

**Last Updated: March 11, 2025**

This resource is intended to support Educator Preparation Programs as they begin to implement the SBEC’s newly adopted 19 Texas Administrative Code Chapter 228: Requirements for Educator Preparation Programs. This information will be updated periodically and redistributed in the Educator Preparation Program newsletter. For prompt service, please submit any additional questions via TEA’s helpdesk system.

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## Implementation Guidance

### General

#### **When will the updates to Chapter 228 become effective? [§228.6]**

**REVISED:** 9/1/2024. However, there were some additional revisions made to correct some technical errors and to add clarification to rules around clinical teaching and to the implementation requirements. Those revisions were adopted at the December 2024 SBEC meeting and became effective March 11, 2025. For more details related to implementation timelines see the FAQs below.

#### **Will an EPP be held accountable for the new Chapter 228 requirements for a candidate who enrolls or is admitted in an EPP prior to 9/1/2024? [§228.6]**

**NEW:** For accountability in a continuing approval review, candidates admitted prior to 9/1/2024 may complete requirements under Legacy 228 or under the chapter of 228 currently in effect. The last date a candidate can complete a requirement under Legacy 228 is 8/31/2026. Any requirement yet to be completed by a candidate starting 9/1/2026 must be completed under Chapter 228 currently in effect. For accountability to Indicator 4a under ASEP in 19 TAC §229.4, any candidate who begins a clinical experience 9/1/2024 or after must meet the current formal observation requirements, regardless of the candidate's admission date. See FAQ responses in Subchapter F below for related details about formal observation requirements.

**NEW: A candidate admitted prior to 9/1/2024 starts an internship prior to 8/31/2025 in an attempt to complete requirements for standard certification by 8/31/2026. The Intern encounters an extenuating circumstance (FMLA, District eliminates their position, etc.) that prohibits completion of requirements (time taught, observations, PPR, final coursework, etc.) before the 8/31/2026 deadline. Does the candidate have to start the internship over to update all requirements to the new ruleset? [§228.6]**

**NEW:** Repeating or resuming a clinical experience is an EPP decision based on the circumstances (e.g. duration of first experience, success of first experience, etc.) If the clinical experience extends past the 8/31/2026 deadline, any remaining requirements to be met in that experience must meet requirements currently in effect. Additionally, if the internship started on or after 9/1/2024 it needs to meet the updated requirements for frequency and duration of formal observations for evaluation in ASEP.

## Subchapter A: General Guidance

### Definitions

**NEW: I see some FAQ's referring to Legacy 228 requirements or rules. What is meant by "Legacy 228"? [§228.2(37)]**

**NEW:** A definition for "Legacy Chapter 228" was added to the definitions in Chapter 228. Legacy Chapter 228 refers to the body of rules in the repealed version of Chapter 228 that was in effect before 9/1/2024.

**Does “assignment start date” mean the intern’s first day of instruction with students or the first day of instruction with students as evidenced on district calendars? [§228.2(5)]**

Per §228.2(5), the assignment start date for an internship, clinical teaching, or residency is the first day of instruction with students. This refers to the first date the candidate is in their classroom assignment with students, which may or may not be the first day of instruction according to the district calendar.

**NEW: Please clarify in detail what extracurricular would entail? Ex. Marching or concert band practice, attendance at marching or concert band UIL events or contest, attendance at field trip for assigned classroom, UIL academic contests, athletic events if seeking Physical Education, etc. [§228.2(26)]**

**NEW:** The new definition of Extracurricular activities in §228.2(26) identifies activities that are sponsored by the University Interscholastic Leagues (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees. To meet clinical teaching requirements, the activities must be TEKS-based and directly related to the subject area of the certificate sought. For example, a candidate pursuing Music EC-12 may accrue some clinical teaching hours assisting with marching band practice after school; however, hours accrued assisting students with marching band practice would not be appropriate as clinical teaching hours for a candidate pursuing ELAR 7-12 certification.

## Subchapter B: Approval of Educator Preparation Programs

### Approval for the Teacher Residency Preparation Route

**Do EPPs (including those currently on TEA’s Vetted Teacher Residency Program List) need to apply to the SBEC to offer the new teacher residency preparation route? [§228.15(b)]**

Yes. TEA’s Vetted Teacher Residency Program List was reviewed and approved by the TEA for the purpose of TEA-issued grants. To offer the new teacher residency preparation route that leads to an Enhanced Standard certificate, EPPs must submit an application and receive SBEC approval. Visit the [Teacher Residencies in Texas](#) page on the TEA website for more information about residencies.

**Can an EPP continue to offer a locally defined teacher residency model without applying to offer the formal teacher residency preparation route? [§228.15(b)]**

Yes. EPPs are not required to apply for or offer the teacher residency preparation route. EPPs may require candidates to complete clinical experiences across a full year; however, to offer the formal residency model that results in an Enhanced Standard certificate, the EPP must apply for the route and be approved by the SBEC as required in §228.15(b). The teacher residency preparation route can be offered across multiple program models, including within university and non-university programs.

**Does an EPP applying for the teacher residency preparation route need to indicate which certificate categories they want to offer via the route? Can additional certification categories be added at a later time? [§228.15(b)]**

Yes. The EPP should include in the initial residency application all currently approved certificate categories for which an EPP will offer the teacher residency preparation route. Once approved, the addition of approved certificate categories to this route will require a program amendment notice to TEA as required in 19 TAC

§228.17 and the addition of a new certificate category will require an application and fee as required in 19 TAC §228.15(c)(2).

**If an EPP is planning on piloting residency implementation prior to seeking SBEC approval to offer the teacher residency preparation route, what set of rules are they required to meet?**

An EPP may choose to pilot residency model structures prior to applying for SBEC approval to offer the formal route. In these instances, they would be required to meet, at minimum, the requirements for the route the candidate is enrolled in and completing. An EPP can always require increased hours or additional requirements on top of those specified in SBEC rules. For example, if an EPP is piloting residency implementation with candidates currently enrolled in an undergraduate route, the candidates would, at minimum, be required to complete 490 hours of clinical teaching across two semesters, though the program could locally require 750 hours as specified in the residency route. As a reminder, a candidate would not be eligible for the Enhanced Standard certificate until the EPP was approved to offer the teacher residency preparation route, and the candidate formally met all requirements under that route.

**Is there a cost for adding the teacher residency preparation route? If so, what is that amount?**

No. There is no cost for EPPs who have already been approved to offer preparation in the Teacher class of certificates.

**When will the residency application be available?**

**REVISED:** The application is currently available. Guidance for the application process is published on the [Teacher Residencies in Texas](#) page and linked on the [Program Provider Resources](#) page on the TEA website. Please note that applications accepted in the 11/11/2024 and 12/9/2024 cycles will be considered for approval by the SBEC in April 2025.

**Would it be possible to submit separate applications for one EPP? For example, if an EPP has an undergraduate program in the College of Education and an ACP program in the College of Natural Sciences.**

**REVISED:** No. The EPP would submit one application. As a reminder, the teacher residency route is a new route to certification, alongside the traditional and alternative routes, and can be offered across all program types, university and non-university.

**If an EPP is approved for the teacher residency preparation route, do all candidates enrolled in the program need to complete the residency route, or can the EPP continue to offer other preparation routes as well?**

An EPP may offer multiple preparation routes. Many EPPs already offer multiple preparation routes, i.e., traditional, alternative, and post-baccalaureate options.

**If an EPP's ASEP rating is Accredited-Warned or Accredited-Probation, are they allowed to submit an application? Will there be a chance to apply later? [§228.17(b)]**

There is not a rule that prohibits an EPP from applying to add an SBEC-approved residency route if the EPP is rated Accredited-Warned or Accredited-Probation. The addition of a residency route for a program that is approved to offer teacher preparation is considered a program amendment. As such, 19 TAC §228.17(b) may apply if the

program has a rating other than Accredited or Accredited-Not Rated. The EPP would have to submit the 120-day notification and residency application for SBEC approval.

**Is there a specific window during which EPPs must apply to offer the residency preparation route or will there be multiple opportunities to apply?**

**REVISED:** EPPs may apply to offer the residency route throughout the application windows during the 24-25 academic year and during at least one application window annually in following academic years. For more information about the application windows go to the [Teacher Residencies in Texas](#) page on the TEA website.

**Is the teacher residency preparation route only available as an “add on” for existing approved EPPs, or can an institution interested in initial program approval pursue a residency route?**

A new entity may apply to offer the teacher residency preparation route as a component of their overall new entity application. See §228.11 for additional information on New Entity Approval.

**Can ACP programs apply to offer the teacher residency preparation route?**

Yes.

**After an EPP is approved to offer the teacher residency preparation route, when does the post- approval site visit occur? [§288.15(b)(3)]**

The post-approval site visit will be conducted after the end of the first academic year in which the program reports residency completers.

**When does the policy take effect on the new teacher residency preparation route? When can my program offer the route to candidates?**

The newly adopted and approved 19 TAC Chapter 228: Requirements for Educator Preparation Programs has an implementation date of 9/1/2024. Programs must be approved by the SBEC to offer the teacher residency preparation route. Programs may apply to offer the route and be approved by the SBEC to offer the route as soon as December 2024. A program approved by December 2024 may offer the route as soon as Spring 2025 to candidates beginning their residency. Programs approved by Spring or Summer 2025 could offer the route for candidates beginning their residency in Fall 2025.

**What will the EPP’s role be to transfer candidates to the residency preparation route in ECOS? When will EPPs address that movement for the first cohort of candidates?**

**REVISED:** Once approved by the SBEC, the EPP is responsible for updating the finisher records list for the residency route in ECOS. The [Technical Manual](#) has been revised to support this transition. Note that candidates that were in clinical experience prior to the SBEC approval of the EPPs residency will not qualify for the Enhanced Standard certificate through the residency route.

**NEW:** As we are planning for our students who will be seeking the Enhanced Certificate starting in fall 2025, am I correct in my understanding that this first group of residents, since they have already been admitted to the program and will be residents in fall 2025 that I will be able to designate them in ECOS as seeking the Enhanced Certificate but moving forward when we admit a student they must

designate at the time they are admitted as seeking the Enhanced Certificate? We are trying to plan for the students we will accept at the end of this semester and that is what I remember from a webinar but needed to verify what the plan is. I understood that we could not add them after admission but could remove them.

**NEW:** If a candidate has been completing coursework in another route and now wants to transfer into the SBEC-approved Residency route, then the EPP can update the enrollment record on the Finisher Records List in ECOS to reflect the route change. TEA recommends adding the new route before removing the old route. For candidates who are admitted into the EPP after the EPP is SBEC-approved for Residency, the EPP will create an admission record identifying the Residency route.

## Program Amendments

**Can TEA please clarify the limitations on programs in changing delivery of instruction from online to face-to-face or another combination of preparation offerings as specified in §228.17? [§228.17]**

The rules in §228.17(a) and (b) have not changed. When an EPP significantly changes a program so that it is different than originally approved, an amendment notification to TEA is required. Examples of significant changes to a program include changing instruction from a face-to-face delivery to an online delivery, offering a certification through a new degree plan, offering an approved certificate in a new route, etc. EPPs must submit the amendment notice to TEA 60 days prior to the amendment. If the EPP is Accredited-Warned or Accredited- Probation, then the amendment notice is submitted to TEA at least 120 days prior to the amendment. §228.17(a) and (b) specify the required components of the notification.

## Subchapter C: Administration & Governance of Educator Preparation Programs

### Reporting “doing business as” Names

**How or where does an EPP notify TEA about the EPP’s dba name? [§228.23(e)]**

Per §228.23(e), the EPP must annually report to the SBEC all names the EPP has done business as during the preceding year. There will be a formal notification process available to EPPs. Note, TEA must make the EPP’s DBA available to the public on the TEA website as consumer information.

### Governance of Residency Programs

**For the teacher residency preparation route, please define “quarterly” as it is used in the requirement for quarterly meetings for continuous improvement. [§228.25(d)]**

Per §228.25(d) the EPP must meet at least quarterly, or four times during the given academic year, with the district and campus administrators of the school district with which the EPP has partnered.

## Subchapter D: Required Educator Coursework & Training

## Minimum Obligations to All Candidates

**How do we define "inactivity" that would result in exiting a candidate from the program? [§228.31(b)]**

Per §228.31(b), an inactive candidate is one who is no longer completing coursework, training, and testing requirements with the EPP and is not a completer of the EPP. Examples of this could include not making documented progress on program requirements such as completion of FBEs or coursework or not attempting certification exams.

**If a candidate requests to change their certificate category after they have already enrolled, per the new requirements, is there an exam that is an option for the candidate to demonstrate their content knowledge? [§228.31(f)(1)]**

Yes, per §228.31(f), upon written request of a candidate, an EPP may prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted **only if** the candidate would meet the requirements for admission under §227.10 in the requested certificate category, the EPP provides coursework and training related to the requested certificate category, and the EPP ensures that the candidate is adequately prepared to pass the appropriate content pedagogy exams for the requested certificate category. If the candidate does not meet the admission credit hours requirements in §227.10(4)(a) and (b), the candidate may take the aligned PACT exam, as specified in §227.10(a)(4)(c) to meet the requirement.

**If a candidate changes the certificate sought to a new certificate category, how many hours of content-specific coursework are needed before an EPP may offer test approval. [§228.31(f)]**

Chapter 228 does not set the specific number of additional coursework hours that are required for candidates changing certificate category after admission. However, per §228.31(f)(3) the EPP must ensure that the candidate is adequately prepared to pass the appropriate content pedagogy exams for the requested certificate category. Additionally, §228.33(a) requires the EPP to provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the assignment and §228.33(b) requires candidates to demonstrate proficiency in the educator standards for the certificate category sought. EPPs should implement program-specific policies to make this determination.

## Required Coursework & Training Hours

**Do the 50 hours of field-based experience count towards the 300 required hours of coursework? [§228.37(a)]**

Yes, the 50 hours of FBE are part of the minimum 300 hours of required coursework and training for Teacher candidates.

## Pre-service Coursework Requirements for Teacher Candidates

**What are 'open education instructional materials?' [§228.41(2)(L)]**



Open education instructional materials are instructional materials maintained by the State Board of Education (SBOE) under Texas Education Code 31.022. Per §228.41(2)(L), EPPs are required to provide coursework that allows candidates to demonstrate proficiency through performance tasks in effectively implementing open education resource instructional materials included on the list of approved materials maintained by the SBOE in each subject area and grade level covered by the certification category. For more information about the SBOE's process to review and approve instructional materials, please see [\[link\]](#).

## Field-Based Experience Requirements

### **Do experience hours as a Teacher of Record count as "inactive" field experience rather than "active" field experience? [§228.43(d)]**

Yes, per §228.43(d), up to 25 clock-hours, of the total 50 clock-hours of field-based experiences may be provided, under the direction of the EPP, by:

- use of electronic transmission or other video or technology-based method,
- service as a teacher of record,
- service as an educational aide, and
- service as a substitute teacher

### **If a candidate is admitted to the EPP prior to the effective date of 9/1/24, do they need to meet the new 50-hour FBE requirement?**

**REVISED:** No. Candidates who were admitted into the EPP prior to 9/1/2024 may meet the requirements under Legacy Chapter 228 (30 hours). The updated requirements apply to candidates who are admitted into the EPP after 9/1/2024. As EPPs complete program revisions to coursework and FBE requirements, they may find it easier to transition all candidates to new requirements regardless of admission date. This is acceptable.

### **If FBE hours must occur after the candidate's admission into the EPP, can EPPs no longer count FBE hours completed in university freshman or sophomore EPP courses, prior to formal admission into the EPP? [§228.43(d)(4)]**

No. The formal or contingency admission rules in 19 TAC §227.17(f) or §227.15(e) allow EPPs, including university and non-university programs, to accept some coursework completed prior to formal admission. Additionally, the EPP's policy for accepting transfer credit for prior coursework completed per the requirements in §228.35(1-2) may also allow credit for coursework completed prior to formal admission.

### **For the 25 FBE hours that can be completed flexibly do the teacher of record, substitute teacher, or aide roles need to be official positions. [§228.43(d)]**

Yes. The EPP must collect formal evidence that the candidate served in this role for the specified timeframe.

### **If a clinical teacher or teacher resident serves as a substitute teacher one day per week during the timeframe of their clinical teaching or residency, can those hours count towards their 25 flexible FBE hours? [§228.43(d)]**

No. Per §228.43(b), field-based experiences (FBE) must be completed prior to assignment in an internship, clinical teaching, or residency.



**Can candidates complete FBEs during summer school activities? [§228.43(c) & (d)]**

Yes. Per §228.2(6), an authentic school setting for the purpose of field-based experiences includes experiences during the school day and the school year, including summer school; not including professional development, extracurricular activities, workdays when students are not present, and before- or after-school childcare or tutoring.

**Can a candidate complete multiple activity types to meet the 25 “flexible” hours outlined in §228.43(d)? [§228.43(d)]**

Yes, a candidate can complete FBE hours under multiple options outlined in §228.43(d) but may only count up to 25 hours of the required 50 hours under this provision. For example, a candidate could complete 15 hours of FBE using video and an additional 10 hours through service as a substitute teacher, if these FBEs met the requirements of §228.43(d)(1)-(4).

**How are the 25 hours of flexible FBEs under §228.43(d) logged and reflected on? Does each FBE need a written reflection? [§228.43(d)]**

**REVISED:** Per §228.43(d)(2), candidates must reflect, in writing, on the experience, including those completed in service as a substitute teacher, teacher of record, or educational aide. The EPP should encourage candidates to maintain a log of FBE hours completed with the associated written reflections and should have FBE structures and requirements to guide candidates on completing both FBEs and the related reflections.

**Under §228.43(c), what percentage of the 25 interactive FBE hours should include interactive activities outside of passive observation? [§228.43(c)]**

All 25 FBE hours under §228.43(c) require the candidate to actively engage in instructional or educational activities. Examples of these activities are included in §228.43(c)(2).

**Does a teacher who holds an emergency certificate or permit qualify as a "content certified teacher" for the purposes of FBE interactive hours? [§228.43(c)(1)(B) & (d)(1)(B)]**

Yes. Individuals serving on an SBEC-issued emergency permit are eligible to serve in the "content area" assignment for one year.

## **Subchapter E: Educator Candidate Clinical Experiences**

### **Clinical Experience: Implementation**

**If a candidate begins clinical teaching, internship, or practicum prior to 9/1/2024, would they need to meet the requirements of the updated 228? [Subchapter E & §228.6]**

No. The updated Chapter 228 clinical experience requirements apply to candidates admitted after 9/1/2024.

### **Clinical Experience: Residency**

**Can a residency begin after the district's official first instructional day, such as in January?  
[§228.65(a)(1)]**

Yes. Per §228.65(a)(1), the residency must include a minimum of one full school year of clinical experience, including the first and last instructional days with students. Per §228.65(a)(4) the beginning date of a residency clinical experience for the purpose of field supervision is the first day of instruction with students in the school or district in which the residency takes place. Therefore, a residency clinical experience could begin, at the start of the spring semester and end at the conclusion of the following fall semester. This would meet the criteria for a full school year. In doing so, the candidate would experience the last day of school at the end of the spring semester and the first day of school at the beginning of the following fall semester.

**How do residents complete residency through the last instructional day when university students typically graduate prior to the end of the district calendar? [§228.65(a)(1)]**

**Revised:** Per §228.65(a)(1), the residency must include a minimum of one full school year of clinical experience, including the first and last instructional days with students. The successful, full-year residency is a certification requirement. If that requirement extends beyond the traditional university academic semester calendar, the program will need to decide how to structure that requirement within the degree plan pursued by candidates concurrent with certification. EPPs are encouraged to coordinate across internal university teams to determine the best approach and to develop and provide clear communication and appropriate guidance to candidates regarding expectations.

**NEW:** Please provide clarification that students who are seeking the enhanced certificate may graduate prior to the end of the school district but will be recommended for certification after completion of the district calendar. Residents at a traditional EPP would graduate by mid-May but the district calendar year does not end until the end of May. If these candidates are held up from graduating that could impact their ability to secure a teaching position until August or for some EPPs until December. [§228.65(a)(1)]

**NEW:** Per the residency requirement the candidate must complete a full year residency on the K-12 campus. EPPs are encouraged to coordinate across internal university teams to determine how this fits in with graduation requirements.

**During the residency clinical experience, what flexibility, if any, is there for the required 21 hours per week, if the week is only 4 days due to a holiday? Related, what guidance can you provide for EPPs and districts implementing paid residency models through strategic staffing (where candidates may have additional responsibilities outside of their clinical experience)? [§228.65(a)(2)]**

Per §228.65(a)(2) the residency clinical experience must meet a minimum of 21 hours per week during a school week that does not include school district or campus closures or disruptions (e.g., inclement weather, holidays) and specifies that in the event of a district or campus closure that results in the need for reduced hours during a given week, that the program document the need. This provision allows programs flexibility to reduce hours when necessary, during those weeks with a documented disruption. EPPs and district partners should work together to ensure the candidate's clinical experience is prioritized over additional teacher resident responsibilities.

**What should the EPP do if a candidate does not reach the "proficient" level for an embedded performance gate? Can the EPP provide another performance gate opportunity?**

After the EPP provides remediation and support, the candidate should be offered an additional opportunity to reach the required proficiency level. Chapter 228 does not limit the amount of remediation and does not limit the number of opportunities a candidate has to meet the performance gate requirement.

### **Can a formal observation cycle serve as a performance gate?**

Yes, as long as it meets the requirements outlined in §228.65(c)(f), Residency: Performance Gates. The EPP that has an SBEC-approved residency should implement the residency as approved and should implement the Performance Gates as approved in the application.

### **Must residents already have a bachelor's degree?**

No.

### **What happens if a candidate completes the residency year but at the end of the year has not met all requirements? Do they have to repeat their residency year or is there another option? [§228.65(f) & (g)]**

The candidate must complete all requirements of a clinical experience and demonstrate proficiency and receive a recommendation of successful clinical experience from the campus staff supporting the candidate and from the EPP field supervisor. There is nothing in TAC that prevents the candidate from completing an extended clinical experience in order to give the candidate the opportunity to meet all programmatic requirements. The type and duration of extended clinical experience is determined by the EPP. Only a successful residency experience will lead to an enhanced standard certificate.

## **Clinical Experience: Clinical Teaching**

### **For the purposes of clinical teaching or residency, can the school day be more than 7 hours? [§228.67(b)]**

Yes. Per §228.2(45) school days are the school attendance days during the regular academic year. The rule does not specify a maximum number of hours.

### **NEW: If a candidate spends the full school day on the clinical teaching campus, can the EPP count all hours towards their clinical experience, even if not all hours were spent in the assigned grade level/subject area? [§228.67(b)]**

**NEW:** Per the clarified clinical teaching requirements in §228.67, at least 280 hours of clinical teaching must be completed in the subject area and grade level of the certificate sought in the classroom of a qualified and trained cooperating teacher. The remaining 210 hours may be accrued either through additional instructional hours during the school day, Texas Essential Knowledge and Skills-based extracurricular activities that directly relate to the grade-level and subject area of the certification sought, and professional development hours that occur within the assignment start and end date. For these “remaining” hours, the candidate must be under the supervision of a certified educator.

### **If a candidate attends professional development and engages in other instructional activities (i.e.,**

**attends IEP meetings, parent/teacher conferences, band practice, etc.) on the campus/district during their clinical experience, can those hours count towards their overall clinical teaching hours? [§228.67(b) & §228.2(5)]**

**REVISED:** Yes, per §228.67(b)(2) in the revised requirements effective March 11, 2025, candidates may complete up to 210 hours of clinical teaching through additional instructional hours during the school day, Texas Essential Knowledge and Skills-based extracurricular activities that directly relate to the grade-level and subject area of the certification sought, and professional development hours that occur within the assignment start and end date. The candidate must be under the supervision of a certified educator when completing these hours.

**If a candidate attends professional development with their clinical teaching district prior to the first instructional day with students, can those hours count towards their overall clinical teaching hours? [§228.67(b) & §228.2(5)]**

**REVISED:** No. Per the revisions to §228.67(b) that were effective March 11, 2025, for the professional development hours to be counted as clinical teaching hours, they must occur within the assignment start and end date. Per the definition in §228.2(5), the assignment start date for clinical teaching, internship, or residency is the first date of instruction with students.

**NEW: Is the documentation of what the 280 and 210 hours completed on the clinical teaching log?**

The EPP should require the candidates to identify how they completed the clinical teaching hours so the EPP can be assured the candidates receive the required training and have appropriate opportunities to demonstrate skills in the classroom setting. See the Evidence Figure in §228.13(f) for information about evidence.

**How should candidates document their clinical teaching hours for EPP verification and audit purposes? [§228.67(b) & 228.31(i) & Figure: 19 TAC §228.13(f)]**

The Evidence Figure in §228.13(f) identifies that clinical teaching hours should be captured on signed or initialed and dated logs. The log should include dates, hours, and location and should be verified by the cooperating teacher.

**Are the hours exempt for the new “parental leave” absences limited to the previous definition or does it include FMLA type leave for clinical teachers with children? [§228.65(a)(3), §228.67(b), §228.73(c)]**

The references to parental leave in §228.65(a)(3), §228.67(b), and §228.73(c) refer to time taken off work to care for newborn or newly adopted children.

**If a candidate is seeking certification in a content area and special education, are they required to complete a clinical placement in both settings?? [§228.61]**

Yes. A content area that includes Special Education is an appropriate placement for a candidate being certified in a content area and in Special Education. Note the assignment rules in Chapter 231, Subchapter F require this if the candidate is teaching TEKS.

**Are there particular activities required of an educational aide completing their clinical experience under**

**the provisions in §228.69? [§228.69]**

**REVISED:** The requirement in §228.69 allows certified educational aides to complete the clinical teaching requirement in their educational aide role. This is not a new provision and was allowed in Legacy Chapter 228. To meet the clinical teaching requirement, an educational aide must meet the requirements that comply with the requirements within §228.67. The teacher of record in the aide's classroom would be the cooperating teacher.

**How does a teacher candidate qualify for an exemption from required clinical experiences? [§228.79]**

Per §228.79, teacher candidates may qualify for an exemption from clinical experiences if they meet the requirements of the Educational Aide exemption as identified in TEC §21.050(c), or if the candidate is pursuing Junior Reserve Officer Training Corps (JROTC) certification. All other candidates must complete a clinical experience as required.

**Clinical Experience: Internship**

**For an internship, does the assignment start date mean the first day of instruction the intern has with the students or the first day of instruction with students as evidenced on district calendars? [§228.73(d) & §228.2(5)]**

§228.2(5) defines "Assignment Start Date" as the first day of instruction with students.

**To ensure compliance with §228.73(a), should EPPs recommend a candidate for an intern or probationary certificate earlier than the effective date to ensure it is issued by the first day of school? [§228.73(a)]**

Per §228.73(a), the EPP is required to verify and document that the candidate's Intern or Probationary certificate is active prior to the start of the internship assignment. Candidate certificates will be issued immediately after they are recommended if the required tests are passed and if the candidate has paid for the certificate and has paid for and completed fingerprinting. A certificate not issued due to a pending investigation will be flagged as such in the Educator Certification Online System (ECOS). Intern and Probationary certificates can be dated with future effective dates if the assignment start date is after the date the EPP recommends the certificate.

**Practicum**

**For a non-teacher candidate completing the practicum on an intern certificate, do the practicum rules for clinical experience still apply, or do the new 228 rules for internship supervision now apply? [§228.81, §228.99, & §228.117]**

Nonteacher candidates completing a practicum while holding an intern or probationary certificate will continue to follow the practicum requirements as outlined in §228.81, §228.99, and §228.117.

**Subchapter F: Support for Candidates During Required Clinical Experiences**

## Mentors, Cooperating Teachers, Host Teachers, and Site Supervisors

**For teacher residencies, what is the timeline for the host teacher training(s) and who provides the training? [228.95(a)(3)]**

Per §228.95(a)(3), host teachers should be trained twice per school year by the EPP, including before or within the three weeks after being assigned as a host teacher.

**Can the host teacher also be the field supervisor?**

No. Per §228.95(a)(4) the host teacher cannot be assigned to the candidate as a field supervisor.

**NEW: A clinical teacher is seeking Special Education certification and is assigned to a classroom with 2 teachers. The Special Education certified teacher provides classroom support, and the classroom teacher of record is either not certified in Special Education or is not certified as a Teacher. Do both teachers need to be certified? The classroom teacher of record is designing the lessons being taught.**

**NEW:** The candidate completing clinical teaching must be under the supervision of a qualified cooperating teacher. Section 228.93 details the qualifications and duties of the cooperating teacher. TAC §228.91(d) allows that if an individual who meets the certification category and/or experience criteria for a cooperating teacher is not available, the EPP and campus or district administrator shall collaborate to ensure an individual who most closely meets the criteria is assigned to the candidate, and the EPP must document the reason for selecting an individual that does not meet the criteria. If the candidate is completing the clinical experience in more than one classroom, there should be a qualified cooperating teacher in each.

## Field Supervisor Qualifications

**Do all field supervisors have to renew their training every 3 years? [§228.101(a)(5) & §228.101(b)(1)]**

Yes, per §228.101(a)(5) and §228.101(b)(1), all field supervisors must complete and renew TEA-approved field supervisor training or must maintain valid T-TESS certification. Field supervisors who have completed TEA-approved training must renew that training by September 1, 2026, and then renew every three years.

**Do field supervisors need to hold an active certificate that matches the certification category of the intern/clinical teacher they supervise? [§228.101(a)(8)]**

No. 19TAC §228.101(a)(8)-(9) requires that field supervisors hold a valid certification in the class in which supervision is provided or hold at least a master's degree in the academic area or field related to the certification class.

## Informal Observations

**How many informal observations must be conducted in person? [§228.101(b)(5)(B)-(C) & §228.101(b)(7)(A)]**

- For candidates completing clinical teaching or an internship, §228.101(b)(5)(B)-(C) requires at least the first informal observation must be in person, and all remaining informal observations may be conducted virtually, either synchronously or asynchronously.

- For nonteacher candidates, all informal observations may be conducted virtually, either synchronously or asynchronously. [§228.101(b)(5)(C)]
- For residency candidates, §228.101(b)(7)(A) specifies that field supervisors must conduct all informal observations in person.

**How should an EPP document informal observations for the purpose of continuing approval reviews? [§228.101(b)(5)-(7) & §228.31(i)]**

As stated in §228.101(b)(5)-(7) and §228.31(i), informal observations can be documented on written forms, field supervisor logs, planning documents such as performance plans, etc. Currently, informal observations are not documented in ECOS.

**What would a virtual informal observation look like? [§228.101(b)(5)-(7)]**

In an example virtual informal observation format, a candidate could record a brief 15-minute video of them practicing or implementing a specific skill connected to an area of growth in a previous observation. The field supervisor could review the video and meet with the candidate via Zoom to conduct a coaching conversation, providing feedback on the video as the field supervisor and candidate watch it together.

**Do the informal observation requirements apply to all candidates, or just those candidates who were identified as needing improvement during a previous formal observation? [§228.101(b)(5)-(7)]**

Per §228.101(b)(5)-(7), all candidates completing clinical teaching, internship, or practicum must receive at least 3 informal observations per semester of clinical experience in addition to the required formal observations. Residency candidates must receive at least 4 informal observations per semester.

**Can multiple EPP staff members provide informal observations to a given candidate, if they all meet the requirements for a field supervisor? [§228.101(b)(5)-(7)]**

Yes. Per §228.101(b)(1), any of the field supervisors qualified and trained to support candidates in a specific certificate class may conduct field supervision for a given candidate, including conducting informal observations for candidates in that class. The EPP may assign multiple field supervisors to support a candidate. There is no rule in place that requires the EPP to assign only one field supervisor to a candidate.

**Is the requirement for 3 informal observations per semester in effect for nonteacher candidates? [§228.101(b)(5)(A)]**

Yes. Per §228.101(b)(5)(A), 3 informal observations are required each semester in which the candidate is completing the practicum for the non-teacher certificate class. All informal observations for non-teacher candidates can be conducted virtually, either synchronously or asynchronously.

**If a practicum is over the course of 3 semesters, does a nonteacher candidate receive 3 informal observations each semester, for a total of 9 over the course of the practicum? [§228.101(b)(5)]**

Per §228.101(b)(5), candidates completing a practicum assignment must receive at least 3 informal observations per semester. Therefore, if the practicum is 3 semesters long, the candidate would receive 9 informal observations.



**NEW: Do informal observations have to follow formal observations or can an informal observation occur before the first formal observation? [§228.101(b)(5)]**

**NEW:** 19 TAC §228.101(b)(5) requires the field supervisor to provide at least 3 informal observations per semester that are informed by written feedback provided during post-observation conferences so the 3 required informal observations would occur at some point following the post-observation conference for one or more formal observations. The program may require additional informal observations and one or more of those may occur at any time. Note that 19 TAC §228.101(b)(7) requires 4 informal observations per semester for candidates completing a residency.

**NEW: Please clarify the order in which formal and informal observations need to be completed. We are hearing that we need to have the first formal observation prior to the first informal observation which means that first formal would need to be done approximately within the first month with the 1st informal within about 1-2 weeks after in order to meet the requirement of the first informal with the first 6 weeks. This is in reference to TAC §228.101(5)(D). Will informal observations need to be uploaded into ASEP in the future?**

**NEW:** This is correct. 19 TAC §228.101(b)(5)(D) requires informal observations to be informed by written feedback provided during post-observation conferences. Formal observations must be reported in ECOS for all classes. Informal observations are not reported in ECOS. Evidence of both formal and informal observations must be maintained by the EPP per the records retention requirements in 19 TAC §228.13(h) and §228.31(i).

**NEW: The informal observation requirements for residency candidates identify the first informal observation must occur within the first four weeks of the residency assignment but the updated requirement for formal observations in 19 TAC §228.103(a) identifies the first formal observation must occur within the first six weeks of the assignment. If the informal observation must follow the formal observation, how should we structure these two requirements?**

**NEW:** The requirements in TAC are the minimum requirements. An EPP may require more than what is in TAC. In this case, the EPP may require a first formal observation that is earlier than the six-week limit that would allow the informal to be completed by the four-week limit. For example, the first formal observation could be conducted at three weeks and then the first informal at four weeks.

## Formal Observations

**NEW: When is the first formal observation required for a Residency candidate?**

**NEW:** A correction to 19 TAC 228.103(a) that went into effect March 11, 2025 identifies that the field supervisor must conduct the first formal observation within the first six weeks of the residency assignment.

**Can informal and formal observations happen on the same day?**

While it is not best practice, there are no rules that prohibit a field supervisor from conducting a formal and informal observation on the same day. Per §228.101(5)(d), informal observations are informed by written feedback provided during post-observation conferences connected to formal observations. When planning for formal and informal observations, EPPs may want to consider the role of the informal observation to provide

feedback on the progress a candidate has made while working to improve a targeted skill.

**Since the first formal and informal observations must occur within a designated time at the beginning of the residency, can in-service days before the first instructional day be counted as part of this designated timeframe?**

No. Per §228.101(b)(7), the first informal observation must occur within the four weeks of the residency assignment. Per §228.103(b)(1), two formal observations must be conducted during each semester of the residency. Both requirements are tied to the residency assignment start date, which, per §228.2(5) is defined as the first day of instruction with students.

**§228.101(b)(8) and §228.105(d)(4) require that the field supervisor provide “written feedback” to campus-based candidate support personnel. What constitutes “written feedback”? [§228.101(b)(8) & §228.105(d)(4)]**

Per §228.105(d)(3) and §228.101(b)(5)(E), field supervisors are required to provide written feedback post-formal and informal observations. Per §228.101(b)(8) and §228.105(d)(4), this written feedback should be provided to the specified campus support personnel. “Written feedback” can be emails, handwritten notes, forms developed by the EPP, or whatever data capture tool that facilitates effective completion of this process.

**NEW: Could the feedback after all observations be documented with the EPP mentor with the LEA mentor being a part of this process to ensure continuity of feedback provided?**

NEW: The observation requirements in Subchapter F identify the required recipients of the written feedback provided to a candidate post-observation. The EPP may choose additional recipients as appropriate.

**Do the updates to Chapter 228 impact the number of formal observations required for non-teacher candidates? [§228.117(b)]**

No. Per, §228.117(b), candidates completing a practicum are required to have a minimum of 3 formal observations that total a minimum of 135 minutes. This is the requirement even if the candidate is completing a practicum while holding an Intern or Probationary certificate. This mirrors the requirement in legacy 228.

**NEW: Will TEA consider reviewing the EPP requirement for non-teaching positions requiring internships— specifically School Counselors? Right now, there is a “live observation” requirement for EPPs. This can not only be intrusive to our K12 students (in session with an EPP student school counseling intern, then having another random-to-them EPP adult coming to observe), but also an ethical concern regarding confidentiality. [§228.117(b)]**

NEW: 19 TAC §228.117(b)(4) provides that the field supervisor may conduct formal observations, pre-observation conferences, and post-observation conferences either in-person or virtually.

**NEW: If an initial certification candidate entered (admitted) the EPP before 9/1/24 and started their clinical teaching in August 2024 (for example, 8/10/2024), would they fall under legacy/old rule for observations? I would think that if a candidate started clinical teaching in August 2024 (before 9/1/24) then they would be held to the legacy/old requirements for clinical teaching (in regard to**

observations).

**NEW:** For the purposes of observations in ASEP, the beginning and end dates of the clinical experience are important, rather than the admission date. The following implementation timeline was discussed with the SBEC and stakeholders last year, with the SBEC approving of the timeline via rulemaking in Chapter 229.

The [ASEP Manual](#) states:

- Beginning in the 2025-2026 academic year, only individuals with clinical experiences that began on or after 9/1/2024 will be included in the evaluation of Indicator 4a.

19 TAC §229.4 identifies:

(i) For the 2023-2024 and 2024-2025 academic years, individuals will be evaluated against the frequency and duration requirements in Chapter 228, Subchapter F, of this title (relating to Support for Candidates During Required Clinical Experiences) that were effective August 31, 2024.

(ii) Beginning in the 2025-2026 academic year, individuals will be evaluated against the frequency and duration requirements in Chapter 228, Subchapter F, of this title that were effective beginning September 1, 2024.

This means:

For clinical experiences that end in 2024-2025 and will thus be evaluated in 2024-2025 ASEP data, the legacy observation counts will be the standard.

For clinical experiences that end in 2025-2026 and will thus be evaluated in 2025-2026 ASEP data, the updated observation counts will be the standard.

In the example above, the clinical teaching began prior to 9/1/2024, will end in the 2024-2025 academic year, and will be evaluated in the 2024-2025 ASEP data. That means that it will be evaluated under the legacy observation counts.

**NEW: Could the formal observations that are required and the feedback be based off of the district-selected rubric?**

**NEW:** There is no requirement in TAC that specifies the type of rubric used to observe candidates in clinical experiences; however, there are provisions related to clinical experiences and formal observations that inform the structure of the rubric. For example, candidates must demonstrate proficiency in the standards during the clinical experience so the rubric must include standards and space to score the level of proficiency demonstrated by the candidate. Additionally, field supervisors are required to capture educational practices observed (in support of the level of proficiency scored) so the rubric should be formatted to provide that space as well.

## Subchapter G: Complaints & Investigations

**No FAQs were submitted related to Subchapter G.**