

**Last Updated: May 30, 2024**

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?**

9/1/2024.

**Where can the public reference the updated Chapter 228 before the rules become effective?**

The Chapter 228 rules will be updated on 9/1/2024. Until that time, please reference the [Chapter 228 February Adoption Item](#), which includes the full rule text.

**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?**

For the Continuing Approval Review Process, a candidate whose admission date is before the 9/1/2024 implementation date must meet the legacy 228 requirements. A candidate whose admission date is 9/1/2024 or later must complete the new 228 requirements.

## Subchapter A: General Guidance

### Definitions

**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.

## 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.

**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 and 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 traditional, alternative, or post-baccalaureate 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?**

Guidance for the application process can be located on the Program Provider Resources Page. Please note that the application windows have been adjusted to open on 6/3/2024.

**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.**

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.

**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 can 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 a 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) would 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?**

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 for Summer/Fall 2024, please see the Program Provider Resources page.

**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 for 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 are the application windows to offer the teacher residency preparation route? How do those application windows align to SBEC approval?**

The Teacher Residency Preparation Route Application will open 6/3/2024 to EPP applicants. The guidance below provides application windows, anticipated program notification, and SBEC approval windows. It is important to emphasize that once an application has been reviewed, it will be submitted to the SBEC with a recommendation for approval or non-approval. Program notification dates are estimates as reviewers may need to elicit additional information from applicants thereby impacting the notification date and potentially the submission date for SBEC approval.

EPP Application Window	Intended Notification of Application Status	Intended Submission for SBEC Approval
By 07/12/2024	09/30/2024	12/2024
By 07/29/2024	10/18/2024	12/2024
By 08/12/2024	11/04/2024	12/2024
By 09/10/2024	12/11/2024	02/2025
By 10/10/2024	01/20/2025	02/2025
By 11/11/2024	02/18/2025	04/2025
By 12/09/2024	03/17/2025	04/2025

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

Once approved by the SBEC, the EPP is responsible for updating the finisher records list for the residency route in ECOS. Approved programs may anticipate guidance from the Technical Manual to support this transition.

**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 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’ve 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 9/1/24 effective date, do they need to meet the new 50-hour FBE requirement?**

No. Candidates who were admitted into the EPP prior to 9/1/2024 will be required to meet the requirements under legacy 228 (30 hours). The updated requirements apply to candidates who are admitted into the EPP after 9/1/2024.

**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 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 in 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 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)]**

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 reflections. As a best practice, EPPs should require candidates to complete a written reflection per academic day when completing FBEs through service as a substitute teacher, teacher of record, or educational aide.

**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 the clinical teaching, internship, or practicum prior to 9/1/2024, would they need to meet the requirements of the updated 228? [§228.67(b) & §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, for example,

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, including first and last instructional days.

**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)]**

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. While the clinical requirement may extend beyond the traditional university academic semester calendar, it is allowable given that there are programmatic requirements that must be successfully completed for the EPP to recommend certification. EPPs are encouraged to coordinate across internal offices to provide clear communication and appropriate guidance to candidates during these initial and final weeks of the residency that may extend beyond the university academic semester calendar.

**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)?**

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.

**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 hasn't 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 must 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.

**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)]**

Yes. Per §228.2(45), for the purposes of completing clinical experiences, the school day must be at least four hours, including intermissions and recesses, but not including lunch periods, professional development, or extracurricular activities. If the school day is at least 4 hours, then per §228.67(b), all hours spent on the campus or in the district on that day can count towards the total clinical teaching hours, if on average 4 hours per day are spent in the assigned grade level/subject area for the certificate sought. For example, a candidate spends 3 hours in a high school band placement, 1 hour in a music planning period (PLC), 1 hour in an IEP meeting, and 2 hours supporting with marching band practice, for a total of 7 hours of clinical teaching.

**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)]**

Yes, if, per §228.67(b), the specific school day includes, on average, 4 hours in the subject area and grade level of certification sought, including planning periods, but not including lunch periods. For example, if a candidate attends district or campus professional development during a school day in which they also completed 4 hours in the assigned grade level/subject area, then those PD hours would count towards the required 490 hours. But, if the candidate attends a full-day PD, and does not complete 4 hours in the subject area/grade level, the experience would not be considered a school day and would not count towards the required 490 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)]**

No. Per §228.2(5), the assignment start date for clinical teaching, internship, or residency is the first date of instruction with students.

**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) are referring to time taken off work to care for newborn or newly adopted children.

**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 §228.23(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.

**If a candidate is seeking certification in a content area and special education, are they required to complete a clinical placement in both settings?? [§228.67(a)]**

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 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]**

The requirement in §228.69 allows certified educational aides to complete their clinical teaching requirement in §228.67 in the educational aide role. This is not a new requirement but was also an allowable provision in the legacy 228. To meet the clinical teaching requirement, an educational aide must spend at least 4 hours daily in the assignment for the certificate sought. Candidates must engage in activities during the clinical teaching hours that comply with the requirements within §228.67.

**How does a teacher candidate qualify for an exemption from required clinical experiences?**

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's 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 their 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.

### **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. §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 for 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 purposes 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 the 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?**

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.

## **Formal Observations**

**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.

**Do the updates to Chapter 228 impact the number of formal observations required for nonteacher 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.

## **Subchapter G: Complaints & Investigations**

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