



## Full-Day High-Quality Prekindergarten Components

The high-quality prekindergarten components apply to the following entities serving eligible four-year-old students:

- Districts - TEC §29.153 (c) and TEC §29.153 (c-1)
- Open-enrollment charters- TEC §12.104 (b) (3) (H)
- Districts of innovation - TEC §12A.004 (a) (1)

Per statute (TEC §29.164 - 29.172) and Commissioner's Rule (19 TAC §102.1003), the following high-quality prekindergarten components are required for a prekindergarten program serving eligible 4-year-olds students:

### Curriculum

Per TEC §29.167 (a), 19 TAC §102.1003 (b), and §102.1003 (f) (1), LEAs are required to implement a curriculum in their prekindergarten programs that addresses all ten developmental domains in the 2015 Texas Prekindergarten Guidelines. Those ten domains include:

- Social and emotional development
- Language and communication
- Emergent literacy reading
- Emergent literacy writing
- Mathematics
- Science
- Social studies
- Fine arts
- Physical development and health
- Technology

### Student Progress Monitoring

Per TEC §29.167 (a) (2), §29.169 (a) (1), §29.169 (c), 19 TAC §102.1003 (c) and §102.1003 (f) (2), LEAs are required to monitor the progress that their prekindergarten students made using an assessment tool on the Commissioner's List of Approved Prekindergarten Assessment Instruments. Students are to be assessed in the five primary domains of development:

- Emergent Literacy – Reading
- Emergent Literacy – Writing
- Language and Communication
- Mathematics
- Health and Wellness



## Teacher Qualifications

Per TEC §29.167 (b) and 19 TAC §102.1003 (d), and §102.1003 (f) (4), LEAs are required to employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. Additional qualifications include the following:

- a Child Development Associate (CDA) credential
- a Montessori certification through the Association Montessori Internationale or the Montessori Accreditation Council for Teacher Education
- at least eight years of experience teaching in a nationally accredited child care program
- a degree in early childhood education (ECE) or early childhood special education or a non-early childhood education degree with at least 15 units of ECE-specific coursework
- documented completion of the Texas School Ready (TSR) – Comprehensive training program
- a currently employed prekindergarten teacher who completed at least 150 cumulative hours of documented professional development relevant to early childhood education (half of the professional hours must include interaction with an instructional coach)
- a currently employed prekindergarten teacher who completes 30 hours of documented professional development relevant to early childhood education annually until 150 hours were completed (half of the professional development hours must include interaction with an instructional coach)

## Family Engagement Plan

Per TEC §29.168 and 19 TAC §102.1003 (e), and §102.1003 (f) (5), LEAs are required to develop, implement and make available on the web a Family Engagement Plan with the following six components:

- Facilitating family-to-family support
- Establishing a network of community resources
- Increasing family participation in decision-making
- Equipping families with tools to enhance and extend learning
- Developing staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
- Evaluating family engagement efforts and using evaluations for continuous improvement

## Teacher to Student Ratio

Per TEC §29.167 (d) and 19 TAC §102.1003 (h), LEAs are to attempt to maintain an average ratio in any prekindergarten class of not less than one certified teacher or teacher's aide for every 11 students.

## Program Evaluation

Per TEC §29.169, 19 TAC §102.1003 (g), and §102.1003 (f) (6), LEAs are required to select and implement appropriate methods for evaluating their prekindergarten program by measuring student progress and making the results of the program evaluation available to parents.