



Form and Function Training for Educator Preparation Programs

September 30, 2020

Hello Everyone! Before we get started let's do a quick sound and quality check. If you are able to hear me and see the PowerPoint screen, please give me a quick wave.

Thank you!

Welcome to the Form and Function webinar. We are excited to provide you with clear and concise updates that have been made in the Texas Administrative Code, updates on the upcoming addition of the Science of Teaching Reading requirements, and updates made in ASEP.

We will not be answering questions during today's webinar so please ask any questions you have using the question feature. Questions submitted during the presentation will be used to create a FAQ document that will be posted along with the recording of today's presentation. The FAQ Document and recording will be available on the Program Provider Resources Page on the TEA website.



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This training is presented by the TEA Division of Educator Data and Preparation Program Management. I am Program Specialist Emily Newton. Along with Jessica McLoughlin, we will be your presenters for today's webinar. TEA staff also attending include Program Specialists Vanessa Alba, Lorrie Ayers, Angela Von Hatten, and Directors Mark Olofson and Tam Jones.

Please note that hereafter in this webinar, when I refer to "you", I am referring to your EPP since you are here as a representative of your EPP.



Background and Purpose

- Provide an overview of some of the recent changes to the Texas Administrative Code (TAC) governing educator preparation and certification and provide clarification of existing rules.
- The last Form and Function webinar was conducted in March 2019
- Since rules are frequently revised as a result of legislation, stakeholder and TEA staff recommendations, or to align with other state guidelines, we believe this training may help you to stay abreast of these changes.

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Our last Form and Function webinar was conducted in March 2019 and covered a number of rule changes and rule reminders.

In this webinar, we will be providing an overview of some of the major rule changes that have occurred more recently. Please note we may not cover all the rule changes made in TAC so it is imperative that you go back and review all the rule changes yourself. We will discuss a few resources available for you to review changes in TAC towards the end of the webinar.

Rule changes can be legislatively mandated but may also result from stakeholder input. At times, staff may recommend revisions that help to clarify rules or bring them into alignment with other guidelines or initiatives. We recognize that it can be challenging to keep up with the changes and believe this training may be helpful to you. Another resource available to help you keep up to date on changes involving EPPs is the Educator Preparation Programs Newsletter. We'll discuss this more throughout the presentation.

It is also important to note now that throughout the presentation you will hear a number of acronyms used. We will refer to the Texas Administrative Code as TAC,

Educator Preparation Programs as EPPs, the Science of Teaching Reading as STR, and the Pre-Admission Content Tests as PACT.

Interactive Poll

Before we jump into today's content let's take a quick poll on how everyone is feeling with regard to navigating updates and changes made in TAC.

When the poll appears on your screen please select your response and click submit.


What is your level of understanding of recent rule changes in TAC?

- 1 – None
- 2 – Low understanding
- 3 – Moderate understanding
- 4 – Good understanding
- 5 – Strong understanding

Our goal for today is for you all to leave with a better understanding of the rules and updates and to give you a few tips and resources you may use to help you keep up with future changes in TAC.



Texas Administrative Code (TAC) Chapters

Chapter	Chapter Title
 228	Requirements for Educator Preparation Programs
230	Professional Educator Preparation and Certification
235	Classroom Teacher Certification Standards



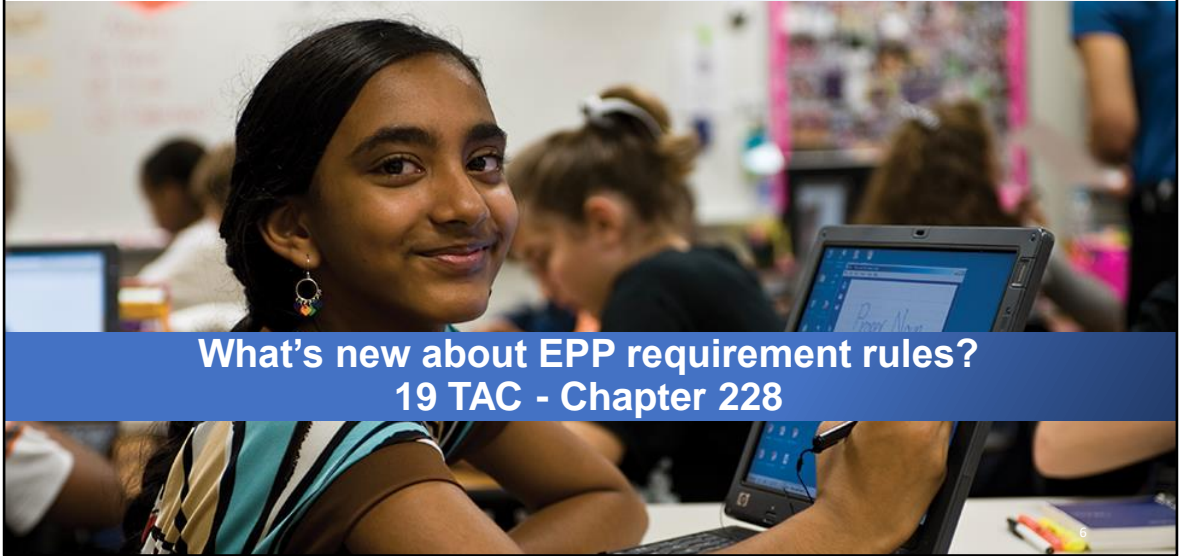
STR Updates



ASEP Updates

As mentioned previously we will dive into the most recent updates made in the Texas Administrative Code, and we will highlight updates on the horizon with STR and updates made in ASEP.

More specifically we will cover updates made in Chapters 228, 230, and 235. Let's get started.



**What's new about EPP requirement rules?
19 TAC - Chapter 228**

Chapter 228 includes requirements for Educator Preparation Programs. We'll start by taking a look at a few changes and updates made specifically in Chapter 228.



19 TAC §228.1(e)

For the 2020-2021 school year only, the proposed **19 TAC §228.1(e)** provides the following flexibility:

Allow candidates to complete field-based experiences in virtual school settings

Allow candidates to complete clinical experiences (internships, clinical teaching, practicums) in virtual school settings

Allow field supervisors to complete formal observations in virtual, synchronous and asynchronous setting

- If the teacher is working in a virtual setting, the field supervisor can observe remotely.
- If the teacher is working in a face to face setting, the field supervisor can observe remotely.
- **Synchronous and asynchronous observations allow the field supervisor to observe the candidate in real time or through a recording of the candidate.**

Effective Date: October 15, 2020

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We are very excited to share with you the updates to 19 TAC 228.1(e). For the upcoming school year only, 2020-2021, 19 TAC 228.1(e) provides the following flexibility:

1. It allows candidates to complete field-based experiences in virtual school settings,
2. It allows candidates to complete clinical teaching, internships, and practicums in virtual school settings, and
3. It allows field supervisors to complete formal observations in virtual synchronous and asynchronous settings.

This means a teacher working in a virtual classroom setting can be observed by their field supervisor remotely; a teacher working in a face to face setting can be observed by their field supervisor remotely, and synchronous and asynchronous observations can be completed by field supervisors in real time or through a recording of the candidate.

This is a great opportunity for all stakeholders involved. Moving forward EPPs should consider how this new flexibility will look in their program and begin to inform candidates and field supervisors of procedures that will need to be followed so requirements in TAC are still maintained.



Programs Consolidating/Closing

If your program is closing, you need to know that:

19 TAC §228.15(a)(3)

Closing EPPs cannot admit or recommend candidates for intern or probationary certificates within one year of their August 31 closing date.

19 TAC §228.15(5)

Closing EPPs must complete payment of the Accountability System for Educator Preparation Programs technology fee

19 TAC §228.15(e)

If a closing EPP violates any of the requirements in subsection (a)(1)-(5) of this section, TEA staff will recommend revocation of the EPPs continuing approval to recommend candidates

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The next few updates in Chapter 228 are specific to closing and consolidating programs. It is likely the rule changes on this slide may not directly impact most of the EPPs joining us today, but we wanted to be sure this information is available to the programs that are closing or consolidating or are anticipating closure.

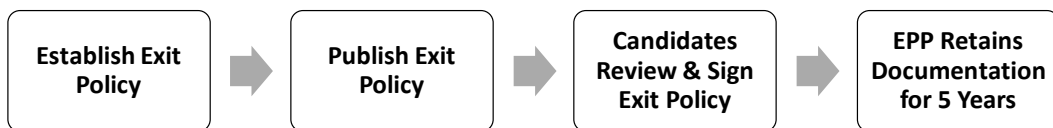
1. 19 TAC 228.15(a)(3) now states that closing EPP's cannot admit candidates or recommend candidates for Intern or Probationary certificates within one year of their August 31 closing date. The purpose of this requirement is to give candidates a fair opportunity to complete all requirements before the EPP is scheduled to close.
2. 19 TAC 228.15(5) mandates closing EPPs complete the technology fees payment. If you tuned into the ASEP webinar in August, we saw firsthand some of the great changes that have been made in ASEP and ECOS using technology fees. We will review a few of these coveted updates later in the presentation.
3. 19 TAC 228.15(e) states an EPP that fails to meet the requirements as described in 19 TAC 228.15(a)(1-5) may result in the revocation of the EPP's continuing approval to recommend candidates.



Exit/Dismissal Policy

19 TAC §228.20(h)

All EPPs must have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission



Effective Date: October 15, 2020

Next, we will discuss a change in Chapter 228 related to a candidate's exit or dismissal from an EPP. 19 TAC 228.20(h) now requires all EPPs to have an exit policy for the dismissal of candidates published, reviewed, and signed by candidates when they are admitted to the program.

This ensures the appropriate policies and procedures are in place when a candidate exits or is dismissed from an EPP. What does this mean for EPP's? This means EPPs need to (1) establish an exit policy if there is not already one in place, (2) publish said exit policy so applicants, candidates, and stakeholders can access it, such as on the EPP's website, (3) starting October 15, 2020 admitted candidates will need to review and sign the exit policy, and (4) EPP's will need to retain this documentation in the candidate's records for a minimum of 5 years.



Expanded Options for Providers of Mental Health, Substance Abuse, & Youth Suicide Instruction

19 TAC §228.30(c)(3)

Curriculum for candidates seeking **initial certification in any class** must include

- Mental health, youth suicide, and substance abuse instruction acquired from the list of recommended best practice-based programs **or from an accredited IHE or an ACP as part of a degree plan**. The instruction shall be implemented as required by the provider of the best practice-based program or research-based practice.

[Educator Preparation Program Resources](#)

Effective Date: October 15, 2020

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The addition to 19 TAC 228.30(c)(3) provides flexibility in who can provide the required instruction in mental health, substance abuse, and youth suicide. The update in TAC allows the EPP to acquire instruction from a list of recommended best practice-based programs, or from an accredited Institution of Higher Education or an Alternative Certification Program as part of the degree plan.

It is important to note the mental health, substance abuse, and youth suicide instruction is required curriculum for any candidate seeking initial certification in any class. This includes candidates seeking an initial classroom teaching certificates and initial non-teacher certificates including principal, superintendent, reading specialist, educational diagnostician, school librarian, and school counselor.

Recommended resources are available for EPPs on the Program Provider Resources page on the TEA website. Additional resources are available on the Mental Health and Behavioral Health page on the TEA website. Look for the link that says Educator Preparation Program (EPP) Resources.

19 TAC §228.30(c)(8)(A-C)

Curriculum for candidates seeking **initial certification in any class** must include:

- **Instruction in Digital literacy**, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction must:
 - Align with the **International Society for Technology in Education's standards**
 - Provide effective, **evidence-based strategies** to determine a person's degree of digital literacy; and
 - Include **resources to address any deficiencies** identified by the digital literacy evaluation.

Effective Date: December 20, 2018

Although, this is not a new addition to TAC, a rule worth mentioning is 19 TAC §228.30(c)(8)(A-C) . While completing the 2019-2020 Continuing Approval Review cycle it was observed that EPPs may need a reminder of the Digital Literacy requirements. The Digital Literacy requirements in Chapter 228 require curriculum for candidates seeking initial certification in any class to include instruction on Digital Literacy. More specifically the digital literacy instruction must (1) align with the International Society for Technology in Education's standards, (2) provide, effective evidence-based strategies to determine a person's degree of digital literacy, and (3) include resources to address any deficiencies identified by the digital literacy evaluation.

19 TAC §228.35(e)(8)(B)

Non-Teacher practicums may not take place exclusively in the summer months

Engage with Students

Proficiency in the Standards

Effective Date: October 15, 2020

Next on the list for Chapter 228 involves non-teacher practicum experiences.

19 TAC 228.35(e)(8)(B) now states that non-teacher practicum experiences may not take place exclusively during the summer months. This means a non-teacher candidate must complete at least part of their practicum experience during the school year. Time spent completing practicum hours when school is in session allows candidates a valuable opportunity to engage with students and the opportunity to demonstrate proficiency in the non-teacher standards. EPP's should begin to convey this information to non-teacher candidates so the appropriate practicum arrangements may be made.



Certificate Deactivations

19 TAC §228.35(e)(2)(B)(vii, viii)

If the candidate leaves the internship assignment:

- (I) the EPP, the campus or district personnel, and the candidate must inform each other within **one calendar week of the candidate's last day** in the assignment; and
- (II) **TEA must receive the certificate deactivation request** with all related documentation from the EPP within **two calendar weeks of the candidate's last day of the assignment** in a format determined by TEA.



EPPs are required to communicate this information to candidates and campus or district personnel **prior to the assignment start date**.

Effective Date: October 15, 2020

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Next, we will address the updates regarding the deactivation of candidate certificates. Before we get into the specifics, we would like to point out the changes made to 19 TAC 228.35(e)(2)(B)(vii, viii) have significantly simplified the deactivation process.

If a candidate leaves an internship, the EPP, the Campus or district, and the candidate must all inform each other within one week of the candidate's last day in that internship assignment. Written documentation should be retained by the EPP and also should be submitted to TEA via the Help Desk with a deactivation request so TEA can deactivate the candidate's certificate. The EPP must notify TEA within two calendar weeks of the candidates last day. This means the certificate deactivation request and related documentation must be submitted to TEA within two calendar weeks.

Four items of documentation are required when you request a certificate deactivation. Those four items are:

1. A signed deactivation request on EPP letterhead
2. Evidence the EPP informed the candidate of the deactivation
3. Evidence the EPP informed the employing district/school system, and
4. Evidence of candidate resignation, if applicable

The Deactivation Request letter requires the EPP to provide specific pieces of information. A letter template is available. Please contact your assigned program specialist to request a letter template.

Please remember that deactivation requests cannot be completed without the appropriate documentation.

Another change in the certificate deactivation rules is effective October 15, 2020 EPPs are required to communicate deactivation rules and requirements to candidates and campus or district personnel before the candidate begins the internship assignment. The EPP will need to retain the related documentation in the candidate's records.

This is a significant change for EPPs and moving forward you will need to consider how you will build this process into your EPP policies and procedures. One EPP has suggested to us that they plan to add the required notification to the Statement of Eligibility document to ensure candidates and campus personnel are appropriately informed prior to the candidate's assignment start date.



Out of State/Country Placement

19 TAC §228.35(e)(9)(C) and (D)

- Clinical Teaching & Practicum Only
- File Application with TEA
- \$500 Fee per 19 TAC §229.9(6)

The clinical teaching or practicum site may be approved for a candidate who must complete requirements outside the state of Texas or outside of the U.S. due to the following reasons if they occur following admission to the EPP:

1. military assignment of the candidate or Spouse,
2. an illness of the candidate or a family member for whom the candidate is the primary caretaker,
3. the candidate becoming the primary caretaker of a family member residing out of state; or
4. the candidate's or spouse's transfer of employment.

Effective Date: October 15, 2020

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Next, we will review the changes to Chapter 228 surrounding out of state and out of country placements.

§228.35(e)(9)(C) and (D) provides guidance for candidates who must complete requirements for clinical teaching or a practicum outside of the state of Texas or outside the United States as a result of specific circumstances. You'll notice first that internships have been removed from this rule and it now only references clinical teaching and practicum experiences.

Next, it states four specific circumstances for which a candidate may be approved for clinical teaching or practicum outside of Texas. A candidate may be approved for placement at a specific site based on (1) the military assignment of the candidate or spouse; (2) an illness of the candidate or a family member for whom the candidate is the primary caretaker; (3) the candidate becoming the primary caretaker of a family member residing out of state; or (4) the candidate's or spouse's transfer of employment.

EPPs apply on behalf of the candidates to have the school placement approved by TEA. Per 19 TAC 229.9(6) there is a \$500 fee associated with the application for approval of

an out of state or out of country placement. Please contact your TEA assigned program specialist to receive a current copy of the out of state/out of country placement application.

This change to Chapter 228 is necessary to provide flexibility to candidates who undergo major life changes and clarity to TEA staff, candidates, and EPPs. This provides flexibility with an emphasis on Texas-based clinical teaching and practicum experiences.

It is worth noting again that out of state and out of country placements are not available for candidates completing an internship.



Policy Updates for Returning Finishers

If you have a Finisher returning for test approval, you need to know that:

19 TAC §228.40(d)

An EPP may make test approval contingent on a candidate completing additional coursework and/or training for candidates returning for test approval after already completing the program if:

- The candidate is seeking test approval in an area where the **standards and/or test changed** since the candidate completed the EPP; or
- If the candidate has returned to the EPP for test approval **five or more years** following the academic year of completion.

Finishers do not need to be re-admitted to the EPP

Effective Date: October 15, 2020

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The last update we will discuss for Chapter 228 covers test approval for candidates who have already completed an EPP and have returned to the EPP requesting test approval. The candidates discussed on this slide are already finishers on the Finisher Record List, but still need to complete testing requirements.

Recent updates in 19 TAC 228.40(d) allow an EPP to require candidates to complete additional coursework to prove preparedness for a certification exam if:

(1) the candidate is seeking test approval for a certificate area where the standards or certification exam have changed since the candidate completed the EPP. OR

(2) if the candidate returns to an EPP for test approval five or more years following their completion of the EPP.

Let's look at an example: A candidate who completed an EPP for Principal EC-12 certification but was not standard certified before the Principal EC-12 certificate expired would now need to take and pass the 268 and 368 exams to obtain the Principal as Instructional Leader certificate. Registering for these exams requires the approval of the EPP the candidate completed. With this update in TAC, EPPs may now require the candidate to complete additional coursework to prepare them for the 268 and 368

exams because both the principal standards and certification exams have changed since the candidate completed the program.

EPPs are encouraged to think about how they want to implement this and develop policies, procedures, and resources to support implementation.

Interactive Poll 2

Now that we've cover changes to Chapter 228, lets do a quick self-check. On a scale of 1-5, how would you rate your level of understanding of updates made in Chapter 228?


What is your level of understanding of the updates made in Chapter 228?

- 1 – Do not understand at all
- 2 – Slightly understand
- 3 – Moderately understand
- 4 – Very good understanding
- 5 – Extreme understanding

Just a reminder we will not be answering questions live during todays webinar, so please make sure any questions you have are submitted using the question feature so we can include them in an FAQ document following the presentation.



Texas Administrative Code (TAC) Chapters

Chapter	Chapter Title
228	Requirements for Educator Preparation Programs
 230	Professional Educator Preparation and Certification
235	Classroom Teacher Certification Standards



STR Updates



ASEP Updates

Chapter 230 includes rules for professional educator preparation and certification. Now let's take a look at the changes and updates made in Chapters 230.



Correcting a Certificate

19 TAC §230.104(b)

Amend/Correct Intern or Probationary Certificate requires:

1. **Letter of Request**
2. **Fee**

Both must be submitted to TEA within **six weeks of the issuance date** or within **six weeks from the assignment change**

Candidate must inform the EPP of any assignment change within **seven days**

Effective Date: May 17, 2020

EPPs should review their processes for recommending candidates and issuing intern and probationary certificates to ensure candidate certificates are recommended appropriately and that all changes are done within six weeks.


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The update to Chapter 230 we are going to discuss includes the process for correcting a certificate. As of May 17, 2020 to correct a candidate's intern or probationary certificate, the EPP must submit a Letter of Request and fee to TEA within six weeks of the certificate issuance date or within six weeks of the candidate's change in assignment. Along with formalizing the timeline for the EPP to inform TEA, 19 TAC 230.104(b) also requires candidates to inform the EPP of any change in their assignment within seven days.

This strict timeline means EPPs will want to review their processes for recommending candidates and issuing intern and probationary certificates to ensure candidate certificates are recommended appropriately and that all changes are done so within the six-week window. Don't be afraid to enlist the help of your field supervisors. They play a valuable role in this process because they are required to contact the candidate within three weeks and conduct the first observation within the first 6 weeks. This would be a great opportunity utilize field supervisors and have them help verify candidate placements and report any discrepancies promptly to the EPP.



Texas Administrative Code (TAC) Chapters

Chapter	Chapter Title
228	Requirements for Educator Preparation Programs
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STR Updates



ASEP Updates

(EN) I'm now going to pass the mic over to Jessica to discuss Chapter 235 and the Science of Teaching Reading.

Thanks Emily, Let's start with Chapter 235. Chapter 235 governs the classroom teacher certification standards. Let's take a look at a few updates.



There are newly adopted standards for Bilingual Spanish and Special Education Fields

Subchapter F: Supplemental Certificate Standards

- §235.117 Bilingual Spanish Standards

Subchapter G: Special Education Standards

- §235.131 Special Education EC-6 Standards
- §235.133 Special Education 6-12 Standards
- §235.135 DeafBlind Standards

EPPs who offer preparation and certification in these fields should begin the alignment of curriculum with the newly adopted standards.

In Chapter 235, four sets of classroom teacher standards were recently adopted and will be effective Oct. 15, 2020. These fields include...

These standards were developed by standards committees comprised of educators, including EPP faculty, classroom teachers, and school/district leaders. Programs who offer preparation and certification in these fields should review the newly adopted standards and begin the process of updating their curriculum in alignment. Now that the standards have been adopted, TEA staff will begin the process of developing the certification pathway related to each set of standards.



Science of Teaching Reading Updates in TAC

So, what is new in TAC related to the Science of Teaching Reading? Quite a bit, let's take a look!



House Bill 3 STR Exam Requirement



To earn a certificate to teach Pre-K to grade 6, a candidate must demonstrate proficiency in the science of teaching reading on a new, standalone certification examination, starting January 1, 2021.

In Statute

TEC Sec 21.048 (a-2): The State Board for Educator Certification “shall adopt rules that provide that in order to teach any grade level from prekindergarten through grade six a person must demonstrate proficiency in the science of teaching reading on a certification for each class of certificate issued by the board after January 1, 2021.”

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House Bill 3, from the 86th Legislature established the requirement that to earn a certificate to teach Pre-K to grade 6, a candidate must demonstrate proficiency in the science of teaching reading on a new, standalone certification exam, starting January 1, 2021.

The intent of the House Bill 3 Science of Teaching Reading exam requirement is to ensure that teachers are ready and have the necessary knowledge and skills to develop strong foundational reading skills in all Texas children.

Headline

Replacement certificate names have been added into rule for the four certificate areas impacted by the HB 3 STR exam requirement

Original	Replacement
Core Subjects: Early Childhood – Grade 6	Core Subjects with the Science of Teaching Reading: Early Childhood – Grade 6
Core Subjects: Grades 4-8	Core Subjects with the Science of Teaching Reading: Grades 4-8
English Language Arts and Reading: Grades 4-8	English Language Arts and Reading with the Science of Teaching Reading: Grades 4-8
English Language Arts and Reading/Social Studies: Grades 4-8	English Language Arts and Reading/Social Studies with the Science of Teaching Reading: Grades 4-8

A slate of rule changes were recently adopted to implement the House Bill 3 STR exam requirement. The primary focus of the rule changes were to implement four replacement certificate names for the certification fields impacted by the HB 3 STR exam requirement. The rationale for the replacement of the certificate names was to signal certificate holders’ demonstrated competency in the STR and provide clarity for the field.



HB 3 STR Exam Requirement Implementation

Headline

Key rule changes related to the implementation of the four replacement certificate names include:

1. Updating the testing chart to define the certification exams required
2. Adding the certificate issuance requirements
3. Adding the requirement that programs submit a Letter of Attestation to continue to offer these certification fields
4. Updating the STR standards to ensure they're applicable to teacher candidates in grades EC-6

Effective Date: October 15, 2020

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In order to implement these HB3 impacted replacement certificates, there were four key changes to rule.

All of these rule changes are effective October 15, 2020.



PACT exams for the replacement certificates remain the same as those for the original certificates

Replacement Certificates	Associated PACT Exams
Core Subjects with the Science of Teaching Reading: Early Childhood – Grade 6	701 TX PACT: Essential Academic Skills (Subtest I: Reading) and 702 TX PACT: Essential Academic Skills (Subtest II: Writing) and 703 TX PACT: Essential Academic Skills (Subtest III: Mathematics) or 790 TX PACT Core Subjects: Grades 4-8
Core Subjects with the Science of Teaching Reading: Grades 4-8	790 TX PACT Core Subjects: Grades 4-8
English Language Arts and Reading with the Science of Teaching Reading: Grades 4-8	717 TX PACT English Language Arts and Reading: Grades 4-8
English Language Arts and Reading/Social Studies with the Science of Teaching Reading: Grades 4-8	717 TX PACT English Language Arts and Reading: Grades 4-8 and 718 TX PACT Social Studies: Grades 4-8

TAC § 227. 10(a)(4)(c)

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First, Ch. 227.10(a)(4)(c) was updated to add the replacement certificate names to the PACT chart. The key takeaway here is that the pact exams for the replacement certificates remain the same as those for the original certificates.

With the upcoming addition of the Science of Teaching Reading exams and certificates, Chapter 227 was updated to include Science of Teaching Reading certificate areas in the Pre-Admission Content Test standard. More specifically, Figure 19 TAC 227. 10(a)(4)(c) added the newly proposed STR certificate areas to the Pre-Admission Content Test Chart.

This means perspective EPP candidates who do not meet the minimum GPA of 2.5 or meet the minimum semester credit hours for admission to the EPP will be able to register for the appropriate PACT, including the certificates areas with STR.



Candidates will be required to take the STR exam for issuance of the replacement certificates

Original Certificate	Relevant Content Pedagogy Test(s)		Replacement Certificate	Relevant Content Pedagogy Test(s)
Core Subjects: Early Childhood–Grade 6	291 Core Subjects EC–6 TExES	➔	Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6	293 Science of Teaching Reading TExES and either: 291 Core Subjects EC–6 TExES (last operational date 12/31/2021) or 391 Core Subjects EC–6 TExES (starting 1/1/2021)
Core Subjects: Grades 4–8	211 Core Subjects 4–8 TExES	➔	Core Subjects with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 211 Core Subjects 4–8 TExES
English Language Arts and Reading: Grades 4–8	117 English Language Arts and Reading 4–8 TExES	➔	English Language Arts and Reading with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 117 English Language Arts and Reading 4–8 TExES (last operational date 12/31/2021) or 217 English Language Arts and Reading 4–8 TExES (starting 1/1/2022)
English Language Arts and Reading/Social Studies: Grades 4–8	113 English Language Arts and Reading/Social Studies 4–8 TExES	➔	English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES, and 113 English Language Arts and Reading/Social Studies 4–8 TExES

TAC §230.21
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Second, updates were made to the testing figure in Ch. 230.21 to include the replacement certificates and their required content pedagogy exams. The required content pedagogy exams for these four replacement certificate fields include the STR exam.

Additional updates included the addition of two new content pedagogy exams, with operational dates, for the Core Subjects with STR EC-6 and ELAR with STR 4-8 respectively.



Candidates pursuing CS with STR: EC-6 may take the 291 or 391 during the 2021 calendar year

Core Subjects: EC-6	Core Subjects with STR: EC-6	
2020	2021	2022
	293 Science of Teaching Reading (starting 1/1/2021)	
291 Core Subjects EC-6 TExES (last exam operational date 12/31/2021)		
	391 Core Subjects EC-6 TExES (starting 1/1/2021)	

Development of 391:

- Updated ELAR subtest to remove duplicative content (public comment period for draft framework)
- Reduction and redistribution of content across remaining subtests, increasing available time per item

Transition Period:

- Both exams will be operational from Jan 2, 2021 – Dec. 31, 2021 (one-year overlap)
- Recommended that first-time test takers take 391 after Jan. 1, 2021
- Yearlong overlap in operational periods to support candidates who are still needing to pass specific 291 subtests

Certification Issuance:

- A passing score on 291 can be used for issuance of the Core Subjects with STR: EC-6 no later than Dec. 31, 2022.

Resource Availability:

- Preparation Manual and Representative Test: Fall 2020

TAC §230.21, TAC §233

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For the Core Subjects with STR EC-6 certificate, candidates will be required to take the STR exam as well as the Core Subjects EC-6 content pedagogy exam. The Core Subjects EC-6 has been updated to the new 391 Core Subjects EC-6 in order to remove duplicative content that is now included on the STR exam.



Candidates pursuing ELAR with STR: 4-8 will be required to take the 217 beginning 1/1/2022

ELAR: 4-8	ELAR with STR: 4-8	
2020	2021	2022
	293 Science of Teaching Reading (starting 1/1/2021)	
117 English Language Arts and Reading 4-8 TExES (last exam operational date 12/31/2021)		
		217 English Language Arts and Reading 4-8 TExES (starting 1/1/2022)

Development of 217:

- Updated content pedagogy exam in alignment with updated ELAR TEKS

Exam Transition Period:

- 117 will be operational through Dec. 31, 2021
- 217 will become operational after Jan. 1, 2022

Certification Issuance:

- A passing score on 117 can be used for issuance of the ELAR with STR: 4-8 no later than October 30, 2022.

Resource Availability:

- Preparation Manual: Summer 2021, Representative Test/IPT: Fall 2021

TAC §230.21, TAC §233

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For the ELAR with STR 4-8 certificate, candidates will be required to take the new 217 ELAR 4-8 TEXES beginning January 1, 2022. The new 217 ELAR 4-8 was updated in alignment with updated ELAR TEKS.



The four replacement certificates will be issued beginning January 1, 2021

Original Final Issuance Date: December 31, 2020	Replacement First Issuance Date: January 1, 2021
Core Subjects: Early Childhood – Grade 6	Core Subjects with the Science of Teaching Reading: Early Childhood – Grade 6
Core Subjects: Grades 4-8	Core Subjects with the Science of Teaching Reading: Grades 4-8
English Language Arts and Reading: Grades 4-8	English Language Arts and Reading with the Science of Teaching Reading: Grades 4-8
English Language Arts and Reading/Social Studies: Grades 4-8	English Language Arts and Reading/Social Studies with the Science of Teaching Reading: Grades 4-8

TAC §233
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Changes to Ch. 233 codified the issuance dates for the original and replacement certificate.

The final issuance dates for the original certificates is December 31, 2020.

The first issuance date for the replacement certificates is January 1, 2021.



EPPs should take proactive steps to communicate these certification requirements to candidates

For more information
about the STR exam
requirement visit:

tea.texas.gov/STR

It is the EPP's responsibility to communicate early and consistently with teacher candidates regarding the upcoming transitions to ensure that they are well aware and take the necessary actions to achieve their certification.

EPPs are encouraged to take proactive steps to communicate these certification requirements to candidates.

For more information about the STR exam requirement, including resources that may be shared with candidates, at tea.Texas.gov/STR



The STR standards have been reorganized to comply with the HB 3 mandate

The STR standards have been reorganized in their own subchapter to ensure their applicability to all candidates who will teach students in Grades EC-6.

EPPs preparing and certifying candidates in the four replacement certificate fields must align their curriculum with the STR standards.

TAC §235.101

In Chapter 235 the STR standards have been reorganized to comply with the House Bill 3 mandate that all candidates who teach in EC-6 grades must demonstrate proficiency on the STR exam.

As an EPP it is your responsibility to ensure the curriculum, coursework, and training provided to candidates is up-to-date, relevant and accurate. If your EPP offers any of the certificate areas listed on this slide, your next step is to review the updated standards and make the appropriate adjustments to your curriculum as needed.



In order to offer these four replacement certification fields, EPPs will need to complete a Letter of Attestation

EPPs are required to indicate their ability and readiness to successfully prepare candidates for certification in the HB3 impacted certification fields through the STR Exam Letter of Attestation.

- **The Letter of Attestation must be signed by the program's legal authority indicating the program's intent to modify its curriculum by January 1, 2021**
- **Deadline: December 1, 2020**
- If programs do not submit the Letter of Attestation by the deadline, they have indicated that they choose not to prepare candidates in these fields and will be removed from the ability to certify candidates in these areas.

Note: A template Letter of Attestation is included on the [Program Provider Resources website](#).

TAC §228.10
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With the upcoming addition of STR to the applicable certificate areas, TAC has been updated to formalize the approval process for approving EPP's to continue to offer the certificate areas impacted by STR. Ch. 228.10(g) now states that EPP's must submit a Letter of Attestation signed by the program's Legal Authority on or before December 1, 2020. This Letter of Attestation shows the EPP's intent to modify their curriculum to include STR components by January 1, 2021.

EPP's already approved for CS EC-6, CS 4-8, ELAR 4-8, or ELAR/SS 4-8 will need to submit a Letter of Attestation on or before December 1, 2020. The Template STR Letter of Attestation is available on the Program Provider Resources page on the TEA website and Letter of Attestations should be submitted to the EPP's assigned program specialist.



Texas Administrative Code (TAC) Chapters

Chapter	Chapter Title
228	Requirements for Educator Preparation Programs
230	Professional Educator Preparation and Certification
235	Classroom Teacher Certification Standards



STR Updates



ASEP Updates

(EN)

Now that we've covered recent updates made in TAC and STR, we also wanted to highlight a few updates made in ASEP using the technology fees provided by EPPs.

Download
Excel Spreadsheet & Text File

Bulk Upload



Admission Record



NONTCH Assignment Type

With the conclusion of ASEP Reporting for 2019-2020 being just a few weeks ago we thought it would be important to highlight some of the updates in ASEP that not only made state reporting a smoother process, but has also simplified the EPPs process for monitoring, reporting, and updating candidate records in ASEP throughout the reporting year.

First, EPPs can now download an Excel Spreadsheet and Text File for candidate observations, candidate Admission records, candidate test approval, and candidates on the Finisher Record List. This capability allows EPPs to easily access the candidate records already uploaded to ASEP. The Downloadable lists are also helpful because they can then be used to support bulk upload in observations, admission records, and even changing a candidate's status on the Finisher Record List. This brings us to the second ASEP update, Bulk Upload. Being able to upload candidate admission records or observations using bulk upload can be a huge time saver, especially for programs with a high volume of candidates. Getting the excel spreadsheet or text file to be just right can sometimes be tricky, but practice will certainly help and don't forget the guidance on the Bulk Upload tabs in ASEP. Be sure to follow the directions to a "T".

The third ASEP update we will be highlighting is the Admission Record. This feature was

new effective September 1, 2019, but this is still important to highlight because all EPPs must create admission records for all candidates being admitted into any program within the EPP. When a new candidate is admitted into an EPP remember EPPs must report the candidate to TEA within 7 days of the candidate's formal admission date. This is required in TAC. What this means is the candidate must have an Admission Record in ASEP created within 7 days of the candidate's formal admission date. When an admission record is created three things happens, (1) the candidate has been reported to TEA, (2) the candidate is added to the Finisher Record List as other enrolled for the current reporting year, and (3) the corresponding certification exams are added to the candidate's test approval list. These three steps do not need to be taken separately. Thanks to the technology fees and the hard-working IT Team, all EPPs have to do is create an admission record and the candidate and the test approvals and Finisher Record List addition will automatically occur.

The final ASEP update includes observations. When you upload your non-teacher observations you will now see the NONTCH option available in the Assignment type drop down menu. All Non-Teacher observations are required to be uploaded and should use the NONTCH assignment type. Remember observations can and should be reported throughout the year; why wait until august when you can report your observations now and as you go throughout the year?

As we move forward into the 2020-2021 reporting year we just want to remind you these capabilities are here to help! Don't forget to report your candidates and data promptly and accurately, and don't procrastinate.



Next Steps with ASEP

- **Where applicable, run ASEP and related analyses**
- **Provide data back to EPPs along with ASEP follow-up webinar**
 - Target: Mid to late October
- **Where applicable, post data to Dashboards**
 - Target: Early December

As a reminder, reporting data throughout the year – including observation data – simplifies your end of the year reporting

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Moving forward EPPs are encouraged to run ASEP and related analyses, where applicable. ASEP reporting only comes once a year, but cumulative efforts over the entire year will continue to help solidify your data. Additionally we are excited to share that an ASEP Retrospective webinar is in the works. This webinar will give a brief yet reflective look back on 2019-2020 ASEP Reporting to review what went well, what needs improving, and next steps moving forward. Be on the look out for the webinar date, time, and registration link!

As always EPPs are encouraged to report data throughout the year, including observation data, in an effort to simplify your end of year reporting.

Interactive Poll 3

Our last item for today is to discuss how you find out about updates in TAC. Let's start by addressing how you typically stay current on changes made to rules in TAC.

How do you typically stay current on changes made to rules in TAC?

- A. Tune into SBEC and SBOE meetings
- B. Talk to my assigned program specialist
- C. I don't...
- D. Talk to other EPP's



How do you find out about updates in TAC?

Newsletter

TAC

SBEC
Meetings

Presented
Webinars &
Workshops

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Along with reviewing some of the more recent changes made in TAC, we also wanted to provide you with a few tools and resources available to help you keep up to date with future changes.

The first resource we have the Texas Educator Preparation Programs Newsletter. This weekly newsletter not only provides updates on SBEC, rules, and legislation, but it also provides support and guidance on relevant topics related to Educator Preparation Programs, Educator Testing, and Educator Standards. If you haven't signed up yet, make sure you contact your assigned program specialist for the link to add your email to the Listserv. If you are already signed up but not receiving the Newsletter, be sure to check your spam folder.

Next, we have the Texas Administrative Code. TAC should be every EPPs go to guide. TAC not only reflects current rules that are in effect, but it also includes the specific dates the rules went into effect. We understand that interpreting TAC can sometimes be challenging so don't forget your assigned program specialist at TEA is always here to help, support, and guide you as needed.

The next best way to keep up to date on changes in TAC is to tune into the SBEC

meetings. SBEC meetings are not only a time for you to learn about rule changes as they are purposed and adopted, but it is also your opportunity to share your public opinion through open comments and participate in the rule-making process directly.

Last but not least, another way for you to stay informed on updates made in TAC is through scheduled webinars and workshops provided by TEA. TAC is intertwined into almost every aspect of Educator Preparation Programs, and the webinars like the one we have today, and workshops like the New Certification Officer workshop provide continued support regarding TAC and will always include up to date information.

Interactive Poll 4

Now that we have reviewed changes to rule in TAC, STR, and ASEP, and discussed a few ways for you to keep up to date with these changes as they occur, lets spiral back to our original question:

What is your level of understanding of recent rule changes in TAC?

- 1 – None
- 2 – Low understanding
- 3 – Moderate understanding
- 4 – Good understanding
- 5 – Strong understanding

Our hope is that throughout this webinar you have not only learned about some of the more recent updates in TAC but have also added a few tools to your toolbox for keeping up to date in TAC



Thank you and goodbye!



Remember we will not be answering questions during today's webinar so please make sure you have submitted the questions you have so we can include them in an FAQ document. The FAQ document and today's recording will be posted on the Program Provider Resources page on the TEA website.

Thank you for your attendance! We hope you have a better understanding of the recent updates made in TAC and can implement these updates seamlessly. If you have any additional questions after the webinar, please contact your assigned program specialist.

A brief survey will appear following the conclusion of the webinar. If you are willing and able please complete the four-question survey. We value and appreciate your feedback.

Thank you and have a great day!