



High-Quality Prekindergarten Checklist – Teacher Qualifications

| Prekindergarten High-Quality Measure – Teacher Qualifications | Proficiency | Proficiency in Progress | Follow-Up |
|--|-------------|-------------------------|-----------|
| 1. Each prekindergarten teacher has a Texas certification that enables them to teach prekindergarten. * | | | |
| 2. Each prekindergarten teacher has or is completing one of the “additional qualifications.” * | | | |
| 3. The school district or charter maintains the appropriate records to document each prekindergarten teacher’s certification and “additional qualification(s).” * | | | |
| 4. Each prekindergarten teacher (Option #7) participates in at least thirty (30) hours of professional development annually. * | | | |
| 5. Each prekindergarten teacher’s (Option #7) professional development activities include at least fifteen (15) hours of mentoring/coaching. * | | | |
| 6. Each prekindergarten teacher’s professional development is developed for their individual needs. | | | |
| 7. All professional development conducted with prekindergarten staff is focused on early childhood education topics. * | | | |
| 8. Professional development is conducted for paraprofessionals who work within a prekindergarten classroom. | | | |
| 9. The school district or charter keeps the appropriate records to document prekindergarten staff completion of professional development activities, including mentoring/coaching. | | | |
| 10. The school district or charter uses both resources within and outside the district/charter to conduct professional development for its prekindergarten staff. | | | |
| 11. The school district has a system in place to evaluate the effectiveness of their professional development activities in relationship to increased positive child outcomes. | | | |

*Required by statute, Commissioner’s Rule and/or HB3. All other quality measures are considered best practice.