

Chapter 231 Special Education Personnel Assignment Rule Updates FAQ (Updated August 2025)

During the February 2025 State Board for Educator Certification (SBEC) meeting, the SBEC adopted rule amendments impacting Subchapter F related to Special Education-Related Services Personnel Assignments. Following SBEC's adoption, these rules were reviewed and approved during the State Board of Education's (SBOE's) April 2025 meeting and became effective May 18, 2025. Please read through the FAQ below for more information on these rule changes and their potential impact on your staffing. Additional implementation resources, including recorded webinars, can be found on the Educator Certification [Special Education Personnel Assignment Guidance](#) page. Please submit any additional questions via this [FAQ Submission Form](#).

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Rule Text Summary

- The SBEC and the SBOE recently approved updated rules related to special education personnel assignments. The updated [19 Texas Administrative Code \(TAC\) Chapter 231, Subchapter F, §231.701](#) rules:
 - Require all special education teachers to hold a valid special education certificate.
 - Require special education teachers who are serving as teachers of record—regardless of instructional setting or context—to hold the appropriate, grade-banded content certification for each area they are assigned as teacher of record or meet requirements in the applicable section of the **Texas Content Competency Worksheet for Special Education Teachers of Record** (referred to as the ‘Texas Worksheet’ throughout this document).
 - Provide minor technical edits to §231.709 to align with naming conventions used in other subchapters for Teachers of the Deaf and Hard of Hearing.
 - Establish a new §231.710 subsection that outlines certification requirements for an assignment of Teachers of Students who are Deafblind and the aligned SBEC-issued certificate.
- This updated set of personnel assignment rules, with an implementation date of **September 1, 2025**, replaces the HOUSSE framework and provides an option for educators currently utilizing HOUSSE to meet this new requirement.

When do the new rules become effective?

While the Chapter 231 Special Education Personnel Assignment rules became effective **May 18, 2025**, the SBEC intentionally made the provisions within the new §231.701 effective **September 1, 2025**, unless otherwise specified in rule. Therefore, all special education teachers must meet updated rules as of September 1, 2025.

What is the minimum certification requirement for any special education teacher assignment?

All teachers serving in an assignment of special education teacher must hold a valid, SBEC-approved special education certification appropriate for the grade level of assignment and instruction per [§231.701\(b\)](#).

Which teachers need to meet content competency requirements?

As of **9/1/2025**, all special education teachers serving as teacher of record must meet content competency requirements as specified in [§231.701\(d\)](#). Special educators who do not serve as teachers of record do not have additional content competency requirements.

Who is a teacher of record?

Per [19 TAC §230.1 \(24\)](#) a teacher serving as teacher of record is “An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades.”

Do the new rules apply to current educators who demonstrated content proficiency via HOUSSE?

Yes. Special education teachers who demonstrated their content proficiency via the previous HOUSSE framework and are serving as a special education teacher of record must **EITHER** hold a valid certificate that matches the subject and grade level of the assignment **OR** their campus administration must attest via Section B of the Texas Worksheet that the educator met previous HOUSSE provisions prior to 9/1/205 and has demonstrated the required subject matter content knowledge to continue to serve in their assigned placement (see [§231.701\(d\)\(1\)](#) and Section B below for additional information.)

Texas Worksheet

➤ Included as [Figure 19 TAC §231.701\(d\)](#), the Texas Core Content Competency Worksheet for Special Education Teachers of Record (Texas Worksheet) provides a flexible option for special education teachers of record who do not hold the aligned content certification appropriate for their placement(s) to meet updated rule requirements. The new Texas Worksheet replaces the HOUSSE framework and documentation, and includes sections for:

- General Educator Information
- Educators Utilizing Previous Subject Matter Provisions (HOUSSE)
- Elementary and Secondary Special Education Teachers of Record
- First-Year Teachers and Secondary Teachers of Multiple Content Areas
- Administrator Assurances
- Appendix Information

Note: *Special Education Teachers of Record who hold the appropriate content certification will not utilize the Texas Worksheet.*

Section A: General Information

When can LEAs begin using the new Texas Worksheet?

While not required until 9/1/2025, use of the Texas Worksheet (in replacement of the older HOUSSE documents) is strongly recommended beginning 5/18/2025 for any teacher assignments made for the **2025-2026** school year.

Which teachers need to use the new Texas Worksheet?

Special education teachers who serve as teacher of record and do not hold certification for each content area they are assigned as teacher of record may utilize the new Texas Worksheet to meet content competency requirements as outlined in [§231.701\(d\)](#).

Individuals who previously demonstrated content competency via HOUSSE prior to 9/1/2025 must complete Sections A: General Information, B: Special Educators Utilizing Previous Subject Matter Provisions, and Section F: Administrator Assurances of the Texas Worksheet per [§231.701\(d\)\(1\)](#).

Does the special education teacher fill out the worksheet themselves, or does an administrator complete it on the teacher's behalf?

Special education teachers of record utilizing the Texas worksheet as a flexible option to meet content competency requirements in their assigned content area(s) should work with an authorized administrator to complete a copy of the worksheet.

Who can serve as the authorized administrator?

LEAs may determine which district and/or campus staff may serve as authorized administrators for completion of the Texas worksheet (*e.g., principal, special education coordinator, Human Resources representative.*)

Are authorized administrators required to complete training before completing the worksheet?

No, there are no training requirements for administrators before they can complete the worksheet. Viewing related webinars and reviewing FAQ documents (available on the TEA Educator Certification > [Special Education Personnel Assignment Guidance](#) page) is strongly recommended.

When should the worksheet be completed?

The worksheet should be completed for a special education teacher serving as teacher of record prior to their first day of instruction with students (e.g., *the first day of school, first day of new assignment within a school year*).

Once the worksheet is completed and the teacher is determined to meet the requirements, how and where is the worksheet maintained and stored?

An educator's completed Texas Worksheet should be filed in the educator's Human Resources file. A copy should be provided to the educator for their records.

Does a new worksheet need to be completed each school year?

No. A new worksheet does not need to be completed for special education teachers of record each year. However, special education teachers of record who are assigned to a new content area and/or transition between elementary and secondary placements should complete the appropriate new section(s) of the worksheet on their original version.

Can a copy of an educator's worksheet travel with them in the event the educator transitions to a new district within Texas?

Yes. A copy of the Texas worksheet completed by a special education teacher's previous administration should be considered valid and re-filed by the receiving district in the event the educator transitions to a new district within Texas. The receiving school district should review the Texas Worksheet to ensure the educator has met content proficiency requirements for their new role/assignment.

How should content certification requirements be verified for special educators transferring from out of state to Texas?

Individuals who hold a standard educator certificate from another U.S. state or territory and are seeking certification in Texas must first apply for a [Review of Credentials](#) through the Texas Education Agency (TEA). In the event the transferring teacher is assigned as a special education teacher of record and does not hold the appropriate content certification for their assignment, the educator would need to meet requirements in the appropriate section(s) of the Texas Worksheet.

Are special educators serving as a teacher of record on an intern certificate allowed to use the worksheet to meet content requirements?

Educators serving in an assignment of special education teacher must hold a valid, SBEC-approved special education certificate. In the event a teacher is assigned as a special education teacher of record on an intern certificate (See [Chapter 228, Subchapter E](#)), that educator would need to complete the appropriate sections of the Texas Worksheet, given they would not hold a content area certification.

Section B: Special Educators Utilizing Previous Subject Matter Competency Provisions

Which teachers should complete Section B of the Worksheet?

Special education teachers of record who previously demonstrated content proficiency at either the elementary or secondary levels via the older HOUSSE documents will need to complete Section B of the worksheet to meet requirements in [§231.701\(d\)](#).

How will authorized administrators verify previous HOUSSE utilization?

Authorized administrators should verify previous content competency requirements were met via HOUSSE as documented on the older 'Determining Highly Qualified Status' and 'Determining Subject Matter Competency' worksheets for teachers at both the elementary and/or secondary levels.

Should administrators indicate the grade-band at which the teacher previously met HOUSSE?

REVISED: 8/25/25. Yes. Section B of the Texas Worksheet directs authorized administrators to indicate via a checkbox at which grade level the educator previously met HOUSSE requirements. For educators who previously met HOUSSE requirements at the secondary level, administrators should note the content area(s) where teachers previously demonstrated content proficiency beside the secondary check box.

Do administrators need to attach previous HOUSSE documents to the new worksheet?

No. Once previous HOUSSE utilization has been verified by an authorized administrator, there is no requirement to attach old HOUSSE documentation to the new Texas worksheet. However, we encourage retaining these documents for record keeping.

Aside from providing the general information in Section A, is Section B the only section teachers who previously used HOUSSE need to complete on the worksheet?

Teachers who previously demonstrated content competency via HOUSSE at either the elementary or secondary levels should complete Section A: General Information, Section B: Special Educators Utilizing Previous Subject Matter Competency Provisions, and Section F: Administrator Assurances.

Section C: Elementary Special Education Teachers of Record

Which teachers should complete Section C of the worksheet?

Special educators assigned as teacher of record in grades EC-5th who do not hold an aligned content certification should complete Section C of the worksheet.

What is the overall point total teachers must meet in Section C of the worksheet?

Special education teachers of record in grades EC-5 completing Section C of the Texas Worksheet must meet an overall, 24-point threshold across all four core content areas, with no content area having fewer than 3 points.

Is there a minimum number of points a teacher must have in an individual content area at the elementary level?

Yes. No content area in Section C of the worksheet may have fewer than 3 points.

Are closely related fields allowed at the elementary level?

No. Closely related field flexibilities are specific to secondary special education teachers of record completing Section D of the Texas Worksheet.

Do secondary-aligned activities carry a point value at the elementary level (i.e., secondary teaching experience)?

Yes. Special education teachers of record at the elementary level completing Section C of the Texas Worksheet may count both previous elementary and/or secondary teaching experience, as well as qualifying, content-aligned professional development at either the elementary and/or secondary level in this section.

How should points be documented for teachers with National Board certification at the elementary level?

Section G: Appendix, IV. National Board Certification Alignment details the associated point values with each of the content aligned NBCT certificate areas.

How should points be documented for teachers utilizing a PACT exam in Section C?

Section G: Appendix, I. PACT Alignment details the associated point values with each of the content aligned PACT exams.

How should college coursework be verified in Section C?

Authorized administrators should work with the educator utilizing the worksheet to review documentation of college coursework, which may include unofficial and official transcripts.

What types of college coursework carry a point value in Section C?

College coursework aligned to the relevant content area(s), including methods courses, may be counted in Section C.

What documentation is needed for teachers generating points from teaching experience and/or paraprofessional experience?

- **REVISED:** 8/25/25. Authorized administrators should work with the educator utilizing the worksheet to verify and document points associated with previous teaching experience (**including teaching experience in an inclusion setting**) and/or paraprofessional experience.
- Administrators completing the Texas Worksheet may review employment records, teacher resumes, or other relevant documentation to verify a teacher's previous teaching and/or paraprofessional experience, including years of experience in the content area on an intern or probationary certificate, emergency permit, and/or within a District of Innovation (DOI).

What documentation is needed for teachers generating points from qualifying professional development?

Authorized administrators should work with the educator utilizing the worksheet to review the educator's CPE records and document the associated point values in the relevant section(s) of the worksheet.

What documentation is needed for teachers generating points from the STR exam and/or Reading Academies?

Authorized administrators should work with the educator utilizing the worksheet to review a score report to verify and document points associated with the Science of Teaching Reading (STR) exam and/or certificate of completion for Reading Academies.

How should teachers at the elementary level document a Teacher Incentive Allotment (TIA) designation?

Elementary special education teachers of record completing Section C of the Texas worksheet who have received a Teacher Incentive Allotment (TIA) designation may document up to 2 points total towards their overall 24-point threshold. Special education teachers of record utilizing this section of the worksheet must still have a minimum of 3 points in each of the core content areas to meet requirements in this section. Points associated with a TIA designation may not be used toward the 3-point minimum but should be applied towards the overall 24-point threshold.

Section D: Secondary Special Education Teachers of Record

Which teachers should complete Section D of the worksheet?

Special educators assigned as teacher of record in grades 6-12 to one or more of the four core content areas who do not hold the aligned content certification(s) should complete Section D of the worksheet.

Is there a minimum number of points a teacher must have in an individual content area at the secondary level?

Special education teachers of record completing Section D of the Texas Worksheet must meet a minimum 18-point threshold in each content area they are assigned as teacher of record. Section E of the Texas Worksheet provides additional flexibility for secondary special education teachers of record who are responsible for instruction in two or more content areas but do not meet the 18-point threshold in those areas.

Are closely related field flexibilities available at the secondary level?

Yes. Similar to the HOUSSSE framework, secondary special education teachers of record utilizing the Texas Worksheet may document points from college credit, secondary teaching experience, qualifying professional development, approved residency placements and/or previous paraprofessional experience in the aligned content area or a closely related field in Section D. Additional closely related field information can be found in Section G: Appendix, Section II.

Do elementary-aligned activities carry a point value at the secondary level (i.e., elementary teaching experience)?

No. Elementary-aligned activities (elementary teaching experience, professional development, etc.) do not carry an associated point value at the secondary level.

How should points be documented for teachers with National Board certification at the secondary level?

Section G: Appendix, IV. National Board Certification Alignment details the associated point values with each of the content aligned NBCT certificate areas.

How should majors and/or minors in a content area be verified at the secondary level?

Authorized administrators should work with the educator utilizing the worksheet to review documentation of college coursework, including an educator's major and/or minor areas. This verification may require reviewing a copy of the educator's college transcripts.

How should points be documented for teachers utilizing a PACT exam in Section D?

Section G: Appendix, I. PACT Alignment details the associated point values with each of the content aligned PACT exams.

How should college coursework be verified in Section D?

Authorized administrators should work with the educator utilizing the worksheet to review documentation of college coursework.

What types of college coursework carry a point value in Section D?

College coursework aligned to the relevant content area(s), including methods courses, may be counted within Section D.

What documentation is needed for teachers generating points from teaching experience and/or paraprofessional experience at the secondary level?

- **REVISED:8/25/25.** Authorized administrators should work with the educator utilizing the worksheet to verify and document points associated with previous teaching experience (**including teaching experience in an inclusion setting**) and/or paraprofessional experience.
- Administrators completing the Texas Worksheet may review employment records, teacher resumes, or other relevant documentation to verify a teacher's previous teaching and/or paraprofessional experience, including years of experience in the content area on an intern or probationary certificate, emergency permit, and/or within a District of Innovation (DOI).

What documentation is needed for teachers generating points from qualifying professional development at the secondary level?

Authorized administrators should work with the educator utilizing the worksheet to review the educator's CPE records and document the associated point values in the relevant section(s) of the worksheet.

What documentation is needed for teachers generating points from the STR exam and/or Reading Academies at the secondary level?

Authorized administrators should work with the educator utilizing the worksheet to review a score report document to verify and document points associated with the Science of Teaching Reading (STR) exam and/or certificate of completion for Reading Academies.

How should teachers at the secondary level document a Teacher Incentive Allotment (TIA) designation?

Secondary special education teachers of record completing Section D of the Texas worksheet who have received a Teacher Incentive Allotment (TIA) designation may document up to 2 points total, applied to up to two (2) content areas in this section. Teachers and administrators may work together to determine how points are documented across content areas.

What additional flexibilities are available for secondary teachers of multiple content areas who do not meet the 18-point threshold for each content area they are assigned as teacher of record?

Secondary special education teachers of record utilizing the worksheet who are assigned as teacher of record in 2+ content areas and do not meet the 18-point minimum in those content areas may utilize additional flexibility within Section E of the Texas Worksheet, for which an authorized administrator should provide a calendar year-long runway for the teacher to meet the Section D requirements for content competency. See also Section E below.

NEW: How should secondary teachers assigned as teacher of record for local credit courses and/or 18+ programming interact with the worksheet?

- If a teacher is assigned as teacher of record of an innovative course and provides instruction in one of the four core content areas (math, science, social studies, ELAR), the teacher must meet content requirements within Section D of the Texas Worksheet
- If the innovative course does not include content instruction in the core subject areas and/or an aligned SBEC certificate does not exist, the teacher may be assigned with a valid, SBEC issued special education certificate only.

Section E: First Year Teachers and Secondary Teachers of Multiple Content Areas

Which teachers should complete Section E of the worksheet?

- First year teachers who do not meet the content competency requirements for their assigned grade level and/or content area(s) in either Section C or Section D of the Texas Worksheet may utilize the year-long runway flexibility provided in Section E of the Texas Worksheet.
- Secondary special education teachers of record assigned to 2+ content areas and who do not meet the 18-point minimum in those content areas may also utilize the year-long runway flexibility provided in Section E of the Texas Worksheet.

Which teachers are considered first-year teachers for the purpose of the Texas worksheet?

- For the purposes of the Texas Worksheet, a first-year teacher is a teacher who holds a standard, intern, or probationary certificate, and whom the applicable year is their **first year providing instruction to students**. This flexibility is provided for first-year teachers for whom the applicable year is their first year providing instruction to students, **not** the educator's first year assigned as a special education teacher of record.
- Teachers who have previously provided classroom instruction to students on an intern or probationary certificate, emergency permit, or in a District of Innovation (DOI) **are not eligible** to utilize first-year teaching provisions within Section E of the Texas Worksheet. Those years of teaching experience **may be counted** within Sections C and D of the Texas Worksheet.

Do first year teachers utilizing Section E of the worksheet have a calendar year or an academic year to meet content proficiency requirements for their grade band/content area(s)?

- First-year teachers utilizing Section E of the Texas Worksheet have a calendar year in which to meet content proficiency requirements as outlined in the appropriate section of the worksheet.
- The start and end date of this calendar year should be documented by the authorized administrator in Section E. These dates are not required to align with an academic calendar (*i.e.*, 10/14/25-10/14/26)

What options are available for a first-year teacher to meet the applicable content proficiency requirements during their year-long runway period?

- For first-year teachers utilizing Section E of the Texas Worksheet, authorized administrators should work with the educator to identify pathways to content certification, the appropriate PACT exam(s), and/or targeted professional development opportunities that would satisfy content requirements during their year-long runway.
- In order to identify the most appropriate option(s) to satisfy content requirements for a first-year teacher during their runway year, the **educator's total points should first be calculated** in either Section C or D of the worksheet.
- In the event a teacher meets the definition of a first-year teacher in Section E but meets content requirements in the appropriate section(s) of the worksheet, Section E should not be utilized.

Should a new worksheet be completed for a teacher following their utilization of the first-year teacher provisions?

No. Authorized administrators and educators are not required to complete a new version of the worksheet after a first-year teacher has utilized the provided year-long runway. Authorized administrators may document

the educator's point values in either Section C or D with an updated completion date and administrator initials beside the section to streamline documentation.

Which secondary teachers should complete Section E of the worksheet?

Secondary special education teachers of record who are assigned to 2+ content areas and who do not meet the required 18-point threshold in a given content area by their first day providing instruction to students can utilize the additional flexibility of a year-long runway to meet those requirements provided in Section E of the Texas Worksheet.

Do secondary teachers of multiple content areas utilizing Section E of the worksheet have a calendar year or an academic year to meet content proficiency requirements for their grade band/content area(s)?

- Secondary special education teachers of record utilizing Section E of the Texas Worksheet have a calendar year in which to meet content proficiency requirements as outlined in Section D of the worksheet.
- The start and end date of this calendar year should be documented by the authorized administrator in Section E. These dates are not required to align with an academic calendar. (i.e., 10/14/25-10/14/26)

Should a new worksheet be completed for a teacher following their utilization of the secondary teacher of multiple content areas provisions?

No. Authorized administrators and educators are not required to complete a new version of the worksheet after a secondary special education teacher of 2+ content areas has utilized the provided year-long runway. Authorized administrators may document the educator's point values in Section D with an updated completion date and administrator initials beside the content area section(s) to streamline documentation.

What options are available for a secondary teacher of multiple content areas to meet the applicable content proficiency requirements during their year-long runway period?

For secondary teachers of multiple content areas utilizing Section E of the Texas Worksheet, authorized administrators should work with the educator to identify pathways to content certification, the appropriate PACT exam(s), and/or identify targeted professional development opportunities that would satisfy content requirements during their year-long runway.

Section F: Administrator Assurances

Who should complete and sign the assurances in Section F of the worksheet?

LEAs may determine which district and/or campus staff can serve as authorized administrators for completion of the Texas worksheet. This identified individual should review and sign the assurances in Section F of the Texas Worksheet.

Are administrators responsible for supporting teachers in seeking out continuing professional education required for renewal of their special education certification?

- Yes. Per the language in Section F of the Texas Worksheet, The teacher's campus administration will assist the teacher in seeking out continuing professional education (CPE), as required by [19 TAC §232.11](#), that addresses both the CPE requirements for the teacher's special education certificate

renewal and education related specifically to the content area(s) for which the teacher is assigned to support or teach.

- In addition, per [19 TAC §231.701\(e\)](#), employing school districts should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special education needs of children. If a staff member does not have the skills and knowledge needed for the assignment, the school district is responsible for making provisions for the person to acquire the necessary skills and knowledge.

Section G: Appendix

Where can I find more information about the point values associated with PACT exams?

Section G: Appendix, I. PACT Alignment details the associated point values with each of the content aligned PACT exams.

Is the closely related field list provided in the appendix exhaustive?

No. In alignment with the previous HOUSS framework, school districts may consider additional closely related fields but must maintain documentation to support the determination.

Where can I find more information about point values associated with National Board certification in a content area?

Section G: Appendix, IV. National Board Certification Alignment details the associated point values with each of the content aligned NBCT certificate areas.

Considerations for Texas Educator Preparation Programs (EPPs)

Should Texas EPPs continue to certify candidates in both special education and a content area?

Yes. Per [19 TAC §231.701\(d\)](#), special education teachers serving as a teacher of record must hold a valid certificate that matches the subject and grade level of the assignment. The Texas Worksheet provides a flexible option for those educators assigned to content areas in which they do not hold the appropriate content certification, so Texas EPPs should continue to certify candidates in both special education and content areas to meet rule requirements. EPP candidates pursuing certification in both special education and a content area are required to hold an Intern or Probationary certificate in both areas while completing the internship.

Are Texas EPPs required to complete the Texas Worksheet for their candidates?

Use of the Texas Worksheet does not lead to certification in a content area so there is no requirement for Texas EPPs to interact with and/or support their candidates to complete the worksheet. Programs may utilize the worksheet as a tool to support their candidates in selecting coursework, approved residency opportunities, and/or testing opportunities that may be associated with point values on the worksheet.

How do these new rules impact program processes for placing intern candidates?

Programs should continue to confirm their special education intern candidates are placed in a special education placement and have passed the appropriate special education exam. EPP candidates pursuing certification in both special education and a content area are required to hold an Intern or Probationary certificate in both areas while completing the internship, per [§228.73](#). **LEAs are responsible for confirming intern candidates assigned as special education teachers of record meet requirements in the applicable section(s) of the Texas Worksheet.**

NEW: My program has a candidate with an intern certificate in Special Education. The district has placed the candidate in a special education teacher of record role and will utilize the Texas Worksheet to meet content requirements for their assignment. How does this impact the standard certificate the EPP candidate will receive at the end of the process?

While use of the Texas Worksheet is an allowable option to meet content requirements within [§231.701](#) for EPP candidates who hold a special education certificate and may not yet have passed additional required content area certification examinations, an EPP can only recommend a candidate for standard certification in the areas that he or she has been prepared, per [§228.73\(b\)](#). If the candidate does not take and pass the required content area certification examinations and complete all other related requirements for certification in the content area, the EPP will only be able to recommend the candidate for standard certification in special education. There is no change from the practice that has been in place for several years and aligned with requirements for certificate recommendation and issuance for EPP candidates.

Additional Implementation Supports

What additional implementation supports are available?

REVISED: 8/25/25. Please refer to the updated [Special Education Personnel Assignment Guidance](#) page for additional implementation resources.

Who should we contact if we have additional questions?

Please submit additional questions for consideration for inclusion in the FAQ via the [231 FAQ Submission Form](#).