based on assessment and evaluation results;
 - (K) prepare assessment reports; and
 - (L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.
- (h) Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.
- (1) The beginning educational diagnostician knows and understands:
- (A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
 - (B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
 - (C) issues related to the representation in special education of populations that are culturally and linguistically diverse;

- (D) ways in which diversity may affect evaluation; and
 - (E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.
- (2) The beginning educational diagnostician is able to:
- (A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
 - (B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.
- (i) Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
- (1) The beginning educational diagnostician knows and understands:
- (A) time-management strategies and systems appropriate for various educational situations and environments;
 - (B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
 - (C) methods for organizing, maintaining, accessing, and storing records and information.
- (2) The beginning educational diagnostician is able to:
- (A) select, adapt, or design forms to facilitate planning, scheduling, and time management;
 - (B) maintain eligibility folders; and
 - (C) use technology appropriately to organize information and schedules.
- (j) Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.
- (1) The beginning educational diagnostician knows and understands:
- (A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;
 - (B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
 - (C) ethical considerations inherent in behavior interventions;
 - (D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
 - (E) social skills needed for school, home, community, and work environments;
 - (F) strategies for crisis prevention, intervention, and management;
 - (G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
 - (H) key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).
- (2) The beginning educational diagnostician is able to:
- (A) conduct functional behavioral assessments;
 - (B) assist in the development of behavioral intervention plans; and
 - (C) participate in manifestation determination review.
- (k) Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

- (1) The beginning educational diagnostician knows and understands:
 - (A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
 - (B) varied learning styles of individuals with disabilities;
 - (C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;
 - (D) techniques for modifying instructional methods and materials for individuals with disabilities;
 - (E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);
 - (F) supports needed for integration into various program placements; and
 - (G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).
- (2) The beginning educational diagnostician is able to:
 - (A) interpret and use assessment and evaluation data for instructional planning; and
 - (B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

Source: The provisions of this §239.83 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.84. Requirements for the Issuance of the Standard Educational Diagnostician Certificate.

To be eligible to receive the standard Educational Diagnostician Certificate, a candidate must:

- (1) successfully complete an educational diagnostician preparation program that meets the requirements of §239.82 of this title (relating to Preparation Program Requirements) and §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate);
- (2) successfully complete the examination based on the standards identified in §239.83 of this title;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
- (4) hold a valid classroom teaching certificate; and
- (5) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

Source: The provisions of this §239.84 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.85. Requirements to Renew the Standard Educational Diagnostician Certificate.

- (a) An individual issued the standard Educational Diagnostician Certificate under this title is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).

- (b) An individual who holds a valid Texas educational diagnostician certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

Source: The provisions of this §239.85 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.86. Transition and Implementation Dates.

Section 239.84 of this title (relating to Requirements for the Issuance of the Standard Educational Diagnostician Certificate) shall be implemented and shall supersede all conflicting provisions in this title on September 1, 2003. All other sections of this subchapter shall take effect pursuant to the Texas Government Code, §2001.036.

Source: The provisions of this §239.86 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.

Subchapter D. Reading Specialist Certificate

Statutory Authority: The provisions of this Subchapter D issued under the Texas Education Code, §21.031(a) and §21.041(b)(1)-(4), unless otherwise noted.

§239.90. General Provisions.

- (a) Because the reading specialist plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the Reading Specialist Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as a reading specialist is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.
- (c) The holder of the Reading Specialist Certificate issued under the provisions of this subchapter may teach reading to students in Prekindergarten-Grade 12.

Source: The provisions of this §239.90 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.91. Minimum Requirements for Admission to a Reading Specialist Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the standard Reading Specialist Certificate, an individual must:
- (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
 - (2) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
- (b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.

Source: The provisions of this §239.91 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.92. Preparation Program Requirements.

- (a) Structured, field-based training must be focused on actual experiences with each of the standards identified in the State Board for Educator Certification-approved reading specialist standards to include experiences with diverse types of students, grade levels, and campuses.
- (b) An educator preparation program must develop and implement specific criteria and procedures that allow a candidate to substitute related professional reading specialist training and/or experience directly related to the standards identified in subsection (a) of this section for part of the preparation coursework or other program requirements.

Source: The provisions of this §239.92 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.93. Requirements for the Issuance of the Reading Specialist Certificate.

To be eligible to receive the standard Reading Specialist Certificate, a candidate must:

- (1) successfully complete a reading specialist preparation program that meets the requirements of §239.92 of this title (relating to Preparation Program Requirements);
- (2) successfully complete the examination based on the standards identified in §239.92 of this title;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
- (4) have two creditable years teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

Source: The provisions of this §239.93 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.94. Requirements to Renew the Standard Reading Specialist Certificate.

- (a) An individual issued the standard Reading Specialist Certificate under this title is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) An individual who holds a valid Texas reading specialist certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

Source: The provisions of this §239.94 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.95. Transition and Implementation Dates.

Section 239.93 of this title (relating to Requirements for the Issuance of the Reading Specialist Certificate) shall be implemented on September 1, 2003, and shall supersede all conflicting provisions in this title on September 1, 2004. All other sections of this subchapter shall take effect pursuant to the Texas Government Code, §2001.036.

Source: The provisions of this §239.95 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective December 23, 2009, 34 TexReg 9201.

Subchapter E. Master Teacher Certificate

Statutory Authority: The provisions of this Subchapter E issued under the Texas Education Code, §§21.031(a), 21.041(b)(1)-(4) and (9), 21.048(a), 21.0481, 21.0482, 21.0483, and 21.0484, unless otherwise noted.

§239.100. General Provisions for Master Teacher Certificates.

- (a) An educator preparation program must obtain approval from the State Board for Educator Certification (SBEC) under §228.10 of this title (relating to Approval Process) before it may offer a program to prepare candidates to be certified master teachers.
- (b) SBEC-approved standards shall be the basis for an educator preparation program that prepares candidates to be certified as master teachers. An educator preparation program operating a program shall periodically measure a candidate's progress and needed improvement using benchmarks and structured assessments based on the appropriate master teacher certificate standards.
- (c) A field-based practicum required by this subchapter shall be structured to provide a candidate relevant experiences in a variety of educational settings with diverse student populations. The practicum experience shall require a candidate to demonstrate proficiency in each of the applicable standards.
- (d) To take a course through an SBEC-approved educator preparation program, a candidate must meet the following requirements:
 - (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and
 - (2) satisfy other requirements established by the educator preparation program to appropriately determine the candidate's qualifications for the master teacher certificate sought.

Source: The provisions of this §239.100 adopted to be effective May 22, 2003, 28 TexReg 3950; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.101. Master Reading Teacher Certification.

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to improve student reading performance, the State Board for Educator Certification (SBEC) established the Master Reading Teacher Certificate.
- (b) The holder of the Master Reading Teacher Certificate may serve as a reading teacher mentor to other teachers and teach reading to students in Prekindergarten-Grade 12.
- (c) To be eligible for the Master Reading Teacher Certificate, an individual must:
 - (1) hold the Reading Specialist Certificate issued under Subchapter D of this chapter (relating to Reading Specialist Certificate) and successfully complete a course of instruction as prescribed under paragraph (2)(B) of this subsection through an SBEC-approved educator preparation program and satisfy any other requirement generally applicable to a certificate issued under this title; or
 - (2) hold a valid teaching certificate issued under this title and:
 - (A) have at least three creditable years teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2);
 - (B) satisfactorily complete a knowledge-based and skills-based course of instruction through an SBEC-approved educator preparation program on the science of teaching children to read that includes training in:
 - (i) effective reading instruction techniques, including effective techniques for students whose primary language is a language other than English;

- (ii) identification of dyslexia and related reading disorders and effective reading instruction techniques for students with those disorders; and
- (iii) effective professional peer mentoring techniques;
- (C) satisfactorily complete a field-based practicum prescribed by an SBEC-approved educator preparation program;
- (D) perform satisfactorily on the master reading teacher certification examination prescribed by the SBEC; and
- (E) satisfy any other requirement generally applicable to a certificate issued under this title.

Source: The provisions of this §239.101 adopted to be effective May 22, 2003, 28 TexReg 3950; amended to be effective March 30, 2005, 30 TexReg 1771; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.102. Master Mathematics Teacher Certification.

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to improve student mathematics performance, the State Board for Educator Certification (SBEC) established:
 - (1) the Master Mathematics Teacher Certificate to teach mathematics in Early Childhood-Grade 4;
 - (2) the Master Mathematics Teacher Certificate to teach mathematics in Grades 4-8; and
 - (3) the Master Mathematics Teacher Certificate to teach mathematics in Grades 8-12.
- (b) The SBEC shall issue the appropriate Master Mathematics Teacher Certificate to an eligible individual.
- (c) To be eligible for the Master Mathematics Teacher Certificate, an individual must:
 - (1) hold a valid teaching certificate issued under this title;
 - (2) have at least three creditable years teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2);
 - (3) satisfactorily complete a knowledge-based course of instruction through an SBEC-approved educator preparation program on the science of teaching children mathematics that includes training in mathematics instruction and professional peer mentoring techniques that, through scientific testing, have been proven effective;
 - (4) satisfactorily complete a field-based practicum prescribed by an SBEC-approved educator preparation program;
 - (5) perform satisfactorily on the appropriate master mathematics teacher certification examination prescribed by the SBEC; and
 - (6) satisfy any other requirement generally applicable to certificates issued under this title.
- (d) The course of instruction prescribed under subsection (c)(3) of this section shall be developed by the Texas Education Agency staff in consultation with mathematics and science faculty members at institutions of higher education.

Source: The provisions of this §239.102 adopted to be effective May 22, 2003, 28 TexReg 3950; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.103. Master Technology Teacher Certification.

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to increase the use of technology in each classroom, the State Board for Educator Certification (SBEC) established the Master Technology Teacher Certificate.
- (b) The holder of the Master Technology Teacher Certificate may serve as a technology training mentor for the amount of time and in the manner established by the school district and by rule adopted by the

commissioner of education. The holder of the Master Technology Teacher Certificate is not certified to teach technology courses in the required secondary curriculum as specified in §74.3 of this title (relating to Description of a Required Secondary Curriculum), unless the individual holds a certificate appropriate for assignment to teach those courses as specified in Chapter 231 of this title (relating to Assignment of Public School Personnel), Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates), or elsewhere in this title.

- (c) To be eligible for the Master Technology Teacher Certificate, an individual must:
- (1) hold the Technology Applications Certificate or the Technology Education Certificate issued under this title and:
 - (A) satisfactorily complete the course of instruction as prescribed under paragraph (2)(B) of this subsection through an SBEC-approved educator preparation program;
 - (B) satisfactorily perform on the examination prescribed under paragraph (2)(D) of this subsection;
 - (C) satisfactorily complete a field-based practicum prescribed by an SBEC-approved educator preparation program; and
 - (D) satisfy any other requirement generally applicable to certificates issued under this title; or
 - (2) hold a valid teaching certificate issued under this title and:
 - (A) have at least three creditable years teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2);
 - (B) satisfactorily complete a knowledge-based and skills-based course of instruction on interdisciplinary technology applications and the science of teaching technology through an SBEC-approved educator preparation program that includes training in:
 - (i) effective technology instruction techniques, including applications designed to meet the educational needs of students with disabilities;
 - (ii) classroom teaching methodology that engages student learning through the integration of technology;
 - (iii) digital learning competencies, including Internet research, graphics, animation, website mastering, and video technologies;
 - (iv) curriculum models designed to prepare teachers to facilitate an active student learning environment; and
 - (v) effective professional peer mentoring techniques;
 - (C) satisfactorily complete a field-based practicum prescribed by an SBEC-approved educator preparation program;
 - (D) satisfactorily perform on an examination administered at the conclusion of the course of instruction prescribed under subparagraph (B) of this paragraph; and
 - (E) satisfy any other requirement generally applicable to certificates issued under this title.
- (d) The SBEC may provide technology applications training courses under subsection (c)(2)(B) of this section and a field-based practicum under subsection (c)(2)(C) of this section in cooperation with:
- (1) regional education service centers; and
 - (2) other public or private entities, including any state council on technology.

- (e) The course of instruction prescribed under subsection (c)(2)(B) of this section shall be developed by the Texas Education Agency staff in consultation with technology faculty members at institutions of higher education.

Source: The provisions of this §239.103 adopted to be effective May 22, 2003, 28 TexReg 3950; amended to be effective March 30, 2005, 30 TexReg 1771; amended to be effective December 23, 2009, 34 TexReg 9201.

§239.104. Master Science Teacher Certification.

- (a) To ensure that there are teachers with special training to work with other teachers and with students in order to improve student science performance, the State Board for Educator Certification (SBEC) established:
- (1) the Master Science Teacher Certificate to teach science in Early Childhood-Grade 4;
 - (2) the Master Science Teacher Certificate to teach science in Grades 4-8; and
 - (3) the Master Science Teacher Certificate to teach science in Grades 8-12.
- (b) To be eligible for the Master Science Teacher Certificate, an individual must:
- (1) hold a valid teaching certificate issued under this title;
 - (2) have at least three creditable years teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2);
 - (3) satisfactorily complete a knowledge-based course of instruction through an SBEC-approved educator preparation program on the science of teaching children science that includes training in science instruction and professional peer mentoring techniques that, through scientific testing, have been proven effective;
 - (4) satisfactorily complete a field-based practicum prescribed by an SBEC-approved educator preparation program;
 - (5) perform satisfactorily on the appropriate master science teacher certification examination prescribed by the SBEC; and
 - (6) satisfy any other requirement generally applicable to certificates issued under this title.
- (c) The course of instruction prescribed under subsection (b)(3) of this section shall be developed by the Texas Education Agency staff in consultation with science faculty members at institutions of higher education.

Statutory Authority: The provisions of this §239.104 issued under the Texas Education Code, §21.031(a); §21.041(b)(1) and (2); and §21.0484.

Source: The provisions of this §239.104 adopted to be effective June 4, 2006, 31 TexReg 4426; amended to be effective December 23, 2009, 34 TexReg 9201.