

## Item 18:

### COVER PAGE

#### **Type of Agenda Rule Item:**

- ✓ **Discussion Only:** TEA staff will present rule items with an update, potential future rule changes, and/or seek SBEC direction on potential rule changes. TEA staff will draft rule changes from the board's discussion on the item and start preparing rule text for proposal to the board.
- ☐ **Proposal:** First SBEC reading (vote). SBEC members will give input on proposed rule text and will approve rule changes that will go out for public comment as a proposed rule with the *Texas Register*. Important to make substantive changes now because only non-substantive changes can be made at adoption.
- ☐ **Adoption:** Second and final SBEC reading (vote). Only non-substantive changes are permissible at adoption phase. If approved will go to SBOE for review and filed as an SBEC rule with *Texas Register* if SBOE takes no action.

#### **Summary:**

This item is a discussion of 19 TAC Chapter 228, which covers the requirements that each EPP must provide to prospective teachers to ensure they are prepared sufficiently. This item has potential draft rule text for SBEC discussion primarily concerning the EPP continuing approval process, additional options for clinical teaching requirements, amending the field supervision requirements for an internship, and clarification of content instruction provided by an EPP. TEA staff have held several stakeholder meetings on this chapter and the upcoming SBEC work session scheduled for June 9, 2016, will allow the staff to present important background and relevant issues related to this chapter for the Board's consideration for future rulemaking.

#### **Statutory Authority:**

All of the relevant statutes pertaining to this chapter are listed for you on the agenda title page and the entire statutory language is on Attachment I. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

#### **Relevant SBEC Core Principles:**

- *We believe well-prepared educators are essential.*
- *We believe high certification standards measured by rigorous and reliable assessments are essential.*
- *We believe flexible and accessible certification programs, held to the same standards of accountability, are essential.*
- *We believe stakeholder input is essential, and we are accountable to all Texas stakeholders.*
- *We believe educators must be held to high standards of ethical conduct.*
- *We believe we must continually improve our policies and processes in response to changing needs.*
- *We believe we must ensure consistency and effectiveness among educator preparation programs.*

## Item 18:

### Discussion of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs

#### DISCUSSION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the provisions in 19 TAC Chapter 228, Requirements for Educator Preparation Programs. As part of this item, Texas Education Agency (TEA) staff will provide an update and status to allow the SBEC to discuss possible revisions to the rules as the result of recent legislative changes, SBEC input, stakeholder input, and input received from staff at TEA.

**STATUTORY AUTHORITY:** The statutory authority for 19 TAC Chapter 228 is the Texas Education Code (TEC), §§21.031; 21.041(b)(1) and (2); 21.044, as amended by House Bill (HB) 2205 and Senate Bill (SB) 674, 84th Texas Legislature, Regular Session, 2015; 21.0443, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015; 21.045, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015; 21.0453; 21.0454, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015; 21.0455, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015; 21.048, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015; 21.0487(c)(2)(B) as added by SB 1309, 84th Texas Legislature, Regular Session, 2015; 21.049; 21.050(a) and (c); and 21.051.

**BOARD RESPONSE:** This item is presented for review and comment.

**PREVIOUS BOARD ACTION:** A discussion item on the proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, was presented to the SBEC at the December 11, 2015 meeting.

**FUTURE ACTION EXPECTED:** Any proposed revisions to 19 TAC Chapter 228 would be presented to the SBEC for filing as proposed at the June 2016 SBEC meeting.

**BACKGROUND INFORMATION AND SIGNIFICANT ISSUES:** The SBEC rules in 19 TAC Chapter 228 establish requirements for educator preparation programs (EPPs). The TEC, §21.031, states that the SBEC is established to oversee all aspects of the certification and continuing education of public school educators and to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state. The TEC, §21.049, authorizes the SBEC to adopt rules providing for educator certification programs as an alternative to traditional EPPs.

At the January 2015 SBEC Work Session, the SBEC members received three presentations on educator quality as it pertains to EPPs in the state of Texas. The Texas Teaching Commission, the Council for the Accreditation of Educator Preparation, and the National Council on Teacher Quality provided state and national perspectives on educator quality in relation to Texas EPPs. SBEC members provided feedback to TEA staff on those presentations. Specifically, as it relates to 19 TAC Chapter 228, the SBEC requested policy options that focus on raising EPP

standards, improving teacher preparation programs, and new and improved ways to train better teachers.

The TEA staff also convened three face-to-face stakeholder meetings in December 2015 to gather input on the rules for proposed new 19 TAC Chapter 228, Requirements for Educator Preparation Programs. The proposed rules, shown in Attachment II and Attachment III, reflect input received from the SBEC and TEA staff-convened stakeholder meetings, but also includes additional changes since the draft rule text was shared at the December 2015 SBEC meeting. For this reason, TEA staff believe it important to first bring these rules back to the SBEC for further discussion in April 2016, which will allow additional time for stakeholder review and feedback prior to TEA staff proposing rules for the SBEC's consideration in June 2016. Following is a description of the proposed changes.

### General Provisions

No input has been received regarding the general provisions. Additional topics may be presented at the April meeting as stakeholder input continues to be provided.

### Definitions

Possible revisions to 19 TAC §228.2 would include:

- amending the definition of *field supervisor* to clarify that:
  - a field supervisor must have experience and current certification in the certification class in which supervision is provided;
  - a field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates;
  - a field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates;
  - if an individual is not currently certified, an individual must hold a terminal degree in the academic area or field related to the certification class and category for which supervision is being provided and comply with the same number, content, and type of continuing professional development requirements for the certification class and category for which supervision is being provided;
  - a field supervisor cannot be employed by the same school or district where the candidate being supervised is completing his or her clinical teaching, internship, or practicum; and
  - a field supervisor cannot also serve as a candidate's mentor, cooperating teacher, or site supervisor;
- amending the definition of *post-baccalaureate program* to differentiate it from the definition of *alternative certification program*;
- adding definitions of *accredited institution of higher education*, *benchmarks*, *certification category*, *certification class*, *classroom teacher*, *contingency admission*, *formal admission*, *initial certification*, *intern certificate*, *school day*, *school year*, and *terminal degree*;

- amending the definition of *candidate* to clarify that a candidate must be admitted to an EPP on a contingent or formal basis as defined in Chapter 227, Provisions for Educator Preparation Candidates;
- amending the definitions of *clinical teaching*, *internship*, and *practicum* to reflect possible revisions in Chapter 228;
- amending the definitions of *cooperating teacher*, *mentor*, and *site supervisor* to clarify the responsibilities of each of these positions, require an individual serving as a cooperating teacher to be currently certified in the certification category for the clinical teaching assignment, require a mentor and site supervisor to be currently certified in the certification class for the internship or practicum assignment, and require EPPs to provide training for these individuals;
- amending the definition of *teacher of record* to clarify that a teacher of record must teach not less than an average of four hours a day and that a career and technical education setting is an appropriate setting;
- removing the definition of *professional certification* and referring to the specific classes of certification throughout Chapter 228; and
- removing definitions that are not used in Chapter 228.

Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Approval Process

Possible revisions to 19 TAC §228.10 would include:

- amending the new entity approval process to include all the requirements of Chapter 227, Provisions for Educator Preparation Candidates, Chapter 229, Accountability System for Educator Preparation Programs, and Chapter 230, Professional Educator Preparation and Certification, as well as specific sections of Chapter 228;
- amending the new entity approval process to include a post-approval visit;
- amending the continuing entity approval process to include:
  - a figure that describes the evidence an EPP is expected to maintain for a period of seven years regarding its compliance with EPP standards and requirements; and
  - a requirement that EPPs ensure the security of information that is being maintained;
- amending the continuing entity approval process to include the EPP risk model and risk factors in accordance with TEC, §21.0454, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015;
- amending the approval of clinical teaching provisions to require approval by the SBEC; and

- amending the addition of certificate category and class provisions to require approval by the SBEC.

Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Program Consolidation or Closure

Possible revisions to 19 TAC §228 would include adding §228.15 to describe the procedures an EPP would need to follow for closure or consolidation. These procedures would include:

- submitting a letter on official letterhead to TEA staff signed by the legal authority of the EPP that contains a formal statement of consolidation or closing with an effective date of August 31 for consolidation or closure;
- contacting candidates currently in the EPP with notification of consolidation or closure and steps candidates must take in relation to their status;
- maintaining evidence of attempts to notify each candidate;
- providing and updating a representative's name, electronic mail address, and telephone number that will be valid for five years after the EPP's closure to provide access to candidate records and responses to former candidate's questions and/or issues;
- completing required TEA actions such as required submissions of information, surveys, and other accountability data; removal of security accesses; and reconciliation of intern and standard certification recommendations. If an EPP is consolidating, the candidate records will transfer to the new EPP;
- the chief operating officer, legal authority, or a member of the governing body of an EPP that fails to comply with the consolidation or closure procedures in this chapter is not eligible to be recommended to the SBEC for approval as an EPP;
- The chief operating officer, legal authority, or a member of the governing body of an EPP that closes voluntarily due to pending TEA or SBEC action or involuntarily due to SBEC action is not eligible to be recommended to the SBEC for approval as an EPP; and
- If an EPP is consolidating and fails to comply with the consolidation procedures in this chapter, TEA staff may make a recommendation that the SBEC impose sanctions affecting the new EPP's accreditation status.

Additional revisions may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Governance of Educator Preparation Programs

Possible revisions to 19 TAC §228.20 would include:

- decreasing the minimum number of times an advisory committee must meet each academic year from two to one;

- clarifying that the EPP must inform each member of the advisory committee of the roles and responsibilities of the committee;
- clarifying that a proposed amendment related to an educator preparation program approval component must be approved by the SBEC; and
- requiring each EPP to develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, and training requirements prior to a clinical teaching or internship experience.

Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Educator Preparation Curriculum

Possible revisions to 19 TAC §228.30 would include:

- clarifying which of the existing curriculum requirements are for all classes of certificates and which requirements are appropriate for a specific class of certificate;
- amending the curriculum requirements for the classroom teacher class of certificate to include the English Language Proficiency Standards and, for certificate fields that include early childhood, the Prekindergarten Guidelines;
- revising the curriculum requirements for all classes of certificates to include the information required by TEC, §21.044, as amended by HB 2012, 83rd Texas Legislature, Regular Session, 2013; and TEC, §21.0453, as added by HB 2318, 83rd Texas Legislature, Regular Session, 2013;
- amending the curriculum requirements to include mental health, substance abuse, and youth suicide training as required by TEC, §21.044, as amended by SB 674, 84th Texas Legislature, Regular Session, 2015; and
- revising the curriculum requirements for the principal class of certificate to include the skills and competencies captured in the Texas administrator standards as indicated in 19 TAC Chapter 149, Commissioner's Rules Concerning Educator Standards.

The TEC, §21.044, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015, requires all programs that provide training in certification areas that require a bachelor's degree to include training on the instruction of dyslexia. Changes to 19 TAC Chapter 228 are not necessary because the current rules as written comply with the change in law. Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Preparation Program Coursework and/or Training

Possible revisions to 19 TAC §228.35 would include:

- clarifying that coursework and training must adequately prepare candidates for educator certification;
- clarifying that coursework and training must be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based;
- clarifying which of the existing coursework and training requirements are for all classes of certificates and which requirements are appropriate for a specific class of certificate;
- removing the provision that allows up to 50 hours of an EPP's coursework and/or training to be provided by a school district or campus;
- amending the provision that allows an EPP to substitute prior or ongoing experience and/or professional training for educator certification requirements so that only military service members and military veterans may credit verified military service, training, or education toward training, education, work experience, or related requirements for educator certification;
- clarifying that internship candidates who are considered late hires must complete 30 hours of field-based experiences within the first 90 school days of the internship assignment;
- clarifying that an EPP must direct a candidate's participation in a field-based experience;
- clarifying the field-based experience provisions so that the standards are similar for onsite experiences and experiences provided by use of electronic transmission or other video or technology-based method;
- revising the requirements to require online EPPs to meet standards for online coursework and training;
- revising the clinical teaching provisions to:
  - allow for a clinical teaching experience that requires:
    - 40 hours of field-based experiences prior to clinical teaching with no more than 10 hours of field-based experiences being simply observation; and
    - a minimum of 12 weeks that includes 380 clock-hours during clinical teaching with at least 25 clock-hours each week and four clock-hours each day;
  - clarify that a full day is 100% of the day and a half day is 50% of the day; and
  - require the field supervisor to provide a copy of the written observation feedback to the cooperating teacher but not to the campus administrator;
- revising the internship provisions to:
  - clarify that a candidate must hold an intern certificate while participating in an internship;
  - clarify that a candidate must meet the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 to be eligible for an intern certificate;
  - clarify that the beginning and ending date of an internship is the first and last day of instruction with students;
  - allow for an internship assignment of less than a full day if:

- the primary assignment is not less than an average of four hours each day;
    - the EPP is approved to offer preparation in the certification category required for the additional assignment;
    - the EPP provides ongoing support for each assignment;
    - the EPP provides coursework and training for each assignment; and
    - the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours is required;
  - clarify that an EPP may recommend an additional internship year if:
    - the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the second internship; or
    - the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the second internship;
  - clarify that an EPP must provide ongoing support to a candidate for the full term of the initial or additional internship, unless, prior to the expiration of that term:
    - a standard certificate is issued to the candidate;
    - the candidate resigns or is terminated from the school assignment; or
    - the candidate withdraws, is discharged, or is released from the EPP; and
  - clarify how a candidate, an EPP, an employing school or district, and the TEA must be notified if a candidate resigns or is terminated from the school assignment or withdraws, is discharged, or is released from the EPP;
- amending the Head Start Program provisions to clarify that an internship or clinical teaching experience for certificates that include early childhood or prekindergarten may be completed at a Head Start Program that meets the stipulations;
- revising the internship, clinical teaching, and practicum provisions to:
  - prohibit an assignment in a setting where the candidate:
    - has an administrative role over the mentor, cooperating teacher, or site supervisor; or
    - is related to the field supervisor, mentor, cooperating teacher, or site supervisor; and
  - clarify that an assignment must take place in an actual school setting rather than a distance education learning lab or virtual school setting;
- revising the practicum provisions to clarify that an intern certificate may be issued to a candidate in a certification class other than classroom teacher if:
  - the candidate meets the requirements of the EPP; and
  - the candidate meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37;
- amending the approved sites for field-based experiences, clinical teaching, internship, and practicum provisions to require SBEC approval if a site is not a public school accredited by TEA, a Department of Defense Education Activity school, or a school accredited by the Texas Private School Accreditation Commission;



- amending the mentor and cooperating teacher provision to:
  - require that a site supervisor who is trained by the EPP be assigned to a practicum candidate; and
  - allow a regional education service center to provide the required mentor, cooperating teacher, and/or site supervisor training;
  
- amending the ongoing support for teacher candidates provisions to:
  - emphasize collaboration among the field supervisor, candidate, cooperating teacher/mentor, and supervising campus administrator;
  - require a field supervisor to be trained by the EPP;
  - require supervision provided on or after September 1, 2017 to be provided by a field supervisor who has completed TEA-approved observation training;
  - for each formal observation, require an individualized pre-conference and an individualized and synchronous post-observation conference;
  - require the field supervisor to provide a copy of the written observation feedback to the cooperating teacher or mentor;
  - for an internship, require the field supervisor to provide a copy of the written observation feedback to the candidate's supervising campus administrator;
  - increase the number of observations for a 24-week half-day clinical teaching experience from three to four;
  - for a 12-week, 380-hour clinical teaching assignment, require eight formal observations;
  - increase the number of observations for a year-long internship experience from three to five and allow for the fifth observation to be waived if there is written consensus among the field supervisor, mentor, and supervising campus administrator;
  - if an internship involves more than one certification category that cannot be taught during the same period of the school day, three observations must be provided for each assignment and the final observation for one of the assignments may be waived if there is written consensus among the field supervisor, mentor, and supervising campus administrator;
  - clarify when initial contacts and observations need to occur; and
  - clarify that an EPP cannot recommend a candidate for a standard certificate in which the EPP did not provide the required coursework, training, and observations;
  
- amending the ongoing support for school counselor, school librarian, principal, superintendent, educational diagnostician, reading specialist, and master teacher candidates provisions to:
  - emphasize collaboration between the field supervisor, candidate, and site supervisor;
  - require a field supervisor to be trained by the EPP;
  - require supervision provided on or after September 1, 2017 to be provided by a field supervisor who has completed TEA-approved observation training;
  - for each formal observation, require an individualized pre-conference and an individualized and synchronous post-observation conference;
  - require the field supervisor to provide a copy of the written observation feedback to the site supervisor;
  - require at least one of the observations to be conducted by the field supervisor on the candidate's site in a face-to-face setting;

- clarify that if a formal observation is not conducted on the candidate's site in a face-to-face setting, the observation may be provided by use of electronic transmission or other video or technology-based method;
  - clarify when initial contacts and observations need to occur; and
  - clarify that an EPP cannot recommend a candidate for a standard certificate in which the EPP did not provide the required coursework, training, and observations; and
- amending the exemption provisions to allow a candidate who was employed by a school or district as a Junior Reserve Officer Training Corps (JROTC) instructor before the person was enrolled in an EPP or is employed as a JROTC instructor while the person is enrolled in an EPP to be exempt from any student teaching, internship, or field-based experience program requirement, as required by the TEC, §21.0487(c)(2)(B), as added by SB 1309, 84th Texas Legislature, Regular Session, 2015.

Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Assessment and Evaluation of Candidates for Certification and Program Improvement

Possible revisions to 19 TAC §228.40 would include:

- clarifying that unless a candidate demonstrates content knowledge on a content certification examination prior to being admitted to an EPP, an EPP is responsible for providing coursework and training that adequately prepares a candidate to pass the content certification examination(s) required for certification;
- revising this section to allow an EPP to prepare a candidate and grant test approval for a classroom teacher certificate category other than the category for which the candidate was initially admitted to the EPP if the candidate requests the new category in writing;
- clarifying that an EPP shall determine the readiness of each candidate to take the appropriate certification exam(s);
- clarifying that an EPP shall not grant test approval for a certification examination until a candidate has been contingently or formally admitted into a program;
- clarifying that an EPP must continuously evaluate the design and delivery of the educator preparation program components, including the curriculum, based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments;
- clarifying that an EPP must retain documents that show evidence of a candidate's eligibility for admission and completion for a period of seven years after a candidate completes, withdraws from, or is discharged or released by, the EPP; and
- revising this section to limit an EPP from approving a candidate to take a certification examination more than five times in accordance with TEC, §21.048, as amended by HB 2205, 84th Texas Legislature, Regular Session, 2015.

Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Professional Conduct

A possible revision to 19 TAC §228.50 would include requiring an EPP to ensure that candidates understand and adhere to the Educator's Code of Ethics. Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

### Implementation Date

A possible revision to 19 TAC §228.60 would include removing language related to the temporary teaching certificate. The possible removal of the temporary teaching certificate is being discussed as separate item within this agenda.

### Complaints and Investigations Procedures

Possible revisions to 19 TAC §228.70 would include clarifying that a mentor, cooperating teacher, site supervisor, or administrator must be employed or have been employed at a site that serves as a site for clinical teaching, internship, or practicum experiences to be eligible to file a complaint against an EPP.

The TEC, §21.0455, as added by HB 2205, 84th Texas Legislature, Regular Session, 2015, requires the SBEC to propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an EPP to the TEA. HB 2205 also requires an EPP to notify candidates for teacher certification of this complaint process. Changes to 19 TAC Chapter 228 are not necessary because the current rules as written comply with the change in law. Additional topics may be presented at the April SBEC meeting as stakeholder input continues to be provided.

**FISCAL IMPACT:** An assessment of fiscal impact can be made after the SBEC gives guidance to TEA staff.

**PUBLIC AND STUDENT BENEFIT:** The public and student benefit anticipated would be clear, minimum EPP requirements that ensure educators are prepared to positively affect the performance of the diverse student population of this state.

**PROCEDURAL AND REPORTING IMPLICATIONS:** An assessment of procedural and reporting implications can be made after the SBEC gives guidance to TEA staff.

**LOCALLY MAINTAINED PAPERWORK REQUIREMENTS:** An assessment of locally maintained paperwork requirements can be made after the SBEC gives guidance to TEA staff.

**PUBLIC COMMENTS:** None.

**ALTERNATIVES:** None.

**OTHER COMMENTS AND RELATED ISSUES:** None.

**Staff Members Responsible:** Tim Miller, Director  
Educator Preparation

Sandra Jo Nix, Program Manager  
Educator Preparation

- Attachments:**
- I. Statutory Citations
  - II. Draft Text of Proposed Amendments to 19 TAC Chapter 228,  
Requirements for Educator Preparation Programs
  - III. Draft Text of Proposed Figure 19 TAC §228.10(b)(1)

**ATTACHMENT I****Statutory Citations Relating to 19 TAC Chapter 228, Requirements for Educator Preparation Programs****Texas Education Code, §21.031, Purpose:**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

**Texas Education Code, §21.041. Rules; Fees (excerpt):**

- (b) The board shall propose rules that:
  - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
  - (2) specify the classes of educator certificates to be issued, including emergency certificates;

**Texas Education Code, §21.044, Educator Preparation, as amended by Senate Bill 674 and House Bill 2205, 84th Texas Legislature, Regular Session, 2015 (excerpts):**

- (a) The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.
- (b) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate ~~[curriculum for that degree]~~, instruction in detection and education of students with dyslexia. ~~[This subsection does not apply to a person who obtains a certificate through an alternative certification program adopted under Section 21.049.]~~
- (c) The instruction under Subsection (b) must:
  - (1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:
    - (A) employed by institutions of higher education; and
    - (B) approved by the board; and
  - (2) include information on:
    - (A) characteristics of dyslexia;
    - (B) identification of dyslexia; and
    - (C) effective, multisensory strategies for teaching students with dyslexia.
- (c-1) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person

receive, as part of the training required to obtain that certificate, instruction regarding mental health, substance abuse, and youth suicide. The instruction required must:

- (1) be provided through a program selected from the list of recommended best practice-based programs established under Section 161.325, Health and Safety Code; and
- (2) include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports [~~in detection of students with mental or emotional disorders~~].

~~[(c-2) The instruction under Subsection (c-1) must:]~~

~~[(1) be developed by a panel of experts in the diagnosis and treatment of mental or emotional disorders who are appointed by the board; and]~~

~~[(2) include information on:]~~

~~[(A) characteristics of the most prevalent mental or emotional disorders among children;]~~

~~[(B) identification of mental or emotional disorders;]~~

~~[(C) effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports; and]~~

~~[(D) providing, in compliance with Section 38.010, notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.]~~

(g) Each educator preparation program must provide information regarding:

- (1) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- (2) the effect of supply and demand forces on the educator workforce in this state;
- (3) the performance over time of the educator preparation program;
- (4) the importance of building strong classroom management skills; and
- (5) the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H.

**Texas Education Code, §21.0443, Educator Preparation Program Approval and Renewal, as added by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

(a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:

(1) educator preparation programs; and

(2) certification fields authorized to be offered by an educator preparation program.

(b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.

- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

**Texas Education Code, §21.045, Accountability System for Educator Preparation Programs, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) The board shall propose rules necessary to establish [~~establishing~~] standards to govern the [~~approval and~~] continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:
- (1) results of the certification examinations prescribed under Section 21.048(a);
  - (2) performance based on the appraisal system for beginning teachers adopted by the board;
  - (3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable; [~~and~~]
  - (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
  - (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching [~~beginning teachers during their first year in the classroom~~].
- (b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain:
- (1) the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3);
  - (2) data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences;
  - (3) [~~and~~] the following information, disaggregated by race, sex, and ethnicity:
    - (A) [(4)] the number of candidates who apply;
    - (B) [(2)] the number of candidates admitted;
    - (C) [(3)] the number of candidates retained;
    - (D) [(4)] the number of candidates completing the program;
    - (E) [(5)] the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of [~~in the profession after~~] completing the program;
    - (F) the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;
    - (G) [(6)] the number of candidates retained in the profession; and
    - (H) [(7)] any other information required by federal law;

- (4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
  - (5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.
- (c) The board shall propose rules necessary to establish ~~[establishing]~~ performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a). ~~[The board may propose rules establishing minimum standards for approval or renewal of approval of:~~
- ~~[(1) — educator preparation programs; or~~
  - ~~[(2) — certification fields authorized to be offered by an educator preparation program.]~~

**Texas Education Code, §21.0453, Information for Candidates for Teacher Certification:**

- (a) The board shall require an educator preparation program to provide candidates for teacher certification with information concerning the following:
- (1) skills and responsibilities required of teachers;
  - (2) expectations for student performance based on state standards;
  - (3) the current supply of and demand for teachers in this state;
  - (4) the importance of developing classroom management skills; and
  - (5) the state's framework for appraisal of teachers and principals.
- (b) The board may propose rules as necessary for administration of this section, including rules to ensure that accurate and consistent information is provided by all educator preparation programs.

**Texas Education Code, §21.0454, Risk Factors for Educator Preparation Program; Risk-Assessment Model, as added by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) The board shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:
- (1) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
    - (A) the seriousness of any violation of a rule, standard or procedure;
    - (B) whether the violation resulted in an action being taken against the program;
    - (C) whether the violation was promptly remedied by the program;
    - (D) the number of alleged violations; and
    - (E) any other matter considered to be appropriate in evaluating the program's compliance history; and
  - (2) whether the program meets the accountability standards under Section 21.045.



- (b) The set of risk factors developed by the board may include whether an educator preparation program is accredited by other organizations.
- (c) The board shall use the set of risk factors to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

**Texas Education Code, §21.0455, Complaints Regarding Educator Preparation Programs, as added by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) The board shall propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency.
- (b) The board by rule shall require an educator preparation program to notify candidates for teacher certification of the complaint process adopted under Subsection (a). The notice must include the name, mailing address, telephone number, and Internet website address of the agency for the purpose of directing complaints to the agency. The educator preparation program shall provide for that notification:
  - (1) on the Internet website of the educator preparation program, if the program maintains a website; and
  - (2) on a sign prominently displayed in program facilities.
- (c) The board shall post the complaint process adopted under Subsection (a) on the agency's Internet website.
- (d) The board has no authority to arbitrate or resolve contractual or commercial issues between an educator preparation program and a candidate for teacher certification.

**Texas Education Code, §21.048, Certification Examinations, as amended by House Bill 2205, 84th Texas Legislature, Regular Session, 2015:**

- (a) The board shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board. The commissioner shall determine the satisfactory level of performance required for each certification examination. For the issuance of a generalist certificate, the commissioner shall require a satisfactory level of examination performance in each core subject covered by the examination.
- (a-1) The board may not require that more than 45 days elapse before a person may retake an examination. A person may not retake an examination more than four times, unless the board waives the limitation for good cause as prescribed by the board.
- (a-2) For purposes of the limitation imposed by Subsection (a-1) on the number of administrations of an examination, a person who initially took an examination before September 1, 2015, may retake the examination up to four times after that date, regardless of the number of times that the person attempted to perform satisfactorily on the examination before that date. This subsection expires September 1, 2018.
- (b) The board may not administer a written examination to determine the competence or level of performance of an educator who has a hearing impairment unless the examination has been field tested to determine its appropriateness, reliability, and validity as applied to, and minimum acceptable performance scores for, persons with hearing impairments.

- (c) An educator who has a hearing impairment is exempt from taking a written examination for a period ending on the first anniversary of the date on which the board determines, on the basis of appropriate field tests, that the examination complies with the standards specified in Subsection (b). On application to the board, the board shall issue a temporary exemption certificate to a person entitled to an exemption under this subsection.
- (c-1) The results of an examination administered under this section are confidential and are not subject to disclosure under Chapter 552, Government Code, unless [;]  
[(4)] the disclosure is regarding notification to a parent of the assignment of an uncertified teacher to a classroom as required by Section 21.057 [;-of  
(2) — the educator has failed the examination more than five times.]

**Texas Education Code, 21.0487, Junior Reserve Officer Training Corps Teacher Certification, as added by Senate Bill 1309, 84th Texas Legislature, Regular Session, 2015 (excerpt):**

(c) The board shall propose rules to:

(2) establish requirements under which:

(B) a person's employment by a school district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an educator preparation program or while the person is enrolled in an educator preparation program is applied to satisfy any student teaching, internship, or field-based experience program requirement.

**Texas Education Code, §21.049, Alternative Certification:**

- (a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. The rules may not provide that a person may be certified under this section only if there is a demonstrated shortage of educators in a school district or subject area.
- (b) The board may not require a person employed as a teacher in an alternative education program under Section 37.008 or a juvenile justice alternative education program under Section 37.011 for at least three years to complete an alternative educator certification program adopted under this section before taking the appropriate certification examination.

**Texas Education Code, §21.050, Academic Degree Required for Teaching Certificate; Internship (excerpts):**

- (a) A person who applies for a teaching certificate for which board rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under Subchapter A, Chapter 28.
- (c) A person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under Section 54.363 may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

**Texas Education Code, §21.051, Rules Regarding Field-Based Experience and Options for Field Experience and Internships:**

- (a) In this section, "teacher of record" means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.
- (b) Before a school district may employ a candidate for certification as a teacher of record, the candidate must complete at least 15 hours of field-based experience in which the candidate is actively engaged in instructional or educational activities under supervision at:
  - (1) a public school campus accredited or approved for the purpose by the agency; or
  - (2) a private school recognized or approved for the purpose by the agency.
- (c) Subsection (b) applies only to an initial certification issued on or after September 1, 2012. Subsection (b) does not affect:
  - (1) the validity of a certification issued before September 1, 2012; or
  - (2) the eligibility of a person who holds a certification issued before September 1, 2012, to obtain a subsequent renewal of the certification in accordance with board rule.
- (d) Subsection (b) does not affect the period within which an individual must complete field-based experience hours as determined by board rule if the individual is not accepted into an educator preparation program before the deadline prescribed by board rule and is hired for a teaching assignment by a school district after the deadline prescribed by board rule.
- (e) The board shall propose rules relating to the field-based experience required by Subsection (b). The commissioner by rule shall adopt procedures and standards for recognizing a private school under Subsection (b)(2).
- (f) The board shall propose rules providing flexible options for persons for any field-based experience or internship required for certification.

**ATTACHMENT II**  
**Draft Text of Proposed Revisions to 19 TAC 228**

**§228.1. General Provisions.**

- (a) To ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of educators must be the joint responsibility of educator preparation programs (EPPs) and the Early Childhood-Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is required.
- (b) Consistent with the Texas Education Code, §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of EPPs to accommodate the unique characteristics and needs of different regions of the state as well as the diverse population of potential educators.
- (c) All EPPs are subject to the same standards of accountability, as required under Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs).

**§228.2. Definitions.**

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic year--If not referring to the academic year of a particular public or ~~private~~ ~~charter~~ school or institution of higher education, September 1 through August 31.
- (2) Accredited institution of higher education--An institution of higher education that, at the time it conferred the degree, was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (3) ~~(2)~~ Alternative certification program--An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a bachelor's degree.
- (4) Benchmarks--A record similar to a transcript for each candidate enrolled in an educator preparation program documenting the completion of admission, program, certification, and other requirements.
- (5) ~~(3)~~ Candidate--An individual who has been formally or contingently admitted into an educator preparation program ~~including an individual who has been accepted on a contingency basis~~ ; also referred to as an enrollee or participant.
- (6) Certification Category--A certificate type within a certification class; also known as certification field.
- (7) Certification Class--A certificate, as described in §230.33 of this title (relating to Classes of Certification), that has defined characteristics and includes the following: superintendent, principal, classroom teacher, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.
- (8) ~~(5)~~ Classroom teacher--An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide or a full-time administrator.
- (9) ~~(4)~~ Clinical teaching--A supervised ~~minimum 12 week, full day or 24 week, half day~~ educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.

- (10) ~~(5)~~ Clock-hours--The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited institution of higher education ~~[university]~~ is equivalent to 15 clock-hours. Clock-hours of field-based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.
- (11) Contingency admission--Admission as described in §227.15 of this title (relating to Contingency Admission).
- (12) ~~(6)~~ Cooperating teacher-- For a clinical teacher candidate, a currently certified educator assigned by the campus administrator who has completed cooperating teacher training by the educator preparation program (EPP); who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's EPP. [The campus based mentor teacher for the clinical teacher.]
- (13) ~~(7)~~ Educator preparation program--An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes ~~[fields]~~ .
- (14) ~~(8)~~ Entity--The legal entity that is approved to deliver an educator preparation program.
- (15) ~~(9)~~ Field-based experiences--Introductory experiences for a classroom teacher certification candidate involving reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.
- (16) ~~(10)~~ Field supervisor--A currently certified educator, hired by the ~~[educator preparation program]~~ EPP, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have experience and current certification in the class in which supervision is provided. A field supervisor with experience as a principal and who holds a current certificate that is appropriate for a principal assignment may supervise principal, classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a superintendent and who holds a current certificate that is appropriate for a superintendent assignment may supervise superintendent, principal, classroom teacher, master teacher, and reading specialist candidates. If an individual is not currently certified, an individual must hold a terminal degree in the academic area or field related to the certification class and category for which supervision is being provided and comply with the same number, content, and type of continuing professional development requirements described in §§ 232.11, 232.13, and 232.15 of this title (relating to Number and Content of Required Continuing Professional Education Hours, Number of Required Continuing Professional Education Hours by Classes of Certificates, and Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school or district where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(e) of this title (relating to Educator Preparation Program Delivery), may not also serve as a candidate's field supervisor.
- (17) Formal admission--Admission as described in §227.17 of this title (relating to Formal Admission).
- (18) ~~(11)~~ Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (19) Initial certification--The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.
- (20) Intern Certificate--A type of certificate issued to a candidate completing requirements for certification through an approved educator preparation program; also referred to as a probationary certificate.

- (21) ~~(12)~~ Internship--A supervised ~~[, full-time]~~ classroom teacher ~~[educator]~~ paid assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
- (22) ~~(13)~~ Late hire--An individual who has not been accepted into an educator preparation program before June 15 and who is hired for a teaching assignment by a school after June 15 or after the school's academic year has begun.
- (23) ~~(14)~~ Mentor--For an internship candidate ~~[a classroom teacher]~~, a currently certified educator assigned by the campus administrator who has completed mentor training by the educator preparation program (EPP); who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate ~~[teacher]~~ during the internship ~~[his or her intern year]~~ in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's ~~[teacher's]~~ progress to that candidate's ~~[teacher's]~~ EPP ~~[educator preparation program]~~.
- (24) ~~(15)~~ Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- (25) ~~(16)~~ Post-baccalaureate program--An approved educator preparation program, delivered by an accredited institution of higher education, that is designed for individuals who already hold at least a bachelor's degree and that must be ~~[is]~~ approved by the State Board for Educator Certification to recommend candidates for certification.
- (26) ~~(17)~~ Practicum--A supervised professional educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a professional certificate in a class other than classroom teacher is sought [such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher].
- (27) ~~School day~~--If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.
- (28) ~~School year~~-- If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.
- ~~(18) Professional certification--Certification for superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher.]~~
- (29) ~~(19)~~ Site supervisor--For a practicum candidate, a currently certified educator who has experience in the aspect(s) of the professional certification class being pursued by the candidate; who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training ~~[or orientation for site supervision]~~ by the EPP; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's educator preparation program.
- (30) ~~(20)~~ Teacher of record--An educator who is employed by a school or district, teaches not less than an average of four hours each day in an academic instructional setting or a career and technical instructional setting, and is responsible for evaluating student achievement and assigning grades.
- (31) ~~(29)~~ Terminal Degree--A degree granted at the highest level in a particular academic discipline by an accredited institution of higher education.
- (32) ~~(21)~~ Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.
- (33) ~~(22)~~ Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

**§228.10. Approval Process.**

- (a) New Entity Approval. An entity seeking initial approval to deliver an educator preparation program (EPP) shall submit an application and proposal with evidence indicating the ability to comply with the provisions of this chapter, ~~and~~ Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs), and Chapter 230 of this title (relating to Professional Educator Preparation and Certification). ~~The proposal shall include the following program approval components: entity commitment to adequate preparation of certification candidates, program standards, and community collaboration; criteria for admission to an EPP; curriculum; program delivery and evaluation; and a plan for ongoing support of the candidates. The proposal must also identify the certificates proposed to be offered by the entity and meet applicable federal statutes or regulations.~~ The proposal will be reviewed by the Texas Education Agency (TEA) staff and a pre-approval site visit will be conducted. The TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the entity should be approved. A post-approval site visit will be conducted after the first year of the EPP's operation. The proposal shall include the following program approval components:

- (1) governance of the EPP;
- (2) criteria for admission to the EPP;
- (3) EPP curriculum;
- (4) EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;
- (5) intern and standard certification procedures;
- (6) assessment and evaluation of candidates for certification and EPP improvement;
- (7) professional conduct of EPP staff and candidates;
- (8) EPP complaint procedures; and
- (9) required submissions of information, surveys, and other accountability data.

The proposal shall also include identification of the classes and categories of certificates proposed to be offered by the entity.

- (b) Continuing Entity Approval. An entity approved by the SBEC under this chapter shall be reviewed at least once every five years ~~under procedures approved by the TEA staff~~; however, a review may be conducted at any time at the discretion of the TEA staff.

- (1) At the time of the review, the entity shall submit to the TEA staff ~~SBEC~~ a status report regarding its compliance with existing standards and requirements for EPPs as specified in the figure provided in this paragraph ~~and the entity's original proposal~~. An EPP is responsible for establishing procedures and practices sufficient to ensure the security of information against unauthorized or accidental access, disclosure, modification, destruction, or misuse prior to the expiration of the retention period.

Figure: 19 TAC §228.10(b)(1)

- (2) Unless specified otherwise, the entity must retain evidence of compliance described in Figure 19 TAC §228.10(b)(1) for a period of seven years.

- (3) TEA staff shall, at the minimum, use the following risk factors to determine the need for discretionary reviews and the type of five-year reviews:

- (A) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
  - (i) the seriousness of any violation of a rule, standard, or procedure;
  - (ii) whether the violation resulted in an action being taken against the program;

- (iii) whether the violation was promptly remedied by the program;
- (iv) the number of alleged violations; and
- (v) any other matter considered to be appropriate in evaluating the program's compliance history; and
- (B) whether the program meets the accountability standards under Texas Education Code, §21.045.
- (c) Approval of Clinical Teaching for an Alternative Certification Program. An alternative certification program seeking approval to implement a clinical teaching component shall submit a description of the following elements of the program for approval by the SBEC TEA staff on an application in a form developed by the TEA staff which shall include, at a minimum:
- (1) general clinical teaching program description, including conditions under which clinical teaching may be implemented;
  - (2) selection criteria for clinical teachers;
  - (3) selection criteria for cooperating [mentor] teachers;
  - (4) description of support and communication between candidates, cooperating teachers [mentors], and the alternative certification program;
  - (5) description of program supervision; and
  - (6) description of how candidates are evaluated.
- (d) Addition of Certificate Categories [Fields] and Classes.
- (1) An EPP that is rated "accredited," as provided in §229.4 of this title (relating to Determination of Accreditation Status), may request additional certificate categories [fields] be approved by the SBEC TEA staff, by submitting an application in a form developed by the TEA staff which shall include, at a minimum, the curriculum matrix; a description of how the standards for Texas educators are incorporated into the EPP; and documentation showing that the program has the staff knowledge and expertise to support individuals participating in each certification category [field] being requested. The curriculum matrix must include the standards, framework competencies, applicable Texas Essential Knowledge and Skills, course and/or module names, and the benchmarks or assessments used to measure successful program progress.
  - (2) An EPP rated "accredited" [as provided in §229.4 of this title,] and currently approved to offer a [content area] certificate for which the SBEC is changing the grade level of the certificate may request to offer the preapproved category [content field] at different grade levels to be approved by the SBEC by submitting an application in a form developed by the TEA staff which shall include, at a minimum, a modified curriculum matrix that includes the standards, course and/or module names, and the benchmarks or assessments used to measure successful program progress. The requested additional certificate categories [fields] must be within the classes of certificates for which the EPP has been previously approved by the SBEC.
  - (3) An EPP that is not rated "accredited" may not apply to offer additional certificate categories [fields] or classes of certificates.
  - (4) [(2)] An EPP that is rated "accredited" may request the addition of certificate fields in a certificate class [of certificates] that has not been previously approved by the SBEC, but must present a full proposal on an application in a form developed by the TEA staff for consideration and approval by the SBEC.
- (e) Addition of Program Locations. An EPP that is rated "accredited," [as provided in §229.4 of this title,] may open additional locations, provided the program informs the SBEC of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location. Additional program locations must operate in accordance with the program components under which the program has been approved to operate.



- (f) Contingency of Approval. Approval of an EPP by the SBEC ~~or by the TEA staff~~, including each specific certificate category [~~field~~], is contingent upon approval by other lawfully established governing bodies such as the Texas Higher Education Coordinating Board, boards of regents, or school district boards of trustees. Continuing EPP approval is contingent upon compliance with superseding state and federal law.

#### **§228.15. Program Consolidation or Closure.**

- (a) An educator preparation program (EPP) that is consolidating or closing must comply with the following procedures to ensure that all issues relevant to EPP consolidation or closure have been addressed.
- (1) Submit a letter on official letterhead to Texas Education Agency (TEA) staff signed by the legal authority of the EPP that contains a formal statement of consolidation or closing with an effective date of August 31 for consolidation or closure.
  - (2) Contact candidates currently in the EPP with notification of consolidation or closure and steps candidates must take in relation to their status. Maintain evidence of attempts to notify each candidate.
  - (3) Identify and keep current a representative's name, electronic mail address, and telephone number that will be valid for five years after an EPP's closure to provide access to candidate records and responses to former candidate's questions and/or issues. If an EPP is consolidating, the candidate records will transfer to the new EPP.
  - (4) Complete required TEA actions such as required submissions of information, surveys, and other accountability data; removal of security accesses; and reconciliation of intern and standard certification recommendations.
- (b) The chief operating officer, legal authority, or a member of the governing body of an EPP that fails to comply with the consolidation or closure procedures in this chapter is not eligible to be recommended to the State Board for Educator Certification (SBEC) for approval as an EPP.
- (c) The chief operating officer, legal authority, or a member of the governing body of an EPP that closes voluntarily due to pending TEA or SBEC action or involuntarily due to SBEC action is not eligible to be recommended to the SBEC for approval as an EPP.
- (d) If an EPP is consolidating and fails to comply with the consolidation procedures in this chapter, TEA staff may make a recommendation that the SBEC impose sanctions affecting the new EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval).

#### **§228.20. Governance of Educator Preparation Programs.**

- (a) Preparation for the certification of educators may be delivered by an institution of higher education, regional education service center, public school district, or other entity approved by the State Board for Educator Certification (SBEC) under §228.10 of this title (relating to Approval Process).
- (b) The preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). The approved EPP shall inform each member of the advisory committee of [approve] the roles and responsibilities of [each member of] the advisory committee and shall meet a minimum of once [twice] during each academic year.
- (c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.
- (d) All EPPs must be implemented as approved by the SBEC as specified in §228.10 of this title.

- (e) ~~Proposed amendments to an EPP must be submitted to the TEA staff and be approved prior to implementation. Significant~~ amendments, related to the ~~[five]~~ program-approval components specified in §228.10(a) of this title, must be approved by the SBEC to become effective. Unless specified otherwise in this chapter, an EPP must submit a request for a proposed amendment on a letter signed by the EPP's legally authorized agent or representative that explains the request, details that rationale for changes, and includes documents relevant to the request. The EPP will be notified in writing of the approval or denial of its proposal within 10 ~~60~~ business days following a determination by the SBEC.
- (f) Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, and training requirements prior to a clinical teaching or internship experience.

### §228.30. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure educator ~~[teacher]~~ effectiveness ~~[and align to the TEKS. Coursework and training should be sustained, rigorous, interactive, student focused, and performance based].~~
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
- ~~[(1) — reading instruction, including instruction that improves students' content area literacy;]~~
- (1) ~~[(2)]~~ the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) ~~[:]~~ ,which include:
- ~~(A) — professional ethical conduct, practices and performance;~~
- ~~(B) — ethical conduct toward professional colleagues; and~~
- ~~(C) — ethical conduct toward students;~~
- ~~[(3) — the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards), which include:]~~
- ~~[(A) — instructional planning and delivery;]~~
- ~~[(B) — knowledge of students and student learning;]~~
- ~~[(C) — content knowledge and expertise;]~~
- ~~[(D) — learning environment;]~~
- ~~[(E) — data driven practice; and]~~
- ~~[(F) — professional practices and responsibilities;]~~
- (2) ~~[(4)]~~ instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b); ~~[and]~~
- (3) ~~[(5)]~~ instruction regarding mental health, substance abuse, and youth suicide ~~[in detection of students with mental or emotional disorders]~~, as indicated in the TEC, §21.044(c-1); ~~[and (c-2).]~~
- (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- (5) the importance of building strong classroom management skills; and
- (6) the framework in this state for teacher and principal evaluation.
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

- (1) the relevant TEKS, including the English Language Proficiency Standards;
- (2) reading instruction, including instruction that improves students' content-area literacy;
- (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines;  
and
- (4) the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards), which include:
  - (A) instructional planning and delivery;
  - (B) knowledge of students and student learning;
  - (C) content knowledge and expertise;
  - (D) learning environment;
  - (E) data-driven practice; and
  - (F) professional practices and responsibilities.
- (e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards), which include:
  - (1) instructional leadership;
  - (2) human capital;
  - (3) executive leadership;
  - (4) school culture; and
  - (5) strategic operations.

#### **§228.35. Preparation Program Coursework and/or Training.**

- (a) Coursework and/or Training for Candidates Seeking Initial Certification in Any Certification Class.
  - (1) An educator preparation program (EPP) shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the classroom.
  - (2) Coursework and/or training shall ~~[Professional development should]~~ be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based ~~[and classroom focused].~~
  - ~~[(3) — An EPP shall provide each candidate with a minimum of 300 clock hours of coursework and/or training. A candidate who does not qualify as a late hire who is issued a probationary certificate after September 1, 2012, may not be employed by a school district as a teacher of record until the candidate completes a minimum of 30 clock hours of field based experience or clinical teaching in which the candidate is actively engaged in instructional or educational activities under supervision at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose, as provided in this section. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship:]~~
    - ~~[(A) — a minimum of 30 clock hours of field based experience. Up to 15 clock hours of this field based experience may be provided by use of electronic transmission or other video or technology based method; and]~~
    - ~~[(B) — 80 clock hours of coursework and/or training.]~~
  - (3) ~~[(4)]~~ All coursework and/or training shall be completed prior to EPP completion and standard certification.
  - ~~[(5) — With appropriate documentation such as certificate of attendance, sign in sheet, or other written school district verification, 50 clock hours of training may be provided by a school district and/or campus that is an approved TEA continuing professional education provider.]~~

- (4) ~~(6)~~ Each EPP must develop and implement specific criteria and procedures that allow military service member or a military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification substitute prior or ongoing experience, and/or professional training for part of the educator preparation requirements, provided that the military service, experience, or training, or education is not also counted as a part of the internship, clinical teaching, or practicum requirements, and is directly related to the certificate being sought.
- (5) Coursework and training that is offered online must meet, or the EPP must be making progress towards meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of the following:
- (i) Accreditation by the Distance Education Accrediting Commission;
  - (ii) Program Design and Teaching Support Certification by Quality Matters;
  - (iii) 19 TAC Chapter 4, Subchapter P (rules governing online, hybrid/blended, electronic-to-groups); or
  - (iv) 19 TAC Chapter 7 (rules governing degree granting colleges and universities other than Texas public institutions).
- (b) Coursework and/or Training for Candidates Seeking Initial Certification in the Classroom Teacher Certification Class. An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship:
- (1) a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method; and
  - (2) 80 clock-hours of coursework and/or training.
- (c) ~~(b)~~ Coursework and/or Training for Candidates Seeking Initial Certification in a Certification Class other than Classroom Teacher [for Professional Certification Classes]. An EPP shall provide coursework and/or training to ensure that the educator is effective in the [professional] assignment. An EPP shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the educator state standards for the applicable certification class [field].
- (d) ~~(e)~~ Late Hire Provisions. A late hire for a school district teaching position may begin employment under an intern certificate before completing the pre-internship requirements of subsection (b)(1) and (2) [a(3)] of this section [and, if applicable, 15 clock hours of active, supervised experience] , but shall complete these requirements within 90 school days of assignment.
- (e) ~~(d)~~ Educator Preparation Program Delivery. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.
- (1) For initial certification in the classroom teacher certification class, each EPP shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences must be completed prior to assignment in an internship or clinical teaching. [Up to 15 clock hours of field based experience may be provided by use of electronic transmission or other video or technology based method.]
    - (A) Field-based experiences must include 15 clock-hours in which the candidate, under the direction supervision of the EPP, is actively engaged in instructional or educational activities that include:
      - (i) [A] authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
      - (ii) [B] instruction by content certified teachers;

- (iii) ~~(C)~~ actual students in classrooms/instructional settings with identity-proof provisions;
- (iv) ~~(D)~~ content or grade-level specific classrooms/instructional settings; and
- (v) ~~(E)~~ written reflection of the observation.
- (B) Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method. Field-based experience provided by use of electronic transmission or other video or technology-based method must include:
- (i) direction of the EPP;
- (ii) authentic school settings in a public school;
- (iii) instruction by content certified teachers;
- (iv) actual students in classrooms/instructional settings with identity-proof provisions;
- (v) content or grade-level specific classrooms/instructional settings; and
- (vi) written reflection of the observation.
- (2) For initial certification in the classroom teacher certification class, each EPP shall also provide at least one of the following:
- (A) clinical teaching [as defined in §228.2 of this title] for a minimum of 12 weeks of full days, with a full day being 100% of the school day; ~~or~~
- (B) clinical teaching for a minimum of 24 weeks of half days, with a half day being 50% of the school day; ~~or~~
- (C) clinical teaching for a minimum of 12 weeks, including a total of at least 380 clock hours of teaching experience, with at least 25 clock hours each week and at least four clock hours each day. At least 40 clock hours of field-based experiences are required prior to clinical teaching. No more than 10 of the field-based experience hours can be simply observation; or
- (D) ~~(B)~~ internship [as defined in §228.2 of this title] for a minimum of one full school year for the classroom teacher assignment or assignments that match~~es~~ the certification category or categories [field] for which the candidate [individual] is prepared by the EPP. [The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data].
- (i) An EPP may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.
- (ii) The beginning and ending date for an internship is the first and last day of instruction with students based on the school calendar of the school or district in which the internship takes place.
- (iii) An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. An EPP may permit an internship assignment of less than an average of four hours each day if:
- (I) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;
- (II) the EPP is approved to offer preparation in the certification category required for the additional assignment;

- (III) the EPP provides ongoing support for each assignment as prescribed in subchapter (g);
  - (IV) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and
  - (V) the employing school or district notifies the candidate and the EPP in writing that an assignment of less than four hours will be required.
- (iv) A candidate must hold an intern certificate while participating in an internship. A candidate must meet the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 of this title (relating to Intern Certificates) to be eligible for an intern certificate.
- (v) An EPP may recommend an additional internship if:
- (I) the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the second internship; or
  - (II) the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the second internship.
- (vi) An EPP must provide ongoing support to a candidate as described in subsection (g) for the full term of the initial or additional internship, unless, prior to the expiration of that term:
- (I) a standard certificate is issued to the candidate;
  - (II) the candidate resigns or is terminated by the school or district. A candidate must provide the EPP the official notice of resignation or termination within one business day after receipt of the notice from the employing school or district. Within one business day after receipt of the official notice of resignation or termination, an EPP must notify a candidate in writing that the EPP will provide TEA with notice about the resignation or termination and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the resignation or termination. Within one business day after providing the notice to a candidate, an EPP must email the TEA with a copy of the notice to the candidate and a copy of the official notice of the resignation or termination;
  - (III) the candidate is discharged, or is released from the EPP. An EPP must notify a candidate in writing that the candidate is being discharged or released, the EPP will provide the employing school or district with notice of the discharge or release, the EPP will provide TEA with notice about the resignation or termination, and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the discharge or release. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing notice to the employing school or district, an EPP must notify the TEA via email with a copy of the notice of discharge or release and a copy of the notice to the employing school or district; or
  - (IV) the candidate withdraws from the EPP. A candidate must notify the EPP in writing that the candidate is withdrawing from the EPP. Within one business day after receipt of the withdrawal notice, an EPP must

notify a candidate in writing that the EPP will provide the employing school or district with notice of the withdrawal, the EPP will provide TEA with notice about the withdrawal, and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the withdrawal. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing notice to the employing school or district, an EPP must email the TEA with a copy of the notice of withdrawal and a copy of the notice to the employing school or district.

- (3) ~~(4)~~ An internship or clinical teaching experience for certificates that include early childhood and prekindergarten ~~[an Early Childhood Grade 6 candidate]~~ may be completed at a Head Start Program with the following stipulations:
- (A) ~~(I)~~ a certified teacher is available as a trained mentor;
- (B) ~~(II)~~ the Head Start program is affiliated with the federal Head Start program and approved by the TEA;
- (C) ~~(III)~~ the Head Start program teaches three- and four-year-old students; and
- (D) ~~(IV)~~ the state's prekindergarten ~~[pre-kindergarten]~~ curriculum guidelines are being implemented.
- (4) ~~(ii)~~ An internship or ~~[ ]~~ clinical teaching ~~[, or practicum]~~ experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- (5) An internship or clinical teaching experience shall not take place in a setting where the candidate:
- (A) has an administrative role over the mentor or cooperating teacher; or
- (B) is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (6) ~~(3)~~ For certification in a class other than Classroom Teacher ~~[candidates seeking professional certification]~~, each EPP shall provide a practicum ~~[, as defined in §228.2 of this title,]~~ for a minimum of 160 clock-hours.
- (A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- (B) A practicum shall not take place in a setting where the candidate:
- (i) has an administrative role over the site supervisor; or
- (ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (C) An intern certificate may be issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 of this title (relating to Intern Certificates).
- (D) A candidate for an intern certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of an intern certificate in that class.
- (7) ~~(4)~~ Subject to all the requirements of this section, the SBEC ~~TEA~~ may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, clinical teaching, and/or practicum.

- (A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the SBEC TEA for purposes of field-based experience, internship, clinical teaching, and/or practicum.
- (B) An EPP may file an application with the SBEC TEA for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience [~~or for video or other technology based depiction of a school setting~~]. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and SBEC certification standards.
- (C) An EPP may file an application with the SBEC TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum:
- (i) the accreditation(s) held by the school;
  - (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards;
  - (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and
  - (iv) the measures that will be taken by the EPP to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA.
- (D) An EPP may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for clinical teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include, at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States, with the addition of a description of the on-site program personnel and program support that will be provided and a description of the school's recognition by the U.S. State Department Office of Overseas Schools.
- (f) ~~(e)~~ [Campus] Mentors , ~~and~~ Cooperating Teachers , and Site Supervisors . In order to support a new educator and to increase educator ~~[teacher]~~ retention, an EPP shall collaborate with the campus or district administrator to assign each candidate a [campus] mentor during the candidate's ~~his or her~~ internship , ~~or~~ assign a cooperating teacher during the candidate's clinical teaching experience , or assign a site supervisor during the candidate's practicum . The EPP is responsible for providing mentor , ~~and/or~~ cooperating teacher , ~~and/or site supervisor~~ training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.
- (g) ~~(f)~~ Ongoing Educator Preparation Program Support for Initial Certification of Teachers. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained by the EPP as a field supervisor. Supervision provided on or after September 1, 2017 must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. For each formal observation, ~~[F]~~ the field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational ~~instructional~~ practices observed, provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate, and provide a copy of the written feedback to the candidate's cooperating teacher or mentor. Neither the pre-observation conference nor the post-observation conference need to be onsite. For candidates participating in an



internship, the field supervisor shall provide a copy of the written feedback to the candidate's supervising campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate. In a clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience. For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.

- (1) Each formal observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting.
  - (2) An EPP must provide the first formal observation within the first third of all clinical teaching assignments and the first six weeks of all internship assignments.
  - (3) For an internship, an EPP must provide a minimum of three [two] formal observations during the first half [four months] of the internship [assignment] and a minimum of two [one] formal observations [observation] during the last half [five months] of the internship [assignment]. If there is written consensus among the field supervisor, mentor, and supervising campus administrator, the fifth observation may be waived. If an internship involves certification in more than one certification category that cannot be taught during the same period of the school day, an EPP must provide a minimum of three observations for each assignment. For each assignment, the EPP must provide at least two observations during the first half of the internship and at least one observation during the second half of the internship. If there is written consensus among the field supervisor, mentor, and supervising campus administrator, the third observation for one of the assignments may be waived.
  - (4) For a 12-week, full-day clinical teaching assignment, an EPP must provide a minimum of one formal [three] observation[s] during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observations during the last third of the assignment [ , which is a minimum of 12 weeks] .
  - (5) For a 12-week, 380-hour clinical teaching assignment, an EPP must provide a minimum of four formal observations during the first half of the assignment and a minimum of four formal observations during the second half of the assignment.
  - (6) For a 24-week clinical teaching assignment, an EPP must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the last half of the assignment.
  - (7) An EPP shall not recommend a candidate for a standard certificate in a certification category in which the EPP did not provide the required coursework, training, and observations.
- (h) ~~(g)~~ Ongoing Educator Preparation Program Support for Certification in a Certification Class other than Classroom Teacher [Professional Certification] . Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained by the EPP as a field supervisor. Supervision provided on or after September 1, 2017 must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter [three weeks] of the assignment. For each formal observation, [F] the field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational [instructional] practices observed, provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate, and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.
- (1) Formal observations [Observations] must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
  - (2) At least one of the formal observations must be on the candidate's site in a face-to-face setting;

- (3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method.
- (4) ~~(3)~~ An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum ~~[three observations during the term of the practicum].~~
- (5) An EPP shall not recommend a candidate for a standard certificate in a certification class in which the EPP did not provide the required coursework, training, and observations.
- (i) ~~(4a)~~ Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience, ~~or~~ internship, ~~or~~ ~~[consisting of]~~ clinical teaching.
- (j) Exemption. Under the TEC, §21.0487(c)(2)(B), a candidate's employment by a school or district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is exempt from any student teaching, internship, or field-based experience program requirement.

#### **§228.40. Assessment and Evaluation of Candidates for Certification and Program Improvement.**

- (a) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the ~~[entity delivering]~~ educator preparation program (EPP) shall establish benchmarks and structured assessments of the candidate's progress throughout the EPP ~~[educator preparation program (EPP)].~~
- (b) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate content certification examination(s) required for certification, unless a candidate passes the appropriate content certification examination(s) as a requirement for admission to an EPP.
- (c) Upon the written request of the 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 to the EPP.
- (d) ~~(4b)~~ An EPP shall determine the readiness of each candidate to take the appropriate certification examination ~~[assessment]~~ of content, pedagogy, and professional responsibilities, including professional ethics and standards of conduct. An EPP shall not grant test approval for ~~[the pedagogy and professional responsibilities]~~ a certification examination ~~[assessment]~~ until a candidate has met all of the requirements for admission to the EPP ~~[program]~~ and has been contingently or formally admitted ~~[fully accepted]~~ into the EPP.
- (e) ~~(4c)~~ For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the educator preparation program components ~~curriculum~~ based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments.
- (f) ~~(4d)~~ An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of seven five years after a candidate completes, withdraws from, or is discharged or released from the program ~~[completion]~~. An EPP is responsible for establishing procedures and practices sufficient to ensure the security of information against unauthorized or accidental access, disclosure, modification, destruction, or misuse prior to the expiration of the retention period.
- (g) In accordance with the TEC, §21.048, an EPP shall not approve a candidate to retake a certification examination more than four times.

#### **§228.50. Professional Conduct.**

During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

**§228.60. Implementation Date.**

- (a) The provisions of this chapter that were in effect on the date an educator preparation program (EPP) candidate was admitted to an EPP shall determine the program requirements applicable to that candidate.
- ~~(b) All provisions in this chapter, except the total clock hour training requirement, shall apply to §230.39 of this title (relating to Temporary Teacher Certificates).~~

**§228.70. Complaints and Investigations Procedures.**

- (a) Purpose. Texas Education Agency (TEA) staff shall maintain a process through which a candidate or former candidate in an educator preparation program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public [school district, charter school] or private school that serves as a site for clinical teaching, internship, or practicum experiences may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.
- (b) EPP responsibilities.
  - (1) The EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff.
  - (2) The EPP shall post on its website a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy.
  - (3) The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with subsection (c)(1) of this section.
  - (4) Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with subsection (c)(1) of this section.
- (c) TEA responsibilities.
  - (1) Filing a complaint. TEA staff will develop a complaint form to standardize information received from an individual making a complaint against an EPP. The complaint form will be available on the TEA website. All complaints filed against an EPP must be in writing on the complaint form. The written complaint must clearly state the facts that are the subject of the complaint and must state the measures the complainant has taken to attempt resolution of the complaint with the EPP. Anonymous complaints may not be accepted or investigated.
  - (2) Processing the complaint.
    - (A) TEA staff will record all complaints in the TEA complaints tracking system. Each complaint, no matter the severity, shall be assigned a tracking number.
    - (B) The complaint will be forwarded to the division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.
    - (C) If TEA staff determines that the complaint is not within the State Board for Educator Certification's (SBEC's) jurisdiction, TEA staff shall notify the complainant that the complaint will be closed without action for lack of jurisdiction. TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.
    - (D) If TEA staff determines the complainant knew or should have known about the events giving rise to a complaint more than two years before the earliest date the complainant filed a complaint with either TEA staff or the EPP, TEA staff will notify the complainant that the complaint will be closed without action.

- (E) If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, TEA staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.
- (3) Investigating the complaint.
- (A) If TEA staff determines a complaint is within the SBEC's jurisdiction, TEA staff will notify the respondent EPP that a complaint has been made, provide a summary of the allegations in the complaint, and request that the EPP respond to the complaint.
  - (B) TEA staff may request further information from the individual and from the EPP.
  - (C) An EPP shall:
    - (i) cooperate fully with any SBEC investigation; and
    - (ii) respond within 21 business days of receipt to requests for information regarding the complaint(s) and other requests for information from the TEA, except where:
      - (I) TEA staff imposes a different response date; or
      - (II) the EPP is unable to meet the initial response date and requests and receives a different response date from TEA staff.
  - (D) If an EPP fails to comply with subparagraph (C) of this paragraph, the SBEC may amend the complaint to reflect the violation and may deem admitted the violation of SBEC rules and/or Texas Education Code (TEC), Chapter 21, alleged in the original complaint.
- (4) Resolving the complaint.
- (A) Upon completion of an investigation, TEA staff will notify both the individual and the EPP in writing of the findings of the investigation. If TEA staff finds that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.
  - (B) Each party will have ten business days to present additional evidence or to dispute the findings of the investigation.
  - (C) After reviewing any additional evidence, if TEA staff finds that no violation has occurred, the complaint will be closed and TEA staff will notify both parties in writing.
  - (D) After reviewing any additional evidence, if TEA staff finds that the EPP has violated SBEC rules and/or TEC, Chapter 21, the following provisions apply.
    - (i) TEA staff will notify the EPP in writing and specify for each violation the seriousness and extent of the violation, including whether the EPP has been found to have violated that statute and/or rule previously.
    - (ii) Within ten business days of TEA staff notifying the EPP in writing that a violation has occurred, the EPP and TEA staff will collaboratively develop and agree to a timely resolution of each violation. If the parties cannot agree on a resolution within ten business days, TEA staff will unilaterally propose a resolution within ten business days of TEA staff issuing the violation notice.
    - (iii) If the EPP complies with the agreed or proposed resolution, the investigation is closed and results recorded in accordance with subparagraph (E) of this paragraph.
    - (iv) If the EPP does not comply with the agreed or proposed resolution within the timelines set out in the resolution, TEA staff will make a recommendation that the SBEC impose sanctions affecting the EPP's accreditation status in accordance with §229.5 of this title (relating to Accreditation Sanctions and

- Procedures) and/or continuing approval status in accordance with §229.6 of this title (relating to Continuing Approval).
- (v) The EPP shall be entitled to an informal review of the proposed recommendation for sanctions under the conditions and procedures set out in §229.7 of this title (regarding Informal Review of Texas Education Agency Recommendations).
  - (E) The final disposition of the complaint will be recorded in the TEA complaints tracking system.

**ATTACHMENT III**

**Draft Text of Proposed Figure 19 TAC §228.10(b)(1)**

<b>Component I: Governance</b>	<b>Evidence</b>
<p>228.20(b): The preparation of educators shall be a collaborative effort among public schools accredited by TEA and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests.</p>	<p>Records of advisory committee membership reflecting at least three of the groups listed in this subsection; and</p> <p>Advisory committee meeting attendance records.</p>
<p>228.20(b): An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection...</p>	<p>Records of advisory committee membership; and</p> <p>Advisory committee meeting attendance records.</p>
<p>228.20(b): ...shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP).</p>	<p>Advisory committee member input reflected in the advisory committee minutes.</p>
<p>228.20(b): The approved EPP shall <u>inform each member of the advisory committee of</u> <del>approve</del> the roles and responsibilities of <del>each member of</del> the advisory committee...</p>	<p>Advisory committee training materials, date(s), attendance records; or</p> <p>Advisory committee handbook with acknowledgement of receipt by advisory committee member; or</p> <p>Letter of invitation with roles and responsibilities outlined and acknowledged by invitee as to accept or decline; or</p> <p>Bylaws acknowledged receipt by advisory committee member.</p>
<p>228. 20(b) ... and shall meet a minimum of <u>once</u> <del>twice</del> during each academic year.</p>	<p>Dated minutes of each advisory committee meetings.</p>

Component I: Governance	Evidence
<p>228.20(e) Proposed <del>amendments to an EPP must be submitted to the TEA staff and be approved prior to implementation. Significant</del> amendments, related to the <del>[five]</del> program-approval components specified in §228.10(a) of this title, must be approved by the SBEC to become effective. <u>Unless specified otherwise in this chapter, an EPP must submit a request for a proposed amendment on a letter signed by the EPP’s legally authorized agent or representative that explains the request, details that rational for changes, and includes documents relevant to the request.</u> The EPP will be notified in writing of the approval or denial of its proposal within 10 <del>60</del> business days following a determination by the SBEC.</p>	<p>Record of approval from SBEC of amendments.</p>
<p>228.10(e) Addition of Program Locations. An EPP that is rated "accredited," <del>[as provided in §229.4 of this title.]</del> may open additional locations, provided the program informs the SBEC of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location. Additional program locations must operate in accordance with the program components under which the program has been approved to operate.</p>	<p>Record of letter(s) on letterhead signed by an EPP’s legally authorized agent or representative sent either by email or regular mail</p>

Component II: Admission	Evidence
<p>227.1(c)(3)(A) (c) Educator preparation programs (EPPs) shall inform all applicants, in writing, of the following:</p> <p>(1) the admission requirements as specified in this chapter;</p> <p>(2) the requirements for program completion as specified in Chapter 228 of this title (relating to Educator Preparation Requirements); and</p> <p>(3) in accordance with TEC, §21.044(e)(3):</p> <p>(A) the effect of supply and demand forces on the educator workforce in this state; and</p> <p>(B) the performance over time of the EPP.</p>	<p>Website; or</p> <p>Recruitment information; or</p> <p>Orientation materials; or</p> <p>Admission material.</p>
<p>227.10 (a) The educator preparation program (EPP) delivering educator preparation shall require the following minimum criteria of all applicants seeking initial certification in any class of certificate, unless specified otherwise, prior to admission to the program.</p> <p>227.10 (a)(2) for an alternative certification program or post-baccalaureate program, a candidate shall have, at minimum, a bachelor’s degree earned from and conferred by an institution of higher education that is recognized by one of the regional accrediting agencies by the THECB, specified in paragraph (1) of this subsection;</p>	<p>Original transcripts.</p>

Component II: Admission	Evidence
<p>227.10(e) Out-of-country applicants only; An educator preparation program may admit a candidate who has met the minimum academic criteria through credentials from outside the United States that are determined to be equivalent to those required by this section using the procedures and standards specified in Chapter 245 of this title (relating to Certification of Educators from Other Countries).</p>	<p>Official transcript evaluated by approved vendor with equivalent report issued according to §245.</p>
<p>227.10(a)(3)(A) for an undergraduate university program, alternative certification program, or post-baccalaureate program, to be eligible for admission into an EPP, an applicant shall have a grade point average (GPA) of at least 2.5 before admission.</p> <p>(A) The GPA shall be calculated as follows:</p> <p>(i) 2.5 on all coursework previously attempted by the person at an accredited institution of higher education:</p> <p>(I) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or</p> <p>(II) from which the most recent bachelor's degree or higher from an accredited institution of higher education was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or</p> <p>(ii) 2.5 in the last 60 semester credit hours on all coursework previously attempted by the person at an accredited institution of higher education:</p> <p>(I) at which the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or</p> <p>(II) from which the most recent bachelor's degree or higher from an accredited institution of higher education was conferred (alternative certification program formal admission or post-baccalaureate program formal admission).</p>	<p>Official transcripts; and</p> <p>Documentation of calculations to determine GPA in the last 60 hours.</p>



Component II: Admission	Evidence
<p>227.10(a)(3)(B) An exception to the minimum GPA requirement may be granted by the program director only in extraordinary circumstances and may not be used by a program to admit more than 10% of any incoming class of candidates. An applicant is eligible for this exception if:</p> <p>(i) documentation and certification from the program director that an applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and</p> <p>(ii) in accordance with the Texas Education Code, §21.0441(b), an applicant must perform at a satisfactory level on an appropriate content matter examination as specified in paragraph (4)(C) and (D) of this subsection for each subject in which the applicant seeks certification prior to admission. Applicants who do not meet the minimum GPA requirement and have previously been admitted into an EPP may request permission to register for an appropriate content matter examination as specified in paragraph (4)(D) of this subsection under procedures approved by Texas Education Agency (TEA) staff.</p>	<p>Program policy; and</p> <p>Documentation signed by the director that certifies each applicant's work, business, or career experience demonstrates achievement equivalent to the academic achievement represented by the GPA requirement; and</p> <p>Pre-Admission Content Test score report.</p>
<p>227.10(a)(3) (C) An applicant who is seeking a career and technical education (CTE) certificate that does not require a degree from an accredited institution of higher education is exempt from the minimum GPA requirement.</p>	<p>N/A</p>
<p>227.10(a)(4) for an applicant who will be seeking an initial certificate in the classroom teacher class of certificate, the applicant shall have successfully completed, prior to admission, at least:</p> <p>(A) a minimum of 12 semester credit hours in the subject-specific content area for the certification sought, unless certification sought is for mathematics or science at or above Grade 7; or</p> <p>(B) 15 semester credit hours in the subject-specific content area for the certification sought if the certification sought is for mathematics or science at or above Grade 7; or</p> <p>(C) a passing score on a comparable content certification examination administered by a vendor on the TEA-approved vendor list published by the commissioner of education on the TEA website for the calendar year during which the applicant seeks admission; or</p> <p>(D) for applicants who have not previously been admitted into an EPP, a passing score on a pre-admission content certification examination administered by a TEA-approved vendor. Applicants who have previously been admitted into an EPP may request permission to register for a pre-admission content examination under procedures approved by TEA staff;</p>	<p>Official transcripts; and</p> <p>Record of calculation of content hours by course; and</p> <p>Score report for a comparable exam approved by TEA; or</p> <p>Score report for Pre-Admission Content Test.</p>

Component II: Admission	Evidence
<p>227.10(a)(5) demonstration of basic skills in reading, written communication, and mathematics by meeting one of the requirements established by §4.54 of this title (relating to Exemptions, Exceptions, and Waivers);</p>	<p>Score reports; or</p> <p>Official transcripts bearing TSI requirements.</p>
<p>227.10(a)(6) demonstration of the English language proficiency skills as specified in §230.11 of this title (relating to General Requirements). An applicant for CTE certification that does not require a bachelor's degree from an accredited institution of higher education may satisfy the English language proficiency requirement with an associate's degree or high school diploma that was earned at an accredited institution of higher education or an accredited high school in the United States;</p>	<p>Official transcripts with degree from U.S. university or college; or</p> <p>A letter from the out-of-country institution stating the language of instruction is English; or</p> <p>Official TOEFL scores.</p>
<p>227.10(a)(7) an application and either an interview or other screening instrument to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought; and</p>	<p>Completed application; and</p> <p>Interview with standard questions and evaluated with a rubric and cut score; or</p> <p>Other screening instrument evaluated with a rubric and cut score.</p>
<p>227.10(a)(8) any other academic criteria for admission that are published and applied consistently to all EPP applicants.</p>	<p>Application for admission; and</p> <p>Records of academic requirements; and</p> <p>Academic requirements are published on website, or catalogues, or brochures, or orientation materials.</p>
<p>227.10(b) An EPP may adopt requirements in addition to those explicitly required in this section.</p>	<p>Records of admission requirements; Documentation of published requirements in candidate records; and</p> <p>Admission requirements are published on website, or catalogues, or brochures, or orientation materials.</p>

Component II: Admission	Evidence
<p>227.10 (c) An EPP may not admit an applicant who:</p> <p>(1) has been reported as completing all EPP requirements by another EPP in the same certification field, unless the applicant only needs certification examination approval; or</p> <p>(2) has been employed for three years in a public school under a permit or probationary certificate as specified in Chapter 230, Subchapter D, of this title (relating to Types and Classes of Certificates Issued), unless the applicant is seeking clinical teaching that may lead to the issuance of an initial standard certificate.</p>	<p>Transfer form; and</p> <p>Application for admission; and</p> <p>Official transcripts.</p>
<p>227.10(d) Career and Technology Education candidates only: An EPP may admit an applicant for CTE certification who has met the experience and preparation requirements specified in Chapter 230 of this title (relating to Professional Educator Preparation and Certification) and Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).</p>	<p>License and/or other supporting documentation of work experience; and</p> <p>Statement of qualifications.</p>
<p>227.17(a) Formal Admission</p> <p>(a) For an applicant to be formally admitted to an educator preparation program (EPP), the applicant must meet all the admission requirements specified in §227.10 of this title (relating to Admission Criteria).</p>	<p>Required admission documents.</p>
<p>227.17 (b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.</p>	<p>Written formal admission offer letter.</p>
<p>227.17 (c) For an applicant to be considered formally admitted to the EPP, the applicant must accept the offer of formal admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.</p>	<p>Written and dated formal admission acceptance letter.</p>
<p>227.17 (d) The date of formal admission shall be effective upon the applicant's acceptance of the offer of formal admission.</p>	<p>Written and dated formal admission acceptance letter; and</p> <p>Matching admission date in ASEP database.</p>
<p>227.17(e) Except as provided by §227.15 of this title (relating to Contingency Admission), an alternative certification program or post-baccalaureate program, prior to formal admission, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate.</p>	<p>Written and dated formal admission acceptance letter; and</p> <p>Coursework record with start and completion dates.</p>

Component II: Admission	Evidence
<p>227.15(a) An applicant may be accepted into an alternative certification program or post-baccalaureate program on a contingency basis pending receipt of an official transcript showing degree conferred, as specified in §227.10(a)(2) of this title (relating to Admission Criteria), provided that:</p> <p>(1) the applicant is currently enrolled in and expects to complete the courses and other requirements for obtaining, at a minimum, a bachelor's degree at the end of the semester in which admission to the program is sought;</p> <p>(2) all other admission requirements specified in §227.10 of this title have been met;</p> <p>(3) the EPP must notify the applicant of the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification; and</p> <p>(4) the applicant must accept the offer of contingency admission in writing by mail, personal delivery, facsimile, email, or an electronic notification.</p> <p>(b) The date of contingency admission shall be effective upon the applicant's acceptance of the offer of contingency admission.</p> <p>(c) An applicant admitted on a contingency basis may begin program training and may be approved to take a certification examination, but shall not be recommended for a probationary certificate until the bachelor's degree or higher from an accredited institution of higher education has been conferred.</p> <p>(d) Except as provided by this section, an alternative certification program or post-baccalaureate program, prior to admission on a contingency basis, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate.</p> <p>(e) The contingency admission will be valid for only the fall, spring, or summer semester for which the contingency admission was granted and may not be extended for another semester. The end of each semester shall be consistent with the common calendar established by the Texas Higher Education Coordinating Board.</p>	<p>Written contingency admission offer letter; and</p> <p>Written and dated contingency admission acceptance letter; and</p> <p>Required admission documents; and</p> <p>Official transcripts; and</p> <p>Information from university confirming date of graduation; and</p> <p>Program records indicating which semester admission applies.</p>
<p>227.1(c) Educator preparation programs should inform all applicants that:</p> <p>(1) pursuant to the Texas Education Code (TEC) , §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and</p> <p>(2) pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.</p>	<p>Admission documents; or</p> <p>Website; or</p> <p>Orientation materials; or</p> <p>Handbook.</p>

Component II: Admission	Evidence
<p>227.19 Incoming Class Grade Point Average</p> <p>(a) The overall grade point average (GPA) of each incoming class admitted between September 1 and August 31 of each year by an educator preparation program (EPP), including an alternative certification program, may not be less than 3.00 on a four-point scale or the equivalent. In computing the overall GPA of an incoming class, an EPP may:</p> <p>(1) include the GPA of each person in the incoming class based on all coursework previously attempted by the person at an accredited institution of higher education from which:</p> <p>(A) the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or</p> <p>(B) the most recent bachelor’s degree or higher degree was conferred (alternative certification program formal admission or post-baccalaureate program formal admission); or</p> <p>(2) include the GPA of each person in the incoming class based only on the last 60 semester credit hours of all coursework attempted by the person at an accredited institution of higher education from which:</p> <p>(A) the applicant is currently enrolled (undergraduate university program formal admission, alternative certification program contingency admission, or post-baccalaureate program contingency admission); or</p> <p>(B) the most recent bachelor’s degree or higher degree was conferred (alternative certification program formal admission or post-baccalaureate program formal admission).</p> <p>(b) A person seeking career and technical education certification is not included in determining the overall GPA of an incoming class.</p>	<p>N/A</p>
<p>Principal 241.5(c), Superintendent 242.5, Should implement screening activities to determine the candidate’s appropriateness.</p>	<p>Screening instrument with rubric and cut score.</p>
<p>SUPERINTENDENT 242.5(a) Prior to admission to an educator preparation program leading to the Superintendent Certificate, an individual must hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.</p>	<p>Official transcript showing master’s or higher degree conferred.</p>

Component III: Curriculum	Evidence
<p>Initial Teacher Certification 228.30 (a) TAC 228.30(a), Principal §241.10, Superintendent §242.10, Counselor §239.15, Librarian §239.55, Ed. Diag. §239.83, Read. Spec. §239.92, Master Teachers §239.100: The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation...</p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Application of educator standards identified in syllabi/course outlines; or</p> <p>Application of educator standards identified in course/training lesson plans.</p>
<p>228.30(a) ...and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS)</p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outlines identifying training in using TEKS to inform instruction and assessment; or</p> <p>Instructor lesson plans reflecting instruction and use of TEKS.</p>
<p>228.40(a) ...and structured assessments of the candidate’s progress throughout the <u>EPP [educator preparation program (EPP)]</u>.</p>	<p>Syllabi/course outlines reflecting assessments of knowledge and skills; and</p> <p>Assessments based on educator standards; and</p> <p>Assessments that measure mastery of knowledge and skills in course content.</p>
<p>228.30(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure <u>educator [teacher] effectiveness [and align to the TEKS. Coursework and training should be sustained, rigorous, interactive, student focused, and performance-based]</u>.</p>	<p>Syllabi/course outlines with bibliographies/ references.</p>
<p>228.30 (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification <u>in any certification class</u>:</p>	
<p>228.30(c)(1)(<del>2</del>) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) <u>which include</u>:</p> <p><u>(A) professional ethical conduct, practices, and performance</u></p> <p><u>(B) ethical conduct toward professional colleagues; and</u></p> <p><u>(C) Ethical conduct toward students.</u></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outlines; or</p> <p>Coursework</p>

Component III: Curriculum	Evidence
<p>228.35(c)(2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b); <del>and</del></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outlines; or</p> <p>Coursework.</p>
<p>228.35(c)(3) <del>[(5)]</del> instruction regarding mental health, substance abuse, and youth suicide <del>[in detection of students with mental or emotional disorders]</del> , as indicated in the TEC, §21.044(c-1) ; <del>[and (c-2)]</del></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>
<p>228.35(c) (4) <u>the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;</u></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>
<p>228.35(c) (5) <u>the importance of building strong classroom management skills; and</u></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>
<p>228.35(c) (6) <u>the framework in this state for teacher and principal evaluation.</u></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>
<p><u>228.30(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:</u></p>	
<p><u>228.30(d) (1) the relevant TEKS, including the English Language Proficiency Standards;</u></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>

Component III: Curriculum	Evidence
<p><u>228.30(d)(2) reading instruction, including instruction that improves students' content-area literacy;</u></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p> <p>At minimum, subject matter must include instruction in:</p> <p>Phonetics; and</p> <p>Phonemic awareness; and</p> <p>Vocabulary; and</p> <p>Fluency; and</p> <p>Comprehension.</p>
<p><u>228.30(d)(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and</u></p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>
<p><u>228.30(d)(4) the skills and competencies captured in the Texas teacher standards, as indicated in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards), which include:</u></p>	
<p>(A) instructional planning and delivery;</p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>
<p>(B) knowledge of students and student learning;</p>	<p>Charts identifying alignment of educator standards in curriculum; and</p> <p>Syllabi/course outline; or</p> <p>Coursework.</p>



Component III: Curriculum	Evidence
(C) content knowledge and expertise;	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.
(D) learning environment;	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.
(E) data-driven practice; and	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.
<u>(F) professional practices and responsibilities.</u>	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.
<u>228.30(e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards), which include:</u>	
(1) <u>instructional leadership;</u>	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.

<b>Component III: Curriculum</b>	<b>Evidence</b>
(2) <u>human capital</u> ;	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.
(3) <u>executive leadership</u> ;	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.
(4) <u>school culture; and</u>	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.
(5) <u>strategic operations</u> .	Charts identifying alignment of educator standards in curriculum; and  Syllabi/course outline; or  Coursework.

<b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b>	<b>Evidence</b>
228.35(a) Coursework and/or Training for Candidates Seeking Initial Certification <u>in Any Certification Class</u> .	
228.35(a)(1) An educator preparation program (EPP) shall provide coursework and/or training to <u>adequately prepare candidates for educator certification and</u> ensure the educator is effective in the classroom.	Candidate testing history; and  Syllabi/course outlines; and  Program benchmarks; and  Degree plan/transcripts.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p>228.35(a)(2) <u>Coursework and/or training shall</u> <del>[Professional development should]</del> be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based <del>[and classroom focused]</del>.</p>	<p>Syllabi/course outline; or  Coursework.</p>
<p>228.35(a)(3) All coursework and training shall be completed prior to educator preparation program completion and standard certification.</p>	<p>Program benchmarks; and  Attendance records; and  Program schedule of courses/modules; and  Degree plan/transcripts for each candidate reviewed.</p>
<p>228.35(a)<del>(6)(4) [(6)]</del> Each EPP must develop and implement specific criteria and procedures that allow <u>military service member or a military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification substitute prior or ongoing experience, and/or professional training for part of the educator preparation requirements, provided that the military service, experience, or training, or education is not also counted as a part of the internship, clinical teaching, or practicum requirements, and is directly related to the certificate being sought.</u></p>	<p>Policies and procedures in handbooks; and  Advisory committee minutes; or  Admission information; or  Orientation material, or  Website information.</p>
<p>(5) <u>Coursework and training that is offered online must meet, or the EPP must be making progress towards meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of the following:</u></p> <ul style="list-style-type: none"> <li><u>(i) Accreditation by the Distance Education Accrediting Commission;</u></li> <li><u>(ii) Program Design and Teaching Support Certification by Quality Matters;</u></li> <li><u>(iii) 19 TAC Chapter 4, Subchapter P (rules governing online, hybrid/blended, electronic-to-groups); or</u></li> <li><u>(iv) 19 TAC Chapter 7 (rules governing degree granting colleges and universities other than Texas public institutions).</u></li> </ul>	<p>Accreditation documentation; or  Quality assurance documentation; or  THECB compliance documentation.</p>
<p><u>228.35(b) Coursework and/or Training for Candidates Seeking Initial Certification in the Classroom Teacher Certification Class.</u></p>	

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p>228.35(b) <u>An EPP shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training.</u></p>	<p>Document tracking hours for courses; or</p> <p>Degree plans; or</p> <p>Transcripts; or</p> <p>Program Course/Module Schedule; or</p> <p>Benchmarks.</p>
<p><u>228.35(b)Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to any clinical teaching or internship:</u></p>	
<p>(1) <u>a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method; and</u></p>	<p>Start date of clinical teaching or internship; and</p> <p>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, interaction with students; verifying signatures of observed teacher, and</p> <p>Reflections of observation.</p>
<p>(2) <u>80 clock-hours of coursework and/or training.</u></p>	<p>Start date of clinical teaching or internship; and</p> <p>Document tracking hours for courses; or</p> <p>Degree plans; or</p> <p>Transcripts; or</p> <p>Program Course/Module Schedule; or</p> <p>Benchmarks.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>228.35(c) [(b)]</u> Coursework and/or Training for Candidates Seeking Initial Certification in a Certification Class other than Classroom Teacher [<del>for Professional Certification Classes</del>]. An EPP shall provide coursework and/or training to ensure that the educator is effective in the [<del>professional</del>] assignment. An EPP shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the <u>educator state</u> standards for the applicable certification class [<del>field</del>].</p>	<p>Document tracking hours for courses; or</p> <p>Degree plans; or</p> <p>Transcripts; or</p> <p>Program Course/Module Schedule; or</p> <p>Benchmarks.</p>
<p><u>228.35(d) [(e)]</u> Late Hire Provisions. A late hire for a school district teaching position may begin employment under a probationary certificate before completing the pre-internship requirements of subsection (b)(1) and (2) [<del>(a)(3)</del>] of this section [<del>and, if applicable, 15 clock hours of active, supervised experience</del>], but shall complete these requirements within 90 school days of assignment.</p>	<p>Record of coursework completed (start and end dates); and</p> <p>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, interaction with students; verifying signatures of observed teacher; and</p> <p>Reflections of observation; and</p> <p>Record of assignment date.</p>
<p><u>228.35(e) [(d)]</u> Educator Preparation Program Delivery. An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.</p>	<p>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, interactions with students, verifying signatures of observed teacher; and</p> <p>Reflections of observation.</p>

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p><u>228.35(e)(1)(A)</u> Field-based experiences must include 15 clock-hours in which the candidate, under <del>the direction</del> <u>supervision of the EPP</u>, is actively engaged in instructional or educational activities that include:</p> <ul style="list-style-type: none"> <li>(i) <del>[(A)]</del> authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;</li> <li>(ii) <del>[(B)]</del> instruction by content certified teachers;</li> <li>(iii) <del>[(C)]</del> actual students in classrooms/instructional settings with identity-proof provisions;</li> <li>(iv) <del>[(D)]</del> content or grade-level specific classrooms/instructional settings; and</li> <li>(v) <del>[(E)]</del> <u>written reflection of the observation.</u></li> </ul>	<p>Field-based experience observation log reflecting date, subject area, grade level, campus, district, time in and time out, interactions with students, verifying signatures of observed teacher; and</p> <p>Reflections of observation.</p>
<p><u>228.35(e)(1)(B)</u> <u>Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission or other video or technology-based method. Field-based experience provided by use of electronic transmission or other video or technology-based method must include:</u></p> <ul style="list-style-type: none"> <li>(i) <u>direction of the EPP;</u></li> <li>(ii) <u>authentic school settings in a public school;</u></li> <li>(iii) <u>instruction by content certified teachers;</u></li> <li>(iv) <u>actual students in classrooms/instructional settings with identity-proof provisions;</u></li> <li>(v) <u>content or grade-level specific classrooms/instructional settings; and</u></li> <li>(vi) <u>written reflection of the observation.</u></li> </ul>	<p>Field-based observation log reflecting date, subject area, grade level, verifying signatures of program staff; and</p> <p>Reflections of observation.</p>
<p>228.35(e)(2) For initial certification <u>in the classroom teacher certification class</u>, each EPP shall also provide at least one of the following:</p>	
<p>228.35(e)(2)(A) clinical teaching [<del>as defined in §228.2 of this title,</del>] for a minimum of 12 weeks <u>of full days, with a full day being 100% of the school day;</u> <del>[or]</del></p>	<p>Clinical teaching placement lists with placement information including start and end dates, start and end time; grade level, subject area, cooperating teacher name, field supervisor assigned; and</p> <p>Clinical teaching log including dates, start and end times each day, verified by cooperating teacher.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>228.35(e)(2)(B) clinical teaching for a minimum of 24 weeks of half days, with a half day being 50% of the school day; <del>or</del></u></p>	<p>Clinical teaching placement lists with placement information including start and end dates, grade level, subject area, cooperating teacher and, field supervisor assigned; and</p> <p>Clinical teaching log including dates, start and end times each day, verified by cooperating teacher.</p>
<p><u>228.35(e)(2)(C) clinical teaching for a minimum of 12 weeks, including a total of at least 380 clock hours of teaching experience, with at least 25 clock hours each week and at least four clock hours each day. At least 40 clock hours of field-based experiences are required prior to clinical teaching. No more than 10 of the field-based experience hours can be simply observation; or</u></p>	<p>Clinical teaching placement lists with placement information including start and end dates, start and end times, grade level, subject area, cooperating teacher and, field supervisor assigned; and</p> <p>Clinical teaching log including dates, activity, start and end times each day, verified by cooperating teacher; and</p> <p>Reflections of observation.</p>
<p><u>228.35(e)(2)(D) <del>(B)</del> internship [<del>, as defined in §228.2 of this title,</del> for a minimum of one full school year for the classroom teacher assignment <u>or assignments</u> that match<del>es</del> the certification <u>category or categories</u> <del>[field]</del> for which the candidate <u>[individual]</u> is prepared by the EPP. <del>[The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public Education Information Management System (PEIMS) data].</del></u></p>	<p>Completed statement of eligibility; and</p> <p>Intern placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned; and</p> <p>Intern certificate.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>228.35(e)(2)(D)(i)</u> An EPP may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.</p>	<p>Request letter from candidate; and</p> <p>Approval by appropriate program staff; and</p> <p>Identified start date and end date of internship; and</p> <p>Make-up plan if more than thirty days; and</p> <p>Documentation of make-up time.</p>
<p><u>228.35(e)(2)(D)(ii)</u> The beginning and ending date for an internship is the first and last day of instruction with students based on the school calendar of the school or district in which the internship takes place.</p>	<p>Completed statement of eligibility; and</p> <p>Intern placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject area, mentor, and field supervisor assigned.</p>
<p><u>228.35(e)(2)(D)(iii)</u> An internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. An EPP may permit an internship assignment of less than an average of four hours each day if:</p> <p><u>(I) the primary assignment is not less than an average of four hours each day in the subject area and grade level of certification sought;</u></p> <p><u>(II) the EPP is approved to offer preparation in the certification category required for the additional assignment;</u></p> <p><u>(III) the EPP provides ongoing support for each assignment as prescribed in subchapter (g);</u></p> <p><u>(IV) the EPP provides coursework and training for each assignment to adequately prepare the candidate to be effective in the classroom; and</u></p> <p><u>(V) the employing school or district notifies the candidate and the EPP in writing prior to the beginning of the internship that an assignment of less than four hours will be required.</u></p>	<p>Record of coursework completed; and</p> <p>Completed statement of eligibility; and</p> <p>Intern placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and</p> <p>Intern certificates; and</p> <p>Field supervisor observation logs; and</p> <p>Letter from school district.</p>
<p><u>228.35(e) (2)(D)(iv)</u> A candidate must hold an intern certificate while participating in an internship. A candidate must meet the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 of this title (relating to Intern Certificates) to be eligible for an intern certificate.</p>	<p>Intern certificate.</p>



Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p>228.35(e) (2)(D) (v) <u>An EPP may recommend an additional internship if:</u></p>	
<p><u>(I) the EPP certifies that the first internship was not successful, the EPP has developed a plan to address any deficiencies identified by the candidate and the candidate’s field supervisor, and the EPP implements the plan during the second internship; or</u></p>	<p>Record of unsuccessful internship; and  Deficiency plan; and  Benchmarks.</p>
<p><u>(II) the EPP certifies that the first internship was successful and that the candidate is making satisfactory progress toward completing the EPP before the end of the second internship.</u></p>	<p>Record of successful internship; and  Benchmarks.</p>
<p><u>228.35(e) (2)(D) (vi) An EPP must provide ongoing support to a candidate as described in subsection (g) for the full term of the initial or additional internship, unless, prior to the expiration of that term: a standard certificate is issued to the candidate;</u></p>	<p>Standard certificate.</p>
<p><u>(V) the candidate resigns or is terminated by the school or district. A candidate must provide the EPP the official notice of resignation or termination within one business day after receipt of the notice from the employing school or district. Within one business day after receipt of the official notice of resignation or termination, an EPP must notify a candidate in writing that the EPP will provide TEA with notice about the resignation or termination and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the resignation or termination. Within one business day after providing the notice to a candidate, an EPP must email to TEA a copy of the notice to the candidate and a copy of the official notice of the resignation or termination;</u></p>	<p>Written notice from candidate; and  Written notice to candidate; and  Written notice to TEA.</p>
<p><u>(VI) the candidate is discharged, or is released from the EPP. An EPP must notify a candidate in writing that the candidate is being discharged or released, the EPP will provide the employing school or district with notice of the discharge or release, the EPP will provide TEA with notice about the resignation or termination, and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the discharge or release. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing notice to the employing school or district, an EPP must notify the TEA via email with a copy of the notice of discharge or release and a copy of the notice to the employing school or district; or</u></p>	<p>Written notice to candidate; and  Written notice to school or district, and  Written notice to TEA.</p>

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p>(VII) <u>the candidate withdraws from the EPP. A candidate must notify the EPP in writing that the candidate is withdrawing from the EPP. Within one business day after receipt of the withdrawal notice, an EPP must notify a candidate in writing that the EPP will provide the employing school or district with notice of the withdrawal, the EPP will provide TEA with notice about the withdrawal, and that the intern certificate will be inactivated by the TEA 30 calendar days from the effective date of the withdrawal. Within one business day after providing a candidate with notice of discharge or release, an EPP must provide written notification to the employing school or district of the withdrawal, discharge, or release. Within one business day of providing notice to the employing school or district, an EPP must email the TEA with a copy of the notice of withdrawal and a copy of the notice to the employing school or district.</u></p>	<p>Written notice to program; and</p> <p>Written notice to candidate, and</p> <p>Written notice to school or district; and</p> <p>Written notice to TEA.</p>
<p><u>228.35(e)(2)(D) (3) [(+) ] An internship or clinical teaching experience for certificates that include early childhood and prekindergarten [an Early Childhood-Grade 6 candidate] may be completed at a Head Start Program with the following stipulations:</u></p> <p>(A) [(+) ] a certified teacher is available as a trained mentor;</p> <p>(B) [(+) ] the Head Start program is affiliated with the federal Head Start program and approved by the TEA;</p> <p>(C) [(+) ] the Head Start program teaches three- and four-year-old students; and</p> <p>(D) [(+) ] the state's <u>prekindergarten [pre-kindergarten]</u> curriculum guidelines are being implemented.</p>	<p>Teacher certification and mentor training records; and</p> <p>Federal and TEA approval records; and</p> <p>Records documenting Head Start student population; and</p> <p>Head Start curriculum.</p>
<p><u>228.35(e)(4) [(+) ] An internship or [ ] clinical teaching [ -or practicum ] experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.</u></p>	<p>Intern placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and</p> <p>Statement of eligibility.</p>
<p><u>228.35(e)(5) An internship or clinical teaching experience shall not take place in a setting where the candidate:</u></p> <p>(A) <u>has an administrative role over the mentor or cooperating teacher; or</u></p> <p>(B) <u>is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.</u></p>	<p>Intern placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and</p> <p>Statement of eligibility.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>228.35(e)(6) [(3)] For certification in a class other than Classroom Teacher [candidates seeking professional certification], each EPP shall provide a practicum [as defined in §228.2 of this title,] for a minimum of 160 clock-hours.</u></p> <p><u>(A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.</u></p> <p><u>(B) A practicum shall not take place in a setting where the candidate:</u></p> <ul style="list-style-type: none"> <li><u>(i) has an administrative role over the site supervisor; or</u></li> <li><u>(ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.</u></li> </ul>	<p>Field supervisor observation logs reflecting educator standards based activities; and</p> <p>Practicum information with start and end dates, district, campus, site and field supervisor assigned.</p>
<p><u>(C) An intern certificate may be issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 of this title (relating to Intern Certificates).</u></p> <p><u>(D) A candidate for an intern certificate in a certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by the holder of an intern certificate in that class.</u></p>	<p>Statement of eligibility; and</p> <p>Program requirements; and</p> <p>Testing history.</p>
<p><u>228.35(e)(7) [(4)] Subject to all the requirements of this section, the <del>SBEC TEA</del> may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, clinical teaching, and/or practicum.</u></p> <p><u>(A) All Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the <del>SBEC TEA</del> for purposes of field-based experience, internship, clinical teaching, and/or practicum.</u></p> <p><u>(B) An EPP may file an application with the <del>SBEC TEA</del> for approval, subject to periodic review, of a public school, a private school, or a school system located within any state or territory of the United States, as a site for field-based experience [or for video or other technology-based depiction of a school setting].</u></p> <p><u>(C) An EPP may file an application with the <del>SBEC TEA</del> for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, clinical teaching, and/or practicum required by this chapter.</u></p> <p><u>(D) An EPP may file an application with the SBEC for approval, subject to periodic review, of a public or private school located outside the United States, as a site for clinical teaching required by this chapter.</u></p>	<p>Record of approval from SBEC.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>(f) [(e)] [Campus] Mentors , <del>and</del> Cooperating Teachers , and Site Supervisors</u> . In order to support a new educator and to increase educator <del>teacher</del> retention, an EPP shall collaborate with the campus or district administrator to assign each candidate a <del>campus</del> mentor during the candidate's <del>his or her</del> internship , <del>or</del> assign a cooperating teacher during the candidate's clinical teaching experience , or assign a site supervisor during the candidate's practicum .</p>	<p>Candidate placement information showing date of placement, name of candidate, name of cooperating teacher/mentor/site supervisor, subject area, grade level, supervising administrator name, campus name, district name.</p>
<p><u>228.35(e)(f) [(e)]</u> The EPP is responsible for providing mentor, <del>and/or</del> cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.</p>	<p>Training materials and dated attendance records with signatures; or</p> <p>School district/ESC Certificate of Completion; or</p> <p>Cooperating teacher/mentor/site supervisor handbook acknowledgement; or</p> <p>Training materials and dated attendance information for online training.</p>
<p><u>228.35(g) [(f)]</u> Ongoing Educator Preparation Program Support for Initial Certification of Teachers. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator...</p>	<p>Candidate placement information showing date of placement, field supervisor assigned; and</p> <p>Records of field supervisor certification, degree, experience, and continuing professional education.</p> <p>Field supervisor logs.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>228.35(g) [(+) ] .. who has been trained as a field supervisor Supervision provided on or after September 1, 2017 must be provided by a field supervisor who has completed TEA-approved observation training.</u></p>	<p>Training material and dated attendance records with signature of field supervisor; or</p> <p>Handbook acknowledged with field supervisor signature; or</p> <p>Training materials and dated attendance information for online training.</p> <p>After 9/1/2017, Certificate of Completion of TEA-approved observation training.</p>
<p>228.35(g) The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment.</p>	<p>Field supervisor log; or</p> <p>Emails; or</p> <p>Phone records; or</p> <p>Other electronic communication.</p>
<p><u>228.35(g) For each formal observation, [F] the field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational [instructional] practices observed, provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate,... Neither the pre-observation conference nor the post-observation conference need to be onsite.</u></p>	<p>Documentation verifying pre-conference and individualized post-conference; and</p> <p>Observation documents signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>228.35(g)</u> and provide a copy of the written feedback to the candidate's <u>cooperating teacher or mentor</u>.</p>	<p>Observation instrument with cooperating teacher or mentor signature; or</p> <p>Email with delivery/read receipt; or</p> <p>Dated copy of letter on program letterhead sent with observation results.</p>
<p><u>228.35(g)</u> For candidates participating in an internship, the field supervisor shall provide a copy of the written feedback to the candidate's <u>supervising campus administrator</u>.</p>	<p>Observation instrument with supervising administrator signature; or</p> <p>Email with delivery/read receipt; or</p> <p>Dated copy of letter on program letterhead sent with observation results.</p>
<p>228.35(g) Informal observations and coaching shall be provided by the field supervisor as appropriate.</p>	<p>Field supervisor log; or</p> <p>Email records with delivery/read receipts; or</p> <p>Phone records; or</p> <p>Observation forms; or</p> <p>Other electronic records of observation and coaching.</p>
<p>228.35(g) In a clinical teaching experience, <u>the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience</u>.</p>	<p>Field supervisor log; or</p> <p>Email records with delivery/read receipts; or</p> <p>Phone records; or</p> <p>Signed observation forms.</p>

<b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b>	<b>Evidence</b>
<p><u>228.35(g) For an internship, the field supervisor shall collaborate with the candidate, mentor, and supervising campus administrator throughout the internship.</u></p>	<p>Field supervisor log; or</p> <p>Email records with delivery/read receipts; or</p> <p>Phone records; or</p> <p>Signed observation forms.</p>
<p>228.35(g)(1) Each <u>formal</u> observation must be at least 45 minutes in duration, must be conducted by the field supervisor, and must be on the candidate's site in a face-to-face setting.</p>	<p>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed.</p>
<p>228.35(g)(2) An EPP must provide the first <u>formal</u> observation within the first <u>third of all clinical teaching assignments and the first six weeks of all internship assignments.</u></p>	<p>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed.</p> <p>Candidate placement date.</p>
<p>228.35(g)(3) For an internship, an EPP must provide a minimum of <u>three [two] formal observations during the first half [four months] of the internship [assignment] and a minimum of two [one] formal observations [observation] during the last half [five months] of the internship [assignment]. If there is written consensus among the field supervisor, mentor, and supervising campus administrator, the fifth observation may be waived. If an internship involves certification in more than one certification category that cannot be taught during the same period of the school day, an EPP must provide a minimum of three observations for each assignment. For each assignment, the EPP must provide at least two observations during the first half of the internship and at least one observation during the second half of the internship. If there is written consensus among the field supervisor, mentor, and supervising campus administrator, the third observation for one of the assignments may be waived.</u></p>	<p>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed; and</p> <p>Candidate placement date.</p>
<p>228.35(f) (4) For a <u>12-week, full-day clinical teaching assignment</u>, an EPP must provide a minimum of one <u>formal [three] observation[s] during the first third of the assignment, a minimum of one formal observation during the second third of the assignment, and a minimum of one formal observations during the last third of the assignment [ , which is a minimum of 12 weeks].</u></p>	<p>Candidate assignment start date; and</p> <p>Dated observation forms detailing subject observed, grade level, time in and time out, instructional practices observed, start and stop time with signature of candidate and field supervisor.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p><u>228.35(f) (5) For a 12-week, 380-hour clinical teaching assignment, an EPP must provide a minimum of four formal observations during the first half of the assignment and a minimum of four formal observations during the second half of the assignment.</u></p>	<p>Candidate assignment start date; and</p> <p>Dated observation forms detailing subject observed, grade level, time in and time out, instructional practices observed, start and stop time with signature of candidate and field supervisor.</p>
<p><u>228.35(f)(6) For a 24-week clinical teaching assignment, an EPP must provide a minimum of two formal observations during the first half of the assignment and a minimum of two formal observations during the last half of the assignment.</u></p>	<p>Candidate assignment start date; and</p> <p>Dated observation forms detailing subject observed, grade level, time in and time out, instructional practices observed, start and stop time with signature of candidate and field supervisor.</p>
<p><u>228.35(f)(7) An EPP shall not recommend a candidate for a standard certificate in a certification category in which the EPP did not provide coursework and training or the minimum number of required observations.</u></p>	<p>Record of coursework; and</p> <p>Dated observation forms detailing subject observed, grade level, time in and time out, instructional practices observed, start and stop time with signature of candidate and field supervisor.</p>
<p><u>228.35(h) <del>(g)</del> Ongoing Educator Preparation Program Support for Certification in a Certification Class other than Classroom Teacher <del>[Professional Certification]</del>. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator</u></p>	<p>Candidate placement information showing date of placement, field supervisor assigned; and</p> <p>Records of field supervisor certification, degree, experience, and continuing professional education.</p> <p>Field supervisor logs.</p>



<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p>228.35(h)... who has been trained <u>by the EPP</u> as a field supervisor. <u>Supervision provided on or after September 1, 2017 must be provided by a field supervisor who has completed TEA-approved observation training.</u></p>	<p>Training materials and dated attendance records with signatures; or</p> <p>School district/ESC Certificate of Completion; or</p> <p>Cooperating teacher/mentor handbook acknowledgement; or</p> <p>Training materials and dated attendance information for online training.</p>
<p>228.35(h) The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first <u>quarter</u> [<del>three weeks</del>] of the assignment.</p>	<p>Email with delivery/read receipt; or</p> <p>Phone or face-to-face record in field supervisor log with date and verifying signatures of field supervisor and candidate; or</p> <p>Course syllabi with first contact class noted with attendance records.</p>
<p><u>228.35(h) For each formal observation, [F] the field supervisor shall participate in an individualized pre-observation conference with the candidate, document educational [instructional] practices observed, provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate, Neither the pre-observation conference nor the post-observation conference need to be onsite.</u></p>	<p>Documentation verifying pre-conference and individualized post-conference; and</p> <p>Observation documents signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed.</p>
<p>228.35(h)...and provide a copy of the written feedback to the candidate's site supervisor.</p>	<p>Field supervisor log; or</p> <p>Email records with delivery/read receipts; or</p> <p>Signed observation forms.</p>

<p><b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b></p>	<p><b>Evidence</b></p>
<p>228.35(h) Informal observations and coaching shall be provided by the field supervisor as appropriate.</p>	<p>Field supervisor log; or</p> <p>Email records with delivery/read receipts; or</p> <p>Phone records; or</p> <p>Observation forms; or</p> <p>Other electronic records of observation and coaching.</p>
<p><u>228.35(h) The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.</u></p>	<p>Field supervisor log; or</p> <p>Email records with delivery/read receipts; or</p> <p>Phone records; or</p> <p>Signed observation forms.</p>
<p>228.35(h)(1) <u>Formal observations</u> [<del>Observations</del>] must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.</p>	<p>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed; and/or</p> <p>Field supervisor contact log with date and signatures.</p>
<p><u>228.35(h)(2) At least one of the formal observations must be on the candidate's site in a face-to-face setting;</u></p>	<p>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed; and/or</p> <p>Field supervisor contact log with date and signatures.</p>

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p><u>228.35(h)(3) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method.</u></p>	<p>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed; and/or</p> <p>Field supervisor contact log with date and signatures.</p>
<p><u>228.35(h)(4) (3) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum [<del>three observations during the term of the practicum</del>].</u></p>	<p>Observation forms signed by candidate and field supervisor with date, start and stop time, subject, grade level, with record of instructional strategies observed; and/or</p> <p>Field supervisor contact log with date and signatures.</p>
<p><u>228.35(h)(5) An EPP shall not recommend a candidate for a standard certificate in a certification class in which the EPP did not provide the required coursework, training, and observations.</u></p>	<p>Record of coursework; and</p> <p>Dated observation forms detailing subject observed, grade level, time in and time out, instructional practices observed, start and stop time with signature of candidate and field supervisor.</p>
<p><u>228.35(i) [<del>(h)</del>] Exemption. Under the Texas Education Code (TEC), §21.050(c), a candidate who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience, <del>an</del> internship, or <del>consisting of</del> clinical teaching.</u></p>	<p>Record from the Texas Higher Education Coordinating Board documenting exemption eligibility.</p>
<p><u>228.35(j) Exemption. Under the TEC, §21.0487(c)(2)(B), a candidate's employment by a school or district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an EPP or while the person is enrolled in an EPP is exempt from any student teaching, internship, or field-based experience program requirement.</u></p>	<p>Service record; or</p> <p>Record of current employment.</p>

<b>Component IV: Coursework, Training, Program Delivery, and Ongoing Support</b>	<b>Evidence</b>
<p>Principal 241.10(b); Superintendent 242.10(b); Counselor 239.10(b); Librarian 239.50(a); Ed Diagnostician 239.82(a); Reading Specialist 239.92(a); Master Teachers 239.100(c) The ... program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.</p>	<p>Field supervisor logs of educator standards based activities with verifying signatures; or</p> <p>Candidate journals which reflect standards; or</p> <p>Completed educator standards based projects and activities.</p>

<b>Component V: Assessment and Evaluation of Candidates and Program</b>	<b>Evidence</b>
<p>228.40(a) To ensure that a candidate for educator certification is prepared to receive a standard certificate, the <del>[entity delivering]</del> educator preparation <u>program (EPP)</u> shall establish benchmarks ... of the candidate's progress throughout the <u>EPP [educator preparation program (EPP).]</u></p>	<p>Benchmarks.</p>
<p><u>228.40(b) An EPP is responsible for ensuring that each candidate is adequately prepared to pass the content certification examination(s) required for certification.</u></p>	<p>Candidate document(s) reflecting meeting criteria for testing with date; and</p> <p>Syllabi/course outlines; or</p> <p>Benchmarks.</p>
<p><u>228.40(c) Upon the written request of the 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 to the EPP.</u></p>	<p>Written request of candidate.</p>
<p>228.40(d) <del>[(b)]</del> An EPP shall determine the readiness of each candidate to take the appropriate certification <u>examination [assessment]</u> of <u>content, pedagogy, and professional responsibilities,</u> including professional ethics and standards of conduct. An EPP shall not grant test approval for <del>[the pedagogy and professional responsibilities]</del> a certification examination <u>[assessment]</u> until a candidate has met all of the requirements for admission to the <u>EPP [program]</u> and has been <u>contingently or formally admitted [fully accepted]</u> into the EPP.</p>	<p>Criteria for testing published; and</p> <p>Dated record verifying criteria met.</p>

<b>Component V: Assessment and Evaluation of Candidates and Program</b>	<b>Evidence</b>
<p>(e) [(e)] For the purposes of EPP improvement, an entity shall continuously evaluate the design and delivery of the educator preparation program components <del>curriculum</del> based on performance data, scientifically-based research practices, and the results of internal and external feedback and assessments.</p>	<p>Evaluation plan detailing the activity, timeline, person responsible; and</p> <p>Data results from internal and external sources; and</p> <p>Dated evaluation reports; and</p> <p>Advisory committee minutes.</p>
<p>228.40(f) An EPP shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of <del>seven</del> <u>five</u> years after <u>a candidate completes, withdraws from, or is discharged or released from the program [completion]. An EPP is responsible for establishing procedures and practices sufficient to ensure the security of information against unauthorized or accidental access, disclosure, modification, destruction, or misuse prior to the expiration of the retention period.</u></p>	<p>Documents that evidence admission, completion, withdrawal, discharge, and release; and</p> <p>Secure storage procedures and practices.</p>
<p>228.40(g) In accordance with the TEC, §21.048, an EPP shall not approve a candidate to retake a certification examination more than <u>four times.</u></p>	<p>Testing history.</p>

<b>Component VI: Professional Conduct</b>	<b>Evidence</b>
<p>228.50 During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates ... <u>understand and</u> adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).</p>	<p>Signed statement by faculty and staff of reading, understanding and abiding.</p>
<p>228.50 During the period of preparation, the educator preparation program shall ensure that the ... candidates themselves <u>understand and</u> adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).</p>	<p>Signed statement by candidate of reading, understanding, and abiding.</p>

<b>Component VII: Complaints Procedures</b>	<b>Evidence</b>
<p>228.70(a) Purpose. Texas Education Agency (TEA) staff shall maintain a process through which a candidate or former candidate in an educator preparation program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, <u>a site supervisor, or an administrator in a public [school district, charter school,] or private school that serves as a site for clinical teaching, internship, or practicum experiences</u> may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.</p>	<p>N/A</p>
<p>220.70(b) EPP responsibilities:</p>	<p>Complaint process on file with TEA.</p>

Component VII: Complaints Procedures	Evidence
<p>220.70(b) (1) The EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a complaint procedure that requires the EPP to timely attempt to resolve complaints at the EPP level before a complaint is filed with TEA staff.</p>	
<p>(b) EPP responsibilities:</p> <p>220.70(b) (2) The EPP shall post on its website a link to the TEA complaints website and information regarding how to file a complaint under the EPP's complaint policy.</p>	<p>Web posting.</p>
<p>(b) EPP responsibilities:</p> <p>220.70(b) (3) The EPP shall post a notification at all of its physical site(s) used by employees and candidates, in a conspicuous location, information regarding filing a complaint with TEA staff in accordance with subsection (c)(1) of this section.</p>	<p>Notification posting at physical site.</p>
<p>(b) EPP responsibilities:</p> <p>220.70(b) (4) Upon request of an individual, the EPP shall provide information in writing regarding filing a complaint under the EPP's complaint policy and the procedures to submit a complaint to TEA staff in accordance with subsection (c)(1) of this section.</p>	<p>Written information for candidate available.</p>

Component VIII: Certification procedures	Evidence
<p>230.37(b)(1) (b) <u>Requirements for issuance. An intern certificate may be issued to a candidate seeking certification as an educator who meets the conditions and requirements prescribed in this subsection.</u></p> <p>(1) <u>Bachelor's degree. Except as otherwise provided in rules of the SBEC related to certain career and technical education certificates based on skill and experience, the candidate must hold a bachelor's degree or higher from an institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB). An individual who has earned a degree(s) outside the United States must provide an original, detailed report or course-by-course evaluation for professional licensing of all college-level credits prepared by a foreign credential evaluation service recognized by the TEA. The evaluation must verify that the individual holds, at a minimum, the equivalent of a bachelor's degree issued by an accredited institution of higher education in the United States.</u></p>	<p>Official transcript; or</p> <p>Out-of-country evaluation of transcript by approved vendor.</p>

Component VIII: Certification procedures	Evidence
<p><u>230.37(d) (1) Before July 1, 2017, a candidate must meet the subject matter knowledge requirement for issuance of an Intern Certificate to serve an internship in a classroom teacher assignment for each subject area to be taught:</u></p>	
<p>(I) <u>at the elementary school level by passing the appropriate content area certification examination(s), as prescribed in Chapter 230, Subchapter C of this chapter (relating to Assessment of Educators) that are appropriate to the grade level and subject matter assignment(s) as prescribed in Chapter 231 of this chapter (relating to Requirements for Public School Personnel Assignments).</u></p>	<p>Statement of eligibility; and  Placement information;  Test score reports.</p>
<p>(II) <u>at the middle or high school level:</u></p> <p><u>(-a-) _____ by passing an appropriate content area certification examination, excluding the appropriate Pedagogy and Professional Responsibilities examination, as prescribed in Chapter 230, Subchapter C of this chapter (relating to Assessment of Educators) that are appropriate to the grade level and subject matter assignment(s) as prescribed in Chapter 231 of this chapter (relating to Requirements for Public School Personnel Assignments);</u></p> <p><u>(-b-) _____ by completing coursework that complies with the TEC, §21.050, and comprised of not fewer than 24 semester credit hours, including 12 semester credit hours of upper division coursework in the subject area(s) taught; or</u></p> <p><u>(-c-) _____ in the case of career and technical education assignments based on skill and experience, by satisfying the requirements for that subject area contained in §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)).</u></p>	<p>Statement of eligibility; and  Placement records; and  Testing history; or  Course by course accounting of content hours from official transcript; or  Statement of qualifications; and  Licensure; and  Work Experience.</p>

Component VIII: Certification procedures	Evidence
<p><u>(III) a candidate who is the teacher of record in a special education assignment must meet the appropriate subject matter knowledge requirement prescribed in subparagraph (I) and/or (II) of this paragraph and pass the appropriate special education certification examination(s), as prescribed in Chapter 230, Subchapter C of this chapter (relating to Assessment of Educators) that are appropriate to the assignment(s) as prescribed in Chapter 231 of this chapter (relating to Requirements for Public School Personnel Assignments). If a candidate has not passed the special education supplemental examination prior to the beginning of an internship, an EPP may permit the internship assignment if:</u></p> <p><u>(-a-) the EPP has developed a plan to address any deficiencies identified through the candidate’s previous attempt(s) on the examination; and</u></p> <p><u>(-b-) the EPP implements the plan during the initial internship. An EPP shall not permit an additional internship if all examination requirements are not met.</u></p>	<p>Statement of eligibility; and</p> <p>Placement information; and</p> <p>Testing history; or</p> <p>Deficiency plan; and</p> <p>Benchmarks.</p>
<p><u>(IV) a candidate who is in a bilingual education and/or English as a Second Language (ESL) assignment must meet the appropriate subject matter knowledge requirement prescribed in subparagraph (I) and/or (II) and pass the appropriate bilingual education and/or ESL certification examination(s), as prescribed in Chapter 230, Subchapter C of this chapter (relating to Assessment of Educators) that are appropriate to the assignment(s) as prescribed in Chapter 231 of this chapter (relating to Requirements for Public School Personnel Assignments). If a candidate has not passed the bilingual education supplemental examination, ESL supplemental examination, or the bilingual target language proficiency test (BTLPT) prior to the beginning of an internship, an EPP may permit the internship if:</u></p> <p><u>(-a-) the EPP has developed a plan to address any deficiencies identified through the candidate’s previous attempt(s) on the examination(s); and</u></p> <p><u>(-b-) the EPP implements the plan during the initial internship. An EPP shall not permit an additional internship if all examination requirements are not met.</u></p>	<p>Statement of eligibility; and</p> <p>Placement information; and</p> <p>Testing history; or</p> <p>Deficiency plan; and</p> <p>Benchmarks.</p>
<p>To be eligible to receive the standard professional certificate, a candidate must:</p>	
<p>For Principal (241.20), Superintendent (242.20), Counselor (239.20), Librarian (239.60), Ed. Diag. (239.84), Read Spec. (239.93): successfully complete the appropriate examinations required under Chapter 230, Subchapter B, of this title (relating to Assessment of Educators);</p>	<p>Testing history.</p>



Component VIII: Certification procedures	Evidence
For Principal (241.20), Superintendent (242.20), Counselor (239.20), Librarian (239.60), Ed. Diag. (239.84), Read Spec. (239.93): hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;	Official transcripts.
For Principal (241.20), Ed. Diag. (239.84): Hold a valid classroom teaching certificate	Valid classroom teaching certificate.
For Superintendent (242.20): hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country	Principal certificate or equivalent.
For Principal (241.20), Counselor (239.20), Librarian (239.60), Ed. Diag. (239.84), Read Spec. (239.93): have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2);	Official service records.
For Principal (241.20), Superintendent (242.20), Counselor (239.20), Librarian (239.60), Ed. Diag. (239.84), Read Spec. (239.93): successfully complete the related educator preparation program that meets requirements designated in TAC	Record of EPP completion.
For Master Reading Teacher (239.10): 1) hold the Reading Specialist Certificate & complete an EPP OR 2) hold valid teaching certificate, & 3 creditable years of service, & complete an EPP	Reading Specialist Certificate; and  Record of EPP completion; or  Valid teaching certificate; and  Official service records; and  Record of EPP completion.
For Master Mathematics Teacher (239): hold valid teaching certificate, 3 creditable years teaching experience, & complete EPP	Valid teaching certificate; and  Official service records; and  Record of EPP completion.

<b>Component VIII: Certification procedures</b>	<b>Evidence</b>
<p>For Master Technology Teacher (239):</p> <p>1) hold the Technology Applications Certificate or the Technology Education Certificate, &amp; complete an EPP</p> <p>OR</p> <p>2) hold valid teaching certificate, have 3 creditable years of teaching experience, &amp; complete an EPP</p>	<p>Technology Application or Technology Education Certificate; and</p> <p>Record of EPP completion; or</p> <p>Valid teaching certificate; and</p> <p>Official service records; and</p> <p>Record of EPP completion.</p>
<p>For Master Science Teacher (239): hold valid teaching certificate, have 3 creditable years teaching experience, &amp; complete EPP</p>	<p>Valid teaching certificate; and</p> <p>Official service records; and</p> <p>Record of EPP completion.</p>
<p>For All Master Teachers (239): perform satisfactorily on the relevant master teacher certification exam</p>	<p>Testing history.</p>

<b>Component IX: Integrity of Data Submission</b>	<b>Evidence</b>
<p>TAC 229.3(f)(1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.</p>	<p>Met timeline for reporting; and</p> <p>Accuracy of ASEP reports.</p>