

Item 9:**Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, §§228.2, Definitions; 228.35, Preparation Program Coursework and/or Training; and 228.60, Implementation Date****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, §§228.2, Definitions; 228.35, Preparation Program Coursework and/or Training; and 228.60, Implementation Date. The proposed amendments would clarify the requirements for educator preparation program coursework, training, internships, student teaching, clinical teaching, practicums, field-based experiences, and field supervision and would provide that the program requirements that were in effect on the date an educator candidate was admitted to a program would be the requirements applicable to that candidate.

STATUTORY AUTHORITY: The statutory authority for 19 TAC §§228.2, 228.35, and 228.60 is the Texas Education Code (TEC), §§21.031; 21.044; 21.045(a); 21.050(a); and 21.051.

EFFECTIVE DATE: If approved for filing as proposed in August 2010, the proposed effective date of the proposed amendments to 19 TAC §§228.2, 228.35, and 228.60 would be December 26, 2010 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is also based on the SBEC and State Board of Education meeting schedules.

PREVIOUS BOARD ACTION: Section 228.2 and §228.60 were adopted to be effective July 11, 1999, and last amended to be effective December 14, 2008. Section 228.35 was adopted to be effective December 14, 2008.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Since the revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, became effective December 14, 2008, the Texas Education Agency (TEA) staff have received numerous questions and comments regarding the locations, other than Texas public schools, at which an educator preparation program candidate may complete the required field-based experiences, student teaching, clinical teaching, internship, and/or practicum. The SBEC rules currently codified in the TAC are unclear on this subject because the rules do not specify the process or criteria for TEA approval of schools for this purpose.

The proposed amendments to 19 TAC §§228.2, 228.35, and 228.60, shown in Attachment II, would provide the process and criteria for an educator preparation program to seek TEA approval for the use of schools other than public schools accredited by the TEA as a site for the required candidate experience, would revise the definitions and requirements for the various required experiences, would revise the field supervision requirements, and would revise the implementation date of the provisions in Chapter 228. These proposed amendments reflect discussions held during the March 25, 2010, and June 21, 2010, stakeholder meetings. Following is a description of the recommended changes.

§228.2. Definitions

Language in 19 TAC §228.2(4), (9), (12), (16), and (17) would be amended to specify that field-based experiences, student teaching, clinical teaching, internship, and practicum may take place not only in a public school accredited by the TEA, but also in other schools approved by the TEA pursuant to procedures described in new §228.35(d)(4). Language in §228.2(16) would be amended to update the definition of practicum to clarify that the term would apply only to a supervised assignment that is a requirement for a professional certificate, rather than as a general term that might also be applied to internships, student teaching, or clinical teaching.

The definition of "field-based experiences" in 19 TAC §228.2(9) would be amended to add specificity by incorporating standards that were previously applicable only to field-based experiences provided through video or electronic transmission. The proposed amendments would also remove those standards from 19 TAC §228.35 that reference the use of video or electronic transmission for field-based experience requirements because they would be redundant.

§228.35. Preparation Program Coursework and/or Training

Language in 19 TAC §228.35 would be amended to align with the proposed amendments to the definitions in §228.2. The standards for use of technology to meet field-based experience requirements would be deleted throughout this section since the proposed new definition in §228.2(9) would apply them to all field-based experiences.

Section 228.35(a)(6) would be amended to provide that experience or professional training that is substituted for educator preparation program training and/or coursework requirements may not also be counted as part of internship, clinical teaching, student teaching, or practicum requirements.

Language in 19 TAC §228.35(d)(2)(C)(i) would be amended to eliminate the requirement that a Head Start program be affiliated with a public school, as long as it is affiliated with the federal Head Start program and approved by the TEA. Language would also be amended in §228.35(d)(2)(C)(ii) to clarify that an internship, clinical teaching, student teaching, or practicum experience must take place in an actual school setting.

Section 228.35(d) would be amended to add new paragraph (4) to provide that all Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) be approved as sites for field-based experiences, internship, clinical teaching, student teaching, or practicum experience. The rule would also specify the procedures and establish criteria for obtaining TEA approval for other schools as sites for field-based experiences, internship, clinical teaching, student teaching, or practicum experience.

Language in 19 TAC §228.35(f) would be amended to clarify and distinguish the field observation requirements for clinical teaching, student teaching, and practicum experiences.

§228.60. Implementation Date

Language would be amended in 19 TAC §228.60 to clarify that the provisions of 19 TAC Chapter 228 that apply to an educator preparation candidate are those that were in effect on the date the candidate was admitted to an educator preparation program.

FISCAL IMPACT: The TEA staff have determined that there are no additional costs to persons or entities required to comply with the proposed amendments. In addition, there is no direct adverse economic impact for small businesses and microbusinesses; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed amendments would be the development of clear, updated minimum educator preparation program requirements that would ensure educators are prepared to positively impact the performance of the diverse student population of this state.

PROCEDURAL AND REPORTING IMPLICATIONS: An educator preparation program would follow the procedures established in proposed new 19 TAC §228.35(d)(4), which would include required elements to be submitted when requesting approval for schools as sites for field-based experiences, internship, clinical teaching, student teaching, or practicum experience.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The TEA staff have determined that there are no locally maintained paperwork requirements to school districts and educators.

PUBLIC COMMENTS: The official public comment period will begin once the rule actions have been published as proposed in the *Texas Register*.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: Stakeholder meetings were held on March 25, 2010, and June 21, 2010, for the purpose of reviewing and seeking input related to 19 TAC Chapter 228. The stakeholders included representatives from school districts, educator preparation programs, professional associations, and TEA staff.

ASSOCIATE COMMISSIONER'S RECOMMENDATION: I recommend that the State Board for Educator Certification:

Approve the proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, §§228.2, Definitions; 228.35, Preparation Program Coursework and/or Training; and 228.60, Implementation Date, for filing as proposed with the *Texas Register*.

Respectfully submitted,

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Attachments: I. Statutory Citations
II. Text of Proposed Amendments to 19 TAC Chapter 228, Requirements for
Educator Preparation Programs, §§228.2, Definitions; 228.35, Preparation
Program Coursework and/or Training; and 228.60, Implementation Date

ATTACHMENT I**Statutory Citations Relating to Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, §§228.2, Definitions; 228.35, Preparation Program Coursework and/or Training; and 228.60, Implementation Date****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, §21.044, Educator Preparation:

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.

Texas Education Code, §21.045, Accountability System for Educator Preparation Programs (excerpts):

- (a) The board shall propose rules 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 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 beginning teachers during their first year in the classroom.

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

- (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.

Texas Education Code, §21.051, Options for Field Experience and Internships:

The board shall propose rules providing flexible options for persons for any field experience or internship required for certification.

ATTACHMENT II
Text of Proposed Amendments to 19 TAC

Chapter 228. Requirements 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, private, or charter school or institution of higher education, September 1 through August 31.
- (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 baccalaureate degree.
- (3) Candidate--A participant in an educator preparation program seeking certification.
- (4) Clinical teaching--A 12-week full-day educator assignment through [teaching practicum in] an alternative certification program at a public school accredited by the Texas Education Agency (TEA) or other [a TEA-recognized private] school approved by the TEA for this purpose that may lead to completion of a standard certificate.
- (5) Clock-hours--Fifteen clock-hours at an accredited university is equal to one semester credit hour.
- (6) Cooperating teacher--The campus-based mentor teacher for the student teacher or clinical teacher.
- (7) Educator preparation program--An entity approved by the State Board for Educator Certification (SBEC) to recommend candidates in one or more educator certification fields.
- (8) Entity--The legal entity that is approved to deliver an educator preparation program.
- (9) Field-based experiences-- Introductory experiences for a certification candidate involving interactive and reflective observation of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities [Experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with Early Childhood-Grade 12 students, teachers, and faculty/staff members] in a school setting . Field-based experiences should reflect: [that is part of regular classroom instruction. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant.]
 - (A) authentic school settings in a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose;
 - (B) instruction by content certified teachers;
 - (C) actual students in classrooms/instructional settings with identity proof provisions;
 - (D) content or grade level specific classrooms/instructional settings;
 - (E) variable time length of observation; and
 - (F) reflection of the observation.
- (10) Field supervisor--A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.
- (11) Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (12) Internship--A one academic year (or 180 school days) [one year] supervised educator [professional] assignment at a public school accredited by the Texas Education Agency (TEA)

- ~~[TEA] or other [a TEA recognized private] school approved by the TEA for this purpose that may lead to completion of a standard certificate.~~
- (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.
- (14) Mentor--For a classroom teacher, a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher's progress to that teacher's educator preparation program.
- (15) Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- (16) 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 field for which a professional certificate is sought such as superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher. ~~[Practical work in a particular field; refers to student teaching, clinical teaching, internship, or practicum for a professional certificate that is in the school setting.]~~
- (17) Student teaching--A 12-week full-day teaching experience through [practicum in] a program provided by an accredited university at a public school accredited by the Texas Education Agency (TEA) ~~[TEA] or other [a TEA recognized private] school approved by the TEA for this purpose~~ that may lead to completion of a standard certificate.
- (18) Teacher of record--An educator 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.
- (19) Texas Education Agency staff--Staff of the TEA assigned by the commissioner of education to perform the SBEC's administrative functions and services.
- (20) 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.

§228.35. Preparation Program Coursework and/or Training.

- (a) Coursework and/or Training for Candidates Seeking Initial Certification.
- (1) An educator preparation program shall provide coursework and/or training to ensure the educator is effective in the classroom.
- (2) Professional development should be sustained, intensive, and classroom focused.
- (3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training that includes the following:
- (A) a minimum of 30 clock-hours of field-based experience to be completed prior to student teaching, clinical teaching, or internship. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method ; ~~[Use of technology must integrate the following:]~~
- ~~[(i) — authentic classrooms in a public school accredited by the Texas Education Agency (TEA) or TEA recognized private school;]~~
- ~~[(ii) — instruction by content certified teachers;]~~
- ~~[(iii) — actual students in classrooms with identity proof provisions;]~~

- ~~[(iv) — content or grade level specific classrooms;]~~
- ~~[(v) — variable time length of observation; and]~~
- ~~[(vi) — reflection of the observation;]~~
- (B) 80 clock-hours of coursework and/or training prior to student teaching, clinical teaching, or internship; and
- (C) six clock-hours of explicit test preparation that is not embedded in other curriculum elements .
- (4) All coursework and/or ~~[and]~~ training shall be completed prior to educator preparation program 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.
- (6) Each educator preparation program must develop and implement specific criteria and procedures that allow candidates to substitute prior or ongoing experience and/or professional training for part of the educator preparation requirements, provided that the experience or training is not also counted as a part of the internship, clinical teaching, student teaching, or practicum requirements, and is directly related to the certificate being sought ~~[for part of the educator preparation requirements]~~ .
- (b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.
- (c) Late Hires. A late hire for a teaching position shall complete 30 clock-hours of field-based experience as well as 80 clock-hours of initial training within 90 school days of assignment. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method. ~~[Use of technology must integrate the following:]~~
- ~~[(1) — authentic classrooms in a public school accredited by the TEA or TEA-recognized private school;]~~
- ~~[(2) — instruction by content certified teachers;]~~
- ~~[(3) — actual students in classrooms with identity proof provisions;]~~
- ~~[(4) — content or grade level specific classrooms;]~~
- ~~[(5) — variable time length of observation; and]~~
- ~~[(6) — reflection of the observation;]~~
- (d) Educator Preparation Program Delivery. An educator preparation program ~~[entity]~~ shall provide evidence of on-going and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), 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, each educator preparation program shall provide field-based experiences ~~[experience]~~ , as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experiences ~~[experience]~~ must be completed prior to assignment in an internship, student teaching, or clinical teaching ~~[, or practicum]~~ . Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method. ~~[Use of technology must integrate the following:]~~

~~[(A) — authentic classrooms in a public school accredited by the TEA or TEA-recognized private school;]~~

~~[(B) — instruction by content certified teachers;]~~

~~[(C) — actual students in classrooms with identity proof provisions;]~~

~~[(D) — content or grade level specific classrooms;]~~

~~[(E) — variable time length of observation; and]~~

~~[(F) — reflection of the observation.]~~

(2) For initial certification, each educator preparation program shall also provide one of the following:

- (A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;
- (B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or
- (C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. 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. An educator preparation program 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.

- (i) An internship, student teaching, or clinical teaching for an Early Childhood-Grade 4 and Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:

~~[(I) — the Head Start program is participating in either the School Readiness Integration (SRI) or the Texas Early Education Model (TEEM);]~~

~~(I) [(II)]~~ a certified teacher is available as a trained mentor;

~~(II) [(III)]~~ the Head Start program is affiliated with the federal Head Start program and approved [a public school accredited] by the TEA;

~~(III) [(IV)]~~ the Head Start program teaches three and four-year-old students; and

~~(IV) [(V)]~~ the state's pre-kindergarten curriculum guidelines are being implemented.

- (ii) An internship, student teaching, ~~[or]~~ clinical teaching, or practicum experience must take place in an actual school setting rather than [may not be held in] a distance learning lab or virtual school setting.

(3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.

~~(4) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, 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 TEA for purposes of field-based experience, internship, student teaching, clinical teaching, and/or practicum.~~

~~(B) An educator preparation program may file an application with the 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 State Board for Educator Certification (SBEC) certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience.

(C) An educator preparation program may file an application with the 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, student teaching, 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 educator preparation program 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 undergraduate university educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student 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.

- (e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.
- (f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. 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. ~~[The program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester. Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor. The first observation must occur within the first six weeks of assignment.]~~ The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.
- (1) Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor.
 - (2) An educator preparation program must provide the first observation within the first six weeks of all assignments.

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- (3) For an internship, an educator preparation program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester.
 - (4) For student teaching and clinical teaching, an educator preparation program must provide a minimum of three observations during the assignment, which is a minimum of 12 weeks.
 - (5) For a practicum, an educator preparation program must provide a minimum of three observations during the term of the practicum.

§228.60. Implementation Date.

- (a) The provisions of this [This] chapter that were in effect on the date [applies to] an educator preparation program candidate was [who is] admitted to an educator preparation program shall determine the program requirements applicable to that candidate [on or after January 1, 2009] .
- (b) All provisions in this chapter shall apply to §232.5 of this title (relating to Temporary Teacher Certificates) [upon the effective date of the rule actions adopted in this chapter] , except that a certificate issued under §232.5 of this title shall require 380 total clock-hours of training.