

**STATE BOARD FOR
EDUCATOR CERTIFICATION**



**BOARD MEETING AGENDA
April 29, 2022**

STATE BOARD FOR EDUCATOR CERTIFICATION

BOARD MEMBERS

Brescia, Robert, Ed.D.
Teacher, Ector County ISD

Coleman, Tommy L., J.D., Board Secretary
Citizen, Livingston

Dvorak, Julia
Citizen, Pflugerville

Galindo, Cristina
Teacher, Houston ISD

Galvan, Veronica, Ed.D.
Director, Excellence in Teaching

Glasscock, Bena
Counselor, Hereford ISD

Gore, Rex
Citizen, Austin

Kim, Andrew
Administrator, Comal ISD

Lofters, Andrew B., Ph.D.
Program Director, Texas Higher Education Coordinating Board

MacDonald, Courtney B.
Citizen, Kerrville

Muri, Scott, Ed.D.
Administrator, Ector County ISD

Oeser, Kelvey
Deputy Commissioner, Texas Education Agency

Rodriguez, Alma D., Ed.D.
Dean, The University of Texas Rio Grande Valley

Streepey, Jean, Board Vice-Chair
Teacher, Highland Park ISD

Torres, Josue Tamarez
Teacher, Dallas ISD

STATE BOARD FOR EDUCATOR CERTIFICATION

Mission Statement

SBEC is dedicated to improving student achievement and ensuring the safety and welfare of Texas school children by upholding the highest level of educator preparation, performance, continuing education, and standards of conduct.

Core Principles

We believe...

1. student success is primary.
2. we must ensure the safety and welfare of Texas's diverse student population.
3. well-prepared educators are essential.
4. high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
5. standards should be measured by rigorous, relevant, valid, and reliable assessments.
6. certification programs should be held to the same accountability standards.
7. certification programs should have transparent systems for continuous improvement.
8. we are accountable to all Texas stakeholders and their input is essential.
9. we must continually improve our policies and processes in response to changing needs.
10. certified educators hold a unique position of trust with students; therefore, educators must be held to the highest standards of ethical conduct.

Goals

The Board will:

- Seek the tools and resources to ensure the education, safety, and welfare of Texas school children.
- Monitor and improve the quality and effectiveness of educator preparation programs.
- Seek input from the general public, providers, professional organizations, the Higher Education Coordinating Board and other interested stakeholders.
- Improve the effectiveness and the efficiency of communicating the mission and the goals of the board.

STATE BOARD FOR EDUCATOR CERTIFICATION MEETING AGENDA

APRIL 29, 2022 AT 8:30 AM
1701 N. CONGRESS AVE. ROOM 1-104

The Board will meet in open session and after determining the presence of a quorum, deliberate and possibly take formal action, including emergency action, on any of the following agenda items:

Moment of Silence

Pledge of Allegiance

1. **Call to Order**
(Board Agenda Item 1)
2. **Associate Commissioner's Comments Regarding the SBEC Agenda**
(Board Agenda Item 2)
3. **Special Election of State Board for Educator Certification Officers**
(Board Agenda Item 3)

The State Board for Educator Certification will elect a Chairperson and Vice-Chairperson during a special election as the result of a recent board member vacancy.

4. **State Board for Educator Certification Welcome New Board Member and Recognition of Former Board Member**
(Board Agenda Item 4)

This item provides the State Board for Educator Certification (SBEC) an opportunity to welcome a new board member and recognize a former board member for their service to Texas schoolchildren and educators.

5. **Deputy Commissioner's Comments and TEA Update**
(Board Agenda Item 5)
6. **Public Comment**
(Board Agenda Item 6)

The Board shall allocate up to thirty (30) minutes at the beginning of each regularly scheduled meeting of the full Board for public comment on non-agenda and consent agenda items. In accordance with SBEC Board Operating Policies and Procedures, late registration for providing oral or written comment will be accepted up to 30 minutes prior to the beginning of the Board meeting.

CONSENT AGENDA

The consent agenda will take up agenda items 7 - 13 with no discussion as notated in bold and italicized. The State Board for Educator Certification may elect to take separate action on any item on the consent agenda. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

7. ***Request to Approve February 10, 2022 Work Session Minutes***
(Board Agenda Item 7)

8. ***Request to Approve February 11, 2022 Board Meeting Minutes***
(Board Agenda Item 8)

9. ***Adoption of Review of 19 TAC Chapter 235, Classroom Teacher Certification Standards***
(Board Agenda Item 9)

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards. The rules being reviewed specify the educator standards for the classroom teacher class of certificates.

10. ***Adoption of Review of 19 TAC Chapter 241, Certification as Principal***
(Board Agenda Item 10)

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 241, Certification as Principal. The rules being reviewed provide requirements for issuance of a principal certificate.

11. ***Adoption of Review of 19 TAC Chapter 242, Superintendent Certificate***
(Board Agenda Item 11)

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 242, Superintendent Certificate. The rules being reviewed provide requirements relating to the certification of superintendents.

12. ***Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments***
(Board Agenda Item 12)

This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments. The proposed revisions would incorporate courses approved by the State Board of Education (SBOE), would add certificate areas to the list of credentials appropriate for placement into an assignment, and would incorporate technical edits where needed to improve readability and align citations. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

13. **Adoption of Proposed Amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes**
(Board Agenda Item 13)

This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes. The proposed amendment would update the SBEC’s petition procedures to allow for increased ease in submitting a petition for rulemaking for the SBEC’s consideration. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

DISCUSSION AND ACTION

14. **Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I**
(Board Agenda Item 14)

This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose an amendment to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I. The proposed amendment would update requirements for issuance of the Educational Aide I certificate to high school students who qualify for industry-based certification. The proposed amendment would also provide technical cross-reference and State Board of Education (SBOE) action updates.

15. **Proposed Amendments to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.7, Requirements for Certificate Renewal**
(Board Agenda Item 15)

This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose amendments to 19 Texas Administrative Code (TAC) Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.7, Requirements for Certificate Renewal. The proposed amendments would require that to renew an educator's certificate, the educator must be in compliance with the terms of any SBEC order resulting from an educator discipline case against the educator. This would allow the SBEC to enforce its disciplinary orders more efficiently and consistently, particularly when the order requires an educator to take training or continuing education but does not suspend the educator's certificate.

16. Approval of Continuing Education and Training Clearinghouse
(Board Agenda Item 16)

This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the Continuing Education and Training Clearinghouse, as required by Senate Bill (SB) 1267, 87th Texas Legislature, Regular Session, 2021.

17. Approval of Proposed Agreed Order for A+ Texas Teachers Educator Preparation Program
(Board Agenda Item 17)

This item provides the State Board for Educator Certification (SBEC) the opportunity to consider and approve a proposed agreed order for A+ Texas Teachers (ATT) educator preparation program (EPP) to continue to operate with conditions.

18. Adoption of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment
(Board Agenda Item 18)

This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment. The proposed amendment would specify the timeline by which a passing score on a certification exam can be used for certification purposes; would update the figure specifying the required pedagogy certification exams for issuance of the probationary or standard certificate; and would remove certificate categories that are no longer operational. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

19. Discussion of New Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations
(Board Agenda Item 19)

This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss new 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator

Preparation and Certification, Subchapter C, Assessment of Educators, §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations, that would set procedures and uniform minimum requirements that would allow the SBEC to identify performance-based pedagogy examinations for the SBEC to consider adopting as alternatives to edTPA.

DISCIPLINARY CASES

20. Pending or Contemplated Litigation, including Disciplinary Cases (Board Agenda Item 20)

A. Defaults

1. No Answer Defaults

In the Matter of Angela D. Quinn; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension

2. In the Matter of Ashley Jones; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension

3. In the Matter of Caleb Letkiewicz; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension

4. In the Matter of Chantal King; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension

5. In the Matter of Charles Mayberry-Smith; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension

6. In the Matter of Devin Mutchler; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension

7. In the Matter of Hattie Herron; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
8. In the Matter of Jana Kirchhoff; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
9. In the Matter of Jill Deramus; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
10. In the Matter of Joia Jackson; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
11. In the Matter of Kimberly LaToya Davis; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
12. In the Matter of Kristen Keifer; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
13. In the Matter of Lauren Holbrook Tolman; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
14. In the Matter of Misbah Yasin; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
15. In the Matter of Ollie Holley; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension

16. In the Matter of Scott A. Wingerter; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
17. In the Matter of Tecumseh Taylor; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
18. In the Matter of Martin Underwood; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 7-year suspension and proof of successful completion of substance abuse treatment program
19. In the Matter of Ashley Bedford; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 2-year suspension and proof of successful completion of substance abuse treatment program
20. In the Matter of Brett Dalton; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension and proof of successful completion of substance abuse treatment program
21. In the Matter of Kenya Banks; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: Revocation
22. In the Matter of Sherry Murdock; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: Revocation
23. In the Matter of John Burgess; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: Revocation
24. In the Matter of Klairissa Lynae Patterson; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: Revocation

25. In the Matter of Luis Portillo; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
26. In the Matter of Diana Rose Garcia; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
27. In the Matter of Michael Parlington; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
28. In the Matter of Richard Avelar; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
29. In the Matter of Laura Leigh Robinson; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: 2-year suspension

SOAH Defaults

1. In the Matter of Gregory Dillon Nicholson; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: 1-year suspension
2. In the Matter of Lauren Stewart; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
3. In the Matter of Stephanie Denton; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: 4-year suspension and proof of successful completion of substance abuse treatment program

B. Contested Cases

Proposals for Decision

1. Docket No. 701-21-3393.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Jason Taylor Martinez; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.
 ALJ Recommendation: Permanent Revocation
 Staff Recommendation: Accept ALJ Recommendation
2. Docket No. 701-21-0994.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. John Anthony Munoz, Jr.; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.
 ALJ Recommendation: Permanent Revocation
 Staff Recommendation: Accept ALJ Recommendation
3. Docket No. 701-22-0017.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Adam Soliz; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.
 ALJ Recommendation: 1-year suspension
 Staff Recommendation: Accept ALJ Recommendation
4. Docket No. 701-21-3049.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Delton D. Doxey; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.
 ALJ Recommendation: Application for Texas Intern Certificate should be approved
 Staff Recommendation: Accept ALJ Recommendation
5. Docket No. 701-22-0046.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Christian Perez; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.
 ALJ Recommendation: Application for Texas Paraprofessional Certificate should be approved
 Staff Recommendation: Accept ALJ Recommendation

C. Court Cases

District Court Cases

1. David Turner v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-17-002298, In the 250th District Court of Travis County, Texas.

2. Bradley Keith Bowen v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-18-004203, In the 98th District Court of Travis County, Texas.
3. Jamie Belinoski v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-19-002926, In the 53rd District Court of Travis County, Texas.
4. No. 13-21-00331-CV; In the Court of Appeals for the Thirteenth Judicial District, Corpus Christi, Texas, On Appeal from Cause No. D-1-GN-20-001242, in the 353rd Judicial District for Travis County, Texas

DISCUSSION ONLY

21. Discussion of Effective Preparation Framework Development (Board Agenda Item 21)

This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss the Board's vision for educator preparation program (EPP) quality and an update on the process to develop an Effective Preparation Framework.

22. Discussion of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs (Board Agenda Item 22)

This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2021–2022 *Accountability System for Educator Preparation (ASEP) Manual*; would implement Senate Bill (SB) 2066, 87th Texas Legislature, Regular Session, 2021; would clarify assessments used for accountability; would update procedures for EPP commendations; would provide the SBEC additional flexibility when sanctioning programs; and would clarify what data is used for the determination of accreditation statuses.

23. Discussion of Appointment of Bilingual Special Education Educator Standards Advisory Committee (Board Agenda Item 23)

This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the appointment of a standards advisory committee to develop Bilingual Special Education educator standards to implement House Bill (HB) 2256, 87th Legislature, Regular Session, 2021.

INFORMATION ONLY

24. Update of State Board for Educator Certification Enabling Legislation from the 87th Texas Legislature
(Board Agenda Item 24)

25. Board Operating Policies and Procedures (BOPP)
(Board Agenda Item 25)

26. 2019–2022 Updated Rule Review Plan for State Board for Educator Certification Rules
(Board Agenda Item 26)

27. Adjournment
(Board Agenda Item 27)

28. Statutory Citations
(Board Agenda Item 28)

The Board may go into closed session regarding any item on the agenda to the extent it is authorized to do so pursuant to the Texas Open Meetings Act, Texas Government Code, Chapter 551. The presiding officer of the Board intends to be physically present in Room 1-104, William B. Travis Building, 1701 North Congress Avenue. Some members may attend via videoconferencing.

Item 1

Call to Order

[\(Back to Agenda\)](#)

Item 2

Associate Commissioner's Comments Regarding the SBEC Agenda

[\(Back to Agenda\)](#)

Item 3

Special Election of State Board for Educator Certification Officers

[\(Back to Agenda\)](#)

Item 3:

Special Election of State Board for Educator Certification Officers

DISCUSSION AND ACTION

DESIRED OUTCOME: The State Board for Educator Certification will elect a Chairperson and Vice-Chairperson at a special election as the result of a recent board member vacancy.

STATUTORY AUTHORITY: Texas Education Code (TEC) §21.036 and Texas Constitution, Article 16, Section 17.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: Immediately upon Board approval.

BACKGROUND INFORMATION: Texas Education Code (TEC) requires the State Board for Educator Certification (SBEC) elect one of its members to serve as presiding officer for a term of two years and allows the Board to elect other officers from among its membership. The Board Operating Policies and Procedures (BOPP) mandates the Board elect a Chairperson, Vice-Chairperson, and Secretary according to the terms of the BOPP.

According to the BOPP, elections shall take place at the last regularly scheduled Board meeting of each odd-numbered calendar year, unless a special election to fill a vacant position is necessary. The officer-elect assumes office at the first regularly scheduled meeting of the following calendar year, or for a special election, immediately upon Board vote.

A recent vacancy of the SBEC requires the need for the Board to hold a special election for the Chairperson and Vice-Chairperson officer positions. The officers elected will assume office immediately and the term will be effective until the next regularly scheduled elections at the December 2023 SBEC meeting.

Officer Positions Prescribed in the BOPP:

- **Chairperson.** The Board shall elect one of its members to serve as Chairperson. The Chairperson shall serve as presiding officer of the Board.
- **Vice-Chairperson.** The Board shall elect one of its members to serve as Vice-Chairperson. In the event of absence or disability of the Chairperson, the Vice-Chairperson shall serve as presiding officer of the Board and carry out all duties of the Chairperson during that absence or disability. In case of vacancy of the office of Chairperson, the Vice-Chairperson shall serve as presiding officer of the Board and carry out all duties of the Chairperson until the position of Chairperson is filled.

As prescribed in the BOPP, officers shall serve for two years, or until a successor has been duly elected in the event of a vacated position.

According to the BOPP, Robert's Rules of Order, and prior SBEC practice, Board officers are nominated and seconded from the floor. If there is more than one nominee for a position, paper

ballots are used, with the winner being the person who receives a plurality of the votes (more votes than any other candidate, whether or not that number constitutes a majority of all votes cast). If the vote results in a tie for the most votes between two or more candidates, the chairperson reopens the floor for additional nominations, if any, and a second vote is taken. If there is still a tie for a plurality of the votes, the election is then postponed to the next SBEC meeting.

PREVIOUS BOARD ACTION: At the July 2021 SBEC meeting, Dr. John Kelly was elected Board Chairperson and Ms. Jean Streepey was elected Board Vice-Chairperson.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

- Elect a Chairperson to serve a term to run through the last regularly scheduled Board meeting of 2023, or until a successor is elected.
- Elect a Vice-Chairperson to serve a term to run through the last regularly scheduled Board meeting of 2023, or until a successor is elected.

Staff Member Responsible:

Christie Pogue, Director, SBEC Policy Development and Support

Item 4

State Board for Educator Certification Welcome New Board Member and Recognition of Former Board Member

[\(Back to Agenda\)](#)

Item 4:
State Board for Educator Certification
Welcome New Board Members and Recognition of
Former Board Members

BOARD RECOGNITION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to welcome new board members and recognize former board members for their service to Texas schoolchildren and educators.

BACKGROUND INFORMATION: New SBEC members recently confirmed and sworn in:

- **Cristina Galindo**
Classroom Teacher, Houston ISD
Replaces: Melissa Isaacs

- **Scott Muri, Ed.D.**
Administrator, Ector County ISD
Replaces: John Kelly, Ph.D.

Former SBEC members replaced:

- **Melissa Isaacs**
Classroom Teacher, Buffalo ISD
Served: April 30, 2021 – April 28, 2022

- **John Kelly, Ph.D.**
Administrator, Pearland ISD
Served: January 7, 2019 – April 28, 2022
SBEC Chair: July 2021 – April 2022

Staff Member Responsible:

Christie Pogue, Director, SBEC Policy Development and Support

Item 5

Deputy Commissioner's Comments and TEA Update

[\(Back to Agenda\)](#)

Item 6

Public Comment

[\(Back to Agenda\)](#)

Item 7

Request to Approve February 10, 2022 Work Session Minutes

[\(Back to Agenda\)](#)

Item 7:
Request to Approve February 10, 2022 Work Session Minutes

ACTION

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the February 10, 2022 Work Session minutes.

STATE BOARD FOR EDUCATOR CERTIFICATION

**WORK SESSION AGENDA
FEBRUARY 10, 2022 AT 2:30 PM
1701 N. CONGRESS AVE. ROOM 1-104**

The Board will meet in open session and after determining the presence of a quorum, discuss the following agenda items:

1. Call to Order

The State Board for Educator Certification (SBEC) convened its work session at 2:30 PM on Thursday, February 10, 2022.

Present: Dr. Robert Brescia, Mr. Tommy Coleman, Dr. Veronica Galvan, Ms. Bena Glasscock, Mr. Rex Gore, Ms. Julia Dvorak, Dr. John Kelly, Mr. Andrew Kim, Dr. Andrew Lofters, Ms. Kelvey Oeser, Dr. Alma Rodriguez, Ms. Jean Streepey, and Mr. Josue Tamarez Torres.

Absent: Ms. Melissa Isaacs and Ms. Courtney MacDonald.

2. Welcome and Overview

Chairman Dr. John Kelly welcomed the Board and shared the purpose of the work session.

Associate Commissioner Emily Garcia thanked the Board for their attendance and provided an overview of the work session agenda.

3. Review SBEC Pedagogical Exam Requirement for Teacher Certification

Ms. Jessica McLoughlin and Mr. DeMarco Pitre facilitated the work session.

Ms. Amy Hickman from Texas Tech University and a member of the edTPA pilot was in attendance to answer Board questions.

The Board examined the current pedagogical assessments (i.e., Pedagogy and Professional Responsibilities and edTPA).

Dr. John Kelly asked if the exam, Pedagogy and Professional Responsibilities (PPR), was sufficient to determine if candidates can demonstrate classroom teaching practices.

Ms. Bena Glasscock asked how the score is derived for the PPR exam.

Superintendent Andrew Kim asked if the PPR has a time-limit when candidates complete the exam.

Ms. Jean Streepey asked for the PPR exam's pass rate.

Mr. Tommy Coleman asked Dr. John Kelly if Dr. Elizabeth Ward could share the contents of a letter given to Mr. Coleman at the work session.

Dr. Veronica Galvan asked for clarification regarding a performance assessment as part of a program's curriculum.

Dr. Alma Rodriguez asked how the Board can ensure that all educator preparation programs are putting well-prepared teachers in classrooms.

At 4:13 PM, Dr. John Kelly called a closed session of the Board to review test items and information related to test items in edTPA, that the Board believes may be included in a test it administers to individuals who seek to obtain an educator certificate, pursuant to the Texas Open Meetings Act, Texas Government Code §551.088.

At 5:23 PM, Dr. John Kelly called the SBEC meeting back to order in open session. The Board did not take any action while in closed session.

Dr. John Kelly concluded the work session and asked TEA staff to answer Board questions regarding edTPA implementation and a pathway for additional performance assessment certification exams at the February 11, 2022 Board meeting.

4. Adjournment

Dr. Kelly adjourned the meeting at 5:29 PM.

The Board may go into closed session regarding any item on the agenda to the extent it is authorized to do so pursuant to the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Item 8

Request to Approve February 11, 2022 Board Meeting Minutes

[\(Back to Agenda\)](#)

Item 8:
Request to Approve February 11, 2022 Board Meeting Minutes

ACTION

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the February 11, 2022 Board meeting minutes.

STATE BOARD FOR EDUCATOR CERTIFICATION
MEETING AGENDA
FEBRUARY 11, 2022 AT 9:00 AM
1701 N. CONGRESS AVE. ROOM 1-104

The Board will meet in open session and after determining the presence of a quorum, deliberate and possibly take formal action, including emergency action, on any of the following agenda items:

Moment of Silence

Pledge of Allegiance

1. Call to Order

The State Board for Educator Certification (SBEC) convened its meeting at 9:01 AM on Friday, February 11, 2022.

Present: Dr. Robert Brescia, Mr. Tommy Coleman, Dr. Veronica Galvan, Ms. Bena Glasscock, Mr. Rex Gore, Ms. Julia Dvorak, Ms. Courtney MacDonald, Dr. John Kelly, Mr. Andrew Kim, Dr. Andrew Lofters, Ms. Kelvey Oeser, Dr. Alma Rodriguez, Ms. Jean Streepey, and Mr. Josue Tamarez Torres.

Absent: Ms. Melissa Isaacs.

2. Associate Commissioner's Comments Regarding the SBEC Agenda

Associate Commissioner Garcia thanked the Board for their time and commitment and thanked staff for their diligent preparation leading up to the meeting.

3. Public Comment

Public Testimony:

Megan Guidry – Texas Counseling Association, Texas School Counselor Association

CONSENT AGENDA

Ms. Pogue presented this item to the Board. She explained the purpose and logistics of the consent agenda. The consent agenda took up agenda items 4-17 with no discussion.

4. *Request to Approve December 10, 2021 Board Meeting Minutes*

5. **Adoption of Review of 19 TAC Chapter 229, Accountability System for Educator Preparation Programs**

Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. The rules being reviewed provide requirements for the accountability system for educator preparation programs (EPPs), including the assignment of an EPP accreditation status, and allow the SBEC to intervene in cases of low performance.

6. **Adoption of Review of 19 TAC Chapter 247, Educators' Code of Ethics**

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 247, Educators' Code of Ethics. The rules being reviewed provide the code of ethics for Texas educators.

7. **Adoption of Review of 19 TAC Chapter 250, Administration**

Texas Government Code, §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 250, Administration. The rules being reviewed establish procedures for SBEC purchasing and for handling petitions for the adoption of rules that the SBEC receives.

8. **Adoption of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, §228.2, Definitions, §228.10, Approval Process, §228.30, Educator Preparation Curriculum, and §228.35, Preparation Program Coursework and/or Training**

This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed amendments to 19 Texas Administrative Code (TAC) Chapter 228, Requirements for Educator Preparation Programs, §228.2, Definitions, §228.10, Approval Process, §228.30, Educator Preparation Curriculum, and §228.35, Preparation Program Coursework and/or Training. The proposed amendments would implement Senate Bills (SBs) 226 and 1590 and House Bills (HBs) 139 and 159, 87th Texas Legislature, Regular Session, 2021. The proposed amendments would allow educator preparation programs (EPPs) the flexibility to conduct certain required formal observations virtually; would provide for training requirements for all educators with regard to students with disabilities and virtual instruction and virtual learning; and would allow service members, spouses, and veterans to get credit toward educator certification requirements for clinical and professional experience. No changes are recommended

since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

9. **Adoption of Proposed Amendments to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements**

This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed amendments to 19 Texas Administrative Code (TAC) Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements. The proposed amendments would implement the statutory requirements of Senate Bills (SBs) 199, 1267, and 2066, 87th Texas Legislature, Regular Session, 2021. The proposed amendments would require that all educators receive continuing professional education (CPE) training in educating students with disabilities; would update the CPE training requirements for classroom teachers, principals, and school counselors; and would provide for the SBEC to determine the training guidelines for CPE credit regarding the use of an automated external defibrillator (AED). The proposed amendments would also allow for a school district to request a hardship exemption for an educator who has an invalid certificate due to not having the required CPE hours for certificate renewal; would require educators to receive dyslexia training for certificate renewal; and would add CPE activities to the list of topics that educators can receive for certificate renewal. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

10. **Adoption of Proposed Amendments to 19 TAC Chapter 245, Certification of Educators from Other Countries**

This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed amendments to 19 Texas Administrative Code (TAC) Chapter 245, Certification of Educators from Other Countries. The proposed amendments would update the requirements for certification of educators from other countries. The proposed amendments reflect guidance provided by the SBEC at the July 2021 meeting. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

11. **Adoption of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States**

This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed amendments to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States.

States. Chapter 230, Subchapter H, serves as a foundation for the practices and procedures related to issuance of Texas certification to individuals licensed in other states. The proposed amendments would provide clarification and updates to requirements for individuals licensed in other states to obtain a standard Texas educator certificate. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

12. Proposed Review of 19 TAC Chapter 235, Classroom Teacher Certification Standards

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the proposed review of 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards. The rules being reviewed specify the educator standards for the classroom teacher class of certificates.

13. Proposed Review of 19 TAC Chapter 241, Certification as Principal

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the proposed review of 19 Texas Administrative Code (TAC) Chapter 241, Certification as Principal. The rules being reviewed provide requirements for issuance of a principal certificate.

14. Proposed Review of 19 TAC Chapter 242, Superintendent Certificate

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the proposed review of 19 Texas Administrative Code (TAC) Chapter 242, Superintendent Certificate. The rules being reviewed provide requirements relating to the certification of superintendents.

15. Proposed Amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes

This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose an amendment to 19 Texas Administrative Code (TAC) Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes. The proposed amendment would update the SBEC's petition procedures to allow for increased ease in submitting a petition for rulemaking for the SBEC's consideration.

16. 2020–2021 Continuing Approval Reviews of Educator Preparation Programs

This item provides the State Board for Educator Certification (SBEC) an opportunity to approve educator preparation programs for continuing approval for five years based on the results of the 2020-2021 reviews.

17. Request to Approve New Class of Certificate at Region 10 Education Service Center

This item provides the State Board for Educator Certification (SBEC) an opportunity to approve a request by Region 10 Education Service Center, an approved educator preparation program (EPP), located in Richardson, Texas, to offer the Principal as Instructional Leader class of certificate as part of their certificate inventory. Texas Education Agency (TEA) staff reviewed the proposal and found that it complied with provisions of 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, Chapter 228, Requirements for Educator Preparation Programs, Chapter 229, Accountability System for Educator Preparation Programs, and Chapter 230, Professional Educator Preparation and Certification, Subchapter B, General Certification Requirements.

Motion and vote:

Motion was made by Mr. Kim to approve the Consent Agenda items 4-17 as presented. Second was made by Dr. Brescia, and the Board voted unanimously in favor of the motion.

DISCUSSION AND ACTION**18. Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments**

Ms. Cook presented this item to the Board. She stated that these rules provide districts with guidance on appropriate certificates to place individuals into various assignments. Ms. Cook summarized the proposed changes that include removal of outdated/incorrect courses or certificate references; addition of new SBOE-approved courses; updates to certificate listings for various course assignments; and an update to requirements to teach Cosmetology to comply with recent legislation. Dr. Kelly commented that there is not much debate around these changes as most comply with either SBOE updates, technical edits, or legislative changes. Dr. Galvan asked a clarifying question about the Early Childhood: Prekindergarten-Grade 3 certificate, and Ms. Cook confirmed that all five STR-related certificates (i.e., Core Subjects with Science of Teaching Reading, Early Childhood-Grade 6; Core Subjects with Science of Teaching Reading, 4-8; Early Childhood: Prekindergarten-Grade 3; English Language Arts and Reading with Science of Teaching Reading, 4-8; and English Language Arts and Reading/Social Studies with Science of Teaching Reading, 4-8) would be added into rule with this round of proposed changes. There were no additional questions from the Board.

Motion and vote:

Motion was made by Ms. Glasscock to approve the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten-Grade 6 Assignments; Subchapter C, Grades 6-8 Assignments; and Subchapter E, Grades 9-12 Assignments, as presented. Second was made by Ms. Dvorak, and the Board voted unanimously in favor of the motion.

19. Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment

Ms. McLoughlin presented this item to the Board. She began by inviting Dr. Amy Hickman from Texas Tech University to answer questions following the work session Board members engaged in during the previous day. During this time, Ms. McLoughlin provided clarification related to the timeline and requirements for edTPA portfolio completion. Superintendent Kim asked Dr. Hickman about enrollment in her program and whether her edTPA candidates face barriers when attempting to enter the teacher pipeline. Following Superintendent Kim's question, Ms. McLoughlin and Dr. Hickman respond to a question from Deputy Commissioner Kelvey Oeser, clarifying that the edTPA submission timeline could potentially vary depending on programmatic context. Dr. Rodriguez asked if candidates were allowed to submit the same materials for resubmission (if need be) or if they needed to complete a new portfolio. Dr. Hickman described that an important part of support for her program's candidates is to include enough time in the submission timeline to ensure that candidates have time to resubmit if they receive any condition codes. Ms. McLoughlin added that the 5 test attempt policy would also apply to edTPA portfolio submission.

The SBEC recessed at 10:38 AM.

The SBEC reconvened at 10:49 AM.

Mr. Gore then asked if Pearson would have the capacity to support the scoring of Texas edTPA portfolios given the size of the state, citing concerns about scaling up, the time it would take to score Texas portfolios, and the expertise needed to ensure accurate scoring. Deputy Commissioner Oeser then prompted TEA staff to respond to Mr. Gore's question by discussing Texas' unique edTPA scoring context. Ms. McLoughlin shared that edTPA scorers have subject and grade level expertise along with being teachers and/or teacher educators who go through rigorous training to ensure calibration across portfolios. Ms. McLoughlin further explained that there is an ongoing process to ensure consistent quality of scoring and calibration and adds that a number of portfolios are also double scored as a means to evaluate the calibration of edTPA scorers around a given cut score. She ended her response by sharing that all of Texas' portfolios in Year 3 of the edTPA Pilot have been double scored to gather data on the implications of double scoring. Dr. Rodriguez then asked if there would still be a push to have Texas scorers from Texas to which Ms. McLoughlin responded that Board support in edTPA would encourage stakeholders from the field to become scorers.

Dr. Kelly asked if all other states using the edTPA were using it as a summative assessment. Ms. McLoughlin shared that at least 17 states utilize edTPA as a summative assessment. Dr. Rodriguez asked a follow up question about scorers, their qualifications, and where they come from. Ms. McLoughlin shared that scorers are educators and further explained plans to engage in recruitment efforts for qualified Texas scorers. Dr. Galvan asked about edTPA's potential financial burden on candidates and programs' ability to purchase vouchers for edTPA. To continue, Mr. Gore asked if TEA staff had an opportunity to view research from other states that evaluated edTPA's impact on teacher quality and student outcomes. Ms. McLoughlin responded to both questions by sharing an overview of TEA staff's plan to address the cost concerns with use of financial assistance waivers and

vouchers. Dr. Rodriguez followed by questioning if the option to purchase vouchers for certification exams would be contingent upon the Board's approval of edTPA. Ms. McLoughlin provided further clarification around financial assistance waivers and vouchers and stated that the potential option to purchase vouchers for other certification exams would be available to programs and would not depend on edTPA's approval with the Board. Associate Commissioner Emily Garcia added that the option to purchase vouchers for candidate certification exams would allow programs to further support aspiring teachers. Ms. McLoughlin continued and explained that edTPA would present opportunities to potentially streamline certification exams for candidates, further curbing the cost for certification. Dr. Kelly shifted the conversation to Mr. Gore's question about edTPA correlation with student outcomes, and Ms. McLoughlin shared staff findings regarding edTPA and student achievement. Superintendent Kim followed by emphasizing that there are several different factors that impact student achievement and that the goal of edTPA implementation would be to highlight teacher preparedness.

The SBEC recessed at 11:53 AM.

The SBEC reconvened at 12:31 PM.

After public testimony concluded, Ms. Streepey asked if intensive pre-service could be added as a requirement during the edTPA implementation timeline. Ms. McLoughlin shared staff could bring rule text for the Board to discuss that would require intensive pre-service to be added to rules for issuance of an intern certificate and requirements for educator preparation programs.

Ms. McLoughlin provided an overview of the proposed edTPA implementation timeline. She shared the proposed 3-year phased-in edTPA implementation timeline reflected feedback and lessons learned from edTPA pilot participants. Dr. Rodriguez asked if 2022-23 edTPA data would be included in standard setting processes. Ms. McLoughlin shared the data collected within the 3-year pilot period and edTPA data collected from the 2022-23 academic year would be included for standard setting. Dr. Rodriguez suggested staff identify former edTPA candidates to examine longitudinal effects of edTPA on retention and effectiveness.

Ms. McLoughlin provided an overview of the proposed amendments to the testing figure in which the certifications and aligned certification exams can be found. Dr. Rodriguez asked how the implementation timeline would affect candidates who had not passed their certification exams, for example PPR, if edTPA was adopted. Ms. McLoughlin explained that during the 2022-23 academic year, both the PPR and edTPA would be options for candidates to complete. She went on further to explain that the last operational date for PPR would be August 31, 2023, but candidates could use their passing PPR scores for certification until August 31, 2024. Finally, Ms. McLoughlin noted that staff would be sending frequent communications to educator preparation programs and candidates regarding the timeline and sunsetting of PPR. Dr. Kelly asked if candidates would be required to complete more than one edTPA. Ms. McLoughlin stated that candidates would only be required to complete one edTPA. Dr. Rodriguez asked if elementary education candidates would be required to complete the fourth edTPA task. Ms. McLoughlin confirmed that elementary education candidates would not be required to complete the fourth edTPA task but that a

program could require their candidates to complete the edTPA portfolio that includes the fourth task. Ms. Garcia noted that programs may work with their LEA partners to determine their needs and identify which edTPA portfolio candidates should complete to meet the district's needs. Ms. Streepey asked if the title in the testing figure would be updated to allow for an alternative to edTPA be added. Ms. McLoughlin confirmed the title, Pedagogical Requirement(s), would be amended to be Required Pedagogy Test(s) in the testing figure, which could allow for an alternative pedagogical exam to be added if later vetted and approved by the Board.

Dr. Kelly asked Board members to share last-minute thoughts or questions. Mr. Gore, Dr. Lofters, and Mr. Coleman shared a concern regarding edTPA being used as a formative/programmatic versus a capstone/summative assessment for certification. Superintendent Kim shared that there is not a singular factor affecting teacher shortage, and even given teacher shortages, the Board should not decrease the standards because students need well-prepared teachers. Mr. Tamarez Torres echoed Superintendent Kim's sentiment in terms of students needing well-prepared teachers, more than ever before because of learning loss due to the pandemic. Dr. Brescia and Ms. MacDonald shared the Board had been given the necessary information to make the best decision for Texas teacher candidates and students. Dr. Kelly concluded by sharing that edTPA was indicative of the forward progress for certification exams and recommended TEA staff and the Board revisit the notion of vetting and approving an alternative to edTPA.

Public Testimony:

Dr. Jerrie Jackson – Our Lady of the Lake University

Ms. Addison Old – Teach Plus

Ms. Tania Tasneem – Teach Plus

Dr. Gina Anderson – Texas Woman's University

Dr. Jim Van Overschelde – REDEE Center

Dr. Andrea Chevalier – Association of Texas Professional Educators

Ms. Carrie Griffith – Texas State Teachers Association

Dr. Tim Miller – Charles Butt Foundation

Ms. Amy Hickman – EdTPA Regional Coordinators

Dr. Elizabeth Ward – Texas Wesleyan University

Mr. Anthony Hernandez – Urban Teachers

Ms. Leslie Cooper – ESC-20 Certification Programs

Motion and vote:

Motion was made by Dr. Brescia to approve the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, to be published as proposed in the Texas Register. Second was made by Ms. Dvorak. The motion passed with Ms. Streepey, Ms. Dvorak, Ms. MacDonald, Dr. Brescia, Dr. Kelly, Mr. Tamarez Torres, and Mr. Kim voting in favor, and Mr. Coleman, Ms. Glasscock, and Mr. Gore voting against the motion.

20. Request to Approve 2020–2021 Accountability System for Educator Preparation (ASEP) Accreditation Statuses

Dr. Olofson presented this item to the Board. Dr. Olofson explained the accountability system and highlighted that at the October 2021 meeting the Board had adopted rule text providing a status of Not Rated: Declared State of Disaster for the 2020-2021 academic year. He further noted that EPPs which previously had a rating of Accredited: Warned or Accredited: Probation who met the threshold for “Accredited” based on their 2020-2021 data would have their status reset, and that the programs would be eligible for commendations.

Mr. Kim asked about the requirements for EPPs to report data related to the accountability system. Dr. Olofson noted the sources of data for all the ASEP indicators for the Board.

Motion and vote:

Motion was made by Mr. Coleman to approve the 2020–2021 Accountability System for Educator Preparation Programs accreditation statuses as presented. Second was made by Mr. Gore, and the Board voted unanimously in favor of the motion.

21. Request to Approve 2020–2021 Educator Preparation Program (EPP) Commendations

Ms. McLoughlin and Dr. Olofson presented this item to the Board. Dr. Olofson explained the commendation framework and the related processes for determining commendation categories 1-3. Ms. McLoughlin described the process for determining commendation category 4 and work of the SBEC EPP Commendations Committee. Ms. Streepey, the chair of the SBEC EPP Commendations Committee, provided an overview of the work of the committee and the decision-making process. She noted the quality of the programs and the work of the committee members. Ms. Streepey communicated the recommendation of the SBEC EPP Commendations Committee to recognize Sam Houston State University and UT – San Antonio with the Innovative Educator Preparation commendation.

Dr. Kelly commended the committee for their work. Ms. Garcia noted that Excellence in Teaching, Dr. Galvan’s program, was recognized with a commendation. Ms. Streepey noted that UT-RGV, Dr. Rodriguez’s program, was also recognized with a commendation.

Motion and vote:

Motion was made by Mr. Coleman to approve the 2020–2021 Educator Preparation Program Commendations as presented. Second was made by Mr. Tamarez Torres, and the Board voted unanimously in favor of the motion.

22. Approval of Agreed Order for Lubbock Christian University Educator Preparation Program

Ms. McLoughlin presented this item to the Board. Ms. McLoughlin provided an overview of Lubbock Christian University’s EPP’s five-year continuing approval review process and the findings from the review. She presented an overview of the steps following the review, including an overview of the requirements of the Agreed Order presented to the SBEC for approval. Ms. McLoughlin noted that due to the specific components that are out of

compliance, Lubbock Christian University may continue enrolling candidates into the program during the period of the Agreed Order set forth by TEA and Lubbock Christian University.

Motion and vote:

Motion was made by Ms. Streepey to approve the agreed order for Lubbock Christian University educator preparation program as presented. Second was made by Ms. Dvorak, and the Board voted unanimously in favor of the motion.

DISCIPLINARY CASES

23. Pending or Contemplated Litigation, including Disciplinary Cases

A. Defaults

No Answer Defaults

1. In the Matter of Adam Canton; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
2. In the Matter of Catherine Graven; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
3. In the Matter of Chrystal Franks; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
4. In the Matter of Ryan Joel Pena; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
5. In the Matter of Palmira Leal; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
6. In the Matter of Lori Taylor; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: Revocation

7. In the Matter of Bernard Bell, Sr.; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 10-year suspension and successful completion of substance abuse treatment program

8. In the Matter of Yvette Sumrow; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 10-year suspension and successful completion of substance abuse treatment program

9. In the Matter of Tyson Schrader; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 5-year suspension and successful completion of substance abuse treatment program

10. In the Matter of Donaldo Nunez; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 2-year suspension and successful completion of substance abuse treatment program

11. In the Matter of Haley Hill; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 2-year suspension and successful completion of substance abuse treatment program

12. In the Matter of Sherry Duncan; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 2-year suspension and successful completion of substance abuse treatment program

13. In the Matter of Tammy Flathouse; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 2-year suspension and successful completion of substance abuse treatment program

14. In the Matter of Bradley Durio; Action to be taken: Consideration of Issuance of Default Judgment

- Staff recommendation: 1-year suspension and successful completion of substance abuse treatment program
15. In the Matter of Leala Anthony-Aycock; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
16. In the Matter of Lloyd Frizzell; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
17. In the Matter of Nicholas Velasquez-Cone; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
18. In the Matter of Charles Kilborn; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Revocation
19. In the Matter of Idolina Rodriguez; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: 2-year suspension
20. In the Matter of Joshua B. Wallace; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Revocation
21. In the Matter of Alishia Thomas; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
22. In the Matter of Christina Baker; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
23. In the Matter of Jill B. Strawbridge; Action to be taken: Consideration of Issuance of Default Judgment

24. Staff recommendation: Permanent Revocation
In the Matter of John R. Sanders; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
25. In the Matter of Maria Sanchez; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
26. In the Matter of Nola F. Smith Tatum; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Permanent Revocation
27. In the Matter of Laura Christian; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: 4-year suspension
28. In the Matter of Takosha Ragsdale; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: 18-month suspension
29. In the Matter of Leyla Tindall; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: Revocation

Motion and Vote:

Motion was made by Mr. Kim to grant staff's request for issuance of default judgment on cases numbered 1-29, excluding number 28, and issue final orders consistent with staff's recommendations. Second was made by Mr. Coleman, and the Board voted unanimously in favor of the motion.

SOAH Defaults

1. In the Matter of Gregory Nicholson; Action to be taken: Consideration of Issuance of Default Judgment
- Staff recommendation: 1-year suspension
2. In the Matter of Jeffrey Lewis; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 2-year suspension

3. In the Matter of Paul Coleman; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Permanent Revocation

Motion and vote:

Motion was made by Mr. Coleman to grant staff's request for the issuance of default judgments in SOAH defaults numbers 2 and 3 as listed on the agenda and enter final orders consistent with staff's recommendations. Second was made by Mr. Kim, and the Board voted unanimously in favor of the motion.

B. Contested Cases

Proposals for Decision

1. Docket No. 701-21-0443.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Michael T. Gauen; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: Non-Inscribed Reprimand

Staff Recommendation: 2-year suspension

Motion and vote:

Motion was made by Mr. Coleman that the Board adopt the Proposal for Decision including Findings of Fact Nos. 1 – 22 and Conclusions of Law Nos. 1 – 12, and that the Board modify Conclusion of Law No. 13 as follows:

13. Michael T. Gauen's educator certificates should be SUSPENDED for TWO (2) years.

This modification is permissible pursuant to Texas Government Code §2001.058(e) and is necessary because the Administrative Law Judge did not properly apply the law and Board rules.

In its rules, the Board has set out factors that it considers in determining sanctions in educator discipline cases. Those factors include the seriousness of the violation, whether the misconduct was intentional, and whether the sanction will deter future violations.

The ALJ failed to properly apply these rules in making her sanctioning recommendation of a non-inscribed reprimand because Mr. Gauen's conduct in this case was serious, intentional, and because a non-inscribed reprimand is insufficient to deter either Mr. Gauen or other educators.

In Findings of Fact Nos. 7 – 9, the ALJ found that Mr. Gauen exchanged 524 text-messages with a student, unrelated to school activities. This is a serious violation.

The ALJ found that Mr. Gauen violated two separate provisions of the Educators' Code of Ethics by engaging in inappropriate communication with a student and violating local written school board policies.

Mr. Gauen acted intentionally when he messaged the student—there are no Findings of Fact that suggest his conduct was the result of accident or mistake.

Moreover, the recommended sanction of a non-inscribed reprimand is not sufficient to deter either Mr. Gauen or other educators from engaging in similar behavior in the future because a non-inscribed reprimand does not appear on the face of an educator's public-facing certification record.

A two-year suspension will allow Mr. Gauen time to reflect on his inappropriate conduct and will deter both him and other educators from engaging in inappropriate communications with students in the future.

Second was made by Ms. Dvorak and the motion passed with Mr. Coleman, Ms. Streepey, Ms. Dvorak, Mr. Kim and Dr. Brescia voting in favor of the motion and Dr. Kelly, Ms. Glasscock and Mr. Tamarez Torrez voting against the motion.

2. Docket No. 701-21-1915.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v Gabriel Ginithan; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: Permanently Revocation

Staff Recommendation: Accept ALJ recommendation

Motion and vote:

Motion was made by Dr. Brescia that the Board accept the Proposal for Decision and Issue a final order consistent with the ALJ's recommendation. Mr. Ginithan's educator certificates should be permanently revoked. Second was made by Ms. Dvorak, and the Board voted unanimously in favor of the motion.

3. Docket No. 701-21-2749.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Ramona Kolacz; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: No disciplinary action to be taken

Staff Recommendation: Accept ALJ recommendation

Motion and vote:

Motion was made by Dr. Brescia that the Board accept the Proposal for Decision and Issue a final order consistent with the ALJ's recommendation. No disciplinary action should be taken against Ms. Kolacz's educator certificates. Second was made by Mr. Coleman, and the Board voted in favor of the motion with Dr. Brescia, Mr. Coleman, Ms. Dvorak, and Mr. Tamarez-Torrez voting in favor of the motion and Mr. Kim, Dr. Kelly, and Ms. Streepey voting against the motion.

C. Court Cases

District Court Cases

1. David Turner v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-17-002298, In the 250th District Court of Travis County, Texas.
2. Bradley Keith Bowen v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-18-004203, In the 98th District Court of Travis County, Texas.
3. Jamie Belinoski v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-19-002926, In the 53rd District Court of Travis County, Texas.
4. David Demiglio v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-20-001242, In the 459th District Court of Travis County, Texas.

Motion and vote:

DISCUSSION ONLY

24. Discussion of Effective Preparation Framework Development

Ms. McLoughlin presented this item to the Board. Ms. McLoughlin provided an update of the development timeline for the Effective Preparation Framework (EPF). She noted the stakeholder engagement that had occurred and future stakeholder engagement opportunities to further iterate the EPF. Ms. McLoughlin also shared that TEA staff would continue to share updates with the Board and bring the final EPF and recommendations for updating TAC §228 to codify best practices the Board consistently reinforces at the December 9, 2022 Board meeting.

Dr. Rodriguez asked for clarification regarding the regional and EPP commendations' feedback sessions and other feedback sessions. She also asked for clarification for the times in which the Board would have opportunities to review the draft EPF. Further, Dr.

Rodriguez recommended the EPF be given the necessary time and attention for the Board to identify and highlight high-quality EPPs' effective practices.

Dr. Galvan asked for clarification regarding the potential functions the EPF could serve and additional information related to trainings for EPPs.

Dr. Kelly asked for the make-up of the Educator Preparation Advisory Committee (EPAC).

25. Discussion of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I

Ms. Cook presented this item to the Board. She highlighted the Board's support in 2020 to allow the educational aide I certificate to be used in issuance of industry-based certification to high school students. Ms. Cook confirmed the changes included in draft rule text update Texas Essential Knowledge and Skills rule text chapters and adds four courses to the list of course offerings that could be completed by high school students to obtain industry-based certification. Dr. Kelly commented on the benefits of the Grow Your Own Program and sees the benefits of industry-based certification for high school students. There were no questions from the Board.

INFORMATION ONLY

26. Update of State Board for Educator Certification Enabling Legislation from the 87th Texas Legislature

27. Board Operating Policies and Procedures (BOPP)

28. 2019–2022 Rule Review Plan for State Board for Educator Certification Rules

29. Adjournment

Dr. Kelly adjourned the meeting at 3:55 PM.

The Board may go into closed session regarding any item on the agenda to the extent it is authorized to do so pursuant to the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Item 9

Adoption of Review of 19 TAC Chapter 235, Classroom Teacher Certification Standards

[\(Back to Agenda\)](#)

Item 9: COVER PAGE

CONSENT AGENDA ITEM

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 approve proposed rule review to be filed with the *Texas Register* prompting the public comment period soliciting comments as to whether the reasons for adoption of rules continue to exist.
- Adoption:** Second and final SBEC reading (vote) adopting the rule. This establishes the Board's finding that the reasons for initially adopting the rules continue to exist.

Summary:

This item is the adoption of the review 19 TAC Chapter 235, which covers all the educator standards for the classroom teacher class of certificate. This item complies with the required routine four-year review cycle for all SBEC rules. The SBEC unanimously approved the proposed rule review at the February 2022 meeting.

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To adopt the review as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- certification programs should have transparent systems for continuous improvement.
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 9:

Adoption of Review of 19 TAC Chapter 235, Classroom Teacher Certification Standards

DISCUSSION AND ACTION

SUMMARY: Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards. The rules being reviewed specify the educator standards for the classroom teacher class of certificates.

STATUTORY AUTHORITY: Statutory authority for the rule review is the TGC, §2001.039. The statutory authority for 19 TAC Chapter 235 is Texas Education Code (TEC), §§21.003(a); 21.031; and 21.041(a) and (b)(1), (2), and (4), for Subchapter A; TEC, §§21.003(a); 21.031; 21.040(4); 21.041(b)(1), (2), and (4); and 21.0489 for Subchapter B; TEC, §§21.031; 21.040(4); and 21.041(b)(1), (2), and (4), for Subchapter C; TEC, §§21.003(a); 21.031; 21.041(b)(1), (2), and (4); and 21.0442(a) and (c), for Subchapter D; TEC, §§21.003(a); 21.031; 21.041(b)(1), (2), and (4); and 21.048(a-2) for Subchapter E; TEC, §§21.003(a); 21.031; 21.040(4); 21.041(b)(1), (2), and (4); and 21.048(a-2) for Subchapter F; and TEC, §§21.003(a); 21.031; 21.041(b)(1), (2), and (4); and 21.048(a-2) for Subchapter G.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the February 11, 2022 meeting, the SBEC voted to publish the proposed review of 19 TAC Chapter 235, Classroom Teacher Certification Standards, in the *Texas Register*.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 235, Classroom Teacher Certification Standards, establish the educator standards for the classroom teacher class of certificates.

The rule text of 19 TAC Chapter 235 is viewable on the Texas Education Agency (TEA)'s website at: <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/19-tac-chapter-235>

If authorized by the SBEC, the notice of adopted review stating the reasons for adoption continue to exist will be filed with the *Texas Register* following the April 2022 SBEC meeting.

ANTICIPATED REVISIONS TO RULES: No changes to rules in 19 TAC Chapter 235 are anticipated at this time, not precluding any amendments that may be proposed at the same time or at a different time through a separate rulemaking process.

PUBLIC COMMENTS: The TEA filed the notice of proposed review of 19 TAC Chapter 235 with the *Texas Register* following the February 2022 SBEC meeting. The public comment period on the proposed rule review began March 18, 2022, and ended April 18, 2022. Any comments

received will be provided to the SBEC under separate cover prior to the April 29, 2022 meeting. The SBEC will take registered oral and written comments on this item at the April 29, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Adopt the review of 19 TAC Chapter 235, Classroom Teacher Certification Standards.

Staff Member Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation

Item 10

Adoption of Review of 19 TAC Chapter 241, Certification as Principal

[\(Back to Agenda\)](#)

Item 10: COVER PAGE

CONSENT AGENDA ITEM

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 approve proposed rule review to be filed with the *Texas Register* prompting the public comment period soliciting comments as to whether the reasons for adoption of rules continue to exist.
- Adoption:** Second and final SBEC reading (vote) adopting the rule. This establishes the Board's finding that the reasons for initially adopting the rules continue to exist.

Summary:

This item is an adoption of the review 19 TAC Chapter 241, which covers all the requirements for issuance of a Principal certificate. This item complies with the required routine four-year review cycle for all SBEC rules. The SBEC unanimously approved the proposed rule review at the February 2022 meeting.

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To adopt the review as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- certification programs should have transparent systems for continuous improvement.
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 10:
Adoption of Review of 19 TAC Chapter 241, Certification as Principal

DISCUSSION AND ACTION

SUMMARY: Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 241, Certification as Principal. The rules being reviewed provide requirements for issuance of a principal certificate.

STATUTORY AUTHORITY: Statutory authority for the rule review is the TGC, §2001.039. The statutory authority for 19 TAC Chapter 241 is the Texas Education Code, §§21.003(a); 21.040(2); 21.041(b)(1)-(4); 21.046(b), (c), and (d); and 21.054(a) and (e).

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the February 11, 2022 meeting, the SBEC voted to publish the proposed review of 19 TAC Chapter 241, Certification as Principal, in the *Texas Register*.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 241, Certification as Principal, establish all of the requirements for certification and educator preparation program minimum standards for issuance of a principal certificate.

The rule text of 19 TAC Chapter 241 is viewable on the Texas Education Agency (TEA)'s website at: <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/19-tac-chapter-241>

If authorized by the SBEC, the notice of adopted review stating the reasons for adoption continue to exist will be filed with the *Texas Register* following the April 2022 SBEC meeting.

ANTICIPATED REVISIONS TO RULES: TEA staff will present proposed changes to 19 TAC Chapter 241 for discussion at this meeting to implement House Bill (HB) 159, 87th Texas Legislature, Regular Session, 2021, regarding instructing students with disabilities and to align with provisions in HB 403, 86th Texas Legislature, 2019, regarding identifying and reporting human trafficking, sexual abuse, and other maltreatment of students.

PUBLIC COMMENTS: The TEA filed the notice of proposed review of 19 TAC Chapter 241 with the *Texas Register* following the February 2022 SBEC meeting. The public comment period on the proposed rule review began March 18, 2022, and ended April 18, 2022. Any comments received will be provided to the SBEC under separate cover prior to the April 29, 2022 meeting. The SBEC will take registered oral and written comments on this item at the April 29, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Adopt the review of 19 TAC Chapter 241, Certification as Principal.

Staff Member Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation

Item 11

Adoption of Review of 19 TAC Chapter 242, Superintendent Certificate

[\(Back to Agenda\)](#)

Item 11:

COVER PAGE

CONSENT AGENDA ITEM

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 approve proposed rule review to be filed with the *Texas Register* prompting the public comment period soliciting comments as to whether the reasons for adoption of rules continue to exist.
- Adoption:** Second and final SBEC reading (vote) adopting the rule. This establishes the Board's finding that the reasons for initially adopting the rules continue to exist.

Summary:

This item is the adoption of the review 19 TAC Chapter 242, which covers all the requirements for issuance of a Superintendent certificate. This item complies with the required routine four-year review cycle for all SBEC rules. The SBEC unanimously approved the proposed rule review at the February 2022 meeting.

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To adopt the review as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- certification programs should have transparent systems for continuous improvement.
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 11:
Adoption of Review of 19 TAC Chapter 242, Superintendent Certificate

DISCUSSION AND ACTION

SUMMARY: Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. This item presents for SBEC approval the adoption of review of 19 Texas Administrative Code (TAC) Chapter 242, Superintendent Certificate. The rules being reviewed provide requirements relating to the certification of superintendents.

STATUTORY AUTHORITY: Statutory authority for the rule review is TGC, §2001.039. The statutory authority for 19 TAC Chapter 242 is the Texas Education Code, §§21.003(a), 21.040(2), 21.041(b)(2)-(4), and 21.046(a).

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the February 11, 2022 meeting, the SBEC voted to publish the proposed review of 19 TAC Chapter 242, Superintendent Certificate, in the *Texas Register*.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 242 establish requirements for the issuance and renewal of the superintendent certificate.

The rule text of 19 TAC Chapter 242 is viewable on the Texas Education Agency (TEA)'s website at: <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/19-tac-chapter-242>

If authorized by the SBEC, the notice of adopted review stating the reasons for adoption continue to exist will be filed with the *Texas Register* following the April 2022 SBEC meeting.

ANTICIPATED REVISIONS TO RULES: TEA staff will present proposed changes to 19 TAC Chapter 242 for discussion at this meeting to align with provisions in House Bill 403, 86th Texas Legislature, 2019, regarding identifying and reporting human trafficking, sexual abuse, and other maltreatment of students.

PUBLIC COMMENTS: The TEA filed the notice of proposed review of 19 TAC Chapter 242 with the *Texas Register* following the February 2022 SBEC meeting. The public comment period on the proposed rule review began March 18, 2022, and ended April 18, 2022. Any comments received will be provided to the SBEC under separate cover prior to the April 29, 2022 meeting. The SBEC will take registered oral and written comments on this item at the April 29, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Adopt the review of 19 TAC Chapter 242, Superintendent Certificate.

Staff Member Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation

Item 12

Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments

[\(Back to Agenda\)](#)

Item 12: COVER PAGE

CONSENT AGENDA ITEM

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 the adoption of proposed revisions to 19 TAC Chapter 231, which establish the criteria for school districts to make personnel assignments based on the correlating certification requirements. The SBEC unanimously approved the proposed revisions at the February 2022 meeting. The proposed revisions would:

- Incorporate courses approved by the SBOE into the assignment chart
- Add certificate areas to the list of credentials appropriate for placement into an assignment
- Update the rule text to provide technical changes to align citations and improve readability

TEA Staff Recommendation:

To adopt the proposed revisions as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- we are accountable to all Texas stakeholders and their input is essential.

Item 12:**Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments. The proposed revisions would incorporate courses approved by the State Board of Education (SBOE), would add certificate areas to the list of credentials appropriate for placement into an assignment, and would incorporate technical edits where needed to improve readability and align citations. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 231 is the Texas Education Code (TEC), §§21.003(a), 21.031(a), 21.041(b)(1) and (2), and 21.064.

TEC, §21.003(a), states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by the TEC, Chapter 21, Subchapter B.

TEC, §21.031(a), states that the SBEC shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(b)(2), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates.

TEC, §21.064, requires the SBEC to stop the issuance and renewal of master teacher certificates effective September 1, 2019, to add a designation of "legacy" to each master teacher certificate issued, and to recognize these certificates until they expire.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed revisions to 19 TAC Chapter 231 would be July 21, 2022 (20 days after filing as adopted with the *Texas Register*). The

proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: At the February 11, 2022 SBEC meeting, the SBEC approved the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments, for publication in the *Texas Register* as proposed rules.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 231 establish the personnel assignments that correlate with appropriate certifications and are organized as follows:

- Subchapter A, Criteria for Assignment of Public School Personnel;
- Subchapter B, Prekindergarten–Grade 6 Assignments;
- Subchapter C, Grades 6–8 Assignments;
- Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6–12 Assignments;
- Subchapter E, Grades 9–12 Assignments,
- Subchapter F, Special Education–Related Services Personnel Assignments, and
- Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments.

These subchapters offer guidance to school districts and educators by providing the list of courses by grade level and subject area and identifying the corresponding certificates and other requirements for placement of individuals into classroom and/or campus assignments.

Proposed revisions to 19 TAC Chapter 231, Subchapters B, C, and E, shown in Attachment II, are described below.

Subchapter B. Prekindergarten–Grade 6 Assignments

Science of Teaching Reading Personnel Assignments

To align with statutory requirements in House Bill (HB) 3, 86th Texas Legislature, Regular Session, 2019, the proposed amendments would add certificates that reflect the requirement that educators demonstrate proficiency in the science of teaching reading to teach certain courses. Changes to the following sections would add the appropriate certificates to teach those courses:

- §§231.3, 231.9, 231.21, 231.23, and 231.27 would add these certificates:
 - "Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6" and
 - "Early Childhood: Prekindergarten–Grade 3"
- §231.15 and §231.17 would add these certificates:
 - "Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6,"
 - "Early Childhood: Prekindergarten–Grade 3 (Prekindergarten–Grade 3 only)," and
 - "Core Subjects with Science of Teaching Reading: Grades 4–8 (Grades 4–6 only)"

- §231.25 and new §231.31 would add this certificate:
 - "Early Childhood: Prekindergarten–Grade 3 (Prekindergarten–Grade 3 only)"

Titles, Assignments, and Technical Changes

The proposed amendment to §231.11 would update the title to "Bilingual, Prekindergarten–Grade 6" to reflect the appropriate course title with the assignment and would provide technical edits to align the appropriate certificates with the course.

The proposed amendment to §231.13 would update the title to "English as a Second Language, Prekindergarten–Grade 6" to reflect the appropriate course title with the assignment.

The proposed amendment to §231.15 would update the title to "Elementary, Prekindergarten–Grade 6" to reflect the appropriate course title with the assignment and would provide technical edits to align the appropriate certificates with the course.

The proposed amendment to §231.17 would update the title to "Reading, Prekindergarten–Grade 6" to reflect the appropriate course title with the assignment and would provide technical edits to align the appropriate certificates with the course.

The proposed amendment to §231.19 would update the title to "Languages Other Than English, Prekindergarten–Grade 6," would add American Sign Language to the list of courses, and would provide technical edits to align the appropriate certificates with the course.

Proposed new §231.31, "Health, Prekindergarten–Grade 6," would add to the course offerings with existing certificates appropriate for the assignment and update content previously inadvertently left out of the rules.

Subchapter C. Grades 6–8 Assignments

Science of Teaching Reading Personnel Assignments:

To align with statutory requirements in HB 3, 86th Texas Legislature, Regular Session, 2019, the proposed amendments would add certificates that reflect the requirement that educators demonstrate proficiency in the science of teaching reading to teach certain courses. Changes to the following sections would add the appropriate certificates to teach those courses:

- §§231.41, 231.43, 231.45, 231.49, 231.51, 231.57, 231.61, and 231.63 would add these certificates:
 - "Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6" and
 - "Core Subjects with Science of Teaching Reading: Grades 4–8"
- §§231.67, 231.69, 231.71, and 231.73 would add these certificates:
 - "Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6"
- §231.59 and §231.65 would add this certificate:
 - "Core Subjects with Science of Teaching Reading: Grades 4–8"
- §§231.45, 231.49, and 231.51 would add these certificates:
 - "English Language Arts and Reading with Science of Teaching Reading: Grades 4–8," and

- "English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8"
- §231.57 and new §231.59 would add this certificate:
 - "English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8"

Titles, Assignments, and Technical Changes

The proposed amendment to §231.67, Health, Grades 6–8, would delete outdated certificate references in paragraphs (11) and (23) and provide further clarity around appropriate qualifications for the assignment. The remaining rules would be renumbered accordingly.

The proposed amendment to §231.69, Physical Education, Grades 6–8, would delete outdated certificate references in paragraphs (8) and (16) and provide further clarity around appropriate qualifications for the assignment. The remaining rules would be renumbered accordingly.

The proposed amendment to §231.79, Career Development, Grades 6–8, would add Technology Applications: Early Childhood–Grade 12 and Technology Applications: Grades 8–12 to the list of certificates appropriate to teach this course.

Subchapter E. Grades 9–12 Assignments

Titles, Assignments, and Technical Changes

Division 1. English Language Arts and Reading, Grades 9–12 Assignments.

The proposed amendments to §231.131, Writing, Grades 9–12, and §231.135, Journalism, Grades 9–12, would incorporate minor technical edits for both courses to remove nonexistent courses, correct course name titles, and delete outdated certificate and semester credit hour references. The remaining information in these sections would be renumbered accordingly, as applicable.

Division 2. Languages Other Than English, Grades 9–12 Assignments.

The proposed amendment to §231.153, American Sign Language, Grades 9–12, subsection (a), would add "or American Sign Language, Advanced Independent Study" to reflect a complete listing of courses for assignments to teach this subject at this grade level. All other information remains unchanged as presented in rule.

Division 3. Social Studies, Grades 9–12 Assignments.

The proposed amendment to §231.173, Economics with Emphasis on the Free Enterprise System and Its Benefits, Grades 9–12, would add "or Economics Advanced Studies" to reflect a complete listing of courses for assignments to teach this subject at this grade level. All other information remains unchanged as presented in rule.

Division 9. Career Development, Grades 9–12 Assignments.

The proposed amendment to §231.271, Career Development, Grades 9–12, subsections (a) and (c), would add Technology Applications: Early Childhood–Grade 12 and Technology Applications: Grades 8–12 to the list of certificates appropriate for the specified assignments.

Division 10. Agriculture, Food, and Natural Resources, Grades 9–12 Assignments.

The proposed amendment to §231.281, Agriculture, Food, and Natural Resources, Grades 9–12, would remove Energy and Natural Resource Technology from the list of courses to create proposed new §231.293, Energy and Natural Resource Technology, Grades 9–12, and list the certificates appropriate for placement into the assignment. The proposed change would clarify that individuals already teaching courses in the Renewable Energy Program of Study would also be eligible to teach this course.

Division 12. Arts, Audio Video Technology, and Communications, Grades 9–12 Assignments.

The proposed amendments would incorporate a minor technical edit to the division title to read, "Arts, Audio/Video Technology, and Communications, Grades 9–12 Assignments." The technical edit would align the division title reference with all other course listings in rule.

Division 19. Human Services, Grades 9–12 Assignments.

The proposed amendment to §231.469, Cosmetology, Grades 9–12, would remove the reference to "a valid license as a cosmetology instructor issued by the Texas Department of Licensing and Regulation (TDLR)," eliminated during the 2021 legislative session, and would replace the reference to a required credential with "a valid Cosmetology Operator license or Class A Barber Operator license."

Proposed amendments as specified by divisions and sections would add Trade and Industrial Workforce Training: Grades 6–12 to the list of certificates appropriate for placement into the following assignments:

- Division 10: §231.289 and §231.291
- Division 11: §§231.301, 231.303, 231.305, 231.307, 231.309, 231.311, and 231.313
- Division 12: §§231.333, 231.335, 231.337, 231.339, and 231.341
- Division 16: §§231.401, 231.403, and 231.405
- Division 18: §231.441 and §231.443
- Division 20: §§231.481, 231.483, 231.485, 231.487, and 231.489
- Division 21: §231.501 and §231.503
- Division 22: §§231.521, 231.523, and 231.525
- Division 23: §231.543
- Division 25: §231.631 and §231.633

Aligning with SBOE and Necessary Updates

To reflect courses approved by the SBOE and to make other necessary updates, the changes proposed in the specified divisions below would identify the appropriate certificates and/or training requirements for placement into various assignments.

Division 14. Education and Training, Grades 9–12 Assignments.

The proposed amendment to §231.381, Education and Training, Grades 9–12, would add two new SBOE-approved courses: Practicum in Early Learning, Grades 9–12, and Extended Practicum in Early Learning, Grades 9–12. The proposed changes to subsections (b) and (c) would confirm that certificates and training requirements already established in rule are appropriate for assignment to teach the two new courses.

Division 17. Health Science, Grades 9–12 Assignments.

The proposed amendment to §231.421(a) would add the new SBOE-approved course, Pharmacy II, to the list of course offerings. The certificates already established in rule are applicable for placement into this new course assignment.

The proposed amendment to §231.421(b) would add the new SBOE-approved course, Medical Assistant, to the list of course offerings. The certificates already established in rule are applicable for placement into this new course assignment.

The proposed amendment to §231.423, Anatomy and Physiology, Medical Microbiology, and Pathophysiology, Grades 9–12, would add the new SBOE-approved course, Respiratory Therapy I, to the list of course offerings. The certificates already established in rule are applicable for placement into this new course assignment.

The proposed amendment to §231.425, Mathematics for Medical Professionals, Grades 9–12, would add the new SBOE-approved course, Medical Coding and Billing, to the list of course offerings. The certificates already established in rule are applicable for placement into this new course assignment.

The proposed amendment to §231.427, Health Informatics, Grades 9–12, would delete business, office education, and marketing certificates specified in paragraphs (5) through (9). These proposed changes align with SBOE changes to content prerequisites to teach this course.

Proposed new §231.429, Healthcare Administration and Management; Leadership and Management in Nursing, Grades 9–12, would add two new SBOE-approved courses and the certificates appropriate for placement into these course assignments.

Division 24. Science, Technology, Engineering, and Mathematics, Grades 9–12 Assignments.

The proposed amendments to this division would delete references to Science, Technology, Engineering, and Mathematics: Grades 6–12 certificate from 12 sections: §§231.561, 231.563, 231.565, 231.567, 231.569, 231.571, 231.573, 231.575, 231.577, 231.579, 231.581, and 231.583. A Science, Technology, Engineering, and Mathematics (STEM) certificate does not exist, nor are there any plans to create an SBEC-issued certificate for this subject area. The proposed deletion of references to this non-existent certificate will reduce confusion in the field regarding STEM certification. The remaining information in these sections would be renumbered accordingly, as applicable.

The proposed amendments would also add Trade and Industrial Education: Grades 6–12, Trade and Industrial Education: Grades 8–12, and Trade and Industrial Workforce Training:

Grades 6–12 certificates, as applicable, to the list of credentials appropriate for placement into assignments specified in 16 sections: §§231.561, 231.563, 231.565, 231.567, 231.569, 231.571, 231.573, 231.575, 231.577, 231.579, 231.581, 231.583, 231.587, 231.589, 231.591, and 231.593. The remaining information in these sections would be renumbered accordingly, as applicable.

Division 26. Energy, Grades 9–12 Assignments.

The proposed amendment to §231.651, Energy and Natural Resources, Grades 9–12, would change the heading to "Energy" for this series of course listings and add the Trade and Industrial Workforce Training: Grades 6–12 certificate to the list of credentials appropriate to teach the specified courses. The remaining information in these sections would be renumbered accordingly, and as applicable.

No changes are recommended to the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments, but additional changes may be recommended at the time of the meeting based on public comment.

FISCAL IMPACT: No changes have been made to this section since published as proposed. The Texas Education Agency (TEA) staff has determined that there is no additional fiscal impact on state and local governments and that there are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed. The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed. The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation;

would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed. The public benefit anticipated as a result of the proposal would be clear guidance for districts on appropriate credentials for placement of individuals into classroom, administrative, and support personnel assignments. The TEA staff has determined there is no anticipated cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal began March 18, 2022, and ended April 18, 2022. Any comments received will be provided to the SBEC under separate cover prior to the April 29, 2022 meeting. The SBEC will take registered oral and written comments on the proposal at the April 29, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve for adoption, subject to the State Board of Education (SBOE) review, the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Staff Member Responsible:

Marilyn Cook, Director, Educator Certification

Attachment:

Text of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter B, Prekindergarten–Grade 6 Assignments; Subchapter C, Grades 6–8 Assignments; and Subchapter E, Grades 9–12 Assignments
(Attachment)

ATTACHMENT
(Back to Attachments List)
Text of Proposed Revisions to 19 TAC

Chapter 231. Requirements for Public School Personnel Assignments

Subchapter B. Prekindergarten-Grade 6 Assignments

§231.3. General Education, Prekindergarten.

- (a) All-level certification in art, health education, music, physical education, speech communication and theatre arts, or theatre may be assigned to teach in the certified area(s) in Prekindergarten-Grade 12.
- (b) An assignment for General Education, Prekindergarten, is allowed with one of the following certificates.
- (1) Bilingual Generalist: Early Childhood-Grade 4.
 - (2) Bilingual Generalist: Early Childhood-Grade 6.
 - (3) Core Subjects: Early Childhood-Grade 6.
 - (4) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.
 - (5) Early Childhood: Prekindergarten-Grade 3.
 - (6) ~~(4)~~ Early Childhood Education (Prekindergarten and Kindergarten).
 - (7) ~~(5)~~ Elementary--General.
 - (A) Teachers assigned prior to the 1991-1992 school year are required to complete a minimum of 90 clock-hours of in-service training (may be advanced academic training) or six semester credit hours in early childhood education, inclusive of but not limited to child development or language acquisition, by September 1, 1993, to be eligible for assignment.
 - (B) Initial assignments beginning with the 1991-1992 school year require the early childhood education delivery system or endorsement.
 - (8) ~~(6)~~ Elementary--General (Grades 1-6).
 - (A) Teachers assigned prior to the 1991-1992 school year are required to complete a minimum of 90 clock-hours of in-service training (may be advanced academic training) or six semester credit hours in early childhood education, inclusive of but not limited to child development or language acquisition, by September 1, 1993, to be eligible for assignment.
 - (B) Initial assignments beginning with the 1991-1992 school year require the early childhood education delivery system or endorsement.
 - (9) ~~(7)~~ Elementary--General (Grades 1-8).
 - (A) Teachers assigned prior to the 1991-1992 school year are required to complete a minimum of 90 clock-hours of in-service training (may be advanced academic training) or six semester credit hours in early childhood education, inclusive of but not limited to child development or language acquisition, by September 1, 1993, to be eligible for assignment.
 - (B) Initial assignments beginning with the 1991-1992 school year require the early childhood education delivery system or endorsement.
 - (10) ~~(8)~~ Elementary Early Childhood Education (Prekindergarten-Grade 6).
 - (11) ~~(9)~~ Elementary Self-Contained (Grades 1-8).

- (A) Teachers assigned prior to the 1991-1992 school year are required to complete a minimum of 90 clock-hours of in-service training (may be advanced academic training) or six semester credit hours in early childhood education, inclusive of but not limited to child development or language acquisition, by September 1, 1993, to be eligible for assignment.
- (B) Initial assignments beginning with the 1991-1992 school year require the early childhood education delivery system or endorsement.
- (12) ~~(10)~~ English as a Second Language Generalist: Early Childhood-Grade 4.
- (13) ~~(11)~~ English as a Second Language Generalist: Early Childhood-Grade 6.
- (14) ~~(12)~~ Generalist: Early Childhood-Grade 4.
- (15) ~~(13)~~ Generalist: Early Childhood-Grade 6.
- (16) ~~(14)~~ Kindergarten.
- (17) ~~(15)~~ Legacy Master Mathematics Teacher (Early Childhood-Grade 4) (Mathematics only).
- (18) ~~(16)~~ Legacy Master Reading Teacher (Early Childhood-Grade 12) (Reading only).
- (19) ~~(17)~~ Legacy Master Science Teacher (Early Childhood-Grade 4) (Science only).
- (20) ~~(18)~~ Prekindergarten-Grade 5.
- (21) ~~(19)~~ Prekindergarten-Grade 6.
- (22) ~~(20)~~ Teacher of Young Children--General.

§231.9. General Education, Kindergarten.

- (a) All-level certification in art, health education, music, physical education, speech communication and theatre arts, or theatre may be assigned to teach in the certified area(s) in Prekindergarten-Grade 12.
- (b) An assignment for General Education, Kindergarten, is allowed with one of the following certificates.
- (1) Bilingual Generalist: Early Childhood-Grade 4.
- (2) Bilingual Generalist: Early Childhood-Grade 6.
- (3) Core Subjects: Early Childhood-Grade 6.
- (4) ~~(3)~~ Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.
- (5) ~~(4)~~ Early Childhood: Prekindergarten-Grade 3.
- (6) ~~(4)~~ Early Childhood Education (Prekindergarten and Kindergarten).
- (7) ~~(5)~~ Elementary Early Childhood Education (Prekindergarten-Grade 6).
- (8) ~~(6)~~ English as a Second Language Generalist: Early Childhood-Grade 4.
- (9) ~~(7)~~ English as a Second Language Generalist: Early Childhood-Grade 6.
- (10) ~~(8)~~ Generalist: Early Childhood-Grade 4.
- (11) ~~(9)~~ Generalist: Early Childhood-Grade 6.
- (12) ~~(10)~~ Kindergarten.
- (13) ~~(11)~~ Legacy Master Mathematics Teacher (Early Childhood-Grade 4) (Mathematics only).
- (14) ~~(12)~~ Legacy Master Reading Teacher (Early Childhood-Grade 12) (Reading only).
- (15) ~~(13)~~ Legacy Master Science Teacher (Early Childhood-Grade 4) (Science only).
- (16) ~~(14)~~ Prekindergarten-Grade 5--General.
- (17) ~~(15)~~ Prekindergarten-Grade 6--General.

(18) ~~(16)~~ Teacher of Young Children--General.

§231.11. Bilingual, Prekindergarten-Grade 6, ~~[Kindergarten-Grade 6]~~

- (a) An assignment for Bilingual, Prekindergarten-Grade 6, ~~[Kindergarten-Grade 6]~~ is allowed with one of the following certificates.
- (1) Bilingual Generalist: Early Childhood-Grade 4 (Kindergarten-Grade 4 only).
 - (2) Bilingual Generalist: Early Childhood-Grade 6.
 - (3) Bilingual Generalist: Grades 4-8 (Grades 4-6 only).
 - (4) A valid classroom teaching certificate appropriate for the grade level and subject areas taught plus any bilingual education certificate or endorsement.
 - (5) Prekindergarten-Grade 5--Bilingual/English as a Second Language (Prekindergarten-Grade 5 only).
 - (6) Prekindergarten-Grade 6--Bilingual/English as a Second Language.
 - (7) Prekindergarten-Grade 12--Bilingual/English as a Second Language.
- (b) An assignment for the English component only of a dual language immersion/one-way or two-way bilingual education program model for Prekindergarten-Grade 6 ~~[Kindergarten-Grade 6]~~ is allowed with a valid classroom teaching certificate appropriate for the grade level and subject areas taught plus a bilingual education certificate or endorsement or an English as a Second Language certificate or endorsement.

§231.13. English as a Second Language, Prekindergarten-Grade 6, ~~[Kindergarten-Grade 6]~~

An assignment for English as a Second Language, Prekindergarten-Grade 6, ~~[Kindergarten-Grade 6]~~ is allowed with one of the following certificates.

- (1) An elementary certified teacher with a valid English as a Second Language supplemental certificate or endorsement or bilingual education supplemental certificate or endorsement may be assigned to teach English as a Second Language at the kindergarten level.
- (2) A valid classroom teaching certificate appropriate for the grade level and subject areas taught plus one of the following.
 - (A) Bilingual Education Supplemental.
 - (B) Bilingual Education Supplemental (Early Childhood-Grade 4).
 - (C) Bilingual Education Supplemental (Grades 4-8).
 - (D) Bilingual Endorsement.
 - (E) Bilingual/English as a Second Language Endorsement.
 - (F) English as a Second Language Endorsement.
 - (G) English as a Second Language Supplemental.
- (3) Bilingual Generalist: Early Childhood-Grade 4 (Kindergarten-Grade 4 only).
- (4) Bilingual Generalist: Early Childhood-Grade 6.
- (5) Bilingual Generalist: Grades 4-8 (Grades 4-6 only).
- (6) English as a Second Language Generalist: Early Childhood-Grade 4 (Kindergarten-Grade 4 only).
- (7) English as a Second Language Generalist: Early Childhood-Grade 6.
- (8) English as a Second Language Generalist: Grades 4-8 (Grades 4-6 only).
- (9) Prekindergarten-Grade 5--Bilingual/English as a Second Language (Prekindergarten-Grade 5 only).

- (10) Prekindergarten-Grade 6--Bilingual/English as a Second Language.
- (11) Prekindergarten-Grade 12--English as a Second Language.
- (12) Prekindergarten-Grade 12--Bilingual/English as a Second Language.
- (13) Teacher certificate appropriate for grade level of assignment and assigned to teach English as a Second Language in an approved English as a Second Language program during the 1981-1982 school year in the same school district.

§231.15. Elementary, Prekindergarten-Grade 6. [~~Grades 1-6.~~]

An assignment for Elementary, Prekindergarten-Grade 6. [~~Grades 1-6.~~] is allowed with one of the following certificates.

- (1) Bilingual Generalist: Early Childhood-Grade 4 (Grades 1-4 only).
- (2) Bilingual Generalist: Early Childhood-Grade 6.
- (3) Bilingual Generalist: Grades 4-8 (Grades 4-6 only).
- (4) Core Subjects: Early Childhood-Grade 6.
- (5) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.
- (6) Early Childhood: Prekindergarten-Grade 3 (Prekindergarten-Grade 3 only).
- (7) [~~5~~] Core Subjects: Grades 4-8 (Grades 4-6 only).
- (8) Core Subjects with Science of Teaching Reading: Grades 4-8 (Grades 4-6 only).
- (9) [~~6~~] Elementary--General.
- (10) [~~7~~] Elementary--General (Grades 1-6).
- (11) [~~8~~] Elementary--General (Grades 1-8).
- (12) [~~9~~] Elementary Early Childhood Education (Prekindergarten-Grade 6).
- (13) [~~10~~] Elementary Self-Contained (Grades 1-8).
- (14) [~~11~~] English as a Second Language Generalist: Early Childhood-Grade 4 (Grades 1-4 only).
- (15) [~~12~~] English as a Second Language Generalist: Early Childhood-Grade 6.
- (16) [~~13~~] English as a Second Language Generalist: Grades 4-8 (Grades 4-6 only).
- (17) [~~14~~] Generalist: Early Childhood-Grade 4 (Grades 1-4 only).
- (18) [~~15~~] Generalist: Early Childhood-Grade 6.
- (19) [~~16~~] Generalist: Grades 4-8 (Grades 4-6 only).
- (20) [~~17~~] Legacy Master Mathematics Teacher (Early Childhood-Grade 4) (Mathematics in Grades 1-4 only).
- (21) [~~18~~] Legacy Master Mathematics Teacher (Grades 4-8) (Mathematics in Grades 4-6 only).
- (22) [~~19~~] Legacy Master Reading Teacher (Early Childhood-Grade 12) (Reading in Grades 1-6 only).
- (23) [~~20~~] Legacy Master Science Teacher (Early Childhood-Grade 4) (Science in Grades 1-4 only).
- (24) [~~21~~] Legacy Master Science Teacher (Grades 4-8) (Science in Grades 4-6 only).
- (25) [~~22~~] Prekindergarten-Grade 5--General (Grades 1-5 only).
- (26) [~~23~~] Prekindergarten-Grade 6--General.
- (27) [~~24~~] Teacher of Young Children--General (Grades 1-3 only).

§231.17. Reading, Prekindergarten-Grade 6, [Grades 1-6.]

An assignment for Reading, Prekindergarten-Grade 6, [Grades 1-6.] is allowed with one of the following certificates.

- (1) A teacher certificate that matches the subject and grade level of the assignment (Prekindergarten-Grade 6).
- (2) An elementary teacher certificate appropriate for Grades 1-6 assignment.
- (3) Bilingual Generalist: Early Childhood-Grade 4 (Grades 1-4 only).
- (4) Bilingual Generalist: Early Childhood-Grade 6.
- (5) Bilingual Generalist: Grades 4-8 (Grades 4-6 only).
- (6) Core Subjects: Early Childhood-Grade 6.
- (7) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.
- (8) Early Childhood: Prekindergarten-Grade 3 (Prekindergarten-Grade 3 only).
- (9) ~~(7)~~ Core Subjects: Grades 4-8 (Grades 4-6 only).
- (10) Core Subjects with Science of Teaching Reading: Grades 4-8 (Grades 4-6 only).
- (11) ~~(8)~~ English as a Second Language Generalist: Early Childhood-Grade 4 (Grades 1-4 only).
- (12) ~~(9)~~ English as a Second Language Generalist: Early Childhood-Grade 6.
- (13) ~~(10)~~ English as a Second Language Generalist: Grades 4-8 (Grades 4-6 only).
- (14) ~~(11)~~ English Language Arts and Reading: Grades 4-8 (Grades 4-6 only).
- (15) ~~(12)~~ English Language Arts and Reading/Social Studies: Grades 4-8 (Grades 4-6 only).
- (16) ~~(13)~~ Generalist: Early Childhood-Grade 4 (Grades 1-4 only).
- (17) ~~(14)~~ Generalist: Early Childhood-Grade 6.
- (18) ~~(15)~~ Generalist: Grades 4-8 (Grades 4-6 only).
- (19) ~~(16)~~ Legacy Master Reading Teacher (Early Childhood-Grade-12).
- (20) ~~(17)~~ Reading Specialist.
- (21) ~~(18)~~ Reading Specialist (Early Childhood-Grade 12).

§231.19. Languages Other Than English, Prekindergarten-Grade 6, [Grades 1-6.]

An assignment for Languages Other Than English, Classical Languages, American Sign Language, or Discovering Languages and Cultures, Prekindergarten-Grade 6, [Grades 1-6.] is allowed with one of the following certificates.

- (1) A teacher certificate that matches the subject and grade level of the assignment Prekindergarten-Grade 6, [Grades 1-6.]
- (2) A Languages Other Than English certificate in the appropriate language (Early Childhood-Grade 12).
- (3) A secondary teacher certificate with a teaching field in the language of assignment plus six semester credit hours of elementary education.

§231.21. Art, Prekindergarten-Grade 6.

An assignment for Art, Prekindergarten-Grade 6, is allowed with one of the following certificates.

- (1) A teacher certificate that matches the subject and grade level of the assignment (Prekindergarten-Grade 6).

- (2) All-Level Art.
- (3) All-Level Art (Prekindergarten-Grade 12).
- (4) Art: Early Childhood-Grade 12.
- (5) Bilingual Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).
- (6) Bilingual Generalist: Early Childhood-Grade 6.
- (7) Core Subjects: Early Childhood-Grade 6.
- ~~(8) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.~~
- ~~(9) Early Childhood: Prekindergarten-Grade 3 (Prekindergarten-Grade 3 only).~~
- ~~(10) ~~(8)~~ Early Childhood Education (Prekindergarten and Kindergarten only).~~
- ~~(11) ~~(9)~~ English as a Second Language Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).~~
- ~~(12) ~~(10)~~ English as a Second Language Generalist: Early Childhood-Grade 6.~~
- ~~(13) ~~(11)~~ Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).~~
- ~~(14) ~~(12)~~ Generalist: Early Childhood-Grade 6.~~

§231.23. Music, Prekindergarten-Grade 6.

An assignment for Music, Prekindergarten-Grade 6, is allowed with one of the following certificates.

- (1) A teacher certificate that matches the subject and grade level of the assignment (Prekindergarten-Grade 6).
- (2) All-Level Music.
- (3) All-Level Music (Prekindergarten-Grade 12).
- (4) Bilingual Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).
- (5) Bilingual Generalist: Early Childhood-Grade 6.
- (6) Core Subjects: Early Childhood-Grade 6.
- ~~(7) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.~~
- ~~(8) Early Childhood: Prekindergarten-Grade 3 (Prekindergarten-Grade 3 only).~~
- ~~(9) ~~(7)~~ Early Childhood Education (Prekindergarten and Kindergarten only).~~
- ~~(10) ~~(8)~~ English as a Second Language Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).~~
- ~~(11) ~~(9)~~ English as a Second Language Generalist: Early Childhood-Grade 6.~~
- ~~(12) ~~(10)~~ Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).~~
- ~~(13) ~~(11)~~ Generalist: Early Childhood-Grade 6.~~
- ~~(14) ~~(12)~~ Music: Early Childhood-Grade 12.~~

§231.25. Theatre, Prekindergarten-Grade 6.

An assignment for Theatre, Prekindergarten-Grade 6, is allowed with one of the following certificates.

- (1) All-Level Speech and Drama.
- (2) All-Level Speech Communications/Theatre Arts.
- (3) All-Level Theatre Arts.

- (4) An elementary teacher certificate appropriate for Prekindergarten-Grade 6 assignment.
- ~~(5) Early Childhood: Prekindergarten-Grade 3 (Prekindergarten-Grade 3 only).~~
- ~~(6) [(5)] Early Childhood Education (Prekindergarten and Kindergarten only).~~
- ~~(7) [(6)] Theatre: Early Childhood-Grade 12.~~

§231.27. Physical Education, Prekindergarten-Grade 6.

An assignment for Physical Education, Prekindergarten-Grade 6, is allowed with one of the following certificates.

- (1) A teacher certificate that matches the subject and grade level of the assignment (Prekindergarten-Grade 6).
- (2) All-Level Physical Education.
- (3) All-Level Health and Physical Education.
- (4) An elementary teacher certificate appropriate for Prekindergarten-Grade 6 assignment.
- (5) Bilingual Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).
- (6) Bilingual Generalist: Early Childhood-Grade 6.
- (7) Core Subjects: Early Childhood-Grade 6.
- ~~(8) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.~~
- ~~(9) Early Childhood: Prekindergarten-Grade 3 (Prekindergarten-Grade 3 only).~~
- ~~(10) [(8)] Early Childhood Education (Prekindergarten and Kindergarten only).~~
- ~~(11) [(9)] English as a Second Language Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).~~
- ~~(12) [(10)] English as a Second Language Generalist: Early Childhood-Grade 6.~~
- ~~(13) [(11)] Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).~~
- ~~(14) [(12)] Generalist: Early Childhood-Grade 6.~~
- ~~(15) [(13)] Physical Education: Early Childhood-Grade 12.~~

§231.31. Health Education, Prekindergarten-Grade 6.

An assignment for Health Education, Prekindergarten-Grade 6, is allowed with one of the following certificates.

- ~~(1) A teacher certificate that matches the subject and grade level of the assignment (Prekindergarten-Grade 6).~~
- ~~(2) All-Level Physical Education.~~
- ~~(3) All-Level Health and Physical Education.~~
- ~~(4) An elementary teacher certificate appropriate for Prekindergarten-Grade 6 assignment.~~
- ~~(5) Bilingual Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).~~
- ~~(6) Bilingual Generalist: Early Childhood-Grade 6.~~
- ~~(7) Core Subjects: Early Childhood-Grade 6.~~
- ~~(8) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.~~
- ~~(9) Early Childhood: Prekindergarten-Grade 3 (Prekindergarten-Grade 3 only).~~
- ~~(10) Early Childhood Education (Prekindergarten and Kindergarten only).~~

- (11) English as a Second Language Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).
- (12) English as a Second Language Generalist: Early Childhood-Grade 6.
- (13) Generalist: Early Childhood-Grade 4 (Early Childhood-Grade 4 only).
- (14) Generalist: Early Childhood-Grade 6.
- (15) Physical Education: Early Childhood-Grade 12.

Subchapter C. Grades 6-8 Assignments

§231.41. Self-Contained, Grades 6-8.

- (a) Self-contained is defined as a class in which one teacher teaches all or most subjects to one class of students.
- (b) An assignment in a self-contained classroom for All General Subjects, Grades 6-8, is allowed with one of the following certificates.
 - (1) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
 - (2) Bilingual Generalist: Grades 4-8 (English language arts, mathematics, science, and social studies only).
 - (3) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
 - (4) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).
 - (5) ~~(4)~~ Core Subjects: Grades 4-8 (English language arts, mathematics, science, and social studies only).
 - (6) Core Subjects with Science of Teaching Reading: Grades 4-8 (English language arts, mathematics, science, and social studies only).
 - (7) ~~(5)~~ Elementary--General.
 - (8) ~~(6)~~ Elementary--General (Grades 1-6) (Grade 6 only).
 - (9) ~~(7)~~ Elementary--General (Grades 1-8).
 - (10) ~~(8)~~ Elementary Early Childhood Education (Prekindergarten-Grade 6) (Grade 6 only).
 - (11) ~~(9)~~ Elementary Self-Contained (Grades 1-8).
 - (12) ~~(10)~~ English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).
 - (13) ~~(11)~~ English as a Second Language Generalist: Grades 4-8 (English language arts, mathematics, science, and social studies only).
 - (14) ~~(12)~~ Generalist: Early Childhood-Grade 6 (Grade 6 only).
 - (15) ~~(13)~~ Generalist: Grades 4-8 (English language arts, mathematics, science, and social studies only).
 - (16) ~~(14)~~ Prekindergarten-Grade 6--General (Grade 6 only).

§231.43. All General Subjects, Grade 6.

- (a) An assignment in a departmentalized classroom for All General Subjects, Grade 6, for a holder of a valid elementary level certificate is allowed with one of the following certificates.
 - (1) Any elementary teacher certificate appropriate for Grade 6.
 - (2) Bilingual Generalist: Early Childhood-Grade 6.
 - (3) Bilingual Generalist: Grades 4-8 (English language arts, mathematics, science, and social studies only).

- (4) Core Subjects: Early Childhood-Grade 6.
- (5) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.
- (6) ~~(5)~~ Core Subjects: Grades 4-8 (English language arts, mathematics, science, and social studies only).
- (7) Core Subjects with Science of Teaching Reading: Grades 4-8 (English language arts, mathematics, science, and social studies only).
- (8) ~~(6)~~ English as a Second Language Generalist: Early Childhood-Grade 6.
- (9) ~~(7)~~ English as a Second Language Generalist: Grades 4-8 (English, language arts, mathematics, science, and social studies only).
- (10) ~~(8)~~ Generalist: Early Childhood-Grade 6.
- (11) ~~(9)~~ Generalist: Grades 4-8 (English language arts, mathematics, science, and social studies only).
- (b) Requirements for a holder of a secondary or all-level certificate in a departmentalized Grades 6-8 assignment are specified for each subject area in this subchapter.

§231.45. English Language Arts, Grades 6-8.

An assignment in a departmentalized classroom for English Language Arts, Grades 6-8, for a holder of a valid elementary, secondary, or all-level certificate is allowed with one of the following certificates.

- (1) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (2) Bilingual Generalist: Grades 4-8.
- (3) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
- (4) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).
- (5) ~~(4)~~ Core Subjects: Grades 4-8.
- (6) Core Subjects with Science of Teaching Reading: Grades 4-8.
- (7) ~~(5)~~ Elementary English (Grades 1-8).
- (8) ~~(6)~~ Elementary teacher certificate plus 18 semester credit hours in English.
- (9) ~~(7)~~ English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (10) ~~(8)~~ English as a Second Language Generalist: Grades 4-8.
- (11) ~~(9)~~ English Language Arts and Reading: Grades 4-8.
- (12) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8.
- (13) ~~(10)~~ English Language Arts and Reading/Social Studies: Grades 4-8.
- (14) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.
- (15) ~~(11)~~ English Language Arts and Reading: Grades 7-12 (Grades 7 and 8 only).
- (16) ~~(12)~~ English Language Arts and Reading: Grades 8-12 (Grade 8 only).
- (17) ~~(13)~~ Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (18) ~~(14)~~ Generalist: Grades 4-8.
- (19) ~~(15)~~ Grades 6-12 or Grades 6-8--English.
- (20) ~~(16)~~ Grades 6-12 or Grades 6-8--English Language Arts, Composite.
- (21) ~~(17)~~ Junior High School or High School--English.
- (22) ~~(18)~~ Junior High School or High School--English Language Arts, Composite.

- (23) [~~19~~] Secondary English (Grades 6-12).
(24) [~~20~~] Secondary English Language Arts, Composite (Grades 6-12).
(25) [~~21~~] Secondary or all-level teacher certificate plus 18 semester credit hours in English.

§231.49. Reading (At or Above Grade Level), Grades 6-8.

An assignment in a departmentalized classroom for Reading (at or above grade level), Grades 6-8, for a holder of a valid elementary, secondary, or all-level certificate is allowed with one of the following certificates.

- (1) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
(2) Bilingual Generalist: Grades 4-8.
(3) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
(4) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).
(5) [~~4~~] Core Subjects: Grades 4-8.
(6) Core Subjects with Science of Teaching Reading: Grades 4-8.
(7) [~~5~~] Elementary English (Grades 1-8). This assignment requires verifiable preparation in teaching of reading such as in-service, seminar, or college course in reading. Initial assignments beginning with the 1990-1991 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
(8) [~~6~~] Elementary Reading (Grades 1-8).
(9) [~~7~~] Elementary teacher certificate plus 18 semester credit hours in English and nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
(10) [~~8~~] English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).
(11) [~~9~~] English as a Second Language Generalist: Grades 4-8.
(12) [~~10~~] English Language Arts and Reading: Grades 4-8.
(13) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8.
(14) [~~11~~] English Language Arts and Reading: Grades 7-12 (Grades 7 and 8 only).
(15) [~~12~~] English Language Arts and Reading: Grades 8-12 (Grade 8 only).
(16) [~~13~~] English Language Arts and Reading/Social Studies: Grades 4-8.
(17) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.
(18) [~~14~~] Generalist: Early Childhood-Grade 6 (Grade 6 only).
(19) [~~15~~] Generalist: Grades 4-8.
(20) [~~16~~] Junior High School or High School--English.
(21) [~~17~~] Junior High School or High School--English Language Arts, Composite. This assignment includes at least six semester credit hours of reading. Initial assignments beginning with the 2003-2004 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
(22) [~~18~~] Junior High School or High School--Reading.
(23) [~~19~~] Legacy Master Reading Teacher (Early Childhood-Grade 12).
(24) [~~20~~] Reading Specialist.

- (25) [~~21~~] Reading Specialist (Early Childhood-Grade 12).
- (26) [~~22~~] Secondary English (Grades 6-8). This assignment requires verifiable preparation in teaching of reading such as in-service, seminar, or college course in reading. Initial assignments beginning with the 1990-1991 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (27) [~~23~~] Secondary English Language Arts, Composite (Grades 6-8). This assignment includes at least six semester credit hours of reading. Initial assignments beginning with the 2003-2004 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (28) [~~24~~] Secondary Reading (Grades 6-8).
- (29) [~~25~~] Secondary English (Grades 6-12). This assignment requires verifiable preparation in teaching of reading such as in-service, seminar, or college course in reading. Initial assignments beginning with the 1990-1991 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (30) [~~26~~] Secondary English Language Arts, Composite (Grades 6-12). This assignment includes at least six semester credit hours of reading. Initial assignments beginning with the 2003-2004 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (31) [~~27~~] Secondary Reading (Grades 6-12).
- (32) [~~28~~] Secondary or all-level teacher certificate plus 18 semester credit hours in English and nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.

§231.51. Reading Improvement (One Year or More Below Grade Level), Grades 6-8.

An assignment in a departmentalized classroom for Reading Improvement (one year or more below grade level), Grades 6-8, for a holder of a valid elementary, secondary, or all-level certificate is allowed with one of the following certificates.

- (1) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (2) Bilingual Generalist: Grades 4-8.
- (3) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
- (4) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).
- (5) [~~4~~] Core Subjects: Grades 4-8.
- (6) Core Subjects with Science of Teaching Reading: Grades 4-8.
- (7) [~~5~~] Elementary English (Grades 1-8). This assignment requires verifiable preparation in teaching of reading such as in-service, seminar, or college course in reading. Initial assignments beginning with the 1990-1991 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (8) [~~6~~] Elementary Reading (Grades 1-8).
- (9) [~~7~~] Elementary teacher certificate plus 18 semester credit hours in English and nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (10) [~~8~~] English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (11) [~~9~~] English as a Second Language Generalist: Grades 4-8.
- (12) [~~10~~] English Language Arts and Reading: Grades 4-8.
- (13) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8.

- (14) ~~(11)~~ English Language Arts and Reading: Grades 7-12 (Grades 7 and 8 only).
- (15) ~~(12)~~ English Language Arts and Reading: Grades 8-12 (Grade 8 only).
- (16) ~~(13)~~ English Language Arts and Reading/Social Studies: Grades 4-8.
- (17) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.
- (18) ~~(14)~~ Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (19) ~~(15)~~ Generalist: Grades 4-8.
- (20) ~~(16)~~ Grades 6-12 or Grades 6-8--English. This assignment requires verifiable preparation in the teaching of reading such as in-service, seminar, or college course in reading. Initial assignments beginning with the 1990-1991 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (21) ~~(17)~~ Grades 6-12 or Grades 6-8--English Language Arts, Composite. This assignment includes at least six semester credit hours of reading. Initial assignments beginning with the 2003-2004 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (22) ~~(18)~~ Grades 6-12 or Grades 6-8--Reading.
- (23) ~~(19)~~ Junior High School or High School--English. This assignment requires verifiable preparation in the teaching of reading such as in-service, seminar, or college course in reading. Initial assignments beginning with the 1990-1991 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (24) ~~(20)~~ Junior High School or High School--English Language Arts, Composite. This assignment includes at least six semester credit hours of reading. Initial assignments beginning with the 2003-2004 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (25) ~~(21)~~ Junior High School or High School--Reading.
- (26) ~~(22)~~ Legacy Master Reading Teacher (Early Childhood-Grade 12).
- (27) ~~(23)~~ Reading Specialist.
- (28) ~~(24)~~ Reading Specialist (Early Childhood-Grade 12).
- (29) ~~(25)~~ Secondary English (Grades 6-12). This assignment requires verifiable preparation in the teaching of reading such as in-service, seminar, or college course in reading. Initial assignments beginning with the 1990-1991 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (30) ~~(26)~~ Secondary English Language Arts, Composite (Grades 6-12). This assignment includes at least six semester credit hours of reading. Initial assignments beginning with the 2003-2004 school year require nine semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.
- (31) ~~(27)~~ Secondary Reading (Grades 6-12).
- (32) ~~(28)~~ Teacher certificate plus 9 semester credit hours of upper-division coursework in reading with at least one course in diagnostic reading techniques.

§231.57. Social Studies, Grade 6.

An assignment in a departmentalized classroom for Social Studies, Grade 6, for a holder of a valid elementary, secondary, or all-level certificate is allowed with one of the following certificates.

- (1) Any elementary teacher certificate appropriate for Grade 6.
- (2) Bilingual Generalist: Early Childhood-Grade 6.

- (3) Bilingual Generalist: Grades 4-8.
- (4) Core Subjects: Early Childhood-Grade 6.
- (5) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.
- (6) ~~(5)~~ Core Subjects: Grades 4-8.
- (7) Core Subjects with Science of Teaching Reading: Grades 4-8.
- (8) ~~(6)~~ English as a Second Language Generalist: Early Childhood-Grade 6.
- (9) ~~(7)~~ English as a Second Language Generalist: Grades 4-8.
- (10) ~~(8)~~ English Language Arts and Reading/Social Studies: Grades 4-8.
- (11) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.
- (12) ~~(9)~~ Generalist: Early Childhood-Grade 6.
- (13) ~~(10)~~ Generalist: Grades 4-8.
- (14) ~~(11)~~ Grades 6-12 or Grades 6-8--Economics.
- (15) ~~(12)~~ Grades 6-12 or Grades 6-8--Geography.
- (16) ~~(13)~~ Grades 6-12 or Grades 6-8--Government.
- (17) ~~(14)~~ Grades 6-12 or Grades 6-8--History.
- (18) ~~(15)~~ Grades 6-12 or Grades 6-8--Psychology.
- (19) ~~(16)~~ Grades 6-12 or Grades 6-8--Sociology.
- (20) ~~(17)~~ Grades 6-12 or Grades 6-8--Social Studies.
- (21) ~~(18)~~ Grades 6-12 or Grades 6-8--Social Studies, Composite.
- (22) ~~(19)~~ Junior High School or High School--Anthropology.
- (23) ~~(20)~~ Junior High School or High School--Economics.
- (24) ~~(21)~~ Junior High School or High School--Geography.
- (25) ~~(22)~~ Junior High School or High School--Government-Political Science.
- (26) ~~(23)~~ Junior High School or High School--History.
- (27) ~~(24)~~ Junior High School or High School--Psychology.
- (28) ~~(25)~~ Junior High School or High School--Sociology.
- (29) ~~(26)~~ Junior High School or High School--Social Science, Composite.
- (30) ~~(27)~~ Secondary Economics (Grades 6-12).
- (31) ~~(28)~~ Secondary Geography (Grades 6-12).
- (32) ~~(29)~~ Secondary Government (Grades 6-12).
- (33) ~~(30)~~ Secondary History (Grades 6-12).
- (34) ~~(31)~~ Secondary Psychology (Grades 6-12).
- (35) ~~(32)~~ Secondary Sociology (Grades 6-12).
- (36) ~~(33)~~ Secondary Social Studies (Grades 6-12).
- (37) ~~(34)~~ Secondary Social Studies, Composite (Grades 6-12).
- (38) ~~(35)~~ Secondary or all-level teacher certificate plus 18 semester credit hours in social studies.

(39) [~~36~~] Social Studies: Grades 4-8.

§231.59. Social Studies, Grades 7 and 8.

An assignment in a departmentalized classroom for Social Studies, Grades 7 and 8, for a holder of a valid elementary, secondary, or all-level certificate is allowed with one of the following certificates.

- (1) Bilingual Generalist: Grades 4-8.
- (2) Core Subjects: Grades 4-8.
- (3) Core Subjects with Science of Teaching Reading: Grades 4-8.
- (4) [~~3~~] Elementary History.
- (5) [~~4~~] Elementary History (Grades 1-8).
- (6) [~~5~~] Elementary Social Studies (Grades 1-8).
- (7) [~~6~~] Elementary teacher certificate plus 18 semester credit hours in social studies.
- (8) [~~7~~] English as a Second Language Generalist: Grades 4-8.
- (9) [~~8~~] English Language Arts and Reading/Social Studies: Grades 4-8.
- (10) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.
- (11) [~~9~~] Generalist: Grades 4-8.
- (12) [~~10~~] Grades 6-12 or Grades 6-8--History.
- (13) [~~11~~] Grades 6-12 or Grades 6-8--Social Studies.
- (14) [~~12~~] Grades 6-12 or Grades 6-8--Social Studies, Composite.
- (15) [~~13~~] High School--History.
- (16) [~~14~~] High School--Social Science, Composite.
- (17) [~~15~~] History: Grades 7-12.
- (18) [~~16~~] History: Grades 8-12 (Grade 8 only).
- (19) [~~17~~] Junior High School or High School--History.
- (20) [~~18~~] Junior High School or High School--Social Science, Composite.
- (21) [~~19~~] Secondary History (Grades 6-12).
- (22) [~~20~~] Secondary Social Studies (Grades 6-12).
- (23) [~~21~~] Secondary Social Studies, Composite (Grades 6-12).
- (24) [~~22~~] Secondary or all-level teacher certificate plus 18 semester credit hours in social studies.
- (25) [~~23~~] Social Studies: Grades 4-8.
- (26) [~~24~~] Social Studies: Grades 7-12.
- (27) [~~25~~] Social Studies: Grades 8-12 (Grade 8 only).

§231.61. Mathematics, Grades 6-8.

An assignment in a departmentalized classroom for Mathematics, Grades 6-8, for a holder of a valid elementary, secondary, or all-level certificate is allowed with one of the following certificates.

- (1) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (2) Bilingual Generalist: Grades 4-8.

- (3) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
- (4) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).
- (5) ~~(4)~~ Core Subjects: Grades 4-8.
- (6) Core Subjects with Science of Teaching Reading: Grades 4-8.
- (7) ~~(5)~~ Elementary Mathematics (Grades 1-8). A teacher holding an Elementary Mathematics (Grades 1-8) certificate may teach Algebra I at the middle school level for high school graduation credit.
- (8) ~~(6)~~ Elementary teacher certificate plus 18 semester credit hours in mathematics.
- (9) ~~(7)~~ English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (10) ~~(8)~~ English as a Second Language Generalist: Grades 4-8.
- (11) ~~(9)~~ Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (12) ~~(10)~~ Generalist: Grades 4-8.
- (13) ~~(11)~~ Grades 6-12 or Grades 6-8--Mathematics.
- (14) ~~(12)~~ Junior High School or High School--Mathematics.
- (15) ~~(13)~~ Junior High School or High School--Mathematical Science, Composite.
- (16) ~~(14)~~ Legacy Master Mathematics Teacher (Grades 4-8).
- (17) ~~(15)~~ Legacy Master Mathematics Teacher (Grades 8-12) (Grade 8 only).
- (18) ~~(16)~~ Mathematics: Grades 4-8. A teacher holding a Mathematics: Grades 4-8 certificate may teach Algebra I at the middle school level for high school graduation credit.
- (19) ~~(17)~~ Mathematics: Grades 7-12 (Grades 7 and 8 only).
- (20) ~~(18)~~ Mathematics: Grades 8-12 (Grade 8 only).
- (21) ~~(19)~~ Mathematics/Physical Science/Engineering: Grades 6-12.
- (22) ~~(20)~~ Mathematics/Physical Science/Engineering: Grades 8-12 (Grade 8 only).
- (23) ~~(21)~~ Mathematics/Science: Grades 4-8.
- (24) ~~(22)~~ Physics/Mathematics: Grades 7-12 (Grades 7 and 8 only).
- (25) ~~(23)~~ Physics/Mathematics: Grades 8-12 (Grade 8 only).
- (26) ~~(24)~~ Secondary Mathematics (Grades 6-12).
- (27) ~~(25)~~ Secondary or all-level teacher certificate plus 18 semester credit hours in mathematics.

§231.63. Science, Grade 6.

An assignment in a departmentalized classroom for Science, Grade 6, for a holder of a valid elementary, secondary, or all-level certificate is allowed with one of the following certificates.

- (1) Any elementary teacher certificate appropriate for Grade 6.
- (2) Bilingual Generalist: Early Childhood-Grade 6.
- (3) Bilingual Generalist: Grades 4-8.
- (4) Core Subjects: Early Childhood-Grade 6.
- (5) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6.
- (6) ~~(5)~~ Core Subjects: Grades 4-8.
- (7) Core Subjects with Science of Teaching Reading: Grades 4-8.
- (8) ~~(6)~~ English as a Second Language Generalist: Early Childhood-Grade 6.

- (9) [~~7~~] English as a Second Language Generalist: Grades 4-8.
- (10) [~~8~~] Generalist: Early Childhood-Grade 6.
- (11) [~~9~~] Generalist: Grades 4-8.
- (12) [~~10~~] Grades 6-12 or Grades 6-8--Biology.
- (13) [~~11~~] Grades 6-12 or Grades 6-8--Chemistry.
- (14) [~~12~~] Grades 6-12 or Grades 6-8--Earth Science.
- (15) [~~13~~] Grades 6-12 or Grades 6-8--Life/Earth Science.
- (16) [~~14~~] Grades 6-12 or Grades 6-8--Physical Science.
- (17) [~~15~~] Grades 6-12 or Grades 6-8--Physics.
- (18) [~~16~~] Grades 6-12 or Grades 6-8--Science.
- (19) [~~17~~] Grades 6-12 or Grades 6-8--Science, Composite.
- (20) [~~18~~] Junior High School or High School--Biology.
- (21) [~~19~~] Junior High School or High School--Chemistry.
- (22) [~~20~~] Junior High School or High School--Earth Science.
- (23) [~~21~~] Junior High School or High School--Life/Earth Science.
- (24) [~~22~~] Junior High School or High School--Life/Earth Middle-School Science.
- (25) [~~23~~] Junior High School or High School--Physical Science.
- (26) [~~24~~] Junior High School or High School--Physics.
- (27) [~~25~~] Junior High School or High School--Science.
- (28) [~~26~~] Junior High School or High School--Science, Composite.
- (29) [~~27~~] Legacy Master Science Teacher (Grades 4-8).
- (30) [~~28~~] Mathematics/Science: Grades 4-8.
- (31) [~~29~~] Science: Grades 4-8.
- (32) [~~30~~] Secondary Biology (Grades 6-12).
- (33) [~~31~~] Secondary Chemistry (Grades 6-12).
- (34) [~~32~~] Secondary Earth Science (Grades 6-12).
- (35) [~~33~~] Secondary Life/Earth Science (Grades 6-12).
- (36) [~~34~~] Secondary Physical Science (Grades 6-12).
- (37) [~~35~~] Secondary Physics (Grades 6-12).
- (38) [~~36~~] Secondary Science (Grades 6-12).
- (39) [~~37~~] Secondary Science, Composite (Grades 6-12).
- (40) [~~38~~] Secondary or all-level teacher certificate plus 18 semester credit hours in any combination of sciences.

§231.65. Science, Grades 7 and 8.

An assignment in a departmentalized classroom for Science, Grades 7 and 8, is allowed with one of the following certificates.

- (1) Bilingual Generalist: Grades 4-8.

- (2) Chemistry: Grades 7-12.
- (3) Chemistry: Grades 8-12 (Grade 8 only).
- (4) Core Subjects: Grades 4-8.
- (5) ~~Core Subjects with Science of Teaching Reading: Grades 4-8.~~
- (6) ~~(5)~~ Elementary Biology.
- (7) ~~(6)~~ Elementary Chemistry.
- (8) ~~(7)~~ Elementary Earth Science.
- (9) ~~(8)~~ Elementary Life/Earth Middle-School Science.
- (10) ~~(9)~~ Elementary Physical Science.
- (11) ~~(10)~~ Elementary Physics.
- (12) ~~(11)~~ Elementary Biology (Grades 1-8).
- (13) ~~(12)~~ Elementary Chemistry (Grades 1-8).
- (14) ~~(13)~~ Elementary Earth Science (Grades 1-8).
- (15) ~~(14)~~ Elementary Life/Earth Middle-School Science (Grades 1-8).
- (16) ~~(15)~~ Elementary Physical Science (Grades 1-8).
- (17) ~~(16)~~ Elementary Physics (Grades 1-8).
- (18) ~~(17)~~ Elementary teacher certificate plus 18 semester credit hours in any combination of sciences.
- (19) ~~(18)~~ English as a Second Language Generalist: Grades 4-8.
- (20) ~~(19)~~ Generalist: Grades 4-8.
- (21) ~~(20)~~ Grades 6-12 or Grades 6-8--Biology.
- (22) ~~(21)~~ Grades 6-12 or Grades 6-8--Chemistry.
- (23) ~~(22)~~ Grades 6-12 or Grades 6-8--Earth Science.
- (24) ~~(23)~~ Grades 6-12 or Grades 6-8--Life/Earth Middle-School Science.
- (25) ~~(24)~~ Grades 6-12 or Grades 6-8--Physical Science.
- (26) ~~(25)~~ Grades 6-12 or Grades 6-8--Physics.
- (27) ~~(26)~~ Grades 6-12 or Grades 6-8--Science.
- (28) ~~(27)~~ Grades 6-12 or Grades 6-8--Science, Composite.
- (29) ~~(28)~~ Junior High School or High School--Biology.
- (30) ~~(29)~~ Junior High School or High School--Chemistry.
- (31) ~~(30)~~ Junior High School or High School--Earth Science.
- (32) ~~(31)~~ Junior High School or High School--Life/Earth Middle-School Science.
- (33) ~~(32)~~ Junior High School or High School--Physical Science.
- (34) ~~(33)~~ Junior High School or High School--Physics.
- (35) ~~(34)~~ Junior High School or High School--Science.
- (36) ~~(35)~~ Junior High School or High School--Science, Composite.
- (37) ~~(36)~~ Life Science: Grades 7-12.

- (38) [~~37~~] Life Science: Grades 8-12 (Grade 8 only).
- (39) [~~38~~] Legacy Master Science Teacher (Grades 4-8).
- (40) [~~39~~] Legacy Master Science Teacher (Grades 8-12) (Grade 8 only).
- (41) [~~40~~] Mathematics/Physical Science/Engineering: Grades 6-12.
- (42) [~~41~~] Mathematics/Physical Science/Engineering: Grades 8-12 (Grade 8 only).
- (43) [~~42~~] Mathematics/Science: Grades 4-8.
- (44) [~~43~~] Physical Science: Grades 6-12.
- (45) [~~44~~] Physical Science: Grades 8-12 (Grade 8 only).
- (46) [~~45~~] Physics/Mathematics: Grades 7-12.
- (47) [~~46~~] Physics/Mathematics: Grades 8-12 (Grade 8 only).
- (48) [~~47~~] Science: Grades 4-8.
- (49) [~~48~~] Science: Grades 7-12.
- (50) [~~49~~] Science: Grades 8-12 (Grade 8 only).
- (51) [~~50~~] Secondary Biology (Grades 6-12).
- (52) [~~51~~] Secondary Chemistry (Grades 6-12).
- (53) [~~52~~] Secondary Earth Science (Grades 6-12).
- (54) [~~53~~] Secondary Life/Earth Science (Grades 6-12).
- (55) [~~54~~] Secondary Physical Science (Grades 6-12).
- (56) [~~55~~] Secondary Physics (Grades 6-12).
- (57) [~~56~~] Secondary Science (Grades 6-12).
- (58) [~~57~~] Secondary Science, Composite (Grades 6-12).
- (59) [~~58~~] Secondary or all-level teacher certificate plus 18 semester credit hours in any combination of sciences.

§231.67. Health, Grades 6-8.

An assignment in a departmentalized classroom for Health, Grades 6-8, is allowed with one of the following certificates.

- (1) All-Level Health and Physical Education.
- (2) All-Level Physical Education.
- (3) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (4) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
- (5) ~~Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).~~
- (6) [~~5~~] Elementary Health.
- (7) [~~6~~] Elementary Health and Physical Education.
- (8) [~~7~~] Elementary Physical Education.
- (9) [~~8~~] Elementary Health (Grades 1-8).
- (10) [~~9~~] Elementary Health and Physical Education (Grades 1-8).
- (11) [~~10~~] Elementary Physical Education (Grades 1-8).

- ~~[(11) Elementary teacher certificate plus 12 semester credit hours in health, mental health, consumer health, public health, biology, microbiology, anatomy, physiology, kinesiology, foods, nutrition, family relations, disease control and prevention, safety, drug abuse prevention, or coordinated health programs.]~~
- (12) English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (13) Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (14) Grades 6-12 or Grades 6-8--Health.
- (15) Grades 6-12 or Grades 6-8--Physical Education.
- (16) Health: Early Childhood-Grade 12.
- (17) Junior High School or High School--Health.
- (18) Junior High School or High School--Health and Physical Education.
- (19) Junior High School or High School--Physical Education.
- (20) Physical Education: Early Childhood-Grade 12.
- (21) Secondary Health (Grades 6-12).
- (22) Secondary Physical Education (Grades 6-12).
- ~~[(23) Secondary or all level teacher certificate plus 12 semester credit hours in health, mental health, consumer health, public health, biology, microbiology, anatomy, physiology, kinesiology, foods, nutrition, family relations, disease control and prevention, safety, drug abuse prevention, or coordinated health programs.]~~

§231.69. Physical Education, Grades 6-8.

An assignment in a departmentalized classroom for Physical Education, Grades 6-8, is allowed with one of the following certificates.

- (1) All-Level Health and Physical Education.
- (2) All-Level Physical Education.
- (3) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (4) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
- ~~(5) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).~~
- ~~(6) [(5)] Elementary Health and Physical Education.~~
- ~~(7) [(6)] Elementary Physical Education.~~
- ~~(8) [(7)] Elementary Physical Education (Grades 1-8).~~
- ~~[(8) Elementary teacher certificate plus 12 semester credit hours in physical education, including safety and coordinated school health programs.]~~
- (9) English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (10) Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (11) Grades 6-12 or Grades 6-8--Physical Education.
- (12) Junior High School or High School--Health and Physical Education.
- (13) Junior High School or High School--Physical Education.
- (14) Physical Education: Early Childhood-Grade 12.
- (15) Secondary Physical Education (Grades 6-12).

~~[(16) Secondary or all-level teacher certificate plus 12 semester credit hours in physical education, including safety and coordinated school health programs.]~~

§231.71. Art, Middle School 1-3.

An assignment in a departmentalized classroom for Art, Middle School 1-3, is allowed with one of the following certificates.

- (1) All-Level Art.
- (2) Art: Early Childhood-Grade 12.
- (3) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (4) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
- ~~(5) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).~~
- ~~(6) [(5)] Elementary Art (Grades 1-8).~~
- ~~(7) [(6)] Elementary teacher certificate plus 18 semester credit hours in art.~~
- ~~(8) [(7)] English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).~~
- ~~(9) [(8)] Generalist: Early Childhood-Grade 6 (Grade 6 only).~~
- ~~(10) [(9)] Grades 6-12 or Grades 6-8--Art.~~
- ~~(11) [(10)] Junior High School or High School--Art.~~
- ~~(12) [(11)] Secondary Art (Grades 6-12).~~
- ~~(13) [(12)] Secondary or all-level teacher certificate plus 18 semester credit hours in art.~~

§231.73. Music, Middle School 1-3.

An assignment in a departmentalized classroom for Music, Middle School 1-3, is allowed with one of the following certificates.

- (1) All-Level Music.
- (2) Bilingual Generalist: Early Childhood-Grade 6 (Grade 6 only).
- (3) Core Subjects: Early Childhood-Grade 6 (Grade 6 only).
- ~~(4) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6 (Grade 6 only).~~
- ~~(5) [(4)] Elementary Music.~~
- ~~(6) [(5)] Elementary Music (Grades 1-8).~~
- ~~(7) [(6)] Elementary teacher certificate plus 18 semester credit hours in music.~~
- ~~(8) [(7)] English as a Second Language Generalist: Early Childhood-Grade 6 (Grade 6 only).~~
- ~~(9) [(8)] Generalist: Early Childhood-Grade 6 (Grade 6 only).~~
- ~~(10) [(9)] Grades 6-12 or Grades 6-8--Music.~~
- ~~(11) [(10)] Junior High School or High School--Music.~~
- ~~(12) [(11)] Music: Early Childhood-Grade 12.~~
- ~~(13) [(12)] Secondary Music (Grades 6-12).~~
- ~~(14) [(13)] Secondary or all-level teacher certificate plus 18 semester credit hours in music.~~

§231.79. Career Development, Grades 6-8.

An assignment in a departmentalized classroom for Career Development, College and Career Readiness, or Investigating Careers, Grades 6-8, for a holder of a valid secondary or all-level certificate is allowed with a Technology Applications: Early Childhood-Grade 12 certificate, a Technology Applications: Grades 8-12 certificate, and any vocational or career and technical education classroom teaching certificate specified in §233.13 of this title (relating to Career and Technical Education (Certificates not requiring experience and preparation in a skill area)) or §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)).

Subchapter E. Grades 9-12 Assignments**Division 1. English Language Arts and Reading, Grades 9-12 Assignments****§231.131. Writing, Grades 9-12.**

An assignment for [Writing,] Research and Technical Writing, Creative Writing, or Practical Writing Skills; Literary Genres; Humanities; Independent Study in English; Visual Media Analysis and Production; or Contemporary Media, Grades 9-12, is allowed with one of the following certificates.

- (1) English Language Arts and Reading: Grades 7-12.
- (2) English Language Arts and Reading: Grades 8-12.
- (3) Grades 6-12 or Grades 9-12--English.
- (4) Grades 6-12 or Grades 9-12--English Language Arts, Composite.
- (5) Junior High School (Grades 9-10 only) or High School--English.
- (6) Junior High School (Grades 9-10 only) or High School--English Language Arts, Composite.
- (7) Secondary English (Grades 6-12).
- (8) Secondary English Language Arts, Composite (Grades 6-12).

§231.135. Journalism, Grades 9-12.

An assignment for Journalism, Advanced Journalism, Yearbook I-III, Literary Magazine, Newspaper [Production] I-III, Photojournalism, Advanced Broadcast Journalism I-III, or Independent Study in Journalism, is allowed with one of the following certificates.

- (1) Grades 6-12 or Grades 9-12--Journalism.
- (2) Grades 6-12 or Grades 9-12--English Language Arts, Composite. This assignment includes at least six semester credit hours in Journalism.
- (3) Journalism: Grades 7-12.
- (4) Journalism: Grades 8-12.
- (5) Junior High School (Grades 9-10 only) or High School--Journalism.
- (6) Junior High School (Grades 9-10 only) or High School--English Language Arts, Composite. This assignment includes at least six semester credit hours in Journalism.
- (7) Secondary Journalism (Grades 6-12).
- (8) Secondary English Language Arts, Composite (Grades 6-12). This assignment includes at least six semester credit hours in Journalism.

Division 2. Languages Other Than English, Grades 9-12 Assignments**§231.153. American Sign Language, Grades 9-12.**

- (a) An assignment for American Sign Language, Levels I-IV, Grades 9-12, or American Sign Language, Advanced Independent Study is allowed with one of the following certificates.
- (1) American Sign Language.
 - (2) American Sign Language: Early Childhood-Grade 12.
- (b) The Texas Assessment of Sign Communication-American Sign Language (TASC-ASL) is required for an American Sign Language assignment.

Division 3. Social Studies, Grades 9-12 Assignments**§231.173. Economics with Emphasis on the Free Enterprise System and Its Benefits, Grades 9-12.**

An assignment for Economics with Emphasis on the Free Enterprise System and Its Benefits or Economics Advanced Studies, Grades 9-12, is allowed with one of the following certificates.

- (1) Any business certificate.
- (2) Grades 6-12 or Grades 9-12--Economics.
- (3) Grades 6-12 or Grades 9-12--Social Studies.
- (4) Grades 6-12 or Grades 9-12--Social Studies, Composite.
- (5) Junior High School (Grades 9-10 only) or High School--Economics.
- (6) Junior High School (Grades 9-10 only) or High School--Social Science, Composite.
- (7) Secondary Economics (Grades 6-12).
- (8) Secondary Social Studies (Grades 6-12).
- (9) Secondary Social Studies, Composite (Grades 6-12).
- (10) Social Studies: Grades 7-12.
- (11) Social Studies: Grades 8-12.

Division 9. Career Development, Grades 9-12 Assignments**§231.271. Career Development, Grades 9-12.**

- (a) Subject to the requirements in subsection (e) of this section, an assignment for Career Preparation I, Career Preparation II, or Extended Career Preparation, Grades 9-12, is allowed with one of the following certificates.
- (1) Any vocational or career and technical education (CTE) classroom teaching certificate specified in §233.13 of this title (relating to Career and Technical Education (Certificates not requiring experience and preparation in a skill area)) or §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)).
 - (2) Any special education certificate so long as, beginning with the 2020-2021 school year, the special education-certified teacher assigned to teach this course shall complete Texas Education Agency-approved training found at tea.texas.gov/cte prior to teaching this course.
 - (3) Technology Applications: Early Childhood-Grade 12.
 - (4) Technology Applications: Grades 8-12.
- (b) An assignment for Project-Based Research, Grades 9-12, is allowed with one of the following certificates.

- (1) Any vocational or CTE classroom teaching certificate specified in §233.13 of this title or §233.14 of this title.
 - (2) Technology Applications: Early Childhood-Grade 12.
 - (3) Technology Applications: Grades 8-12.
- (c) An assignment for Applied Mathematics for Technical Professionals, Grades 9-12, is allowed with one of the following certificates.
- (1) Any vocational or CTE classroom teaching certificate specified in §233.13 of this title or §233.14 of this title. This assignment requires a bachelor's degree.
 - (2) Grades 6-12 or Grades 9-12 Mathematics.
 - (3) Legacy Master Mathematics Teacher (Grades 8-12).
 - (4) Mathematics: Grades 7-12.
 - (5) Mathematics: Grades 8-12.
 - (6) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (7) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (8) Physics/Mathematics: Grades 7-12.
 - (9) Physics/Mathematics: Grades 8-12.
 - (10) Secondary Mathematics (Grades 6-12).
 - (11) Computer Science: Grades 8-12.
 - (12) Grades 6-12 or Grades 9-12--Computer Information Systems.
 - (13) Junior High School (Grades 9-10 only) or High School--Computer Information Systems.
 - (14) Secondary Computer Information Systems (Grades 6-12).
 - (15) Technology Applications: Early Childhood-Grade 12.
 - (16) Technology Applications: Grades 8-12.
- (d) All teachers assigned to Applied Mathematics for Technical Professionals shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.
- (e) The school district is responsible for ensuring that each teacher assigned to Career Preparation I, Career Preparation II, or Extended Career Preparation, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

Division 10. Agriculture, Food, and Natural Resources, Grades 9-12 Assignments

§231.281. Agriculture, Food, and Natural Resources, Grades 9-12.

- (a) An assignment for Advanced Energy and Natural Resource Technology; Agriculture Laboratory and Field Experience; ~~Energy and Natural Resource Technology~~; Equine Science; Food Processing; Food Technology and Safety; Forestry and Woodland Ecosystems; Greenhouse Operation and Production; Horticultural Science; Landscape Design and Management; Livestock Production; Principles of Agriculture, Food, and Natural Resources; Professional Standards in Agribusiness; Range Ecology and Management; Small Animal Management; Turf Grass Management; Veterinary Medical Applications; or Wildlife, Fisheries, and Ecology Management, Grades 9-12, is allowed with one of the following certificates.
- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
 - (2) Agricultural Science and Technology: Grades 6-12.

- (3) Any vocational agriculture certificate.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Agriculture, Food, and Natural Resources or Extended Practicum in Agriculture, Food, and Natural Resources, Grades 9-12, is allowed with one of the following certificates.
 - (1) Agriculture, Food, and Natural Resources: Grades 6-12.
 - (2) Agricultural Science and Technology: Grades 6-12.
 - (3) Any vocational agriculture certificate.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Agriculture, Food, and Natural Resources or Extended Practicum in Agriculture, Food, and Natural Resources, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.289. Agricultural Equipment Design and Fabrication; Agricultural Structures Design and Fabrication; Agricultural Mechanics and Metal Technologies; Agricultural Power Systems; Grades 9-12.

An assignment for Agricultural Equipment Design and Fabrication, Agricultural Structures Design and Fabrication, Agricultural Mechanics and Metal Technologies, or Agricultural Power Systems, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (7) ~~(6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.291. Floral Design, Grades 9-12.

An assignment for Floral Design, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (7) ~~(6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (8) ~~(7)~~ All-Level Art.
- (9) ~~(8)~~ Art: Early Childhood-Grade 12.
- (10) ~~(9)~~ Grades 6-12 or Grades 9-12--Art.
- (11) ~~(10)~~ Junior High School (Grades 9-10 only) or High School--Art.
- (12) ~~(11)~~ Secondary Art (Grades 6-12).

§231.293. Energy and Natural Resource Technology, Grades 9-12.

An assignment for Energy and Natural Resource Technology, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Life Science: Grades 7-12.
- (5) Life Science: Grades 8-12.
- (6) Mathematics/Physical Science/Engineering: Grades 6-12.
- (7) Mathematics/Physical Science/Engineering: Grades 8-12.
- (8) Secondary Industrial Arts (Grades 6-12).
- (9) Secondary Industrial Technology (Grades 6-12).
- (10) Technology Education: Grades 6-12.
- (11) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (12) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (13) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.

Division 11. Architecture and Construction, Grades 9-12 Assignments**§231.301. Principles of Architecture; Principles of Construction, Grades 9-12.**

An assignment for Principles of Architecture or Principles of Construction, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any home economics or homemaking certificate.
- (4) Family and Consumer Sciences, Composite: Grades 6-12.
- (5) Mathematics/Physical Science/Engineering: Grades 6-12.
- (6) Mathematics/Physical Science/Engineering: Grades 8-12.
- (7) Secondary Industrial Arts (Grades 6-12).
- (8) Secondary Industrial Technology (Grades 6-12).
- (9) Technology Education: Grades 6-12.
- (10) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (11) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (12) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (13) ~~(12)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.303. Interior Design, Grades 9-12.

- (a) An assignment for Interior Design I or Interior Design II, Grades 9-12, is allowed with one of the following certificates.
- (1) Any home economics or homemaking certificate.
 - (2) Family and Consumer Sciences, Composite: Grades 6-12.
 - (3) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (4) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (5) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - ~~(6) Vocational Trades and Industry. This assignment requires appropriate work approval.~~
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Interior Design or Extended Practicum in Interior Design, Grades 9-12, is allowed with one of the following certificates.
- (1) Any home economics or homemaking certificate.
 - (2) Family and Consumer Sciences, Composite: Grades 6-12.
 - (3) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (4) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (5) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - ~~(6) Vocational Trades and Industry. This assignment requires appropriate work approval.~~
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Interior Design or Extended Practicum in Interior Design, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.305. Architectural Design, Grades 9-12.

- (a) An assignment for Architectural Design I or Architectural Design II, Grades 9-12, is allowed with one of the following certificates.
- (1) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (2) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (3) Secondary Industrial Arts (Grades 6-12).
 - (4) Secondary Industrial Technology (Grades 6-12).
 - (5) Technology Education: Grades 6-12.
 - (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - ~~(9) Vocational Trades and Industry. This assignment requires appropriate work approval.~~
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Architectural Design or Extended Practicum in Architectural Design, Grades 9-12, is allowed with one of the following certificates.
- (1) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (2) Mathematics/Physical Science/Engineering: Grades 8-12.

- (3) Secondary Industrial Arts (Grades 6-12).
 - (4) Secondary Industrial Technology (Grades 6-12).
 - (5) Technology Education: Grades 6-12.
 - (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (9) ~~(8)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
 - (10) ~~(9)~~ Any home economics or homemaking certificate.
 - (11) ~~(10)~~ Family and Consumer Sciences, Composite: Grades 6-12.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Architectural Design or Extended Practicum in Architectural Design, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.307. Construction Management; Construction Technology, Grades 9-12.

- (a) An assignment for Construction Management I, Construction Management II, Construction Technology I, or Construction Technology II, Grades 9-12, is allowed with one of the following certificates.
- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
 - (2) Agricultural Science and Technology: Grades 6-12.
 - (3) Any vocational agriculture certificate.
 - (4) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (5) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (6) Secondary Industrial Arts (Grades 6-12).
 - (7) Secondary Industrial Technology (Grades 6-12).
 - (8) Technology Education: Grades 6-12.
 - (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (12) ~~(11)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Construction Management, Practicum in Construction Technology, Extended Practicum in Construction Management, or Extended Practicum in Construction Technology, Grades 9-12, is allowed with one of the following certificates.
- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
 - (2) Agricultural Science and Technology: Grades 6-12.
 - (3) Any vocational agriculture certificate.
 - (4) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (5) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (6) Secondary Industrial Arts (Grades 6-12).

- (7) Secondary Industrial Technology (Grades 6-12).
 - (8) Technology Education: Grades 6-12.
 - (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (12) ~~(11)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Construction Management, Practicum in Construction Technology, Extended Practicum in Construction Management, or Extended Practicum in Construction Technology, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.309. Building Maintenance Technology, Grades 9-12.

An assignment for Building Maintenance Technology I or Building Maintenance Technology II, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Secondary Industrial Arts (Grades 6-12).
- (5) Secondary Industrial Technology (Grades 6-12).
- (6) Technology Education: Grades 6-12.
- (7) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (8) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (10) ~~(9)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.311. Mill and Cabinetmaking Technology, Grades 9-12.

An assignment for Mill and Cabinetmaking Technology, Grades 9-12, is allowed with one of the following certificates.

- (1) Secondary Industrial Arts (Grades 6-12).
- (2) Secondary Industrial Technology (Grades 6-12).
- (3) Technology Education: Grades 6-12.
- (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (7) ~~(6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.313. Electrical Technology; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology; Masonry Technology; and Plumbing Technology, Grades 9-12.

- (a) An assignment for Electrical Technology I; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration I; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration II; Masonry Technology I; Masonry Technology II; Plumbing Technology I; or Plumbing Technology II, Grades 9-12, is allowed with one of the following certificates.
- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (4) ~~(4)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Masonry Technology or Extended Practicum in Masonry Technology, Grades 9-12, is allowed with one of the following certificates.
- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (4) ~~(4)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Masonry Technology or Extended Practicum in Masonry Technology, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

Division 12. Arts, Audio/Video ~~Audio-Video~~ Technology, and Communications, Grades 9-12 Assignments**§231.333. Principles of Arts, Audio/Video Technology, and Communications, Grades 9-12.**

An assignment for Principles of Arts, Audio/Video Technology, and Communications, Grades 9-12, is allowed with one of the following certificates.

- (1) Any business or office education certificate.
- (2) Business and Finance: Grades 6-12.
- (3) Business Education: Grades 6-12.
- (4) Secondary Industrial Arts (Grades 6-12).
- (5) Secondary Industrial Technology (Grades 6-12).
- (6) Technology Applications: Early Childhood-Grade 12.
- (7) Technology Applications: Grades 8-12.
- (8) Technology Education: Grades 6-12.
- (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (12) ~~(11)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

- (13) [~~(12)~~] Any home economics or homemaking certificate.
- (14) [~~(13)~~] Family and Consumer Sciences, Composite: Grades 6-12.

§231.335. Animation, Grades 9-12.

- (a) An assignment for Animation I, Animation I Lab, Animation II, or Animation II Lab, Digital Art and Animation, 3-D Modeling and Animation, Grades 9-12, is allowed with one of the following certificates.
- (1) Any business or office education certificate.
 - (2) Business and Finance: Grades 6-12.
 - (3) Business Education: Grades 6-12.
 - (4) Secondary Industrial Arts (Grades 6-12).
 - (5) Secondary Industrial Technology (Grades 6-12).
 - (6) Technology Applications: Early Childhood-Grade 12.
 - (7) Technology Applications: Grades 8-12.
 - (8) Technology Education: Grades 6-12.
 - (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (12) [~~(11)~~] Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Animation or Extended Practicum in Animation, Grades 9-12, is allowed with one of the following certificates.
- (1) Any business or office education certificate.
 - (2) Business and Finance: Grades 6-12.
 - (3) Business Education: Grades 6-12.
 - (4) Secondary Industrial Arts (Grades 6-12).
 - (5) Secondary Industrial Technology (Grades 6-12).
 - (6) Technology Applications: Early Childhood-Grade 12.
 - (7) Technology Applications: Grades 8-12.
 - (8) Technology Education: Grades 6-12.
 - (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (12) [~~(11)~~] Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Animation or Extended Practicum in Animation, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.337. Audio/Video Production; Graphic Design and Illustration, Grades 9-12.

- (a) An assignment for Audio/Video Production I; Audio/Video Production I Lab; Audio/Video Production II; Audio/Video Production II Lab; Digital Audio Technology I; Digital Audio Technology II; Graphic Design

and Illustration I; Graphic Design and Illustration I Lab; Graphic Design and Illustration II; Graphic Design and Illustration II Lab; Video Game Design; Web Game Development; Digital Design and Media Production; or Digital Communications in the 21st Century, Grades 9-12, is allowed with one of the following certificates.

- (1) Secondary Industrial Arts (Grades 6-12).
 - (2) Secondary Industrial Technology (Grades 6-12).
 - (3) Technology Applications: Early Childhood-Grade 12.
 - (4) Technology Applications: Grades 8-12.
 - (5) Technology Education: Grades 6-12.
 - (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - ~~(8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
 - (9) ~~(8)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Audio/Video Production, Practicum in Graphic Design and Illustration, Extended Practicum in Audio/Video Production, or Extended Practicum in Graphic Design and Illustration, Grades 9-12, is allowed with one of the following certificates.
- (1) Secondary Industrial Arts (Grades 6-12).
 - (2) Secondary Industrial Technology (Grades 6-12).
 - (3) Technology Applications: Early Childhood-Grade 12.
 - (4) Technology Applications: Grades 8-12.
 - (5) Technology Education: Grades 6-12.
 - (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - ~~(8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
 - (9) ~~(8)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Audio/Video Production, Practicum in Graphic Design and Illustration, Extended Practicum in Audio/Video Production, or Extended Practicum in Graphic Design and Illustration, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.339. Photography, Grades 9-12.

- (a) An assignment for Commercial Photography I, Commercial Photography I Lab, Commercial Photography II, or Commercial Photography II Lab, Grades 9-12, is allowed with one of the following certificates.
- (1) Art (Early Childhood-Grade 12).
 - (2) Art: Junior High School (Grades 9-10 only), High School, Secondary.
 - (3) Art (Grades 6-12, Grades 9-12, or All-Level).
 - (4) Secondary Industrial Arts (Grades 6-12).
 - (5) Secondary Industrial Technology (Grades 6-12).
 - (6) Technology Education: Grades 6-12.

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- (7) Technology Applications: Early Childhood-Grade 12.
 - (8) Technology Applications: Grades 8-12.
 - (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (12) ~~(11)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Commercial Photography or Extended Practicum in Commercial Photography, Grades 9-12, is allowed with one of the following certificates.
- (1) Secondary Industrial Arts (Grades 6-12).
 - (2) Secondary Industrial Technology (Grades 6-12).
 - (3) Technology Education: Grades 6-12.
 - (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (7) ~~(6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
 - (8) ~~(7)~~ Technology Applications: Early Childhood-Grade 12.
 - (9) ~~(8)~~ Technology Applications: Grades 8-12.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Commercial Photography or Extended Practicum in Commercial Photography, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.341. Printing and Imaging Technology, Grades 9-12.

- (a) An assignment for Printing and Imaging Technology I, Printing and Imaging Technology I Lab, Printing and Imaging Technology II, or Printing and Imaging Technology II Lab, Grades 9-12, is allowed with one of the following certificates.
- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (4) ~~(3)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
 - (5) ~~(4)~~ Technology Applications: Early Childhood-Grade 12.
 - (6) ~~(5)~~ Technology Applications: Grades 8-12.
 - (7) ~~(6)~~ Technology Education: Grades 6-12.
 - (8) ~~(7)~~ Secondary Industrial Arts: Grades 8-12.
 - (9) ~~(8)~~ Secondary Industrial Technology: Grades 6-12.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Printing and Imaging Technology or Extended Practicum in Printing and Imaging Technology, Grades 9-12, is allowed with one of the following certificates.

- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (4) ~~(3)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
 - (5) ~~(4)~~ Technology Applications: Early Childhood-Grade 12.
 - (6) ~~(5)~~ Technology Applications: Grades 8-12.
 - (7) ~~(6)~~ Technology Education: Grades 6-12.
 - (8) ~~(7)~~ Secondary Industrial Arts: Grades 8-12.
 - (9) ~~(8)~~ Secondary Industrial Technology: Grades 6-12.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Printing and Imaging Technology or Extended Practicum in Printing and Imaging Technology, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

Division 14. Education and Training, Grades 9-12 Assignments

§231.381. Education and Training, Grades 9-12.

- (a) An assignment for Instructional Practices or Principles of Education and Training, Grades 9-12, is allowed with any valid classroom teacher or administrator certificate.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Education and Training , ~~or~~ Extended Practicum in Education and Training , Practicum in Early Learning, or Extended Practicum in Early Learning , Grades 9-12, is allowed with any valid classroom teacher or administrator certificate.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Education and Training , ~~or~~ Extended Practicum in Education and Training, Practicum in Early Learning, or Extended Practicum in Early Learning, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

Division 16. Government and Public Administration, Grades 9-12 Assignments

§231.401. Government and Public Administration, Grades 9-12.

- (a) An assignment for Foreign Service and Diplomacy, Planning and Governance, Political Science I and II, Principles of Government and Public Administration, or Public Management and Administration, Grades 9-12, is allowed with one of the following.
 - (1) Grades 6-12 or Grades 9-12--Government.
 - (2) Grades 6-12 or Grades 9-12--Social Studies.
 - (3) Junior High School (Grades 9-10 only) or High School--Government-Political Science.
 - (4) Junior High School (Grades 9-10 only) or High School--Social Science, Composite.
 - (5) Secondary Government (Grades 6-12).
 - (6) Secondary Political Science (Grades 6-12).
 - (7) Secondary Social Science, Composite (Grades 6-12).
 - (8) Secondary Social Studies, Composite (Grades 6-12).
 - (9) Social Studies: Grades 7-12.

- (10) Social Studies: Grades 8-12.
 - (11) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (12) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - ~~(13) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
 - (14) ~~(13)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Local, State, and Federal Government or Extended Practicum in Local, State, and Federal Government, Grades 9-12, is allowed with one of the following certificates.
- (1) Grades 6-12 or Grades 9-12--Government.
 - (2) Grades 6-12 or Grades 9-12--Social Studies.
 - (3) Junior High School (Grades 9-10 only) or High School--Government-Political Science.
 - (4) Junior High School (Grades 9-10 only) or High School--Social Science, Composite.
 - (5) Secondary Government (Grades 6-12).
 - (6) Secondary Political Science (Grades 6-12).
 - (7) Secondary Social Science, Composite (Grades 6-12).
 - (8) Secondary Social Studies, Composite (Grades 6-12).
 - (9) Social Studies: Grades 7-12.
 - (10) Social Studies: Grades 8-12.
 - (11) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (12) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - ~~(13) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
 - (14) ~~(13)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Local, State, and Federal Government or Extended Practicum in Local, State, and Federal Government, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.403. Revenue, Taxation, and Regulation, Grades 9-12.

An assignment for Revenue, Taxation, and Regulation, Grades 9-12, is allowed with one of the following certificates.

- (1) Any business or office education certificate.
- (2) Business and Finance: Grades 6-12.
- (3) Business Education: Grades 6-12.
- (4) Grades 6-12 or Grades 9-12--Social Studies.
- (5) Junior High School (Grades 9-10 only) or High School--Social Science, Composite.
- (6) Secondary Social Science, Composite (Grades 6-12).
- (7) Secondary Social Studies, Composite (Grades 6-12).
- (8) Social Studies: Grades 7-12.
- (9) Social Studies: Grades 8-12.

- (10) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (11) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (12) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (13) [~~12~~] Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.405. National Security, Grades 9-12.

An assignment for National Security, Grades 9-12, is allowed with one of the following certificates.

- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (4) [~~3~~] Vocational Trades and Industry. This assignment requires appropriate work approval.

Division 17. Health Science, Grades 9-12 Assignments**§231.421. Health Science, Grades 9-12.**

- (a) An assignment for Health Science Theory, Health Science Clinical, Pharmacology, Pharmacy II, Principles of Health Science, or World Health Research, Grades 9-12, is allowed with one of the following certificates.
 - (1) Health Science: Grades 6-12.
 - (2) Health Science Technology Education: Grades 8-12.
 - (3) Vocational Health Occupations.
 - (4) Vocational Health Science Technology.
- (b) An assignment for Medical Terminology or Medical Assistant, Grades 9-12, is allowed with one of the following certificates.
 - (1) Secondary Biology (Grades 6-12).
 - (2) Secondary Science (Grades 6-12).
 - (3) Secondary Science, Composite (Grades 6-12).
 - (4) Health Science: Grades 6-12.
 - (5) Health Science Technology Education: Grades 8-12.
 - (6) Life Science: Grades 7-12.
 - (7) Life Science: Grades 8-12.
 - (8) Legacy Master Science Teacher (Grades 8-12).
 - (9) Science: Grades 7-12.
 - (10) Science: Grades 8-12.
 - (11) Vocational Health Occupations.
 - (12) Vocational Health Science Technology.
- (c) Subject to the requirements in subsection (d) of this section, an assignment for Practicum in Health Science or Extended Practicum in Health Science, Grades 9-12, is allowed with one of the following certificates.

- (1) Health Science: Grades 6-12.
 - (2) Health Science Technology Education: Grades 8-12.
 - (3) Vocational Health Occupations.
 - (4) Vocational Health Science Technology.
- (d) The school district is responsible for ensuring that each teacher assigned to Practicum in Health Science or Extended Practicum in Health Science, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.423. Anatomy and Physiology, Medical Microbiology, ~~and~~ Pathophysiology, and Respiratory Therapy I, Grades 9-12.

- (a) An assignment for Anatomy and Physiology, Medical Microbiology, ~~or~~ Pathophysiology, or Respiratory Therapy I, Grades 9-12, is allowed with one of the following certificates.
- (1) Secondary Biology (Grades 6-12).
 - (2) Secondary Science (Grades 6-12).
 - (3) Secondary Science, Composite (Grades 6-12).
 - (4) Health Science: Grades 6-12. This assignment requires a bachelor's degree.
 - (5) Health Science Technology Education: Grades 8-12. This assignment requires a bachelor's degree.
 - (6) Life Science: Grades 7-12.
 - (7) Life Science: Grades 8-12.
 - (8) Legacy Master Science Teacher (Grades 8-12).
 - (9) Science: Grades 7-12.
 - (10) Science: Grades 8-12.
 - (11) Vocational Health Occupations. This assignment requires a bachelor's degree.
 - (12) Vocational Health Science Technology. This assignment requires a bachelor's degree.
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.425. Mathematics for Medical Professionals; Medical Coding and Billing, Grades 9-12. ~~Grades 9-12.~~

- (a) An assignment for Mathematics for Medical Professionals or Medical Coding and Billing, Grades 9-12, is allowed with one of the following certificates.
- (1) Health Science: Grades 6-12. This assignment requires a bachelor's degree.
 - (2) Health Science Technology Education: Grades 8-12. This assignment requires a bachelor's degree.
 - (3) Vocational Health Occupations. This assignment requires a bachelor's degree.
 - (4) Vocational Health Science Technology. This assignment requires a bachelor's degree.
 - (5) Legacy Master Mathematics Teacher (Grades 8-12).
 - (6) Mathematics: Grades 7-12.
 - (7) Mathematics: Grades 8-12.
 - (8) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (9) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (10) Physics/Mathematics: Grades 7-12.

- (11) Physics/Mathematics: Grades 8-12.
 - (12) Secondary Mathematics.
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.427. Health Informatics, Grades 9-12.

An assignment for Health Informatics, Grades 9-12, is allowed with one of the following certificates.

- (1) Health Science: Grades 6-12.
- (2) Health Science Technology Education: Grades 8-12.
- (3) Vocational Health Occupations.
- (4) Vocational Health Science Technology.
- ~~(5) Any business or office education certificate.~~
- ~~(6) Business and Finance: Grades 6-12.~~
- ~~(7) Business Education: Grades 6-12.~~
- ~~(8) Marketing: Grades 6-12.~~
- ~~(9) Marketing Education: Grades 8-12.~~

§231.429. Healthcare Administration and Management; Leadership and Management in Nursing, Grades 9-12.

An assignment for Healthcare Administration and Management or Leadership and Management in Nursing, Grades 9-12, is allowed with one of the following certificates.

- (1) Health Science: Grades 6-12.
- (2) Health Science Technology Education: Grades 8-12.
- (3) Vocational Health Occupations.
- (4) Vocational Health Science Technology.

Division 18. Hospitality and Tourism, Grades 9-12 Assignments**§231.441. Hospitality and Tourism, Grades 9-12.**

- (a) An assignment for Hospitality Services, Hotel Management, Principles of Hospitality and Tourism, or Travel and Tourism Management, Grades 9-12, is allowed with one of the following certificates.
- (1) Any home economics or homemaking certificate.
 - (2) Any marketing or distributive education certificate.
 - (3) Family and Consumer Sciences, Composite: Grades 6-12.
 - (4) Hospitality, Nutrition, and Food Sciences: Grades 8-12.
 - (5) Marketing: Grades 6-12.
 - (6) Marketing Education: Grades 8-12.
 - (7) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (8) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.

- (9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (10) [~~9~~] Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Hospitality Services or Extended Practicum in Hospitality Services, Grades 9-12, is allowed with one of the following certificates.
- (1) Any home economics or homemaking certificate.
 - (2) Any marketing or distributive education certificate.
 - (3) Family and Consumer Sciences, Composite: Grades 6-12.
 - (4) Hospitality, Nutrition, and Food Sciences: Grades 8-12.
 - (5) Marketing: Grades 6-12.
 - (6) Marketing Education: Grades 8-12.
 - (7) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (8) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (10) [~~9~~] Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Hospitality Services or Extended Practicum in Hospitality Services, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.443. Culinary Arts, Grades 9-12.

- (a) An assignment for Introduction to Culinary Arts, Culinary Arts, or Advanced Culinary Arts, Grades 9-12, is allowed with one of the following certificates.
- (1) Any home economics or homemaking certificate.
 - (2) Family and Consumer Sciences, Composite: Grades 6-12.
 - (3) Hospitality, Nutrition, and Food Sciences: Grades 8-12.
 - (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (7) [~~6~~] Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Culinary Arts or Extended Practicum in Culinary Arts, Grades 9-12, is allowed with one of the following certificates.
- (1) Any home economics or homemaking certificate.
 - (2) Family and Consumer Sciences, Composite: Grades 6-12.
 - (3) Hospitality, Nutrition, and Food Sciences: Grades 8-12.
 - (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.

- (7) ~~(6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Culinary Arts or Extended Practicum in Culinary Arts, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

Division 19. Human Services, Grades 9-12 Assignments

§231.469. Cosmetology, Grades 9-12.

An assignment for Introduction to Cosmetology, Cosmetology I, Cosmetology II, or Principles of Cosmetology Design and Color Theory, Grades 9-12, is allowed with one of the following certificates plus a valid Cosmetology Operator license or Class A Barber Operator license. ~~[a valid license as a cosmetology instructor issued by the Texas Department of Licensing and Regulation.]~~

- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (4) ~~(3)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

Division 20. Information Technology, Grades 9-12 Assignments

§231.481. Information Technology, Grades 9-12.

An assignment for Principles of Information Technology, Networking, or Networking Lab, Grades 9-12, is allowed with one of the following certificates.

- (1) Any business or office education certificate.
- (2) Business and Finance: Grades 6-12.
- (3) Business Education: Grades 6-12.
- (4) Secondary Industrial Arts (Grades 6-12).
- (5) Secondary Industrial Technology (Grades 6-12).
- (6) Technology Applications: Early Childhood-Grade 12.
- (7) Technology Applications: Grades 8-12.
- (8) Technology Education: Grades 6-12.
- (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (12) ~~(11)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.483. Digital Media, Grades 9-12.

An assignment for Digital Media, Grades 9-12, is allowed with one of the following certificates.

- (1) Any business or office education certificate.
- (2) Business and Finance: Grades 6-12.
- (3) Business Education: Grades 6-12.
- (4) Secondary Industrial Arts (Grades 6-12).

- (5) Secondary Industrial Technology (Grades 6-12).
- (6) Technology Education: Grades 6-12.
- (7) Technology Applications: Early Childhood-Grade 12.
- (8) Technology Applications: Grades 8-12.
- (9) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (10) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (11) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (12) ~~(11)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.485. Web Communications, Web Design, Grades 9-12.

An assignment for Web Communications or Web Design, Grades 9-12, is allowed with one of the following certificates.

- (1) Secondary Industrial Arts (Grades 6-12).
- (2) Secondary Industrial Technology (Grades 6-12).
- (3) Technology Applications: Early Childhood-Grade 12.
- (4) Technology Applications: Grades 8-12.
- (5) Technology Education: Grades 6-12.
- (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (9) ~~(8)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (10) ~~(9)~~ Any business or office education certificate.
- (11) ~~(10)~~ Business and Finance: Grades 6-12.
- (12) ~~(11)~~ Business Education: Grades 6-12.

§231.487. Computer Maintenance, Grades 9-12.

An assignment for Computer Maintenance or Computer Maintenance Lab, Grades 9-12, is allowed with one of the following certificates.

- (1) Secondary Industrial Arts (Grades 6-12).
- (2) Secondary Industrial Technology (Grades 6-12).
- (3) Technology Education: Grades 6-12.
- (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (7) ~~(6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (8) ~~(7)~~ Technology Applications: Early Childhood-Grade 12.
- (9) ~~(8)~~ Technology Applications: Grades 8-12.

§231.489. Computer Technician; Information Technology, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Computer Technician Practicum, Extended Computer Technician Practicum, Practicum in Information Technology, or Extended Practicum in Information Technology, Grades 9-12, is allowed with one of the following certificates.
- (1) Secondary Industrial Arts (Grades 6-12).
 - (2) Secondary Industrial Technology (Grades 6-12).
 - (3) Technology Education: Grades 6-12.
 - (4) Technology Applications: Early Childhood-Grade 12.
 - (5) Technology Applications: Grades 8-12.
 - (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - ~~(9) Vocational Trades and Industry.~~ This assignment requires appropriate work approval.
- (b) The school district is responsible for ensuring that each teacher assigned to Computer Technician Practicum, Extended Computer Technician Practicum, Practicum in Information Technology, or Extended Practicum in Information Technology, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

Division 21. Law, Public Safety, Corrections, and Security, Grades 9-12 Assignments**§231.501. Law, Public Safety, Corrections, and Security, Grades 9-12.**

- (a) An assignment for Correctional Services; Court Systems and Practices; Criminal Investigations; Federal Law Enforcement and Protective Services; Firefighter I and II; Law Enforcement I and II; or Principles of Law, Public Safety, Corrections, and Security, Grades 9-12, is allowed with a valid license appropriate for the assignment plus one of the following certificates.
- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - ~~(4) Vocational Trades and Industry.~~ This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Law, Public Safety, Corrections, and Security or Extended Practicum in Law, Public Safety, Corrections, and Security, Grades 9-12, is allowed with a current license appropriate for the assignment plus one of the following certificates.
- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - ~~(4) Vocational Trades and Industry.~~ This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Law, Public Safety, Corrections, and Security or Extended Practicum in Law, Public Safety, Corrections, and Security, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.503. Forensic Science, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Forensic Science, Grades 9-12, is allowed with one of the following certificates.
- (1) Chemistry: Grades 7-12.
 - (2) Chemistry: Grades 8-12.
 - (3) Health Science: Grades 6-12. This assignment requires a bachelor's degree.
 - (4) Health Science Technology Education: Grades 8-12. This assignment requires a bachelor's degree.
 - (5) Life Science: Grades 7-12.
 - (6) Life Science: Grades 8-12.
 - (7) Legacy Master Science Teacher (Grades 8-12).
 - (8) Science: Grades 7-12.
 - (9) Science: Grades 8-12.
 - (10) Secondary Biology (Grades 6-12).
 - (11) Secondary Chemistry (Grades 6-12).
 - (12) Secondary Science (Grades 6-12).
 - (13) Secondary Science, Composite (Grades 6-12).
 - (14) Trade and Industrial Education: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.
 - (15) Trade and Industrial Education: Grades 8-12. This assignment requires a bachelor's degree and appropriate work approval.
 - (16) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (17) ~~(16)~~ Vocational Health Occupations. This assignment requires a bachelor's degree.
 - (18) ~~(17)~~ Vocational Health Science Technology. This assignment requires a bachelor's degree.
 - (19) ~~(18)~~ Vocational Trades and Industry. This assignment requires a bachelor's degree and appropriate work approval.
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

Division 22. Manufacturing, Grades 9-12 Assignments**§231.521. Manufacturing, Grades 9-12.**

- (a) An assignment for Diversified Manufacturing I, Diversified Manufacturing II, Manufacturing Engineering Technology I, Metal Fabrication and Machining I, Metal Fabrication and Machining II, Precision Metal Manufacturing I, Precision Metal Manufacturing II, Precision Metal Manufacturing II Lab, Principles of Manufacturing, Grades 9-12, is allowed using one of the following certificates.
- (1) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (2) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (3) Secondary Industrial Arts (Grades 6-12).
 - (4) Secondary Industrial Technology (Grades 6-12).

- (5) Technology Education: Grades 6-12.
 - (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - ~~(8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
 - ~~(9) [(8)] Vocational Trades and Industry. This assignment requires appropriate work approval.~~
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Manufacturing or Extended Practicum in Manufacturing, Grades 9-12, is allowed with one of the following certificates.
- (1) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (2) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (3) Secondary Industrial Arts (Grades 6-12).
 - (4) Secondary Industrial Technology (Grades 6-12).
 - (5) Technology Education: Grades 6-12.
 - (6) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (7) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - ~~(8) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
 - ~~(9) [(8)] Vocational Trades and Industry. This assignment requires appropriate work approval.~~
 - ~~(10) [(9)] Agriculture, Food, and Natural Resources: Grades 6-12.~~
 - ~~(11) [(10)] Agricultural Science and Technology: Grades 6-12.~~
 - ~~(12) [(11)] Any vocational agriculture certificate.~~
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Manufacturing or Extended Practicum in Manufacturing, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.523. Welding, Grades 9-12.

An assignment for Introduction to Welding, Welding I, Welding II, or Welding II Lab, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Secondary Industrial Arts (Grades 6-12).
- (5) Secondary Industrial Technology (Grades 6-12).
- (6) Technology Education: Grades 6-12.
- (7) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (8) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- ~~(9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
- ~~(10) [(9)] Vocational Trades and Industry. This assignment requires appropriate work approval.~~

§231.525. Manufacturing Engineering Technology II, Grades 9-12.

- (a) An assignment for Manufacturing Engineering Technology II, Grades 9-12, is allowed with one of the following certificates.
- (1) Grades 6-12 or Grades 9-12 Mathematics.
 - (2) Legacy Master Mathematics Teacher (Grades 8-12).
 - (3) Mathematics: Grades 7-12.
 - (4) Mathematics: Grades 8-12.
 - (5) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (6) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (7) Physics/Mathematics: Grades 7-12.
 - (8) Physics/Mathematics: Grades 8-12.
 - (9) Secondary Industrial Arts (Grades 6-12).
 - (10) Secondary Industrial Arts Technology (Grades 6-12).
 - (11) Secondary Mathematics.
 - (12) Technology Education: Grades 6-12.
 - (13) Trade and Industrial Education: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.
 - (14) Trade and Industrial Education: Grades 8-12. This assignment requires a bachelor's degree and appropriate work approval.
 - (15) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (16) ~~(15)~~ Vocational Trades and Industry. This assignment requires a bachelor's degree and appropriate work approval.
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching the course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

Division 23. Marketing, Grades 9-12 Assignments**§231.543. Advertising, Grades 9-12.**

An assignment for Advertising, Grades 9-12, is allowed with one of the following certificates.

- (1) Any marketing or distributive education certificate.
- (2) Marketing: Grades 6-12.
- (3) Marketing Education: Grades 8-12.
- (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (7) ~~(6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (8) ~~(7)~~ Any business or office education certificate.
- (9) ~~(8)~~ Business and Finance: Grades 6-12.

- (10) ~~(9)~~ Business Education: Grades 6-12.

Division 24. Science, Technology, Engineering, and Mathematics, Grades 9-12 Assignments

§231.561. Principles of Applied Engineering, Grades 9-12.

An assignment for Principles of Applied Engineering, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Health Science: Grades 6-12.
- (5) Health Science Technology Education: Grades 8-12.
- (6) Mathematics/Physical Science/Engineering: Grades 6-12.
- (7) Mathematics/Physical Science/Engineering: Grades 8-12.
- ~~(8) Science, Technology, Engineering, and Mathematics: Grades 6-12.~~
- (8) ~~(9)~~ Secondary Industrial Arts (Grades 6-12).
- (9) ~~(10)~~ Secondary Industrial Technology (Grades 6-12).
- (10) ~~(11)~~ Technology Education: Grades 6-12.
- (11) ~~(12)~~ Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (12) ~~(13)~~ Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (13) ~~Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
- (14) Vocational Health Occupations.
- (15) Vocational Health Science Technology.
- (16) Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.563. Principles of Biosciences, Grades 9-12.

An assignment for Principles of Biosciences, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Health Science: Grades 6-12.
- (5) Health Science Technology Education: Grades 8-12.
- (6) Mathematics/Physical Science/Engineering: Grades 6-12.
- (7) Mathematics/Physical Science/Engineering: Grades 8-12.
- ~~(8) Science, Technology, Engineering, and Mathematics: Grades 6-12.~~
- (8) ~~(9)~~ Secondary Industrial Technology (Grades 6-12).
- (9) ~~(10)~~ Secondary Industrial Arts (Grades 6-12).

- (10) ~~(41)~~ Technology Education: Grades 6-12.
- (11) ~~(42)~~ Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (12) ~~(43)~~ Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (13) ~~(44)~~ Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (14) ~~(45)~~ Vocational Health Occupations.
- (15) ~~(46)~~ Vocational Health Science Technology.

§231.565. Biotechnology I; Biotechnology II, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Biotechnology I or Biotechnology II, Grades 9-12, is allowed with one of the following certificates.
 - (1) Agriculture, Food, and Natural Resources: Grades 6-12.
 - (2) Agricultural Science and Technology: Grades 6-12.
 - (3) Any vocational agriculture certificate.
 - (4) Health Science: Grades 6-12. This assignment requires a bachelor's degree.
 - (5) Health Science Technology Education: Grades 8-12. This assignment requires a bachelor's degree.
 - (6) Life Science: Grades 7-12.
 - (7) Life Science: Grades 8-12.
 - (8) Legacy Master Science Teacher (Grades 8-12).
 - (9) Science: Grades 7-12.
 - (10) Science: Grades 8-12.
 - ~~(11) Science, Technology, Engineering, and Mathematics: Grades 6-12.~~
 - (11) ~~(42)~~ Secondary Biology (Grades 6-12).
 - (12) ~~(43)~~ Secondary Science (Grades 6-12).
 - (13) ~~(44)~~ Secondary Science, Composite (Grades 6-12).
 - (14) ~~(45)~~ Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (15) ~~(46)~~ Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (16) ~~(47)~~ Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (17) ~~(48)~~ Vocational Health Occupations. This assignment requires a bachelor's degree.
 - (18) ~~(49)~~ Vocational Health Science Technology. This assignment requires a bachelor's degree.
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.567. Engineering Design and Presentation, Grades 9-12.

- (a) An assignment for Engineering Design and Presentation I or Engineering Design and Presentation II, Grades 9-12, is allowed with one of the following certificates.
 - (1) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (2) Mathematics/Physical Science/Engineering: Grades 8-12.

- ~~[(3) Science, Technology, Engineering, and Mathematics: Grades 6-12.]~~
- (3) ~~[(4)]~~ Secondary Industrial Arts (Grades 6-12).
- (4) ~~[(5)]~~ Secondary Industrial Technology (Grades 6-12).
- (5) ~~[(6)]~~ Technology Education: Grades 6-12.
- (6) ~~[(7)]~~ Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (7) ~~[(8)]~~ Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (8) ~~Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
- (9) Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Science, Technology, Engineering, and Mathematics or Extended Practicum in Science, Technology, Engineering, and Mathematics, Grades 9-12, is allowed with one of the following certificates.
- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Health Science: Grades 6-12. This assignment requires a bachelor's degree.
- (5) Health Science Technology Education: Grades 8-12. This assignment requires a bachelor's degree.
- (6) Life Science: Grades 7-12.
- (7) Life Science: Grades 8-12.
- (8) Mathematics/Physical Science/Engineering: Grades 6-12.
- (9) Mathematics/Physical Science/Engineering: Grades 8-12.
- ~~[(10) Science, Technology, Engineering, and Mathematics: Grades 6-12.]~~
- (10) ~~[(11)]~~ Secondary Industrial Arts (Grades 6-12).
- (11) ~~[(12)]~~ Secondary Industrial Technology (Grades 6-12).
- (12) ~~[(13)]~~ Technology Education: Grades 6-12.
- (13) ~~[(14)]~~ Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (14) ~~[(15)]~~ Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (15) ~~Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
- (16) Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Science, Technology, Engineering, and Mathematics or Extended Practicum in Science, Technology, Engineering, and Mathematics, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.569. Engineering Mathematics; Robotics II, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Engineering Mathematics or Robotics II, Grades 9-12, is allowed with one of the following certificates.
- (1) Legacy Master Mathematics Teacher (Grades 8-12).

- (2) Mathematics: Grades 7-12.
 - (3) Mathematics: Grades 8-12.
 - (4) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (5) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (6) Physics/Mathematics: Grades 7-12.
 - (7) Physics/Mathematics: Grades 8-12.
 - ~~(8) Science, Technology, Engineering, and Mathematics: Grades 6-12.~~
 - (8) ~~(9)~~ Secondary Mathematics (Grades 6-12).
 - (9) ~~(10)~~ Secondary Industrial Arts (Grades 6-12).
 - (10) ~~(11)~~ Secondary Industrial Technology (Grades 6-12).
 - (11) ~~(12)~~ Technology Education: Grades 6-12.
 - (12) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (13) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (14) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.571. AC/DC Electronics; Solid State Electronics, Grades 9-12.

An assignment for Electronics, AC/DC Electronics, or Solid State Electronics, Grades 9-12, is allowed with one of the following certificates.

- (1) Mathematics/Physical Science/Engineering: Grades 6-12.
- (2) Mathematics/Physical Science/Engineering: Grades 8-12.
- ~~(3) Science, Technology, Engineering, and Mathematics: Grades 6-12.~~
- (3) ~~(4)~~ Secondary Industrial Arts (Grades 6-12).
- (4) ~~(5)~~ Secondary Industrial Technology (Grades 6-12).
- (5) ~~(6)~~ Technology Education: Grades 6-12.
- (6) ~~(7)~~ Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (7) ~~(8)~~ Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (8) ~~(9)~~ Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (9) Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.573. Principles of Technology, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Principles of Technology, Grades 9-12, is allowed with one of the following certificates.
- (1) Legacy Master Science Teacher (Grades 8-12).
 - (2) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (3) Mathematics/Physical Science/Engineering: Grades 8-12.

- (4) Physical Science: Grades 6-12.
 - (5) Physical Science: Grades 8-12.
 - (6) Physics/Mathematics: Grades 7-12.
 - (7) Physics/Mathematics: Grades 8-12.
 - (8) Science: Grades 7-12.
 - (9) Science: Grades 8-12.
 - ~~[(10) Science, Technology, Engineering, and Mathematics: Grades 6-12.]~~
 - (10) ~~[(11)]~~ Secondary Industrial Arts (Grades 6-12).
 - (11) ~~[(12)]~~ Secondary Industrial Technology (Grades 6-12).
 - (12) ~~[(13)]~~ Secondary Physics (Grades 6-12).
 - (13) ~~[(14)]~~ Secondary Science, Composite (Grades 6-12).
 - (14) ~~[(15)]~~ Technology Education: Grades 6-12.
 - (15) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (16) Trade and Industrial Education: Grades 8-12: This assignment requires appropriate work approval.
 - (17) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (b) An assignment for Principles of Technology, Grades 9-12, may also be taught with a vocational agriculture certificate or a trades and industry certificate with verifiable physics applications experience in business and industry, if assigned prior to the 1998-1999 school year. Six semester credit hours of college physics, chemistry, or electricity/electronics may be substituted for the business and industry experience. All teachers assigned to these courses shall participate in Texas Education Agency-approved training prior to teaching these courses effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.575. Engineering Design and Problem Solving, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Engineering Design and Problem Solving, Grades 9-12, is allowed with one of the following certificates.
- (1) Legacy Master Science Teacher (Grades 8-12).
 - (2) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (3) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (4) Physical Science: Grades 6-12.
 - (5) Physical Science: Grades 8-12.
 - (6) Physics/Mathematics: Grades 7-12.
 - (7) Physics/Mathematics: Grades 8-12.
 - (8) Science: Grades 7-12.
 - (9) Science: Grades 8-12.
 - ~~[(10) Science, Technology, Engineering, and Mathematics: Grades 6-12.]~~
 - (10) ~~[(11)]~~ Secondary Industrial Arts (Grades 6-12).
 - (11) ~~[(12)]~~ Secondary Industrial Technology (Grades 6-12).
 - (12) ~~[(13)]~~ Secondary Physics (Grades 6-12).

- (13) ~~(14)~~ Secondary Science (Grades 6-12).
 - (14) ~~(15)~~ Secondary Science, Composite (Grades 6-12).
 - (15) ~~(16)~~ Technology Education: Grades 6-12.
 - ~~(16) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.~~
 - ~~(17) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.~~
 - ~~(18) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.577. Scientific Research and Design, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Scientific Research and Design, Grades 9-12, is allowed with one of the following certificates.
- (1) Any vocational or career and technical education classroom teaching certificate with a bachelor's degree and 18 semester credit hours in any combination of sciences.
 - (2) Any science certificate valid for the grade level of the assignment.
 - (3) Legacy Master Science Teacher (Grades 8-12).
 - ~~(4) Science, Technology, Engineering, and Mathematics: Grades 6-12.~~
- (b) All teachers assigned to this course shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.579. Engineering Science, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Engineering Science, Grades 9-12, is allowed with one of the following certificates.
- (1) Legacy Master Science Teacher (Grades 8-12).
 - (2) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (3) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (4) Physical Science: Grades 6-12.
 - (5) Physical Science: Grades 8-12.
 - (6) Physics/Mathematics: Grades 7-12.
 - (7) Physics/Mathematics: Grades 8-12.
 - (8) Science: Grades 7-12.
 - (9) Science: Grades 8-12.
 - ~~(10) Science, Technology, Engineering, and Mathematics: Grades 6-12.~~
- (10) ~~(11)~~ Secondary Industrial Arts (Grades 6-12).
 - (11) ~~(12)~~ Secondary Industrial Technology (Grades 6-12).
 - (12) ~~(13)~~ Secondary Physics (Grades 6-12).
 - (13) ~~(14)~~ Secondary Science (Grades 6-12).
 - (14) ~~(15)~~ Secondary Science, Composite (Grades 6-12).

- (15) ~~(16)~~ Technology Education: Grades 6-12.
- ~~(16) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.~~
- ~~(17) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.~~
- ~~(18) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
- (b) All teachers assigned to Engineering Science shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.581. Digital Electronics, Grades 9-12.

- (a) Subject to the requirements in subsection (b) of this section, an assignment for Digital Electronics, Grades 9-12, is allowed with one of the following certificates.
- (1) Legacy Master Mathematics Teacher (Grades 8-12).
 - (2) Mathematics/Physical Science/Engineering: Grades 6-12.
 - (3) Mathematics/Physical Science/Engineering: Grades 8-12.
 - (4) Physics/Mathematics: Grades 7-12.
 - (5) Physics/Mathematics: Grades 8-12.
 - ~~(6) Science, Technology, Engineering, and Mathematics: Grades 6-12.]~~
 - ~~(6) ~~(7)~~ Secondary Industrial Arts (Grades 6-12).~~
 - ~~(7) ~~(8)~~ Secondary Industrial Technology (Grades 6-12).~~
 - ~~(8) ~~(9)~~ Secondary Mathematics (Grades 6-12).~~
 - ~~(9) ~~(10)~~ Technology Education: Grades 6-12.~~
 - ~~(10) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.~~
 - ~~(11) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.~~
 - ~~(12) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.~~
- (b) All teachers assigned to Digital Electronics shall participate in Texas Education Agency-approved training prior to teaching this course effective with the 2019-2020 school year. Specific details about the required training can be found at tea.texas.gov/cte.

§231.583. Robotics I, Grades 9-12.

An assignment for Robotics I, Grades 9-12, is allowed with one of the following certificates.

- (1) Mathematics/Physical Science/Engineering: Grades 6-12.
- (2) Mathematics/Physical Science/Engineering: Grades 8-12.
- (3) Physics/Mathematics: Grades 7-12.
- (4) Physics/Mathematics: Grades 8-12.
- ~~(5) Science, Technology, Engineering, and Mathematics: Grades 6-12.]~~
- ~~(5) ~~(6)~~ Secondary Industrial Arts (Grades 6-12).~~
- ~~(6) ~~(7)~~ Secondary Industrial Technology (Grades 6-12).~~
- ~~(7) ~~(8)~~ Technology Applications: Early Childhood-Grade 12.~~
- ~~(8) ~~(9)~~ Technology Applications: Grades 8-12.~~

- (9) ~~[(10)]~~ Technology Education: Grades 6-12.
- (10) ~~[(11)]~~ Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (11) ~~[(12)]~~ Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (12) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (13) Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.587. Fundamentals of Computer Science, Advanced Placement Computer Science Principles, Grades 9-12.

An assignment for Fundamentals of Computer Science or Advanced Placement Computer Science Principles, Grades 9-12, is allowed with one of the following certificates.

- (1) Computer Science: Grades 8-12.
- (2) Grades 6-12 or Grades 9-12--Computer Information Systems.
- (3) Junior High School (Grades 9-10 only) or High School--Computer Information Systems.
- (4) Secondary Computer Information Systems (Grades 6-12).
- (5) Technology Applications: Early Childhood-Grade 12.
- (6) Technology Applications: Grades 8-12.
- (7) Trade and Industrial Education: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.
- (8) Trade and Industrial Education: Grades 8-12. This assignment requires a bachelor's degree and appropriate work approval.
- (9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.

§231.589. Game Programming and Design, Grades 9-12.

An assignment for Game Programming and Design, Grades 9-12, is allowed with one of the following certificates.

- (1) Computer Science: Grades 8-12.
- (2) Grades 6-12 or Grades 9-12--Computer Information Systems.
- (3) Junior High School (Grades 9-10 only) or High School--Computer Information Systems.
- (4) Secondary Computer Information Systems (Grades 6-12).
- (5) Secondary Industrial Arts (Grades 6-12).
- (6) Secondary Industrial Technology (Grades 6-12).
- (7) Technology Applications: Early Childhood-Grade 12.
- (8) Technology Applications: Grades 8-12.
- (9) Technology Education: Grades 6-12.
- (10) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (11) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (12) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.

- (13) ~~(12)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

§231.591. Mobile Applications Development, Grades 9-12.

An assignment for Mobile Applications Development, Grades 9-12, is allowed with one of the following certificates.

- (1) Computer Science: Grades 8-12.
- (2) Grades 6-12 or Grades 9-12--Computer Information Systems.
- (3) Junior High School (Grades 9-10 only) or High School--Computer Information Systems.
- (4) Secondary Computer Information Systems (Grades 6-12).
- (5) Technology Applications: Early Childhood-Grade 12.
- (6) Technology Applications: Grades 8-12.
- (7) Trade and Industrial Education: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.
- (8) Trade and Industrial Education: Grades 8-12. This assignment requires a bachelor's degree and appropriate work approval.
- (9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.
- (10) ~~(9)~~ Any business or office education certificate.
- (11) ~~(10)~~ Business and Finance: Grades 6-12.
- (12) ~~(11)~~ Business Education: Grades 6-12.
- (13) ~~(12)~~ Marketing: Grades 6-12.
- (14) ~~(13)~~ Marketing Education: Grades 8-12.

§231.593. Cybersecurity, Grades 9-12.

An assignment for Foundations of Cybersecurity, Grades 9-12, and Cybersecurity Capstone is allowed with one of the following certificates.

- (1) Computer Science: Grades 8-12.
- (2) Grades 6-12 or Grades 9-12--Computer Information Systems.
- (3) Junior High School (Grades 9-10 only) or High School--Computer Information Systems.
- (4) Secondary Computer Information Systems (Grades 6-12).
- (5) Technology Applications: Early Childhood-Grade 12.
- (6) Technology Applications: Grades 8-12.
- (7) Technology Education: Grades 6-12.
- (8) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (9) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (10) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- (11) ~~(10)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

Division 25. Transportation, Distribution, and Logistics, Grades 9-12 Assignments**§231.631. Transportation, Distribution, and Logistics, Grades 9-12.**

- (a) An assignment for Energy and Power of Transportation Systems; Aircraft Airframe Technology; Aircraft Powerplant Technology; Automotive Basics; Automotive Technology I: Maintenance and Light Repair; Automotive Technology II: Automotive Service; Advanced Transportation Systems Laboratory; Basic Collision Repair and Refinishing; Collision Repair; Paint and Refinishing; Diesel Equipment Technology I; Diesel Equipment Technology II; Distribution and Logistics; Introduction to Aircraft Technology; Principles of Distribution and Logistics; Principles of Transportation Systems; Introduction to Transportation Technology; or Management of Transportation Systems, Grades 9-12, is allowed with one of the following certificates.
- (1) Technology Education: Grades 6-12.
 - (2) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (4) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (5) ~~(4)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (b) Subject to the requirements in subsection (c) of this section, an assignment for Practicum in Transportation Systems, Extended Practicum in Transportation Systems, Practicum in Distribution and Logistics, or Extended Practicum in Distribution and Logistics, Grades 9-12, is allowed with one of the following certificates.
- (1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
 - (2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
 - (3) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
 - (4) ~~(3)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.
- (c) The school district is responsible for ensuring that each teacher assigned to Practicum in Transportation Systems, Extended Practicum in Transportation Systems, Practicum in Distribution and Logistics, or Extended Practicum in Distribution and Logistics, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.

§231.633. Small Engine Technology, Grades 9-12.

An assignment for Small Engine Technology I or Small Engine Technology II, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Secondary Industrial Arts (Grades 6-12).
- (5) Secondary Industrial Technology (Grades 6-12).
- (6) Technology Education: Grades 6-12.
- (7) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (8) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.

- (10) ~~(9)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

Division 26. Energy, Grades 9-12 Assignments

§231.651. Energy ~~and Natural Resources~~, Grades 9-12.

An assignment for Oil and Gas Production I; Oil and Gas Production II; Oil and Gas Production III; Oil and Gas Production IV; Introduction to Process Technology; Foundations of Energy; or Petrochemical Safety, Health, and Environment, Grades 9-12, is allowed with one of the following certificates.

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate.
- (4) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.
- (5) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.
- (6) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires appropriate work approval.
- ~~(7) (6)~~ Vocational Trades and Industry. This assignment requires appropriate work approval.

Item 13

Adoption of Proposed Amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes

[\(Back to Agenda\)](#)

Item 13: COVER PAGE

CONSENT AGENDA ITEM

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 the adoption of a proposed amendment to 19 TAC Chapter 250, which covers the purchasing of contracts and the process to petition the Board for adoption of rules or rule changes. The SBEC unanimously approved the proposed amendment at the February 2022 meeting. The proposed amendment would:

- Update the petition procedures, in alignment with the SBOE's rules, to allow for increased ease in submitting a petition for rulemaking
- Update the rule text to provide technical changes to improve readability

TEA Staff Recommendation:

To adopt the proposed amendment as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- we are accountable to all Texas stakeholders and their input is essential.

Item 13:**Adoption of Proposed Amendment to 19 TAC Chapter 250,
Administration, Subchapter B, Rulemaking Procedures,
§250.20, Petition for Adoption of Rules or Rule Changes****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes. The proposed amendment would update the SBEC's petition procedures to allow for increased ease in submitting a petition for rulemaking for the SBEC's consideration. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

STATUTORY AUTHORITY: The statutory authority for Chapter 250, Subchapter B, §250.20, is the Texas Education Code (TEC), §21.035(b) and §21.041(a) and (b)(1), and Texas Government Code (TGC), §2001.021.

TEC, §21.035(b), requires the Texas Education Agency (TEA) to provide the SBEC's administrative functions and services.

TEC, §21.041(a), authorizes the SBEC to adopt rules as necessary to implement its procedures.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TGC, §2001.021, authorizes a state agency to prescribe by rule the form for a petition and the procedure for the submission, consideration, and disposition.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendment to 19 TAC Chapter 250 would be July 21, 2022 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: At the February 11, 2022 SBEC meeting, the SBEC approved the proposed amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes, for publication in the *Texas Register* as proposed rules.

BACKGROUND INFORMATION AND JUSTIFICATION: TGC, §2001.021, requires that procedures to petition for the adoption of rule changes be adopted by rule. To comply with

statute, the SBEC rules in 19 TAC Chapter 250, Subchapter B, establish procedures for SBEC petition for rulemaking in §250.20, Petition for Adoption of Rules or Rule Changes.

The proposed amendment to §250.20(a) would update the SBEC's petition procedures, including the petition form included as Figure: 19 TAC §250.20(a), to improve efficiency by ensuring that an interested person can submit the petition electronically. In addition, the proposed amendment to the Figure: 19 TAC §250.20(a) would specify one TEA division as the collection point for all petitions submitted to the SBEC and would allow the petitioner to provide an email address on the petition form. This would ensure timely acknowledgement, communication, review, status, and final decision of a petition by TEA staff for consideration by the SBEC at a future meeting.

The proposed new §250.20(d)(5) would allow the SBEC the opportunity to deny a petition for any other reason the SBEC determines is grounds for denial. This would clarify that SBEC has the authority to deny for any reasons not specified in the enumerated list in subsection (d).

The proposed amendment to §250.20 would also include technical edits to improve readability.

No changes are recommended to the proposed amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes, but additional changes may be recommended at the time of the meeting based on public comment.

FISCAL IMPACT: No changes have been made to this section since published as proposed. The TEA staff has determined that there is no additional fiscal impact on state or local governments and that there are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed. The proposal has no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed. The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking

would be in effect, the proposed amendment would expand an existing regulation by allowing for a petition for rulemaking to be submitted via electronic means.

The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not limit or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed. The public benefit anticipated as a result of the proposal would be providing another means by which an interested person can file a petition for rulemaking, create a more efficient process, and reflect current procedures. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal began March 18, 2022, and ended April 18, 2022. Any comments received will be provided to the SBEC under separate cover prior to the April 29, 2022 meeting. The SBEC will take registered oral and written comments on the proposal at the April 29, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve for adoption, subject to the State Board of Education (SBOE) review, the proposed amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Staff Members Responsible:

Christie Pogue, Director, SBEC Policy Development and Support
Cristina De La Fuente-Valadez, Director, Rulemaking
Lynette Smith, Program Specialist, Rulemaking

Attachments:

- I. Text of 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures ([Attachment I](#))
- II. Text of Proposed Figure: 19 TAC §250.20(a) ([Attachment II](#))

ATTACHMENT I
(Back to Attachments List)
Text of Proposed Amendment to 19 TAC

Chapter 250. Administration

Subchapter B. Rulemaking Procedures

§250.20. Petition for Adoption of Rules or Rule Changes.

- (a) Any interested person, as defined in Texas Government Code (TGC) , §2001.021, may petition for the adoption, amendment, or repeal of a rule of the State Board for Educator Certification (SBEC) by filing a petition on the [a] form provided in this subsection. The petition shall be signed and submitted to the designated Texas Education Agency (TEA) office. The TEA staff shall evaluate the merits of the petition [proposal] to determine whether to recommend that rulemaking proceedings be initiated or that the petition be denied.

Figure: 19 TAC §250.20(a) [Figure: 19 TAC §250.20(a)]

- (b) In accordance with TGC [the Texas Government Code] , §2001.021, the TEA staff must respond to the petitioner within 60 calendar days of receipt of the petition.
- (1) Where possible, the recommendation concerning the petition shall be placed on the next SBEC agenda, and the SBEC shall act on the petition within 60 calendar days [the 60 calendar day time limit].
- (2) Where the time required to review the petition or the scheduling of SBEC meetings will not permit the SBEC to act on the petition within the required 60 calendar days, the TEA staff shall respond to the petitioner within the required 60 calendar days, notifying the petitioner of the date of the SBEC meeting at which the recommendation will be presented to the SBEC for action.
- (c) The SBEC will review the petition and the recommendation and will either deny the petition, giving reasons for the denial, or direct the TEA staff to begin the rulemaking process [or deny the petition, giving reasons for the denial] . The TEA staff will notify the petitioner of the SBEC's action related to the petition.
- (d) Without limitation to the reasons for denial in this subsection, the SBEC may deny a petition on the following grounds:
- (1) the SBEC does not have jurisdiction or authority to propose or to adopt the petitioned rule;
- (2) the petitioned rule conflicts with a statute, court decision, another rule proposed or adopted by the SBEC, or other law;
- (3) the SBEC determines that a different proceeding, procedure, or act more appropriately addresses the subject matter of the petition than initiating a rulemaking proceeding; [or]
- (4) the petitioner files [is inappropriately using the opportunity to file a rulemaking petition under this section, as evidenced by filing] a petition:
- (A) before the fourth anniversary of the SBEC's having previously considered and rejected a similar rule on the same subject matter; or
- (B) to amend a rule proposed or adopted by the SBEC that has not yet become effective ; or [ε]
- (5) any other reason the SBEC determines is grounds for denial.
- (e) If the SBEC initiates rulemaking procedures in response to a petition, the rule text which the SBEC proposes may differ from the rule text proposed by the petitioner.

ATTACHMENT II
(Back to Attachments List)

~~Figure: 19 TAC §250.20(a)~~ ~~Figure: 19 TAC §250.20(a)~~

STATE BOARD FOR EDUCATOR CERTIFICATION
Petition for Adoption of a Rule

The Texas Government Code, §2001.021, provides that any interested person may petition an agency requesting the adoption of a rule.

The ~~petition~~ ~~Petitions~~ should be signed and submitted ~~[to]~~:

~~by mail to Rulemaking Division, Texas Education Agency, 1701 North Congress Avenue, Austin Texas 78701-1494; or [Office of Educator Leadership and Quality]~~

~~[Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494]~~

~~by using the email button at the bottom of this petition form or by emailing directly to sbecrules@tea.texas.gov.~~

Name:

Affiliation/Organization (if applicable):

Address:

Email Address:

Telephone:

Date:

Texas Government Code, §2001.021, specifies that an interested person must meet one of the following criteria. Please check all of the following that apply to you.

- resident of Texas
- business entity located in Texas
- governmental subdivision located in Texas
- public or private organization located in Texas that is not a state agency

Proposed rule text (indicate words to be added or deleted from the current text):

Statutory authority for the proposed rule action:

Why is this rule action necessary or desirable?

(If more space is required, attach additional sheets.)

Petitioner's Signature

(Typing your name in the field above serves as your signature for the purposes of this petition.)

[Click here to submit petition form](#)

Item 14

Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I

[\(Back to Agenda\)](#)

Item 14:

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 the proposed amendments to 19 TAC Chapter 230, Subchapter E, which establishes the requirements for issuance of an educational aide certificate. The proposed amendments would reflect recent updates by the State Board of Education regarding the Texas Essential Knowledge and Skills and course offerings.

Statutory Authority:

All the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff worked under when preparing this item.

TEA Staff Recommendation:

To approve the proposed amendments as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- certification programs should have transparent systems for continuous improvement
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 14:**Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose an amendment to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I. The proposed amendment would update requirements for issuance of the Educational Aide I certificate to high school students who qualify for industry-based certification. The proposed amendment would also provide technical cross-reference and State Board of Education (SBOE) action updates.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 230, §230.55, is the Texas Education Code (TEC), §21.041(a) and (b)(1)–(4).

TEC, §21.041(a), states the board may adopt rules as necessary for its own procedures.

TEC, §21.041(b)(1)–(4), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B, and requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates, the period for which each class of educator certificate is valid, and the requirements for the issuance and renewal of an educator certificate.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: If approved for filing as proposed in April 2022, and if adopted, subject to SBOE review, at the July 22, 2022 SBEC meeting, the proposed effective date of the proposal would be October 6, 2022 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: The SBEC last amended §230.55 effective May 17, 2020.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 230, Subchapter E, specify the requirements for issuance of an educational aide certificate. The following provides a description of changes to 19 TAC §230.55.

The proposed amendment to §230.55(4) would include a technical cross-reference edit to reflect recent SBOE updates to Texas Essential Knowledge and Skills (TEKS) rule chapters for Career and Technical Education and to change references to Education and Training from Chapter 130, Subchapter E, to newly adopted Chapter 127, Subchapter G, Education and Training.

The proposed amendment to §230.55(4) would also expand the list of SBOE-approved education and training course options to be completed by high school students to qualify for the Educational Aide I certificate. The proposed amendment would allow high school students, who qualify for an industry-based certification, additional options for courses they can take to fulfill the three-credit requirement detailed in §230.55(4) and would continue to allow schools to accurately reflect these students as "career ready" in their accountability measures. The number of credits required to qualify for the Educational Aide I certificate remains unchanged.

The expanded list of approved education and training course options requires the proposed expansion of §230.55(4), wherein the existing two training course options are proposed to be contained in relettered subparagraphs (E) and (F), and the additional training course options are proposed to be contained in new subparagraphs (A)–(D), with §230.55(4) proposed to be organized by ascending training course section number. The proposed amendment to §230.55(E) and (F) would include the technical cross-reference edits to reflect recent TEKS chapter updates that align with the relevant education and training courses from Chapter 130, Subchapter E, to newly adopted Chapter 127, Subchapter G.

FISCAL IMPACT: The Texas Education Agency (TEA) staff has determined that there is no additional fiscal impact on state and local governments and that there are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government, and therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property, and therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, the proposal would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The public benefit anticipated as a result of the proposal would be providing high school students more course options and, thereby, greater flexibility and opportunity to meet the course work requirements for issuance of the educational

aide certificate as an industry-based certification. The TEA staff has determined that there is no anticipated cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins June 3, 2022, and ends July 5, 2022. The SBEC will take registered oral and written comments on the proposal at the July 22, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I, to be published as proposed in the *Texas Register*.

Staff Member Responsible:

Marilyn Cook, Director, Educator Certification

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter E, Educational Aide Certificate, §230.55, Certification Requirements for Educational Aide I

[\(Attachment\)](#)

ATTACHMENT
(Back to Attachments List)
Text of Proposed Amendment to 19 TAC

Chapter 230. Professional Educator Preparation and Certification

Subchapter E. Educational Aide Certificate

§230.55. Certification Requirements for Educational Aide I.

An applicant for an Educational Aide ~~[educational aide]~~ I certificate shall meet the requirements in either paragraphs (1) and (2) of this section or paragraphs (3) and (4) of this section as follows:

- (1) hold a high school diploma, the equivalent of a high school diploma, or higher; and
- (2) have experience working with students or parents as approved by the employing superintendent. Experience may be work in church-related schools, day camps, youth groups, private schools, licensed daycare centers, or similar experience; or
- (3) be a high school student 18 years of age or older; and
- (4) have a final grade of 70 or better in two or more education and training courses specified in Chapter 127, Subchapter G, [Chapter 130, Subchapter E,] of Part 2 of this title (relating to Education and Training) for three or more credits verified in writing by the superintendent of the district in which ~~[where]~~ the credits were earned. The education and training courses must include ~~[either]~~ :
 - (A) Child Development, as described in §127.317 of Part 2 of this title (relating to Child Development (One Credit), Adopted 2021); or
 - (B) Child Guidance, as described in §127.318 of Part 2 of this title (relating to Child Guidance (Two Credits), Adopted 2021); or
 - (C) Practicum in Early Learning, as described in §127.320 of Part 2 of this title (relating to Practicum in Early Learning (Two Credits), Adopted 2021); or
 - (D) Communication and Technology in Education, as described in §127.324 of Part 2 of this title (relating to Communication and Technology in Education (One Credit), Adopted 2021); or
 - (E) ~~[(A)]~~ Instructional Practices, as described in §127.325 ~~[§130.164]~~ of Part 2 of this title (relating to Instructional Practices (Two Credits), Adopted 2021 ~~[2015]~~); or
 - (F) ~~[(B)]~~ Practicum in Education and Training, as described in §127.326 ~~[§130.165]~~ of Part 2 of this title (relating to Practicum in Education and Training (Two Credits), Adopted 2021 ~~[2015]~~) .

Item 15

Proposed Amendments to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.7, Requirements for Certificate Renewal

[\(Back to Agenda\)](#)

Item 15:

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 proposed amendment to 19 TAC Chapter 232, which establishes the educator certificate renewal provisions. The proposed amendment would require an educator under an SBEC order for disciplinary purposes to be in compliance with that order to renew their educator's certificate. This would allow the SBEC to enforce its disciplinary orders more efficiently and consistently, particularly when the order requires an educator to take training or continuing education but does not suspend the educator's certificate.

Statutory Authority:

All the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda.

TEA Staff Recommendation:

To approve the proposed amendment as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- we are accountable to all Texas stakeholders and their input is essential.

Item 15:**Proposed Amendment to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.7, Requirements for Certificate Renewal****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose an amendment to 19 Texas Administrative Code (TAC) Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.7, Requirements for Certificate Renewal. The proposed amendment would require that to renew an educator's certificate, the educator must be in compliance with the terms of any SBEC order resulting from an educator discipline case against the educator. This requirement would allow the SBEC to enforce its disciplinary orders more efficiently and consistently, particularly when the order requires an educator to take training or continuing education but does not suspend the educator's certificate.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 232, Subchapter A, §232.7, is the Texas Education Code (TEC), §§21.003(a); 21.0031(f); 21.031; 21.041(b)(1)–(4) and (7)–(9); 21.054; 21.0541; and 21.0543; and Texas Occupations Code (TOC), §55.002 and §55.003.

TEC, §21.003(a), states a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by the TEC, Chapter 21, Subchapter B.

TEC, §21.0031(f), clarifies and places certain limits on provisions authorizing termination of an educator's contract for failure to maintain a valid certificate.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public-school educators.

TEC, §21.041(b)(1)–(4), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; and requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(b)(7)–(8), requires the SBEC to propose rules that provide for disciplinary proceedings, including the suspension or revocation of an educator certificate, as provided by

Government Code, Chapter 2001, and provide for the adoption, amendment, and enforcement of an educator's code of ethics.

TEC, §21.041(b)(9), requires the SBEC to propose rules that provide for continuing education requirements.

TEC, §21.054, requires the SBEC to propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements.

TEC, §21.0541, requires the SBEC to propose rules that allow an educator to receive credit towards the educator's continuing education requirements for completion of an instructional course on the use of an automated external defibrillator (AED).

TEC, §21.0543, requires the SBEC to propose rules that provide for continuing education credit related to digital technology instruction.

TOC, §55.002, states a state agency that issues a license shall adopt rules to exempt an individual who holds a license issued by the agency from any increased fee or other penalty for failing to renew the license in a timely manner if the individual establishes the individual failed to renew the license in a timely manner because the individual was serving as a military service member.

TOC, §55.003, states a military service member who holds a license is entitled to two years of additional time to complete any continuing education requirements and any other requirement related to the renewal of the military service member's license.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: If approved for filing as proposed in April 2022, and if adopted, subject to State Board of Education (SBOE) review, at the July 22, 2022 SBEC meeting, the proposed effective date of the proposal would be October 6, 2022, (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: The SBEC last amended 19 TAC §232.7 effective May 12, 2022.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 232, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, provide for rules that establish the requirements relating to types and classes of certificates issued, certificate renewal, and continuing professional education (CPE). In particular, 19 TAC §232.7, Requirements for Certificate Renewal, sets out the procedures for certificate renewal and the conditions an educator must meet in order to renew their educator certificate.

The proposed new §232.7(c)(4) would add a new prerequisite requirement for renewal of an educator's certificate to require the educator be in compliance with all terms of any SBEC disciplinary orders against the educator prior to renewal.

The purpose of this amendment is to allow the SBEC an efficient method of enforcing its orders that require an educator to complete training or additional continuing education but do not

suspend the educator's certificate. Currently, the SBEC is easily able to enforce the training or continuing education requirements of its orders involving suspensions because the educator has to show proof of the completed courses before the educator's certificate can be reinstated at the end of the suspension. To enforce an order that requires training but does not involve a suspension, the SBEC currently has to instigate a second contested case proceeding, seeking to find that the educator is in violation of the SBEC order. This is a long process and requires a significant amount of staff time and agency resources.

It is likely that SBEC orders requiring training without a suspension or other sanction will increase after recent rule changes to 19 TAC §249.15, Disciplinary Action by State Board for Educator Certification, to comply with House Bill 2519, 87th Texas Legislature, Regular Session, 2021, allowing the SBEC to order additional continuing education or training without otherwise sanctioning the educator's certificate. The proposed amendment would require educators to ensure that they had met the requirements of their disciplinary SBEC orders prior to renewing their certificates and would allow the SBEC to refuse to renew an educator's certificate until the educator has fully complied with the SBEC order by completing all required training and by submitting proof. This method of efficient enforcement of SBEC-ordered training requirements would ensure that more educators complete the ordered training or continuing education in a timely manner.

The proposal includes proposed technical edits that would renumber provisions in §232.7(c) to accommodate proposed new §232.7(c)(4) and that would edit a cross reference to 19 TAC §232.11 in §232.7(b)(4).

FISCAL IMPACT: The Texas Education Agency (TEA) staff has determined that there is no additional fiscal impact on state or local governments and that there are no additional costs to entities required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, the proposal would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the

agency; would not create a new regulation; would not expand, repeal, or limit an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The public benefit anticipated as a result of the proposal would be enhanced student safety and welfare resulting from educators completing training to remediate in the specific areas that the SBEC found were necessary to improve the educators' worthiness to instruct. The TEA staff has determined there is no anticipated cost to persons required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins June 3, 2022, and ends July 5, 2022. The SBEC will take registered oral and written comments on the proposal at the July 22, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the proposed amendment to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.7, Requirements for Certificate Renewal, to be published as proposed in the *Texas Register*.

Staff Member Responsible:

Laura Moriaty, Director, SBEC Enforcement

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 232, General Certification Provisions, Subchapter A, Certificate Renewal and Continuing Professional Education Requirements, §232.7, Requirements for Certificate Renewal
(Attachment)

ATTACHMENT
(Back to Attachments List)
Text of Proposed Amendment to 19 TAC

Chapter 232. General Certification Provisions

Subchapter A. Certificate Renewal and Continuing Professional Education Requirements

§232.7. Requirements for Certificate Renewal.

- (a) The Texas Education Agency (TEA) staff shall develop procedures to:
- (1) notify educators at least six months prior to the expiration of the renewal period to the email address as specified in §230.91 of this title (relating to Procedures in General);
 - (2) confirm compliance with all renewal requirements pursuant to this subchapter;
 - (3) notify educators who are not renewed due to noncompliance with this section; and
 - (4) verify that educators applying for reactivation of certificate(s) under §232.9 of this title (relating to Inactive Status and Late Renewal) are in compliance with subsection (c) of this section.
- (b) The TEA staff shall administratively approve each hardship exemption request that meets the criteria specified in paragraphs (1)-(4) of this subsection.
- (1) A hardship exemption must be due to one of the following circumstances that prevented the educator's completion of renewal requirements:
 - (A) catastrophic illness or injury of the educator;
 - (B) catastrophic illness or injury of an immediate family member; or
 - (C) military service of the educator.
 - (2) The request for a hardship exemption must include documentation from a licensed physician or verified military records.
 - (3) The request for the amount of time allowed for renewal is equal to:
 - (A) the amount of time that a licensed physician determined that the educator was not able to complete renewal requirements due to the educator's catastrophic illness or injury; or
 - (B) the amount of time that a licensed physician determined that the educator was not able to complete renewal requirements due to the catastrophic illness or injury of an immediate family member; or
 - (C) two years of additional time for a military service member, in accordance with the Texas Occupations Code, §55.003.
 - (4) A hardship exemption may be approved for a local education agency on behalf of an educator who has an invalid certificate due to lack of earning the required continuing professional education (CPE) hours as prescribed in §232.11 of this title (relating to Number ~~and~~ ~~of~~ Content of Required Continuing Professional Education Hours). The hardship exemption is valid for the academic year of the application and may be renewed up to one additional academic year, provided that the superintendent or designee of the local education agency requests the extension.
 - (5) If a hardship exemption request is approved, the educator must pay the appropriate renewal fee, pursuant to §230.101 of this title (relating to Schedule of Fees for Certification Services).
- (c) To be eligible for renewal, an educator must:
- (1) subject to §232.16(c) of this title (relating to Verification of Renewal Requirements), satisfy CPE requirements, pursuant to §232.11 of this title;

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- (2) hold a valid standard certificate that is not currently suspended and has not been surrendered in lieu of revocation or revoked by lawful authority;
 - (3) not be a respondent in a disciplinary proceeding under Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases);
 - (4) be in compliance with all terms of any orders of the State Board for Educator Certification resulting from a disciplinary proceeding against the educator under Chapter 249 of this title;
 - (5) ~~(4)~~ successfully resolve any reported criminal history, as defined by §249.3 of this title (relating to Definitions);
 - (6) ~~(5)~~ not be in arrears of child support, pursuant to the Texas Family Code, Chapter 232;
 - (7) ~~(6)~~ pay the renewal fee, provided in §230.101 of this title, which shall be a single fee regardless of the number of certificates being renewed; and
 - (8) ~~(7)~~ submit fingerprints in accordance with §232.35(c) of this title (relating to Submission of Required Information) and the Texas Education Code, §22.0831.
- (d) The TEA staff shall renew the certificate(s) of an educator who meets all requirements of this subchapter.

Item 16

Approval of Continuing Education and Training Clearinghouse

[\(Back to Agenda\)](#)

Item 16:

COVER PAGE

Type of Agenda Board Item:

- Discussion Only:** TEA staff will present board items with an update, potential future items, and/or seek SBEC direction on potential future board action items. TEA staff will draft future action items from the board's discussion and direction.
- Board Action:** SBEC members will take action on the agenda item and the effective date will be immediately upon board approval.

Summary:

This item provides the SBEC an opportunity to approve the Continuing Education and Training Clearinghouse. SB 1267 requires the SBEC to publish the Clearinghouse by June 1, 2022. The SBEC approved the advisory group at the December 2021 meeting. The Clearinghouse reflects input by the advisory group on the seven topics named in the legislation and includes recommended best practices and industry recommendations for the frequency for training of educator and other school personnel.

Statutory Authority:

All of the relevant statutes, if applicable, pertaining to this item are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff was working under when preparing this item.

TEA Staff Recommendation:

To approve the Clearinghouse as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- we must ensure the safety and welfare of Texas's diverse student population.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 16:

Approval of Continuing Education and Training Clearinghouse

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to approve the Continuing Education and Training Clearinghouse, as required by Senate Bill (SB) 1267, 87th Texas Legislature, Regular Session, 2021.

STATUTORY AUTHORITY: SB 1267 created new TEC, §21.4514, Continuing Education and Training Clearinghouse; Advisory Group, and. §21.4515, Annual Adoption of Professional Development Policy.

BACKGROUND INFORMATION: Recent legislation in SB 1267, 87th Texas Legislature, Regular Session, 2021, requires the SBEC to publish a Continuing Education and Training Clearinghouse (Clearinghouse). The legislation is related to what school districts and open-enrollment charter schools provides regarding trainings in specific topics for educators and other school personnel. This item provides the SBEC the opportunity to approve the Clearinghouse that will be published on the TEA website.

SB 1267 Required Components Related to the Clearinghouse:

There are three required components prescribed in SB 1267 related to the Clearinghouse:

- The **Clearinghouse is to** include:
 - best practices and industry recommendations for the frequency for training of those individuals
 - seven named topics in statute (which already includes the developers of the training topics, and training content that statute prescribes, and the population who is required to participate). Attachment I includes the training topics, statutory provisions, required trainings, and required personnel:
 1. **Suicide prevention**
 2. Strategies for **establishing and maintaining positive relationships** among students, including **conflict resolution**
 3. Preventing, identifying, responding to, and reporting incidents of **bullying**
 4. **Safety training** program
 5. Increasing awareness of issues regarding **sexual abuse, sex trafficking, and other maltreatment of children**
 6. Increasing awareness and implementation of **trauma-informed care**
 7. Administration of an **epinephrine auto-injector**
- The **SBEC is to**:
 - establish a Clearinghouse Advisory Group (CAG) to make recommendations to the SBEC and to conduct a bi-annual review of the Clearinghouse and make recommendations to the legislature regarding any trainings to be reduced, eliminated, or consolidated with other trainings

- approve the Clearinghouse and ensure that it reflects input provided by the CAG
- publish the Clearinghouse on the TEA website by June 1, 2022
- **School districts and charter schools are required to** review the Clearinghouse annually to guide their adoption of a professional development policy and to note any differences from the Clearinghouse and their adopted professional development plan.

Below outlines the timeline and action steps regarding the implementation of SB 1267.

Date	Action
October 1, 2021 SBEC Meeting	SBEC discussed SB 1267 and was notified that TEA staff would be soliciting names of educators and organizations that represent educators, for consideration of clearinghouse advisory group (CAG) members from the SBEC, the Texas Workforce Workgroup that was involved with the legislation, the Educator Preparation Advisory Committee (EPAC), and those stakeholders who reached out interested in serving on the advisory group.
December 10, 2021 SBEC Meeting	SBEC approved the Clearinghouse Advisory Group: 25 members – Attachment II <ul style="list-style-type: none"> • Educators <ul style="list-style-type: none"> ○ Counselors – 2 ○ Administrators – 8 ○ Classroom Teachers – 6 • Organizations Representing Educators – 9
January 25, 2022 Clearinghouse Advisory Group Meeting	<ul style="list-style-type: none"> • CAG met to determine the criteria for organizations to submit frequency recommendations: <ol style="list-style-type: none"> 1. Supporting evidenced-based and/or research-based best practices for each of the topics. 2. Summary of proposed frequency with rationale. 3. Date of the research. 4. Publication and demographics of research. 5. Whether the was research peer-reviewed. • CAG members named the organizations that would be asked to submit recommendations – Attachment III • CAG reviewed a draft of the Clearinghouse that would also include: <ul style="list-style-type: none"> ○ Professional development best practices named in the Effective Schools Framework to highlight TEA-approved best practices for adult learning ○ CPE requirements for each class of certificate
February 24, 2022 CAG Emailed Submissions	The CAG members received the submission packets from the four organizations that answered the call, along with a scoring rubric. Attachment IV outlines the organizations and recommended frequencies.
March 3, 2022 CAG Meeting	The CAG met to review submission packets and provide recommended frequency and rationale for each of the seven topics. Attachment V includes the responses provided by members.
March 29, 2022	TEA staff sent CAG members a draft of April 29, 2022 SBEC Clearinghouse Approval agenda item.

Submissions and Recommendations

The CAG identified eighteen organizations that may be interested and have the research criteria to respond to the invitation to submit frequency recommendations for the seven topics. Out of the eighteen organizations that were invited to submit frequency recommendations, the following responded:

1. COMMIT / Meadows Mental Health Policy Institute
2. Social Emotional Learning for Texas
3. Texas Pediatrics Society
4. Texas School Counselor Association, a Division of Texas Counseling Association

As illustrated in Attachment IV, the organizations either recommended each topic be covered annually by the school district or charter school, or they offered no recommendation because they chose not to respond, indicated no recommendation, or indicated that the given topic is not an area of expertise for them.

March 3, 2022 Clearinghouse Advisory Group Feedback Highlights:

During the March 3 CAG meeting, the members were provided with a shared document to insert their recommendations on the frequency of each topic. They could choose to agree with the annual frequency recommendations of the submissions, if one was provided, or provide a different frequency recommendation. In both instances, the advisory group members were asked to provide the rationale for their recommendations.

As reflected in the CAG feedback outlined in Attachment V, there were mixed reactions to the submissions as well as areas of unanimous agreement. In synthesizing the feedback, the CAG surfaced the following ideas:

- The submitted recommendations from the organizations did not include research or supporting evidence regarding frequency. It was unclear whether the lack of supporting evidence was due to the organizations not following the criteria for submission or due to the research on these topics not including frequency recommendations.
- The quality of professional development is much more important than frequency.
- Professional development should be a job-embedded part of a professional learning community, and not online only.
- Districts should provide professional development both annually before the beginning of the year, and also as job-embedded training.
- Best practices aligned with the Effective Schools Framework professional development levers should be included in the Clearinghouse as a resource.
- Committee members differed on their recommendations regarding the appropriate frequency of training in each of the topics.

The table below summarizes the recommendations of the CAG members who:

- agreed with the annual frequency as recommended by the organizations,
- did not agree with the annual frequency, or
- did not provide a recommendation.

Topic	Yes, Annually	No, not Annually	Blank/Other
Suicide Prevention	5	9	3
Conflict Resolution	3	12	2

Bullying	1	14	2
Safety Training	1	14	2
Trauma-Informed Training	2	11	4
Human Trafficking, Maltreatment	3	11	3
Epinephrine	0	13	4

Given that the organizations that submitted frequency recommendations did not point to any specific research or best practices to support those recommendations, many committee members shared that they were not comfortable with affirming the organizations' recommendation of annual training for each topic. All CAG members agreed that all of these topics are crucial training components for staff and employees.

In synthesizing the feedback from the CAG, members' responses regarding training frequency recommendations generally fell into two categories. Members either supported trainings being conducted on an annual basis or preferred that the training be job-embedded or part of a professional learning community.

SBEC Approval of Clearinghouse

The SBEC is charged with approving the Clearinghouse. In doing so, SB 1267 requires that:

1. the Board must ensure that the Clearinghouse includes frequency recommendations and reflects input provided by the Clearinghouse Advisory Group, and
2. each school district board of trustees and governing body of an open-enrollment charter school must adopt a professional development policy that is guided by the Clearinghouse and note any differences in the policy adopted by the district or school from the recommendations in the Clearinghouse, including differences in training frequency.

To comply with both provisions, TEA staff suggests that the frequency recommendations reflect the input of the CAG by allowing school districts and schools the opportunity to choose between either having the training be conducted during the year (job-embedded or part of a professional learning community) or annually. This will emphasize the importance of these topics to the educational community, while allowing for flexibility in how those trainings are conducted at districts and campuses throughout the state.

Additional Clearinghouse Opportunities

In addition to the requirements in SB 1267 regarding the Clearinghouse, TEA staff presented the CAG with additional information that could be included in the Clearinghouse to make it more meaningful. Those additional components include:

- **Additional Guidance and Specifics:** the **statutory requirements** regarding each topic, the **links to the required trainings**, and the **population** required to participate in the topics.
- **Professional Development Best Practices:** this section would provide a link to the TEA-approved Effective Schools Framework and Effective District Framework regarding professional development levers that reflect best practices for all adult learning.

- **Additional Resources:** this section would provide links to important trainings that align with specific topics, such as the TASB School District Training Chart, the Texas Model for Comprehensive School Counseling, 5th edition, and the Texas School Mental Health Toolkit. These would be recommended resources that would not require districts or campuses to note if they chose not to use them.
- **Continuing Professional Education Requirements:** this section would include the continuing professional education requirements for certificate renewal by certificate class as an additional resource.

Attachment VI reflects a draft of the Clearinghouse to be published on the TEA website, which includes the topic of Suicide Prevention as a sample to illustrate the information that will be displayed by each topic on the website. All seven topics in SB 1267 will be included, with the relevant corresponding information illustrated in Attachment I.

Next Steps

Once SBEC approves the Clearinghouse, TEA staff will notify the CAG of the final decision. TEA staff will then publish the Clearinghouse on the TEA website by June 1 and send the link to the SBEC and CAG members. Additionally, TEA staff will communicate to school districts, open-enrollment charter schools, and organizations that represent educators of the SBEC-approved Clearinghouse publication.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve the proposed Continuing Education and Training Clearinghouse as presented.

Staff Members Responsible:

Christie Pogue, Director, SBEC Policy Development and Support
Viviana Lopez, Program Specialist, Educator Preparation, Certification, and Enforcement
Judith Martin, SBEC Staff Services Officer

Attachments:

- I. Continuing Education and Training Clearinghouse Topics and Statutorily Required Trainings
[\(Attachment I\)](#)
- II. SBEC-Approved Continuing Education and Training Clearinghouse Advisory Group Members
[\(Attachment II\)](#)
- III. Clearinghouse Advisory Group Solicitation Efforts
[\(Attachment III\)](#)
- IV. Organization's Submissions Recommended Frequencies by Topic
[\(Attachment IV\)](#)
- V. March 3, 2022 Clearinghouse Advisory Group Submission Responses
[\(Attachment V\)](#)
- VI. Draft Clearinghouse to be Published on TEA Website
[\(Attachment VI\)](#)

ATTACHMENT I
(Back to Attachments List)
Continuing Education and Training Clearinghouse Topics and Statutorily Required Trainings

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel
<p>1. Suicide prevention</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 	<p><u>Suicide Prevention, Intervention and Postvention.</u></p>	<p>School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.</p>
<p>2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(B) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and 	<p><u>Building Skills Related to Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision-Making</u></p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>

	Human Services Commission and Education Service Centers		
3. Preventing, identifying, responding to, and reporting incidents of bullying	<ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<u>Positive Youth Development Bullying and Cyberbullying</u>	Teachers, school counselors, principals, and all other appropriate personnel.
4. Safety training program	<ul style="list-style-type: none"> 33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program 	<u>UIL Safety Training</u>	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children	<ul style="list-style-type: none"> 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content 38.0041(a) requires each district and charter school to adopt a policy to 	<u>Human Trafficking</u>	All employees Part of new employee orientation.

	<p>be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> • 38.004 states that the agency shall develop and update a child abuse training program. 		
<p>6. Increasing awareness and implementation of trauma-informed care</p>	<ul style="list-style-type: none"> • 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<p><u>Grief Informed and Trauma Informed</u></p>	<p>All staff in the school district.</p> <p>Part of new employee orientation.</p>
<p>7. Administration of an epinephrine auto-injector</p>	<ul style="list-style-type: none"> • 38.210(b)(1) and (2) for program and format and (3) for frequency. • (a) states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services 	<p><u>Epinephrine Auto-Injector Training</u></p>	<p>School personnel and volunteers who are authorized and trained.</p>

	<p>Commission, with advice from the Texas Dept of State Health Services appointed committee in 38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel. 38.210(b) also states specific training criteria</p>		
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ATTACHMENT II
([Back to Attachments List](#))
SBEC-Approved Continuing Education and Training Clearinghouse
Advisory Group Members

Name	Title/Organization	Location	Role
Jennifer Akins	Senior Director of Guidance and Counseling	McKinney	Educator – Administrator
Sharon Bradley	Director of Family and Social Services	Plano	Educator – Administrator
Dr. Ruben Castro Jr.	Bilingual/ESL Instructional Strategist	Donna	Educator – Administrator
Dr. Andrea Chavelier	Association of Texas Professional Educators	NA	Organization that Represents Educators
Monya Crow	Texas School Counselor Association	NA	Organization that Represents Educators
Dr. Sundie Dahlkamp	HR Executive Director	Pearland	Educator – Administrator
Holly Eaton	Texas Classroom Teachers Association	NA	Organization that Represents Educators
Carrie Griffith	Texas State Teachers Association	NA	Organization that Represents Educators
Ryan Higgins	High School Social Studies Teacher/Coach	Hurst-Eules-Bedford	Educator – Classroom Teacher
Angie Jackson	Elementary Special Education Teacher	Weslaco	Educator – Classroom Teacher
Cheryl Loving	Director of Counseling	Allen	Educator – Administrator
Casey McCreary	Texas Association of School Administrators	NA	Organization that Represents Educators
Courtney Nuckols	School Counselor	Taylor	Educator – Counselor
Jose Piñeda	Music Teacher (5-8)	Ysleta	Educator – Classroom Teacher
Patty Quinzi	Texas American Federation of Teachers	NA	Organization that Represents Educators
Le'Ann Solmonson	Texas Counseling Association	NA	Organization that Represents Educators
Bobbi Supak	Assistant Superintendent for Human Resources	Comal	Educator – Administrator
Katora Thomas	Middle School Math Teacher	YES Prep Public Schools	Educator – Classroom Teacher

Betty White	School Counselor	San Angelo	Educator – Counselor
Elizabeth Wilbanks	Teacher	Ector County	Educator – Classroom Teacher
LaPia Wilson	Elementary Special Education Teacher	Dallas	Educator – Classroom Teacher
Jennifer Winter	Innovative Teachers of Texas	NA	Organization that Represents Educators
Shannon Withers	Academic Dean of Science	San Antonio	Educator – Administrator
Carol Wright	Assistant Principal	Round Rock	Educator – Administrator
Dr. Eli Zambrano	Texas Association for Counselor Education	NA	Organization that Represents Educators

ATTACHMENT III
([Back to Attachments List](#))
Clearinghouse Advisory Committee Solicitation Efforts

The following organizations were asked to submit frequency recommendations to the Clearinghouse Advisory Committee:

Learning Forward
Texans Care for Children
Texas District Charter Alliance
Disability Rights Texas
Commit Partnership
Texas School Safety Center
Social Emotional Learning Alliance for Texas
National Alliance on Mental Illness
Grant Halliburton Foundation
Karyn Purvis Institute of Child Development
Momentous Institute
No Bullies Allowed
Texas Counseling Association
Texas School Counselor Association
Mental Health America of Greater Houston
Texas Pediatric Society
American Foundation for Suicide Prevention <ul style="list-style-type: none"> • Trevor Project • Jason Foundation
Texas School Nurses Organization

ATTACHMENT IV
[\(Back to Attachments List\)](#)

Organization’s Submissions Recommended Frequencies by Topic

Topics	COMMIT	Social Emotional Learning for Texas	Texas Pediatrics Society	Texas School Counselor Association
Frequency Recommended	Annually	Annually	Annually	Annually
Suicide Prevention	✓	✓	✓	✓
Positive Relationships Conflict Resolution	✓	✓	*n/a	*n/a
Bullying	✓	✓	*n/a	*n/a
Safety Training	✓	✓	*n/a	*n/a
Trauma-Informed Training	✓	✓	✓	*n/a
Maltreatment of Children	✓	*n/a	New Employee/Every Two Years Thereafter	✓
Epinephrine	*n/a	*n/a	✓ (If Feasible)	*n/a

*n/a denotes either no response, no recommendation stated, or not an area of expertise stated

ATTACHMENT V
([Back to Attachments List](#))
March 3, 2022 Clearinghouse Advisory Group Submission Responses

Topic: Suicide Prevention

CAG Member Name	Organizations' Recommended Frequency- Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. As a result, strong PD initiatives typically engage teachers in learning over weeks, months, or even academic years, rather than in short, one-off workshops." ~COMMIT	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Suicide is a serious and increasing public health risk for our young people. Educators are in a unique position to recognize the warning signs that a young person could be at risk and then connect that child to campus and community support for further threat assessment by qualified individuals. Initial training and annual refreshers, along with job embedded learning, consultation, and coaching, are necessary to ensure that educators recall not only the warning signs but also the campus procedures to report concerns.
Sharon Bradley	Yes		Quality initial annual training with ongoing "microlearnings throughout the year.	The annual recommendation is to set the expectation for Texas educators to receive at least one high-quality training to be able to recognize and respond to the needs of students.

Dr. Ruben Castro Jr.	No	Did not see research to support frequency of training to be done annually.	Initial training should be done by an LPC, with several mini-type workshops offered throughout the school year.	It's been my experience that these types of training sessions are conducted by unqualified individuals at the beginning of the year and then everyone forgets about it as the school year goes on. Also, asynchronous modules are mandated to employees on suicide prevention and staff members just pass each other the answers.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	Of the research cited in the submissions, some provided evidence about the importance of suicide prevention training, while others provided evidence for combatting suicide by also employing other mental health programming. However, no studies provided a recommended frequency of training. Therefore, consistent with the Texas Pediatric Society's recommendation, we are recommending one instance of the training, due to its importance in providing knowledge to educators that can be helpful in identifying and responding to troubling signs in youth. Because no evidence was provided that supports a benefit of persistent or annual training, we are recommending locally-determined additional training that could be embedded into other mental health programming based on student need.
Monya Crow			Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	None of the research cited included or supports recommendations regarding frequency of training.		However, this is an important topic and should be delivered in a way that's job-embedded and sustained.

Carrie Griffith	No	law requires the staff development; research cited didn't support a frequency rec; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)	TEC 21.451(d)(3)(A) requires staff development in suicide prevention, which can be combined with another topic. TEC 38.351(g) requires school districts to provide suicide prevention training with the components laid out in TEC 38.351(e), with the exception of elementary school campuses if sufficient funding and programming is not available.
Ryan Higgins	No	Annual frequency is most practical however length of training should be minimal and supports/resources throughout the year must be emphasized when giving guidance and support to districts		
Angie Jackson	Yes	I agree with the submission by SEL for Texas		The research submitted provided evidence about the importance of suicide prevention training, which concurs with the statutory requirement. Other research highlighted the critical need for gatekeeping training to be just one part of a more comprehensive program of school-based mental health experts. Once such study even demonstrated that beyond the first "gatekeeper" training, there was no effect. No studies provided a recommended frequency.
Cheryl Loving	Yes		Mode of training should be strongly considered. An initial training followed by micro-learning opportunities would be more effective.	

Casey McCreary				Consistent with the Texas Pediatric Society’s recommendation and existing statute, TSTA are recommending one instance of the training and additional opportunities to be educator-directed and locally determined.
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le’Ann Solmonson	Yes		Annual training on signs, risk factors, and referral process	As a former school counselor, I understand how often teachers are the first to become aware of a student with suicidal ideation. An annual training on how to handle and refer to the counselor ensures the safety of the student.
Betty White	Yes		Annually and new personnel at time of hiring	Our knowledge of contributing factors is ever changing, as are societal pressures on young people-we need to stay up-to-date
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		Districts should provide initial training at the beginning of each year but also include self -training	The initial training and self-training materials should be of quality and done with fidelity.

			materials to be completed throughout the year	
<p>*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.</p>				

Topic: Positive Relationships/Conflict Resolution

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Student success begins with healthy relationships. As an increasing number of students are experiencing trauma, serious mental health issues, and social isolation, relationships have become more important than ever. Not only do peer relationships play an important role in children's success in school, they also help in developing the social competence that students will need for success in life after school, including employment success." ~SEL4Texas	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Positive relationships within the school community with both peers and adults is critical to effective learning. Prosocial behaviors can be explicitly taught and effectively monitored. Comprehensive school counseling programs and effective character education are critical to the establishment of safe and collaborative school environments.
Sharon Bradley	Yes	I agree with SEL for Texas	Job-embedded microlearnings	Positive relationships is the foundation of our work as educators. However, we cannot assume that all educators have the knowledge and skills to build and maintain healthy relationships with students and adults so that learning can take place.

Dr. Ruben Castro Jr.	No		School districts should conduct these training sessions at the beginning of each semester or more, depending on what a school district deems necessary for its size.	Being at school is about learning and the types of relationships that are formed along the way. Having at least two training sessions per school year will let the staff know how serious their district is in positive relationship-building.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in positive relationships and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The research cited by SEL4TX provided evidence for the importance of the training, but not on frequency. The Texas Pediatrics Society's cited research also supported the importance of the training, especially as it relates to anti-bullying programming, but noted that there were no studies to suggest a frequency of training. Therefore, ATPE follows Texas Pediatric Society's recommendation of an all-staff training once with local decision-making at the district level for additional programming commensurate with student needs and as resources permit.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	The research submitted doesn't support annual frequency recommendation.		This is an important topic and should be delivered in a way that's job-embedded and sustained.

Carrie Griffith	No	<p>law requires the staff development; research cited didn't support a frequency rec; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)</p> <p>None of the research in the submissions offer research-based evidence of a frequency beyond at least once, so TSTA maintains that this should be determined locally.</p>	<p>Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)</p>	<p>TEC 21.451(d)(3)(B) requires staff development in strategies for establishing and maintaining positive relationships among students, including conflict resolution. This training can be combined with another topic and must implement a best practice program recommended by HHS in coordination with the agency under 38.351.</p>
Ryan Higgins	No	<p>The lack of research provided seems to indicate this is just another training that will pile up on teachers</p>		
Angie Jackson	Yes			<p>Training should be focused on fostering positive healthy peer relationships among students.</p>
Cheryl Loving	No	<p>There is a lack of data supporting this training be held annually.</p>	<p>Every 2nd or 3rd year on a rotating basis with a micro-learning rather than "sit, get, check the box" training would be more effective than making sure it's done every year.</p>	
Casey McCreary				

Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing training throughout the year based on needs assessments for the district.	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.
Betty White	Yes		Annually and new personnel at time of hiring	Conflict resolution and positive relationships for both students and adults is the bedrock upon which all learning is built-in addition it carries over with students into their post-graduation lives
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		Districts should offer a quality introduction to SEL at the beginning of each year. Throughout the year districts should offer continuing SEL professional development opportunities to ensure that SEL remains	SEL trainings have to be tailored to the needs of the districts and schools. Some campuses and/or districts may have a greater need for SEL support/trainings.

			of quality throughout the district.	
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Bullying

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific content; is connected to other school initiatives; and builds strong working relationships among teachers." ~COMMIT	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	No child should feel unsafe at school or be the recipient of targeted abuse. Training for bullying prevention must go beyond identifying behaviors associated with bullying and instead offer educators support in the development of healthy school climates, how to explicitly teach and model conflict management and other executive functioning skills, and information on how to use restorative practices and peer mediation to resolve issues. In addition, children who bully others may need assessment for additional intervention and should be screened for possible abuse.
Sharon Bradley	No		No campaigns; high-quality ongoing "microlearnings throughout the year.	When students feel physically, emotionally and psychologically safe, they can learn.

Dr. Ruben Castro Jr.	No		Anti-bullying should be an ongoing theme at all schools.	Too many times, I have seen on the news that a student was bullied, which resulted in suicide, homicide, or moving to another area. Schools have slogans and signage that say they are an anti-bullying school, but not a lot is mentioned or done about it as the school year goes on. I am speaking from experience and having the privilege of visiting different campuses on a regular basis.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in bullying and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The evidence provided by SEL4TX supports the importance of anti-bullying training, but not a frequency. The Texas Pediatrics Society also noted the importance of the training but admitted there were no published recommendations for a frequency. The two systematic reviews cited by the Pediatrics Society include great recommendations for how to embed anti-bullying programming into lessons, community and family engagement, and other intervention programs, which suggests that anti-bullying professional development could be an ongoing effort that is included in other district trainings or at teachers' discretion.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	none	None of the research cited included or supports recommendations regarding frequency of training.		Important topic that should be delivered in a way that's job-embedded and sustained.

Carrie Griffith	no	law requires the staff development; research cited didn't support a frequency rec; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)	<p>TEC 21.451(d)(3)(C) requires staff development in preventing, identifying, responding to, and reporting incidents of bullying.</p> <p>The research cited by Commit/Meadows was not related to professional development in bullying and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The evidence provided by SEL4TX supports the importance of anti-bullying training, but not a frequency. The Texas Pediatrics Society also noted the importance of the training but admitted there were no published recommendations for a frequency.</p> <p>TSTA recommend one instance of the training, as is required by statute, and additional opportunities to be educator-directed and locally determined</p>
Ryan Higgins	No	No frequency recommendation was provided and thus it seems to dilute the importance of other trainings.		
Angie Jackson	No	Texas Pediatric Society gave no frequency recommendation.		<p>The research cited by Commit/Meadows was not related to professional development in bullying and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The evidence provided by SEL4TX supports the importance of anti-bullying training, but not a frequency. The Texas Pediatrics Society also noted the importance of the training but admitted there were no published recommendations for a frequency.</p>

Cheryl Loving	No	No research supported frequency for annually.	Every other year with more in-depth training offered at that time.	
Casey McCreary				TSTA recommend one instance of the training, as is required by statute, and additional opportunities to be educator-directed and locally determined
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing training as determined by needs assessment for the district.	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.
Betty White	Yes		Annually and new personnel at time of hiring	Ideally, this information focuses on what is and isn't bullying and how bullying is handled at school-also share information with parents
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Parents	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		PD's against bullying should be ongoing throughout the school year.	Although frequency recommendations were not included, it is imperative that quality PD's against bullying is included at the beginning of

				each school year with self-trainings incorporated throughout the year.
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Safety Training

CAG Member Name	Organizations' Recommended Frequency- Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Efforts to address these concerns have focused primarily on 'hardening' efforts and security measures, but more focus is needed on developing practices that promote safe and supportive learning environments in schools and classrooms." ~SEL4Texas	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	In order to ensure familiarity with emergency procedures, training should be held at least annually with on demand guidance and resources as needed during the year. In emergency situations, staff and students must know how to remain safe and respond quickly, often from memory.
Sharon Bradley	No		District are required to offer this training	Initial training with refreshers to keep staff prepared to engage in emergency situations
Dr. Ruben Castro Jr.	No		Each LEA should decide the frequency that their staff should receive this training, but it should be more than once per year.	According to the National Center for Education Statistics, in 2019–20, there were a total of 75 school shootings with casualties, including 27 school shootings with deaths and 48 school shootings with injuries only. There were an additional 37 reported school shootings with no casualties in 2019–20. This does not include other violent crimes that do not involve guns. I visit so many campuses and see significant safety issues and untrained staff to handle these issues when they arise.

Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in safety and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. Rather, the review cited was the effects of professional development on teacher practice and student outcomes. While SEL4TX provided evidence on the importance of safety training, they did not provide a research-based recommendation on the frequency of such a training. The Texas Pediatrics Society also provided evidence for the importance of the training, as well as some great resources, but did not provide a research-based recommendation for the frequency of the training. Therefore, ATPE recommends training in the topic once and as needed on a locally-determined basis.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	None of the research cited included or supports recommendations regarding frequency of training.		
Carrie Griffith	no	law requires the staff development; research cited doesn't support a frequency; legislation	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally	The research submitted was either not related to professional development in safety and/or made no recommendations on frequency so TSTA recommends one instance of the training, as is required by statute, and additional opportunities to be educator-directed and locally determined
Ryan Higgins	No	No research provided indicates a need for frequency.		This is an opportunity to reduce the volume of training teachers deal with and help promote the absorption of other materials.

Angie Jackson	No			Staff members should be trained on safety issues that they are likely to face.
Cheryl Loving	No	No research base support for training to be required annually.	Rotating basis, every 2nd or 3rd year.	More in-depth and better delivery of training would be more effective.
Casey McCreary				
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Frequency should be determined based on an annual needs assessment by the district.	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.
Betty White	Yes		Annually and new personnel at time of hiring	School safety is critical for providing an environment in which all can learn
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial training and refresher trainings for pertinent stakeholders.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No		Beginning of the year training, additional trainings as self-trainings	An initial quality training with quality self-trainings throughout the year.

*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.

Topic: Trauma-Informed Training

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"The rising impact of trauma and adversity on children and youth has been exacerbated by the COVID-19 pandemic and the implications for teaching and learning are enormous. Trauma not only places children at risk for long-term mental health problems, but it also can alter their brain development, therefore altering their social and emotional functioning." ~SEL4Texas	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Trauma-informed practices require a broad range of knowledge and skills. To understand the impact of trauma and effectively respond requires critical reflection, commitment to continuous improvement through a structure such as a PLC, and the dedication of resources and staff through multi-tiered systems of support and comprehensive school counseling programs to address student and family needs.
Sharon Bradley	No		On-going and job embedded	Because of COVID-19, our students and adults have experienced shared trauma. We must focus on the quality of this important training, not the quantity
Dr. Ruben Castro Jr.	No		LEAs should determine the frequency of this type of training, but it should be more than annually.	If a trauma-informed training is conducted at the beginning of the school year, staff members will forget what they should do if they are faced with an traumatic incident. Having at least two training sessions helps to keep this information fresh in their brains.

Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training for new hires; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to the school setting. Therefore, ATPE cannot draw any conclusions on its applicability to educators other than that the training is important in increasing participants' knowledge in trauma-informed care. Similarly, while they did provide evidence for the importance of the training, SEL4TX and the Texas Pediatrics Society did not provide any research-based recommendation for a frequency. Texas Pediatrics Society did provide evidence for embedding trauma-informed care approaches into other professional development.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	None of the research cited included or supports recommendations regarding frequency of training.		Current law already requires trauma-informed training as part of any new employee orientation for all new school district educators.
Carrie Griffith	no	law requires the staff development; research cited didn't support a frequency rec, some recommended embedding in other trainings; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because	Once in accordance with the policy adopted under 24.4515 but in a manner and frequency to be determined locally (which could include as a self-selected PLC topic)	TEC 38.036 requires staff development in trauma-informed practices as part of any new employee orientation for all new district educators. This training can also be combined with another topic. The research cited supported the importance of this training but did not provide any research-based recommendation for a frequency. The Texas Pediatric Society recommended embedding trauma-informed care approaches into other professional development. TSTA recommends one instance of the

		they'll think it's being addressed by training the teachers)		training, as is required by statute, and additional opportunities to be educator-directed and locally determined.
Ryan Higgins	No	No frequency recommendation provided by research		
Angie Jackson	No	Research does not support frequency recommendation.		
Cheryl Loving	Yes			
Casey McCreary				
Courtney Nuckols		The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing and embedded in PD based on annual needs assessment	A one size fits all recommendation is unlikely to meet the needs of all schools. For schools with high levels of student conflict, training may need to be more frequent than for school with a more positive school climate and culture.

Betty White	Yes		Annually, new personnel, and embedded throughout the professional learning throughout the year	As we see how many of our teachers and students are impacted by trauma and the long lasting effects, we see the need for this training annually and throughout the year.
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually. This training should be much more fluid than a one and done mandate.
LaPia Wilson			Beginning of the year training, additional trainings as self-trainings	An initial quality training with quality self-trainings throughout the year.
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Human Trafficking, Sexual Abuse, and Maltreatment of Children

CAG Member Name	Organizations' Recommended Frequency- Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other	"Schools can and should be safe places for students, and even more so for students whose lives are otherwise characterized by instability and lack of safety and security. Everyone who is part of the school community— administrators, school counselors, nurses, other mental health professionals, teachers, bus drivers, maintenance personnel, food service staff, resource officers, and other	Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Due to the tremendous danger and bodily harm that can arise from abuse, school community members must learn the factors that make students vulnerable to abuse and trafficking, how to identify the warning signs, and what to do to help the student. Time is of the essence in reporting potential maltreatment so that our law enforcement and child protective services may intervene.

		school community members—has the potential to be an advocate for children who have been exploited." ~TSCA		
Sharon Bradley	NO	Not enough research to support this recommendation	Districts are already required to provide this training	All school staff must engage in high-quality training to be able to recognize and support impacted students.
Dr. Ruben Castro Jr.	No		LEAs are mandated by policy to offer this training for new employees, however, once a year is a low frequency for this training.	The research that was provided by COMMIT/Meadows MH Policy Institute was not relevant at all to the maltreatment of children.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training for new hires; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The research cited by Commit/Meadows was not related to professional development in maltreatment and therefore, ATPE cannot draw any conclusions on its applicability to professional development in this content area. The Texas Pediatrics Society recommended the training as part of new employee orientation (which is already required by law) and again every two years thereafter, yet it is unclear which research points to this specific frequency suggestion. The Texas Counselors Association points to research that supports training all staff and providing specialized training to certain staff most likely to notice signs of trafficking.
Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.

Holly Eaton	No	None of the research submitted supports a recommendation for annual training.		Current law already requires training for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children as part of any new employee orientation for all new school district educators. This is an important topic that all school staff should receive training on, but it needs to be delivered as job-embedded and sustained.
Carrie Griffith	No	law requires the staff development; research cited didn't support a frequency rec, but it does say that certain limited personnel should be trained more intensively; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Once for new hires as required by law and additionally for certain personnel by virtue of their role with children to receive more intensive training, to be determined locally. (could be included as a self-selected PLC topic	<p>The research cited by one organization was not related to maltreatment of children so we are unable to draw a frequency conclusion.</p> <p>The study cited by the TX Pediatrics Society recommend the training as part of new employee orientation (which is established by law already) and every two years.</p> <p>The Texas School Counselors Association points provide evidence for the providing more specialized training to certain staff who might be more likely to notice signs of trafficking, TSTA recommends this determination be made locally.</p>
Ryan Higgins	Yes	There is limited research however this does seem to be important and a growing issue		More research is needed to help promote best practices but much like suicide ongoing resources/support is much more needed
Angie Jackson		Research does not support the recommendation.	At the on-set of employment then, bi-annually	All school personnel should be trained on how to detect recognize the signs of the maltreatment of children. There should be effective refresher courses provided at least every 2 years.

Cheryl Loving	Yes	There may be limited research on the efficacy of the frequency of training, but much like suicide, this is important enough to ensure that school personnel know enough to look for the signs of maltreatment.		
Casey McCreary				
Courtney Nuckols	No	The research did not provide enough evidence to make a recommendation on frequency.	State statute requires that districts provide this training. In regards to frequency, districts should provide high-quality training in a manner that best fits the needs of their district.	High-quality training should be what drives local decisions about frequency. In addition to high-quality training, providing micro-learning opportunities embedded throughout the year would provide continuing support for teachers to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency recommendation is not supported by research	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Ongoing and embedded in PD	School personnel should be knowledgeable about the signs and symptoms of maltreatment and the process and procedures for reporting and intervention.
Betty White	Yes		Annually and new personnel at time of hiring	All mandated reporters need refreshing annually
Elizabeth Wilbanks	No	The research did not provide enough evidence to make a recommendation on frequency.	Initial trainings with additional trainings embedded throughout the year, as needed.	The expert providers did not offer research based frequency recommendations. I feel a quality, meaningful training is more important than the frequency. I would not want to limit the frequency to once annually.
LaPia Wilson	No			Beginning of the year training, additional trainings as self-trainings
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

Topic: Epinephrine

CAG Member Name	Organizations' Recommended Frequency-Annually (Yes or No)	Rationale (Agree with Submissions)	CAG Member Frequency Recommendation Other than Annually	Rationale
Jennifer Akins	*Other		Each LEA should have a written plan for how initial and ongoing high quality and relevant training will be provided, based on the assessed needs of their students.	Allergens can be life threatening. All employees need a general understanding of the signs of an allergic reaction. While standard safety procedures would cover basics, a key group of staff that would be called to respond to the emergency would need more detailed initial training and regular refresher training. It's also important to have a process for key staff to be aware of the specific needs and medical directives of individual students through appropriate 504 or IEP plans. This will save lives.
Sharon Bradley	no	State requires this training	Districts are required to offer this training	Refresher training
Dr. Ruben Castro Jr.	No		Frequency should be determined by the size of the LEA and student need.	More and more children seem to have more allergies and annual training seems too low.
Dr. Andrea Chevalier	No		Districts are statutorily required to offer this training; beyond that, districts may locally determine additional trainings based on student need, as afforded by TEC 21.4515.	The Texas Pediatrics Society provides evidence for the importance of the training, but no research-based recommendation for the frequency.

Monya Crow	No		Learning to be embedded/Microlearning and repetition rather than a "one and done" type of training.	Volume of information given in annual "compliance" type trainings are not absorbed nor practiced effectively.
Holly Eaton	No	Although the research cited doesn't support an annual training recommendation for educators, it does refer to the need for regular hands-on training for parents, perhaps in conjunction with yearly prescription renewals (which include placebo trainer devices), as potentially being the most beneficial for helping to prevent injuries associated with EAI use, such as accidental injections and lacerations.		
Carrie Griffith	no	law requires the staff development; research cited didn't support except for annual training for parents and certain limited personnel like coaches; the legislation removed arbitrary frequency requirements for a reason; local communities best suited to determine how to offer the training and how often it is repeated; the more required staff trainings there are on an annual basis, the less capacity districts will have to give the training the quality it deserves and the less likely lawmakers will be to fund more comprehensive systems (because they'll think it's being addressed by training the teachers)	Comprehensive training-with blended learning model of hand-on at time of orientation/on-boarding and once annually of specific members -food allergy action group of school nurses, trainers, coaches.	The research cited refers to the need for regular, hands-on training for parents perhaps in conjunction with yearly prescription renewals (which include placebo trainer devices), as potentially being the most beneficial for helping to prevent injuries associated with EAI use, such as accidental injections and lacerations.
Ryan Higgins	No	No frequency was provided	Upon being hired and as needed based on student population and principal determination.	Another chance to reduce the volume of training

Angie Jackson	No		At the onset of employment, then every 5 years for necessary personnel	This training has been provided before and don't see a need for an annual refresher course as the information is not ever-changing.
Cheryl Loving	No			
Casey McCreary				
Courtney Nuckols	No	Texas Pediatrics recommends awareness training and additional comprehensive training with blended learning opportunities.	State statute requires that districts provide this training. Frequency should be determined based on the needs of the district.	Teachers/staff that interact regularly with students that are considered high-risk for needing epinephrine, may need hands-on training more frequently in order to increase feelings of self-efficacy when supporting students.
Patty Quinzi Kelsey Kling	No	Frequency should be based on student need as determined by the district	As required by statute and with additional frequency as determined by the district in accordance with law and local needs	Quality of training over quantity should be the prime consideration.
Dr. Le'Ann Solmonson	No		Training as needed based on student need	Training should not be required if there is not a student who has a need.
Betty White	Yes		Annually for all who supervise children	Critical safety measure, especially with the increase in food related allergies and asthma in our school-age populations
Elizabeth Wilbanks				
LaPia Wilson	No		Beginning of the year training, additional trainings as self-trainings	An initial quality training with quality self-trainings throughout the year.
*Most submissions indicated annual training but then concentrated on the rationale and the importance of the subject (in many cases providing research that demonstrated the need for tiered prevention and intervention) rather than providing research that specified an exact recommended frequency.				

ATTACHMENT VI
(Back to Attachments List)
Draft Clearinghouse to be Published on TEA Website

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.				
Professional Development Best Practices: Effective Schools Framework				
Topics Outlined in SB 1267	Statutory Provisions	Requirement Trainings	Required Personnel	Frequency
1. *Suicide Prevention	<ul style="list-style-type: none"> 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) 	Suicide Prevention, Intervention and Postvention.	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	1. Job embedded or as part of a professional learning community OR 2. **Annually
Additional Resources: TASB School District Training Chart, Texas School Mental Health Toolkit, Texas Model for Comprehensive School Counseling, 5 th edition, Criteria for Success in Job Embedded Professional Development				
Continuing Professional Education Requirements: The following continuing professional education requirements must be completed every five years for certificate renewal.				

*Reflects a sample of the Clearinghouse entries. The published Clearinghouse will include all seven named topics in SB 1267.

**Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.

Item 17

Approval of Proposed Agreed Order for A+ Texas Teachers Educator Preparation Program

[\(Back to Agenda\)](#)

Item 17:

COVER PAGE

Type of Agenda Board Item:

- Discussion Only:** TEA staff will present board items with an update, potential future items, and/or seek SBEC direction on potential future board action items. TEA staff will draft future action items from the Board's discussion and direction.
- Board Action:** SBEC members will take action on the agenda item and the effective date will be immediately upon Board approval.

Summary:

This item provides the State Board for Educator Certification (SBEC) the opportunity to consider and approve an agreed order of sanctions for continuing approval for A+ Texas Teachers (ATT) educator preparation program.

Statutory Authority:

All the relevant statutes, if applicable, pertaining to this item are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff worked under when preparing this item.

TEA Staff Recommendation:

To approve the proposed agreed order as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 17:**Approval of Proposed Agreed Order for A+ Texas Teachers
Educator Preparation Program****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) the opportunity to consider and approve a proposed agreed order for A+ Texas Teachers (ATT) educator preparation program (EPP) to continue to operate with conditions.

STATUTORY AUTHORITY: The continuing approval of EPPs is authorized by the Texas Education Code (TEC), §§21.0443, 21.041, 21.0452, and 21.061, closure of EPPs is authorized by TEC §21.0451, and the informal disposition of contested cases is authorized by the Texas Government Code (TGC) §2001.056.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: Upon Board approval.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC §21.0443 authorizes the SBEC to adopt rules providing for EPP approval and renewal of approval. TEC §21.061 states the SBEC is to carry out a process for reviewing and, as necessary, updating standards and requirements for EPPs. The TEC, §21.0451 and 19 Texas Administrative Code (TAC) §229.6(b) state in part that if the Texas Education Agency (TEA) staff finds that an EPP has failed to comply with SBEC rules and/or the TEC, Chapter 21, and the EPP does not obtain compliance within the timelines established by TEA staff, the TEA staff shall recommend that the SBEC sanction the EPP. The TEA staff may recommend that the SBEC action include public reprimand, revocation of program approval, or the imposition of conditions upon continuing program approval. TGC §2001.056 allows informal disposition of a contested case by stipulation, agreed settlement, consent order, or default.

TEA staff conducted the five-year continuing approval review of ATT on March 30 – April 1, 2021. As a result of the review, ATT was required to submit their Compliance Plan to TEA by August 1, 2021 to address the areas of noncompliance found in the five-year review. After review of the Compliance Plan documentation, TEA staff found that ATT had not successfully addressed many of the identified deficiencies, including a lack of required evidence to prove ATT is ensuring candidates completing internships are assigned campus mentors. A summary of the deficiencies and the required evidence that ATT must submit to prove that it has corrected the deficiencies can be found in Exhibit A in the attachment.

On January 27, 2022 TEA gave ATT formal written notice in accordance with 19 TAC §229.6(c) that its proposed recommendation to the SBEC was revocation of ATT's approval to recommend candidates for educator certification.

On March 21, 2022, ATT elected to enter into an agreed order imposing conditions on the continuing approval of ATT in accordance with 19 TAC §229.6(b) in lieu of proceeding to a hearing before the State Office of Administrative Hearings and subject to approval by SBEC.

An agreed order was drafted that included the following conditions for continuing approval to operate:

- ATT will be assigned the accreditation status of “Accredited – Probation” for the 2021-2022 accreditation year.
- TEA staff and ATT will communicate on a monthly basis during the Agreed Order time period to support ATT’s efforts to correct the deficiencies.
- On or before September 30, 2022, ATT will submit corrections for all identified deficiencies in Exhibit A.
- TEA staff will review and approve all submitted corrections and notify ATT by October 28, 2022 indicating whether the submitted documentary evidence is approved.
- If deficiencies are corrected and approved, ATT’s accreditation status will revert to “Not Rated – Declared State of Disaster”.
- If any categories of deficiencies are not corrected and approved, ATT will go to a contested case proceeding before the State Office of Administrative Hearings (SOAH) on the issue of whether ATT violated the terms of the Agreed Order and retain the accreditation status of “Accredited – Probation” during the contested case proceeding.

The agreed order, signed by ATT’s Legal Authority, is included in the attachment.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the agreed order will be to ensure this educator preparation program is meeting minimum requirements set forth by the SBEC and is therefore adequately preparing educators for Texas classrooms.

ASSOCIATE COMMISSIONER’S RECOMMENDATION:

Approve the agreed order for A+ Texas Teachers educator preparation program as presented.

Staff Members Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation
Laura Moriaty, Director, SBEC Enforcement

Attachment:

Agreed Order ATT EPP with Exhibit A
([Attachment](#))

ATTACHMENT
[\(Back to Attachments List\)](#)

<p>IN THE MATTER</p> <p>OF</p> <p>A+ TEXAS TEACHERS EDUCATOR PREPARATION PROGRAM</p>	<p>§</p> <p>§</p> <p>§</p> <p>§</p> <p>§</p>	<p>BEFORE THE STATE BOARD</p> <p>FOR</p> <p>EDUCATOR CERTIFICATION</p>
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AGREED FINAL ORDER

On the 29th day of April 2022, the State Board for Educator Certification (“Board” or “SBEC”) considered the matter of the accreditation of the A+ Texas Teachers Educator Preparation Program (“ATT”).

This Agreed Final Order is executed pursuant to the authority of the Administrative Procedure Act, Tex. Gov’t. Code §2001.056, which authorizes the informal disposition of contested cases. In a desire to conclude this matter without further delay and expense, the Board and Respondent agree to resolve this matter by this Agreed Final Order.

The Board makes the following Findings of Fact and Conclusions of Law:

FINDINGS OF FACT

1. On March 30 - April 1, 2021, the Texas Education Agency ("TEA") staff conducted a five-year continuing approval review of the ATT.
2. The review report listed numerous deficiencies that TEA staff identified in the course of the continuing approval review and sets out requirements for ATT to meet in order to address those deficiencies. The evidence that ATT must submit to prove that it has corrected the deficiencies are attached hereto as Exhibit A and incorporated by reference as if set out in full herein.
3. On January 27, 2022, TEA staff provided notice to ATT that its proposed recommendation to the SBEC was revocation of approval to recommend candidates for educator certification.
4. On March 21, 2022, ATT and the TEA staff agreed to enter into this Agreed Final Order imposing conditions on the continuing approval of ATT.

5. The Parties agree that on or before October 21, 2022, ATT must correct all identified deficiencies. A summary of the deficiencies and the required evidence that ATT must submit is attached hereto as Exhibit A and incorporated by reference as if set out in full herein. ATT must submit all required documentary evidence as set out in Exhibit A to TEA staff for approval by October 21, 2022.
6. The Parties agree to communicate on a monthly basis during the pendency of this Agreed Final Order in order to facilitate and support ATT's efforts to correct the deficiencies identified in Exhibit A.
7. The Parties agree that TEA staff will inform ATT of whether the submitted documentary evidence is approved by November 18, 2022.
8. The Parties agree that ATT's accreditation status for the 2021-2022 accreditation year will be "Accredited—Probation." If ATT successfully corrects all identified deficiencies by October 21, 2022, and the submitted documentary evidence is approved by TEA staff, ATT's accreditation status will revert to "Not Rated—Declared State of Disaster" for the remainder of the 2021-2022 accreditation year. If ATT fails to correct all deficiencies and TEA staff does not approve the submitted documentary evidence, ATT will retain the status of "Accredited-Probation" during the pendency of a contested case proceeding to determine ATT's compliance with the terms of this Agreed Final Order, even if the contested case proceeding continues into the 2022-2023 accreditation year or beyond and regardless of ATT's performance on the accountability performance indicators in 19 Texas Administrative Code §229.4(a).
9. If any deficiency in Exhibit A is not corrected by ATT and approved by TEA staff, the Parties will go to a contested case proceeding before the State Office of Administrative Hearings ("SOAH") in accordance with Texas Government Code Chapter 2001 and 19 Tex. Admin. Code § 229.8 on the issue of whether ATT has violated the terms of the Agreed Final Order in accordance with the contested case procedures set out in 19 Tex. Admin. Code §§ 249.19-249.40. The Parties agree that if the Administrative Law Judge ("ALJ") at SOAH finds that ATT has violated the terms of the Agreed Final Order, SBEC may, under the procedures set forth at 19 Tex. Admin. Code § 249.39, assign an accreditation status of "Not Accredited-Revoked" and revoke ATT's continuing approval to certify candidates if the SBEC determines that ATT has failed to comply with the terms of this agreement.
10. ATT agrees to waive all rights to a hearing on any issue other than its compliance with the terms of the Agreed Final Order, any right to seek removal or modification of the sanctions and conditions imposed by this

Agreed Final Order, and any right to seek judicial review of this Agreed Final Order.

CONCLUSIONS OF LAW

1. ATT is subject to the jurisdiction of the SBEC and is required to comply with 19 Texas Administrative Code, Chapters 227, 228, 229, 230, 231, 234, 241, and 247 and Texas Education Code §§21.044, 21.0441, 21.0443, 21.045, 21.0451, 21.0452, 21.0454, 21.0455, 21.046, 21.048, and 21.049.
2. The Board is authorized, pursuant to 19 Texas Administrative Code Chapter 229 and Texas Education Code §21.0443 to revoke or refuse to renew its approval of an educator preparation program, and to put conditions on the continuing approval of a program.
3. The SBEC and ATT agree to the actions set forth herein in order to avoid the time and burden of further litigation.

IT IS THEREFORE ORDERED, ADJUDGED AND DECREED THAT:

1. On or before October 21, 2022, ATT must correct all deficiencies identified in Exhibit A. A summary of the deficiencies and the required evidence that ATT must submit is attached hereto as Exhibit A and incorporated by reference as if set out in full herein.
2. ATT must submit all required documentary evidence as set out in Exhibit A to TEA staff for approval by October 21, 2022.
3. TEA staff will inform ATT of whether the submitted documentary evidence is approved by November 18, 2022.
4. ATT's accreditation status for the 2021-2022 accreditation year will be "Accredited—Probation." If ATT successfully corrects all identified deficiencies by October 21, 2022, and the submitted documentary evidence is approved by TEA staff, ATT's accreditation status will revert to "Not Rated—Declared State of Disaster" for the remainder of the 2021-2022 accreditation year. ATT will retain the status of "Accredited-Probation" during the pendency of a contested case proceeding to determine ATT's compliance with the terms of this Agreed Final Order, even if the contested case proceeding continues into the 2022-2023 accreditation year or beyond and regardless ATT's performance on the accountability performance indicators in 19 Texas Administrative Code

§229.4(a).

5. If any deficiency in Exhibit A is not corrected by ATT and approved by TEA staff, the Parties will go to a contested case proceeding before SOAH in accordance with Texas Government Code Chapter 2001 and 19 Tex. Admin. Code § 229.8 on the issue of whether ATT has violated the terms of the Agreed Final Order in accordance with the contested case procedures set out in 19 Tex. Admin. Code §§ 249.19-249.40. If the ALJ at SOAH finds that ATT has violated the terms of the Agreed Final Order, SBEC may, under the procedures set forth at 19 Tex. Admin. Code § 249.39, assign an accreditation status of “Not Accredited-Revoked” and revoke ATT’s continuing approval to certify candidates if the SBEC determines that ATT has failed to comply with the terms of this agreement.

6. ATT waives all rights to a hearing on any issue other than its compliance with the terms of the Agreed Final Order, any right to seek removal or modification of the sanctions and conditions imposed by this Agreed Final Order, and any right to seek judicial review of this Agreed Final Order.

SIGNED this 22 day of March, 2022

Linley Dieringer Digitally signed by Linley Dieringer
Date: 2022.03.22 11:09:27 -05'00'

Ms. Linley Dieringer, ATT Legal Authority

SIGNED this _____ day of _____, 2022

Board Chair
State Board for Educator Certification

Exhibit A
Summary of Deficiencies
and Required Evidence

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
Governance 19 TAC §228.10				
Action Completed as Required				
Admission 19 Chapter 227				
<p>Requirement 19 TAC §227.17 Formal Admission</p> <p>(b) For an applicant to be formally admitted to an EPP, the EPP must notify the applicant of the <u>offer of formal admission in writing</u> by mail, personal delivery, facsimile, email, or an electronic notification.</p> <p>(c) For an applicant to be considered formally admitted to the EPP, the applicant must <u>accept the offer of formal admission in writing</u> by mail, personal delivery, facsimile, email, or an electronic notification.</p> <p>(d) The <u>effective date</u> of formal admission was included in the offer of formal admission.</p> <p>(e) An EPP must notify the Texas Education Agency within <u>seven calendar days</u> of a</p>	<p>Review Finding: The offer letter provided to applicants does not include the effective date of admission and admission records are not consistently created for new candidates within 7 days of the admission date.</p> <p>Action Needed: Update the admission process for formal and contingency admission so that the offer letter sent to</p>	<p>Provide a screen shot of the updated offer letter and acceptance for one candidate.</p> <p>The information will be compared with the ECOS admission record.</p>	<p>Screen shots of portals for 6 candidates reflected an admission date; however, no offer letter reflecting the admission date was submitted to support the admission date recorded in each candidate’s record in the portal.</p>	<p>1) TEA staff will conduct a random sampling of 50 candidates admitted after the effective date of the Agreed Order. ATT will provide TEA staff with the selected candidates’ written admission offer letters to verify embedded admission effective dates.</p> <p>2) TEA will review the selected candidates’ acceptance letters compared with date stamps in the ECOS for Entities audit trail to verify that ATT has created the admission records necessary to inform TEA of the candidates’ formal admission within</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>candidate's formal admission.</p> <p>Note: Similar requirements in 19 TAC §227.15 related to Contingency Admission</p>	<p>applicants includes the date of admission (such as “the date you sign this acceptance is your formal date of admission” or something similar).</p> <p>Update the process for uploading new admits into ECOS so that an admission record for each is created within 7 days of the effective date of admission in the offer letter.</p>			<p>the 7-day window following the candidates’ formal admission.</p> <p>Evidence for 80% of sampled candidates must meet or exceed TAC requirements.</p>
<p>Requirement 19 TAC §227.10(a)(4) Admission Requirements: Minimum Subject-Specific Content Hours</p> <p>For an applicant who will be seeking an initial certificate in the classroom teacher class</p>	<p>Review Finding: Subject-specific content hours required for admission could not be verified or did not match the certificate area in which</p>	<p>Submit admission records, including university transcripts, for one recently admitted candidate. Information will be</p>	<p>Transcripts were submitted for 6 candidates. Subject-area hours were captured accurately from the transcripts from the documented</p>	<p>1) TEA staff will conduct a random sampling of 50 candidates admitted after the effective date of the Agreed Order. ATT will provide TEA staff with the selected candidates’ transcripts or</p>

Discrepancy	Action Item-Agreed	Requested/ Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>of certificate, the applicant shall have successfully completed, prior to admission, at least:</p> <ul style="list-style-type: none"> • a minimum of <u>12 semester credit hours</u> in the subject-specific content area for the certification sought... or • <u>15 semester credit hours</u> in the subject-specific content area for the certification sought if the certification sought is for <u>mathematics or science at or above Grade 7</u>; or • a passing score on <u>the appropriate content certification examination</u> ...The applicant will not be required to successfully complete a passing score on the appropriate content certification examination until January 27, 2020. <p>Requirement 19 TAC §228.40(c) Assessment and Evaluation of Candidates for Certification and Program Improvement</p>	<p>the candidate was presumed to be admitted.</p> <p>Action Needed: Update the admission process to qualify an applicant for admission into one or more certificate area(s) and then collect all requirements, including related subject-specific content hours from the transcript and report as applicable for each admission area.</p>	<p>reviewed and then compared with records in ECOS.</p>	<p>admission area; however, for 3 of the 6 candidates, the candidates were provided an active test approval for an unrelated subject area within the same day the admission record was created. This is a consistent pattern of admission that circumnavigates the requirement to qualify a candidate for “the certificate sought”.</p>	<p>PACT scores for comparison with admission information reported for those candidates in ECOS for Entities to confirm that admissions decisions comport with transcript requirements in TAC.</p> <p>2) For any selected candidates who are given test approval for tests unrelated to the admission area identified on the transcripts and in ECOS for Entities, ATT will provide a written request from the candidate to change to, or add, the new subject area for preparation and test approval.</p> <p>Evidence for 80% of sampled candidates must meet or exceed TAC requirements.</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>(c) <u>Upon the written request of the candidate</u>, 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.</p>				
<p>Requirement 19 TAC §227.10(a)(8) Admission Requirements: Screen</p> <p>An applicant must... participate in either an <u>interview or other screening instrument</u> to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.</p>	<p>Review Finding: There was insufficient evidence that applicants are consistently screened to determine if their knowledge, experience, skills, and aptitude are appropriate for the certification sought.</p> <p>Action Needed: Update the admission screening process to ensure all screeners collect evidence of the screen</p>	<p>Evidence of a scored screen with cut score identified for one recently admitted candidate.</p>	<p>The scored screen was not submitted. Screen shots from a candidate portal reflected that a screen was completed but no documentation was provided to support that admission requirement as recorded in the portal.</p>	<p>1) TEA staff will conduct a random sampling of 50 candidates admitted after the effective date of the Agreed Order. For each selected candidate, ATT will provide TEA staff with a completed screening instrument evaluated with a cut score or a rubric that includes descriptions of levels of performance quality based on a coherent set of criteria to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
	and score the screen. Establish a cut score that an applicant must meet for admission or to place the admitted candidate in the appropriate certificate area.			particular certification sought. Evidence for 80% of sampled candidates must meet or exceed TAC requirements.
Curriculum 19 TAC §228.30				
Action Completed as Required				
Coursework and Delivery 19 TAC §228.35				
<p>Requirement 19 TAC §228.35(e)(2)(B)(vi) & (vii) Skills Implementation: Notification of Certificate Deactivation</p> <p>(vi) An EPP must provide ongoing support to a candidate... unless...</p> <ul style="list-style-type: none"> (II) ...the candidate resigns, is non-renewed, or is terminated by the school or district... (III) ...the candidate is discharged or is released from the EPP... 	<p>Review Finding: Certificate deactivation timeline requirements have not been met.</p> <p>Action Needed: Implement a process to deactivate certificates within the parameters set by the SBEC.</p>	Submit a written description of the updated process with any related forms or documents, and the method that will be used to inform campus/district personnel and candidate of the requirements before start of internship.	The Action Item was not addressed in the responsive evidence of compliance submitted.	TEA will conduct a random sampling of 50 candidates who began internships in the 2021-2022 academic year. For each selected candidate, ATT will provide TEA staff with evidence of the required communication with candidates and their districts or campuses regarding the certificate deactivation requirements. Evidence may be a form letter, email, or other written format, or, to

Discrepancy	Action Item-Agreed	Requested/ Expected Deliverable	Delivered Item	Agreed Order Requirements
<ul style="list-style-type: none"> • (IV) ...the candidate withdraws from the EPP... • (V) ...the internship assignment does not meet the requirements... <p>(vii) If the candidate leaves the internship assignment for any of the reasons identified in clause (vi)(II)-(V) of this subparagraph:</p> <ul style="list-style-type: none"> • the EPP, the campus or district personnel, and the candidate must inform each other within one calendar week of the candidate's last day in the assignment; and • (II) TEA must receive the certificate deactivation request with all related documentation from the EPP within two calendar weeks of the candidate's last day of the assignment in a format determined by TEA. <p>(viii) The EPP must communicate the requirements in clause (vii) of this</p>				<p>verify verbal communication, the EPP may provide the name of the relevant personnel at the campus or district so that TEA may verify via a phone interview.</p> <p>Evidence for 80% of sampled candidates must meet or exceed TAC requirements.</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>subparagraph to candidates and campus or district personnel prior to the assignment start date.</p>				
<p>Requirement 19 TAC §228.35(e)(1) FBE: Settings</p> <p>An EPP shall provide evidence of ongoing and relevant field-based experiences throughout the EPP in a <u>variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning...</u></p> <p>19 TAC §228.35(e)(1)(A) FBE: Interactive Hours</p> <p>Field-based experiences must include <u>15 clock-hours</u> in which the candidate, under the direction of the EPP, is <u>actively engaged in instructional or educational activities</u> that include:</p> <ul style="list-style-type: none"> • authentic school settings in a public school accredited by 	<p>Review Finding: The evidence provided does not allow TEA to clearly identify if field-based experience “FBE” activities meet requirements.</p> <p>Action Needed: Although the EPP asserts that it has updated its FBE process, the evidence provided does not allow TEA staff to clearly identify which FBE requirements the 30 candidates selected for review had completed.</p>	<p>Provide a written description of the FBE process and submit documents for one candidate to demonstrate the implementation of the new process. If the process is different due to COVID disruption, explain how the FBE will be required in non-COVID times.</p>	<p>The Action Item was not addressed in the responsive evidence of compliance submitted.</p> <p>Note: A TCR 000 course was listed in the EPP course list as an FBE course but the contents of that course, including any instructions that may be provided to candidates about completing FBE, were not available for review.</p>	<p>TEA staff will conduct a random sampling of 50 candidates who have been placed on Intern or Probationary certificates since the effective date of the Agreed Order and who were admitted within the last year prior to the internship. For each selected candidate, ATT will provide TEA staff with FBE documents, including field-based experience observation logs and recorded reflections of the observation, that verify that settings, hours and reflections meet or exceed requirements in TAC.</p> <p>Evidence for 80% of sampled candidates must</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>the TEA or other school approved by the TEA for this purpose;</p> <ul style="list-style-type: none"> • instruction by content certified teachers; • actual students in classrooms/instructional settings with identity-proof provisions; • content or grade-level specific classrooms/instructional settings; and • written reflection of the observation. <p>19 TAC §228.35(e)(1)(B): FBE: Electronic Hours</p> <p>Up to <u>15 clock-hours of field-based experience</u> may be provided by use of <u>electronic transmission</u> 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:</p> <ul style="list-style-type: none"> • direction of the EPP; 				<p>meet or exceed TAC requirements.</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<ul style="list-style-type: none"> • authentic school settings in an accredited public or private school; • instruction by content certified teachers; • actual students in classrooms/instructional settings with identity-proof provisions; • content or grade-level specific classrooms/instructional settings; and • written reflection of the observation. <p>19 TAC §228.35(e)(1)(C) FBE: Long-Term Substitute Hours</p> <p>Up to 15 clock-hours of field-based experience may be satisfied by <u>serving as a long-term substitute</u>. A long-term substitute is an individual who has been <u>hired by a school or district to work at least 30 consecutive days in an assignment as a classroom teacher</u>. Experience may occur after the candidate's admission to an EPP or during the two years before the date the</p>				

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>candidate is admitted to the EPP. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for the purpose by the TEA. 19 TAC §228.35(e)(1)(A)-(C)</p>				
<p>Requirement Campus Supervision: 19 TAC §228.2(26), §228.35(f), and §228.35(g)</p> <p>19 TAC §228.35(f) Campus Supervision: Mentor, Cooperating Teacher, or Site Supervisors Assigned</p> <p>... an EPP shall collaborate with the campus or district administrator to <u>assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum...</u></p>	<p>Review Finding: There is no evidence that candidates completing internships are assigned mentors and consequently, it cannot be verified that mentors would meet qualification requirements or would be required to complete training. As a result of the lack of mentors assigned to interns, there is no evidence of</p>	<p>Submit related mentor information and documentation for one candidate; or,</p> <p>Submit a written description of the updated processes, with any related documents. Include the date and person responsible for implementation of the updated process.</p>	<p>The Action Item was not addressed in the responsive evidence of compliance submitted.</p>	<p>TEA will conduct a random sampling of 50 candidates who are currently completing internships while holding Intern or Probationary certificates with certificate effective dates that are after the effective date of the Agreed Order. For each selected candidate, ATT will provide TEA staff with:</p> <ol style="list-style-type: none"> (1) the date of placement in the internship, (2) the name of the mentor, (3) the subject area and grade

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>19 TAC §228.35(f) Campus Supervision: Training Mentors, Cooperating Teachers, and Site Supervisors</p> <p>...The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor <u>training</u> 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>19 TAC §228.2(24) Campus Supervision: Training Mentors (24) Mentor--For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP); who has <u>at least three years of teaching experience</u>; who <u>is an accomplished educator as shown by student learning</u>; who has <u>completed mentor training, including training in how to coach</u></p>	<p>collaboration between mentors and field supervisors and there is no evidence that mentors are provided a copy of observation feedback on observations conducted by FS.</p> <p>Action Needed: Implement a process to ensure candidates are assigned mentors during internship. Ensure each mentor meets the qualification requirements and collect evidence each has been trained; and</p> <p>Establish a process for documenting collaboration between mentors and</p>			<p>level of the internship,</p> <p>(4) the supervising administrator’s name,</p> <p>(5) the campus name and district name of the internship assignment,</p> <p>(6) evidence that the mentor has been trained as a mentor, including training in how to coach and mentor teacher candidates, demonstrated through training materials and dated attendance records with signatures, school district/ESC certificates of training completion, the mentor’s acknowledgment of the handbook, or training materials and dated attendance</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
<p><u>and mentor teacher candidates, by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification category in which the internship candidate is seeking certification; who guides, assists, and supports the candidate during the internship 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 field supervisor.</u></p> <p>19 TAC §228.35(g):</p> <p><u>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.</u></p>	<p>field supervisors and a process for ensuring mentors receive observation feedback for assigned candidates</p>			<p>information for online training,</p> <p>(7) either a service record and educator certificate, or a form signed by the campus or district administrator attesting that the candidate's mentor meets the requirements of certification, experience and accomplishment as an educator,</p> <p>(8) evidence of accomplishment as an educator for each candidate's mentor that includes evaluations that include evidence of student learning, campus or district reports that include evidence of student learning, or letters of recommendation</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
				<p>on that include evidence of student learning, and</p> <p>(9) Field supervisor log, or email records with delivery/read receipts, or phone records, or signed observation forms including both field supervisor observations and mentor observations that demonstrate collaboration between the field supervisor and the mentor, showing that each candidate's mentor reported the candidate's progress to the candidate's field supervisor.</p> <p>Evidence for 80% of sampled</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
				candidates must meet or exceed TAC requirements.
<p>Requirement 19 TAC §228.35(g) Field Supervision: Field Supervisor Initial Contact</p> <p>...initial certification of teachers... The <u>initial contact</u>, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur <u>within the first three weeks of assignment</u>.</p> <p>19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C) Field Supervision: Informal Observations & Ongoing Coaching</p> <p>...<u>Informal observations and coaching shall be provided by the field supervisor as appropriate</u>...</p>	<p>Review Finding: There is insufficient evidence that field supervisors consistently make first contact with candidates during the first three weeks of the assignment or that field supervisors provide ongoing coaching and support to candidates throughout the internship assignment.</p> <p>Action Needed: Update the requirements for field supervisors to ensure they make the required contacts with the candidate. Update the</p>	<p>Submit related documentation for one candidate and the screen shot of the portal reflecting the capture of the evidence.</p>	<p>The Action Item was not addressed in the responsive evidence of compliance submitted.</p>	<p>TEA will conduct a random sampling of 50 candidates who are currently completing internships while holding Intern or Probationary certificates with certificate effective dates that are after the effective date of the Agreed Order. For each selected candidate, ATT will provide TEA staff with evidence of:</p> <p>(a) the date of first contact through Field supervisor logs, or emails, or phone records, or other electronic communication, or course syllabi with first content class noted with attendance records, and</p> <p>(b) whether the field supervisor has conducted informal</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
	collection of data related to candidate contact in the portal so that contacts are accurately reflected.			<p>observations and coaching through Field Supervisor logs, or email records with delivery/read receipts, or phone records, or observation forms, or other electronic records of observation and coaching.</p> <p>Evidence for 80% of sampled candidates must meet or exceed TAC requirements.</p>
<p>Requirement 19 TAC §228.35(g)(1) Field Supervision: Formal Observations-Duration & Format</p> <p>(1) Each formal observation must be at least <u>45 minutes in duration</u>, must be conducted by the field supervisor, and must be <u>on the candidate's site in a face-to-face setting</u>.</p>	<p>Review Finding: A significant number of observations appeared to have occurred outside of the school day.</p> <p>Action Needed: Update field supervisor requirements and training so that they understand that observations are completed</p>	<p>Submit observations for one candidate; and</p> <p>Submit training or other information conveyed to field supervisors regarding observation requirements and the date of implementation.</p>	<p>The Action Item was not addressed in the responsive evidence of compliance submitted.</p>	<p>TEA will conduct a random sampling of 50 candidates who are currently completing internships while holding Intern or Probationary certificates with certificate effective dates that are after the effective date of the Agreed Order. For each selected candidate, ATT will provide TEA staff with observation forms, signed by the</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
	during the school day/assignment.			<p>candidate and field supervisor with date, start and stop time, subject and grade level with record of instructional strategies observed, that verify observations conducted for each candidate meet all requirements for formal observations conducted by field supervisors under 19 TAC §228.35(g).</p> <p>Evidence for 80% of sampled candidates must meet or exceed TAC requirements.</p>
Assessment and Evaluation of Candidates for Certification and Program Improvement 19 TAC §228.40				
No Action Required				
Professional Conduct 19 TAC §228.50				
Action Completed as Required				
Complaints Procedures 19 TAC §228.70				
Action Completed as Required				
Certification Procedures 19 TAC Chapter 230				
No Action Required				
Required Submissions of Information, Surveys, and Other Data 19 TAC §229.3				

Discrepancy	Action Item-Agreed	Requested/ Expected Deliverable	Delivered Item	Agreed Order Requirements
<p>Requirement 19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1) Data Reported: Accurately</p> <p>(a) Educator preparation programs (EPPs) ...field supervisors, administrators, mentors, site supervisors, and cooperating teachers <u>shall provide to the TEA staff all data and information</u> required by 19 TAC Chapter 229, as set forth in 19 TAC §229.3(e) and §229.3(f).</p> <p>(f)(1) EPPs <u>shall provide data for all candidates</u> as specified in the figure: Figure: 19 TAC §229.3(f)(1)</p>	<p>Review Finding: Due to the lack of concrete information about the subject area in which candidates are admitted, subject-specific content hours reported could not be verified as accurate.</p> <p>Action Needed: Review admission requirements around qualifying candidates for admission into specific certificate areas. Train admissions staff to collect subject-specific hours related to the one or two certificate areas of admission as per the</p>	<p>ECOS records for admission will be reviewed at state reporting time.</p>	<p>This issue has not been corrected.</p>	<p>The 50 randomly selected candidates that were selected for the admission subject-hour review will be used for this item. For each selected candidate that has requested in writing to add or change a certificate area to a certificate area other than the one identified at admission, TEA will verify that ATT has accurately listed each such candidate in ECOS on the Finisher Records List (as the term is used in TEA’s EPP Data Reporting Manual Effective 9/16/2021-9/15/2022 (Updated 9/15/2021))for the current year with a status of Other Enrolled or Finisher in the new certificate area requested.</p>

Discrepancy	Action Item-Agreed	Requested/Expected Deliverable	Delivered Item	Agreed Order Requirements
	qualifications of the candidate.			Evidence for 80% of sampled candidates must meet or exceed TAC requirements.

Item 18

Adoption of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment

[\(Back to Agenda\)](#)

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 the adoption of a proposed amendment to 19 TAC Chapter 230, Subchapter C, which establishes the testing requirements for issuance of an educator certificate. The SBEC approved the proposed amendment at the February 2022 meeting. The proposed amendment would:

- Establish a three-year phase-in of the edTPA performance assessment as a replacement for the PPR as the pedagogy exam
- Update the exam chart to provide technical changes regarding outdated references

Statutory Authority:

All of the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff worked under when preparing this item.

TEA Staff Recommendation:

To adopt the proposed amendment as presented.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- we are accountable to all Texas stakeholders and their input is essential.

Item 18:
Adoption of Proposed Amendment to 19 TAC Chapter 230,
Professional Educator Preparation and Certification,
Subchapter C, Assessment of Educators, §230.21, Educator
Assessment

DISCUSSION AND ACTION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to adopt, subject to State Board of Education (SBOE) review, a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment. The proposed amendment would specify the timeline by which a passing score on a certification exam can be used for certification purposes; would update the figure specifying the required pedagogy certification exams for issuance of the probationary or standard certificate; and would remove certificate categories that are no longer operational. No changes are recommended since published as proposed, but additional changes may be recommended at the time of the meeting based on public comment.

STATUTORY AUTHORITY: The statutory authority for 19 TAC §230.21 is the Texas Education Code (TEC) §§21.041(b)(1), (2), and (4); 21.044(a); 21.048; 21.050; 22.082; and Texas Occupations Code (TOC), §54.003.

TEC, §21.041(b)(1), (2), and (4), require the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; specify the classes of educator certificates to be issued, including emergency certificates; and specify the requirements for the issuance and renewal of an educator certificate.

TEC, §21.044(a), requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program.

TEC, §21.048, states the SBEC shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board that includes not requiring more than 45 days elapsing between examination retakes and that starting January 1, 2021, all candidates teaching prekindergarten through grade six must demonstrate proficiency in the science of teaching reading on a certification examination.

TEC, §21.050(a), states a person who applies for a teaching certificate must possess a bachelor's degree.

TEC, §21.050(b), states the SBEC shall provide for a minimum number of semester credit hours of field-based experience or internship.

TEC, §21.050(c), states 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 the TEC, §54.363, may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

TEC, §22.082, requires SBEC to subscribe to the criminal history clearinghouse as provided by Texas Government Code, §411.0845, and may obtain any law enforcement or criminal history records that relate to a specific applicant for or holder of a certificate issued under Chapter 21, Subchapter B.

TOC, §54.003, states a licensing authority shall provide accommodations and eligibility criteria for examinees diagnosed as having dyslexia.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendment to 19 TAC Chapter 230 would be July 21, 2022 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

PREVIOUS BOARD ACTION: At the February 11, 2022 SBEC meeting, the SBEC approved the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, for publication in the *Texas Register* as proposed rules.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 230 specify the testing requirements for initial certification and for additional certificates based on examination. These requirements ensure educators are qualified and professionally prepared to instruct the schoolchildren of Texas.

At the July 2019 SBEC meeting, the SBEC adopted the edTPA performance assessment pilot as a portfolio-based assessment to gather data from the assessment on Texas candidates. From SBEC discussions in 2018, the goal of moving to a performance assessment was to improve the quality and consistency of newly certified teachers. This item provides the SBEC the opportunity to transition carefully from the edTPA pilot to full implementation. Given the feedback and input from the SBEC and stakeholders, the proposed rule text will allow for a three-phase approach over the next three academic years.

At the February 2022 SBEC meeting, Texas Education Agency (TEA) staff shared additional information regarding the edTPA implementation plan and addressed questions posed by members of the SBEC and stakeholders at the December 2021 meeting.

Following is a description of the proposed amendment to Chapter 230, Subchapter C, §230.21, included in Attachment I. The changes also include technical edits made to §230.21(a)(3)(A) to update cross references.

Subchapter C, §230.21. Assessment of Educators

Proposed Amendment to §230.21(e)

The proposed amendment to §230.21(e) would specify that for issuance of a probationary or standard certificate in more than one certification category, a candidate must pass the appropriate pedagogy examination under Figure: 19 TAC §230.21(e) for any one of the certificates sought. This change would allow for educators to be issued probationary or standard certificates in more than one certification category by passing only one edTPA certification exam. The current rule requires educators to take each edTPA certification exam for the aligned certificate, which means that educators pursuing certification in two certification categories are required to take two edTPA certification exams. This proposed change would align with feedback from educator preparation programs (EPPs) participating in the edTPA pilot, who expressed concern about the expense and duplicative effort caused by the current rule.

The proposed amendment to §230.21(e) would also update the testing requirements for educator certification indicated in Figure: 19 TAC §230.21(e). A summary of the proposed changes shown in Attachment II is included below.

Update to Figure Titles

The proposed amendment to Figure: 19 TAC §230.21(e) would update the column title from "Pedagogical Requirement(s)" to "Required Pedagogy Test(s)" to align the language of the title to the other test column in the figure, "Required Content Pedagogy Test(s)."

Operationalize edTPA as the Pedagogy Exam Requirement

The proposed amendment to Figure: 19 TAC §230.21(e) would add a last operational date of August 31, 2023, for the 160 Pedagogy and Professional Responsibilities (PPR) EC–12 TEXES exam. The addition of the last operational date of August 31, 2023, for the PPR exam would allow for a one-year overlap in the 2022–2023 academic year (AY), during which EPPs could choose to approve candidates to take either the PPR or appropriate edTPA exam to fulfill their pedagogy exam requirement. The intent of the one-year overlap would be to support EPPs and candidates in the transition to the new edTPA exams by allowing all EPPs one additional year to pilot edTPA implementation within their programs. The 160 PPR EC–12 exam would retire as of September 1, 2023.

The proposed amendment to Figure: 19 TAC §230.21(e) would also strike "pilot exam" for all edTPA exams to indicate that the exams would no longer be considered pilot exams under §230.1(17) and would be fully operational.

These proposed changes would implement edTPA as the required pedagogy exam beginning in the 2023–2024 AY.

EPP and Candidate Choice in edTPA Exams

The proposed amendment to §230.21(e) would add the 2151 edTPA: Career and Technical Education edTPA exam as a pedagogy exam option for the following certificates: Technology Education: Grades 6–12; Family and Consumer Sciences, Composite: Grades 6–12; Human Development and Family Studies: Grades 8–12; Hospitality, Nutrition, and Food Sciences: Grades 8–12; Agriculture, Food, and Natural Resources: Grades 6–12; Business and Finance: Grades 6–12; and Marketing: Grades 6–12.

The addition of the edTPA: Career and Technical Education exam for the indicated certification categories would provide flexibility for EPPs and candidates to select the edTPA exam that best aligns with their given instructional context.

The proposed amendment to §230.21(e) would also add the following eight edTPA exams as pedagogy exam options for the Core Subjects with Science of Teaching Reading (STR): EC–6 certificate: 2001 edTPA Elementary Literacy; 2002 edTPA Elementary Mathematics; 2149 edTPA Elementary Education: Mathematics with Literacy Task 4; 2014 edTPA: Early Childhood Education; 2016 edTPA: Middle Childhood Mathematics; 2017 edTPA: Middle Childhood Science; 2018 edTPA: Middle Childhood English Language Arts; and 2019 edTPA: Middle Childhood History/Social Studies.

The addition of the indicated edTPA exams for certification in Core Subjects with STR: EC–6 would provide flexibility for EPPs and candidates to select the edTPA exam that best aligns with their given instructional context. The current required edTPA exam for Core Subjects with STR: EC–6 is the Elementary Education: Literacy with Task 4 Mathematics. The new proposed rule would allow for EPPs and candidates to choose from eight additional exams based on their instructional context. For example, a candidate teaching in a fourth-grade science classroom would have the option to take the edTPA: Middle Childhood Science exam. This change is informed by feedback from EPPs participating in the edTPA pilot, who indicated that in some circumstances the requirements of the edTPA Elementary Education: Literacy with Mathematics Task 4 were challenging to meet given the candidate's classroom setting. This change would allow for flexible options for strong alignment between classroom setting and edTPA exam.

In addition, the options would also allow candidates to complete a 15-rubric exam (e.g., edTPA Elementary Literacy) versus the currently required 18-rubric exam (edTPA Elementary Education: Literacy with Mathematics Task 4). This would reduce overall the number of tasks that elementary candidates would be required to complete in the submission of their edTPA portfolio.

Remove Retired Certificates

The proposed amendment to §230.21(e) would strike the following four retired certificates and their associated exam requirements: Core Subjects: Early Childhood–Grade 6; Core Subjects: Grades 4–8; English Language Arts and Reading: Grades 4–8; and English Language Arts and Reading/Social Studies: Grades 4–8. Striking the four certificates listed would remove them from the testing figure. Each of the four certificates was replaced by the new certificate name including "with the Science of Teaching Reading" and the required examinations in October 2020. The intent of the change would be to streamline the testing figure for readability.

Update the Exam Requirements for Health Science: Grades 6–12 and Junior Reserve Officer Training Corps (JROTC): Grades 6–12

The proposed amendment to §230.21(e) would add the 2151 edTPA: Career and Technical Education exam as a pedagogy exam for the Health Science: Grades 6–12 certificate, which would implement an edTPA exam requirement for the certification category.

The proposed amendment would also update the content pedagogy exam requirement for the Junior Reserve Officer Training Corps (JROTC): Grades 6–12 certificate to include the 370

Pedagogy and Professional Responsibilities (PPR) for Trade and Industrial Education 6–12 TExES exam. The addition of the 370 PPR for Trade and Industrial Education 6–12 exam as a pedagogy exam requirement for the JROTC: 6–12 certificate would allow for the continued administration of an aligned pedagogy exam after the last operational date of the 160 PPR exam. There is no specific edTPA exam for JROTC certification, but the requirements for the certification field align with the requirements for Trade and Industrial Education fields, in that these candidates can attain certification based on a certificate issued by one of the military branches. The 370 PPR for Trade and Industrial Education 6–12 exam would therefore be the most appropriately aligned pedagogy exam for JROTC.

Proposed Amendment to 19 TAC §230.21(f)

The proposed amendment to §230.21(f) would clarify that a passing score on a certification exam could be used for certification recommendation up to one year after the last operational date for the exam. This amendment would provide clarity to the field on the last date that an educator may be recommended for certification used a passing score on an exam that is no longer operational.

Update on edTPA Implementation Plan

At the December 2021 SBEC meeting, TEA staff shared a draft edTPA implementation plan, indicating a start date of September 1, 2022, with a three-year phased-in approach. The draft plan was as follows:

- 2022–2023 AY of Non-Consequential Implementation: No official cut score but all first-time test taker candidates seeking initial certification would be required to complete the edTPA assessment as the pedagogy exam requirement.
- 2023–2024 AY of Non-Consequential Implementation: No official cut score but all candidates seeking initial certification would be required to complete the edTPA assessment as the pedagogy exam requirement.
- 2024–2025 AY of Consequential Implementation: An official cut score would be implemented during this period. Candidates would need to meet or exceed the given cut score to pass the exam.

As a result of SBEC member and stakeholder questions and feedback, staff have updated the proposed timeline to implement the edTPA requirement. The updates are specific to the 2022–2023 AY, which are as follows:

- edTPA would be an option as an assessment in addition to the PPR: EC–12 exam for the demonstration of pedagogical knowledge and skills for the majority of initial educator certification categories.
- Clarification that EPPs would not be held accountable for candidate performance on the edTPA in the program's Accountability System for Educator Preparation (ASEP) rating. Section 229.4, Determination of Accreditation Status, currently specifies that EPPs are held accountable for candidate performance on PPR and non-PPR exams. Therefore, programs would not be held accountable for edTPA performance. Future rulemaking would be required to implement edTPA in §229.4 as a component of an EPP's ASEP rating. The updated implementation plan reflects that this rulemaking would be effective for the 2023–2024 AY onward.

These updates would allow EPPs the flexibility to implement or scale the edTPA requirement in a manner that works best for the program, including potentially piloting the edTPA requirement with some, but not all, certification categories or routes, in this first year. The updates would also provide time for EPPs to further engage in learning opportunities (e.g., attend targeted trainings and webinars; examine candidate performance data; partner with programs who participated in the previous, three-year edTPA pilot to identify and implement best practices) to inform and support the subsequent phased-in years of edTPA implementation.

The revised draft timeline and implementation plan are reflected in the chart below.

Revised Draft Timeline and Implementation Plan		
Implementation Year	Implementation Phase	Implementation Actions
2022–2023	<p>Non-Consequential Implementation with Choice: Both the edTPA and the PPR exam would be available as pedagogy exam options. No official cut score would be implemented during this period. Candidates would "pass" the edTPA when they submit a complete edTPA portfolio.</p>	<p>edTPA would be an option as an assessment in addition to the PPR: EC–12 exam for the demonstration of pedagogical knowledge and skills for the majority of initial educator certification categories.</p> <p>The edTPA would be implemented non-consequentially as a data collection year. In addition, this first year of non-consequential implementation with choice will allow EPPs to further engage in learning opportunities (e.g., attend targeted trainings and webinars; partner with programs who participated in the previous, three-year edTPA pilot to identify and implement best practices) to inform and support the subsequent phased-in years of edTPA implementation.</p> <p>To support this learning process, EPPs would not be held accountable for candidate performance on the edTPA during the 2022–2023 AY in the EPP's Accountability System for Educator Preparation (ASEP) rating.</p> <p>SBEC rulemaking to implement candidate edTPA performance as a component of an EPP's ASEP accountability for the 2023–2024 AY onward.</p> <p>A standard setting committee, comprised of Texas educators, would recommend passing standards informed by the three years of edTPA pilot data and the first non-consequential implementation year data (Spring 2024).</p> <p>Commissioner rulemaking period to implement committee recommended passing standards would begin.</p>

		<p>Note: For the purpose of the non-consequential implementation period, a complete portfolio would be defined as a portfolio with less than two condition codes. This mirrors the requirements for teacher candidates during the edTPA pilot.</p>
<p>2023–2024</p>	<p>Non-Consequential Implementation: No official cut score would be implemented during this period. Candidates would "pass" the edTPA when they submit a complete edTPA portfolio.</p>	<p>edTPA would be required non-consequentially for all test takers* as a data collection year beginning September 1, 2023.</p> <p>EPPs would be held accountable for candidate performance on the edTPA during the 2023–2024 academic year in the EPP's ASEP rating, though the edTPA would continue to be implemented non-consequentially.</p> <p>edTPA passing standards would be adopted in commissioner rules by January 2024, with an effective date of September 2024, in order to provide ample notice to the field.</p> <p>Note: For the purpose of the non-consequential implementation period, a complete portfolio would be defined as a portfolio with less than two condition codes. This mirrors the requirements for teacher candidates during the edTPA pilot.</p>
<p>2024–2025</p>	<p>Consequential Implementation: An official cut score would be implemented during this period. Candidates would need to meet or exceed the given cut score to pass the exam.</p>	<p>edTPA would be required consequentially for all test takers* beginning September 1, 2024.</p> <p>EPPs would be held accountable for candidate performance on the edTPA during the 2024–2025 AY in the EPP's ASEP rating.</p> <p>edTPA passing standards would be effective as of September 1, 2024.</p>

*The requirement would exclude the Trade and Industrial Education: EC–12, Trade and Industrial Workforce Training: Grades 6–12, and the Junior Reserve Officer Training Corps (JROTC): Grades 6–12 certificate categories because the certificates have a separate pedagogy exam requirement.

No changes are recommended to the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, but additional changes may be recommended at the time of the meeting based on public comment.

FISCAL IMPACT: No changes have been made to this section since published as proposed. The TEA staff has determined there is an anticipated fiscal impact on individuals required to comply with the proposal during the first five years the rule is in effect. When required for

certification, the edTPA exam will increase the cost for the pedagogy certification exam by \$195 per examination. The edTPA exam will be optional in Fiscal Year (FY) 2023, so no individuals will be required to comply or to incur increased cost during the first year the rules are in effect. In FY 2024 onward, the proposed rules will require all candidates to take the edTPA exam. Based on 2020–2021 first-attempt testing data, TEA estimates administering 24,466 edTPA exams annually in FY 2024 onward, leading to a total additional cost to candidates of \$4,770,870 annually, and a total cost of \$19,083,480 to candidates over the first five years the rule is in effect. There is no additional fiscal impact on state or local government to comply with the proposal. EPPs may incur costs in implementing the edTPA exam requirement, though those costs would be locally determined, as there are no required costs associated with EPP implementation of the exam.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed. The proposal would have no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. The proposal does impose a cost on regulated persons, another state agency, a special district, or a local government, and, therefore, is subject to TGC, §2001.0045. However, the proposal is exempt from TGC, §2001.0045, as provided under that statute, because the proposal is necessary to ensure that certified Texas educators are competent to educate Texas students and, therefore, necessary to protect the safety and welfare of the residents of this state.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed. The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not require a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed. The public benefit anticipated as a result of the proposal would be the increased teacher knowledge and skill in critical pedagogical competencies, leading to the anticipated growth in teacher readiness to meet the needs of Texas's diverse student population. The TEA staff determined there is an economic cost to persons required to comply with the proposal. Future teacher candidates seeking probationary or standard certification

would be required to take the edTPA exam beginning in FY 2024. The edTPA exam requirement will increase the exam cost for the pedagogy certification exam by \$195. Based on 2020–2021 first attempt testing data, TEA staff anticipate administering 24,466 exams annually in FY 2024 onward, leading to a total additional cost of \$4,770,870 annually.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal began March 18, 2022, and ended April 18, 2022. Any comments received will be provided to the SBEC under separate cover prior to the April 29, 2022 meeting. The SBEC will take registered oral and written comments on the proposal at the April 29, 2022 meeting in accordance with the SBEC board operating policies and procedures.

ASSOCIATE COMMISSIONER'S RECOMMENDATION:

Approve for adoption, subject to the State Board of Education (SBOE) review, the proposed amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment, with an effective date of 20 days after filing the adoption notice with the *Texas Register*.

Staff Member Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation

Attachments:

- I. Text of Proposed Amendment to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.21, Educator Assessment ([Attachment I](#))
- II. Text of Proposed Figure: 19 TAC §230.21(e) ([Attachment II](#))

ATTACHMENT I
[\(Back to Attachments List\)](#)
Text of Proposed Amendment to 19 TAC

Chapter 230. Professional Educator Preparation and Certification

Subchapter C. Assessment of Educators

§230.21. Educator Assessment.

- (a) A candidate seeking certification as an educator must pass the examination(s) required by the Texas Education Code (TEC), §21.048, and the State Board for Educator Certification (SBEC) in §233.1(e) of this title (relating to General Authority) and shall not retake an examination more than four times, unless the limitation is waived for good cause. The burden of proof shall be upon the candidate to demonstrate good cause.
- (1) For the purposes of the retake limitation described by the TEC, §21.048, an examination retake is defined as a second or subsequent attempt to pass any examination required for the issuance of a certificate, including an individual core subject examination that is part of the overall examination required for the issuance of a Core Subjects certificate as described in §233.2 of this title (relating to Early Childhood; Core Subjects).
- (A) A canceled examination score is not considered an examination retake.
- (B) An examination taken by an educator during a pilot period is not considered part of an educator's five-time test attempt limit.
- (C) Pursuant to TEC, §21.0491(d), the limit on number of test attempts does not apply to the trade and industrial workforce training certificate examination prescribed by the SBEC.
- (D) A candidate who fails a computer- or paper-based examination cannot retake the examination before 30 days have elapsed following the candidate's last attempt to pass the examination.
- (2) Good cause is:
- (A) the candidate's highest score on an examination is within one conditional standard error of measurement (CSEM) of passing, and the candidate has completed 50 clock-hours of educational activities. CSEMs will be published annually on the Texas Education Agency (TEA) website;
- (B) the candidate's highest score on an examination is within two CSEMs of passing, and the candidate has completed 100 clock-hours of educational activities;
- (C) the candidate's highest score on an examination is within three CSEMs of passing, and the candidate has completed 150 clock-hours of educational activities;
- (D) the candidate's highest score on an examination is not within three CSEMs of passing, and the candidate has completed 200 clock-hours of educational activities;
- (E) if the candidate needs a waiver for more than one of the individual core subject examinations that are part of the overall examination required for the issuance of a Core Subjects certificate, the candidate has completed the number of clock-hours of educational activities required for each individual core subject examination as described in subparagraphs (A)-(D) of this paragraph up to a maximum of 300 clock-hours. The number of clock-hours for each examination may be divided equally based on the number of examinations in the waiver request, but the number of clock-hours for an examination shall not be less than 50; or
- (F) if a CSEM is not appropriate for an examination, the TEA staff will identify individuals who are familiar and knowledgeable with the examination content to review the

candidate's performance on the five most recent examinations, identify the deficit competency or competencies, and determine the number of clock-hours of educational activities required.

- (3) Educational activities are defined as:
- (A) institutes, workshops, seminars, conferences, interactive distance learning, video conferencing, online activities, undergraduate courses, graduate courses, training programs, in-service, or staff development given by an approved continuing professional education provider or sponsor, pursuant to §232.17 of this title (relating to Pre-Approved Continuing Professional Education Provider or Sponsor) and §232.19 of this title (relating to Approval of Private Companies, Private Entities, and Individuals as Continuing Professional Education Providers), or an approved educator preparation program (EPP), pursuant to §228.10 of this title (relating to Approval Process); and
 - (B) being directly related to the knowledge and skills included in the certification examination competency or competencies in which the candidate answered less than 70 percent of competency questions correctly. The formula for identifying a deficit competency is the combined total of correct answers for each competency on the five most recent examinations divided by the combined total of questions for each competency on the five most recent examinations.
- (4) Documentation of educational activities that a candidate must submit includes:
- (A) the provider, sponsor, or program's name, address, telephone number, and email address. The TEA staff may contact the provider, sponsor, or program to verify an educational activity;
 - (B) the name of the educational activity (e.g., course title, course number);
 - (C) the competency or competencies addressed by the educational activity as determined by the formula described in paragraph (3)(B) of this subsection;
 - (D) the provider, sponsor, or program's description of the educational activity (e.g., syllabus, course outline, program of study); and
 - (E) the provider, sponsor, or program's written verification of the candidate's completion of the educational activity (e.g., transcript, certificate of completion). The written verification must include:
 - (i) the provider, sponsor, or program's name;
 - (ii) the candidate's name;
 - (iii) the name of the educational activity;
 - (iv) the date(s) of the educational activity; and
 - (v) the number of clock-hours completed for the educational activity. Clock-hours completed before the most recent examination attempt or after a request for a waiver is submitted shall not be included. One semester credit hour earned at an accredited institution of higher education is equivalent to 15 clock-hours.
- (5) To request a waiver of the limitation, a candidate must meet the following conditions:
- (A) the candidate is otherwise eligible to take an examination. A candidate seeking a certificate based on completion of an EPP must have the approval of an EPP to request a waiver;
 - (B) beginning September 1, 2016, the candidate pays the non-refundable waiver request fee of \$160;
 - (C) the candidate requests the waiver of the limitation in writing on forms developed by the TEA staff; and

- (D) the request for the waiver is postmarked not earlier than:
- (i) 45 calendar days after an unsuccessful attempt at the fourth retake of an examination as defined in the TEC, §21.048; or
 - (ii) 90 calendar days after the date of the most recent denied waiver of the limitation request; or
 - (iii) 180 calendar days after the date of the most recent unsuccessful examination attempt that was the result of the most recently approved request for waiver of the limitation.
- (6) The TEA staff shall administratively approve each application that meets the criteria specified in paragraphs (2)-(5) of this subsection.
- (7) An applicant who does not meet the criteria in paragraphs (2)-(5) of this subsection may appeal to the SBEC for a final determination of good cause. A determination by the SBEC is final and may not be appealed.
- (b) A candidate seeking a standard certificate as an educator based on completion of an approved EPP may take the appropriate certification examination(s) required by subsection (a) of this section only at such time as the EPP determines the candidate's readiness to take the examinations, or upon successful completion of the EPP, whichever comes first.
- (c) The holder of a lifetime Texas certificate effective before February 1, 1986, must pass examinations prescribed by the SBEC to be eligible for continued certification, unless the individual has passed the Texas Examination of Current Administrators and Teachers (TECAT).
- (d) The commissioner of education approves the satisfactory level of performance required for certification examinations, and the SBEC approves a schedule of examination fees and a plan for administering the examinations.
- (e) The appropriate examination(s) required for certification are specified in the figure provided in this subsection. For issuance of a probationary or standard certificate in more than one certification category, a candidate must pass the appropriate pedagogy examination specified in the figure provided in this subsection for any one of the certificates sought.
- Figure: 19 TAC §230.21(e) [~~Figure: 19 TAC §230.21(e)~~]
- (f) Scores from examinations required under this title must be made available to the examinee, the TEA staff, and, if appropriate, the EPP from which the examinee will seek a recommendation for certification. Passing scores on an examination required under this section may be utilized for certification if the candidate is recommended for certification up to one year after the last operational date for the examination as prescribed in Figure: 19 TAC §230.21(e).
- (g) The following provisions concern ethical obligations relating to examinations.
- (1) An educator or candidate who participates in the development, design, construction, review, field testing, scoring, or validation of an examination shall not reveal or cause to be revealed the contents of the examination to any other person.
 - (2) An educator or candidate who administers an examination shall not:
 - (A) allow or cause an unauthorized person to view any part of the examination;
 - (B) copy, reproduce, or cause to be copied or reproduced any part of the examination;
 - (C) reveal or cause to be revealed the contents of the examination;
 - (D) correct, alter, or cause to be corrected or altered any response to a test item contained in the examination;
 - (E) provide assistance with any response to a test item contained in the examination or cause assistance to be provided; or

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- (F) deviate from the rules governing administration of the examination.
- (3) An educator or candidate who is an examinee shall not:
- (A) copy, reproduce, or cause to be copied or reproduced any test item contained in the examination;
 - (B) provide assistance with any response to a test item contained in the examination, or cause assistance to be provided;
 - (C) solicit or accept assistance with any response to a test item contained in the examination;
 - (D) deviate from the rules governing administration of the examination; or
 - (E) otherwise engage in conduct that amounts to cheating, deception, or fraud.
- (4) An educator, candidate, or other test taker shall not:
- (A) solicit information about the contents of test items on an examination that the educator, candidate, or other test taker has not already taken from an individual who has had access to those items, or offer information about the contents of specific test items on an examination to individuals who have not yet taken the examination;
 - (B) fail to pay all test costs and fees as required by this chapter or the testing vendor; or
 - (C) otherwise engage in conduct that amounts to violations of test security or confidentiality integrity, including cheating, deception, or fraud.
- (5) A person who violates this subsection is subject to:
- (A) sanction, including, but not limited to, disallowance and exclusion from future examinations either in perpetuity or for a period of time that serves the best interests of the education profession, in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and/or
 - (B) denial of certification in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title; and/or
 - (C) voiding of a score from an examination in which a violation specified in this subsection occurred as well as a loss of a test attempt for purposes of the retake limit in subsection (a) of this section.

ATTACHMENT II
(Back to Attachments List)

Figure: 19 TAC §230.21(e) [~~Figure: 19 TAC §230.21(e)~~]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Art			
§233.10	Art: Early Childhood–Grade 12	178 Art EC–12 Texas Examinations of Educator Standards (TExES)	160 Pedagogy and Professional Responsibilities (PPR) EC–12 TExES (<u>last operational date 8/31/2023</u>) or 2015 edTPA: Visual Arts [(pilot exam)]
Bilingual Education			
§233.6	Bilingual Education Supplemental: Spanish	164 Bilingual Education Supplemental TExES and 190 Bilingual Target Language Proficiency (BTLPT)—Spanish TExES	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: American Sign Language	164 Bilingual Education Supplemental TExES and 184 American Sign Language (ASL) EC–12 TExES and 073 Texas Assessment of Sign Communications—American Sign Language (TASC—ASL)	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Arabic	164 Bilingual Education Supplemental TExES and American Council for the Teaching of Foreign Languages (ACTFL) 614 Oral Proficiency Interview (OPI)—Arabic and 615 Writing Proficiency Test (WPT)—Arabic	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Chinese	164 Bilingual Education Supplemental TExES and ACTFL 618 OPI—Chinese (Mandarin) and 619 WPT—Chinese (Mandarin)	Not Applicable: Not a Stand-alone Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Bilingual Education (continued)			
§233.6	Bilingual Education Supplemental: Japanese	164 Bilingual Education Supplemental TExES and ACTFL 616 OPI—Japanese and 617 WPT—Japanese	Not Applicable: Not a Stand-alone Certificate
§233.6	Bilingual Education Supplemental: Vietnamese	164 Bilingual Education Supplemental TExES and ACTFL 620 OPI—Vietnamese and 621 WPT—Vietnamese	Not Applicable: Not a Stand-alone Certificate
Career and Technical Education			
§233.13	Technology Education: Grades 6–12	171 Technology Education 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2143 edTPA: Technology and Engineering Education [(pilot exam)] or 2151 edTPA: Career and Technical Education
§233.13	Family and Consumer Sciences, Composite: Grades 6–12	American Association of Family and Consumer Sciences (AAFCS) 200 Family and Consumer Sciences—Composite Examination	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2117 edTPA: Family and Consumer Sciences [(pilot exam)] or 2151 edTPA: Career and Technical Education
§233.13	Human Development and Family Studies: Grades 8–12	AAFCS 202 Human Development and Family Studies Concentration Examination	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2117 edTPA: Family and Consumer Sciences [(pilot exam)] or 2151 edTPA: Career and Technical Education
§233.13	Hospitality, Nutrition, and Food Sciences: Grades 8–12	AAFCS 201 Hospitality, Nutrition, and Food Science Concentration Examination	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2117 edTPA: Family and Consumer Sciences [(pilot exam)] or 2151 edTPA: Career and Technical Education

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Career and Technical Education (continued)			
§233.13	Agriculture, Food, and Natural Resources: Grades 6–12	272 Agriculture, Food, and Natural Resources 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2100 edTPA: Agricultural Education [pilot exam] or 2151 edTPA: <u>Career and Technical Education</u>
§233.13	Business and Finance: Grades 6–12	276 Business and Finance 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2102 edTPA: Business Education [pilot exam] or 2151 edTPA: <u>Career and Technical Education</u>
§233.14	Marketing: Grades 6–12	275 Marketing 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2102 edTPA: Business Education [pilot exam] or 2151 edTPA: <u>Career and Technical Education</u>
§233.14	Health Science: Grades 6–12	273 Health Science 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2151 edTPA: <u>Career and Technical Education</u>
§233.14	Trade and Industrial Education: Grades 6–12	Not Applicable	270 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES (last operational date 8/31/2021) Starting 9/1/2021 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Career and Technical Education (continued)			
§233.14	Trade and Industrial Workforce Training: Grades 6–12	Not Applicable	370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES
Computer Science and Technology Applications			
§233.5	Computer Science: Grades 8–12	241 Computer Science 8–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2143 edTPA: Technology and Engineering Education [<u>(pilot exam)</u>]
§233.5	Technology Applications: Early Childhood–Grade 12	242 Technology Applications EC–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2108 edTPA: Educational Technology Specialist [<u>(pilot exam)</u>]
Core Subjects			
§233.2	Core Subjects: Early Childhood–Grade 6	291 Core Subjects EC–6 TExES	160 PPR EC–12 TExES or 2110 edTPA: Elementary Education: Literacy with Mathematics Task 4 (pilot exam)

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Core Subjects (continued)			
§233.2	Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6	293 Science of Teaching Reading TExES and either: 291 Core Subjects EC–6 TExES (last operational date 12/31/2021) or 391 Core Subjects EC–6 TExES (starting 1/1/2021)	160 PPR EC–12 TExES (<u>last operational date 8/31/2023</u>) or 2110 edTPA: Elementary Education: Literacy with Mathematics Task 4 (<u>pilot exam</u>) or 2001 edTPA: Elementary Literacy or 2002 edTPA: Elementary Mathematics or 2149 edTPA: Elementary Education: Mathematics with Literacy Task 4 or 2014 edTPA: Early Childhood Education or 2016 edTPA: Middle Childhood Mathematics or 2017 edTPA: Middle Childhood Science or 2018 edTPA: Middle Childhood English Language Arts or 2019 edTPA: Middle Childhood History/Social Studies
§233.2	Core Subjects: Grades 4–8	211 Core Subjects 4–8 TExES	160 PPR EC–12 TExES or 2016 edTPA: Middle Childhood Mathematics (<u>pilot exam</u>) or 2017 edTPA: Middle Childhood Science (<u>pilot exam</u>) or 2018 edTPA: Middle Childhood English Language Arts (<u>pilot exam</u>) or 2019 edTPA: Middle Childhood History/Social Studies (<u>pilot exam</u>)

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Core Subjects (continued)			
§233.2	Core Subjects with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 211 Core Subjects 4–8 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2023</u>) or 2016 edTPA: Middle Childhood Mathematics [(pilot exam)] or 2017 edTPA: Middle Childhood Science [(pilot exam)] or 2018 edTPA: Middle Childhood English Language Arts [(pilot exam)] or 2019 edTPA: Middle Childhood History/Social Studies [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Counselor			
§239.20	School Counselor: Early Childhood–Grade 12	152 School Counselor EC–12 TExES (last operational date 8/31/2021) Starting 9/1/2021 252 School Counselor EC–12 TExES	Not Applicable: Not an Initial Certificate
Dance			
§233.10	Dance: Grades 6–12	279 Dance 6–12 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2021 edTPA: K–12 Performing Arts [pilot exam]
Early Childhood			
§233.2	Early Childhood: Prekindergarten–Grade 3	292 Early Childhood: PK–3 TExES and 293 Science of Teaching Reading TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2014 edTPA: Early Childhood Education [pilot exam]
Educational Diagnostician			
§239.84	Educational Diagnostician: Early Childhood–Grade 12	153 Educational Diagnostician EC–12 TExES (last operational date 12/31/2020) Starting 1/1/2021 251 Educational Diagnostician EC–12 TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
English Language Arts and Reading			
§233.3	English Language Arts and Reading: Grades 4–8	117 English Language Arts and Reading 4–8 TExES	160 PPR EC–12 TExES or 2018 edTPA: Middle Childhood English Language Arts (pilot exam)]
§233.3	English Language Arts and Reading with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 117 English Language Arts and Reading 4–8 TExES (last operational date 12/31/2021) or 217 English Language Arts and Reading 4–8 TExES (starting 1/1/2022)	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2018 edTPA: Middle Childhood English Language Arts [(pilot exam)]]
§233.3	English Language Arts and Reading: Grades 7–12	231 English Language Arts and Reading 7–12 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2003 edTPA: Secondary English Language Arts [(pilot exam)]]
§233.3	English Language Arts and Reading/Social Studies: Grades 4–8	113 English Language Arts and Reading/ Social Studies 4–8 TExES	160 PPR EC–12 TExES or 2018 edTPA: Middle Childhood English Language Arts (pilot exam) or 2019 edTPA: Middle Childhood History/Social Studies (pilot exam)]
§233.3	English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8	293 Science of Teaching Reading TExES and 113 English Language Arts and Reading/ Social Studies 4–8 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2018 edTPA: Middle Childhood English Language Arts [(pilot exam)]] or 2019 edTPA: Middle Childhood History/Social Studies [(pilot exam)]]
§239.93	Reading Specialist: Early Childhood–Grade 12	151 Reading Specialist EC–12 TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
English as a Second Language			
§233.7	English as a Second Language Supplemental	154 English as a Second Language Supplemental TExES	Not Applicable: Not a Stand-alone Certificate
Gifted and Talented			
§233.9	Gifted and Talented Supplemental	162 Gifted and Talented TExES	Not Applicable: Not a Stand-alone Certificate
Health			
§233.11	Health: Early Childhood–Grade 12	157 Health Education EC–12 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2119 edTPA: Health Education [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Journalism			
§233.3	Journalism: Grades 7–12	256 Journalism 7–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2003 edTPA: Secondary English Language Arts [pilot exam]
Junior Reserve Officer Training			
§233.17	Junior Reserve Officer Training Corps: Grades 6–12	Not Applicable	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 370 Pedagogy and Professional Responsibilities for Trade and Industrial Education 6–12 TExES
Languages Other Than English			
§233.15	American Sign Language: Early Childhood–Grade 12	184 ASL EC–12 TExES and 073 TASC–ASL	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Arabic: Early Childhood–Grade 12	ACTFL 605 OPI—Arabic and 600 WPT—Arabic	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Chinese: Early Childhood–Grade 12	ACTFL 606 OPI—Chinese (Mandarin) and 601 WPT—Chinese (Mandarin)	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	French: Early Childhood–Grade 12	610 Languages Other Than English (LOTE) French EC–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Languages Other Than English (continued)			
§233.15	German: Early Childhood–Grade 12	611 LOTE German EC–12 TEXES	160 PPR EC–12 TEXES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Hindi: Early Childhood–Grade 12	ACTFL 622 OPI—Hindi and 623 WPT—Hindi	160 PPR EC–12 TEXES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Italian: Early Childhood–Grade 12	ACTFL 624 OPI—Italian and 625 WPT—Italian	160 PPR EC–12 TEXES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Japanese: Early Childhood–Grade 12	ACTFL 607 OPI—Japanese and 602 WPT—Japanese	160 PPR EC–12 TEXES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Korean: Early Childhood–Grade 12	ACTFL 630 OPI—Korean and 631 WPT—Korean	160 PPR EC–12 TEXES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Languages Other Than English (continued)			
§233.15	Latin: Early Childhood–Grade 12	612 LOTE Latin EC–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2104 edTPA: Classical Languages [pilot exam]
§233.15	Portuguese: Early Childhood–Grade 12	ACTFL 632 OPI—Portuguese and 633 WPT—Portuguese	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Russian: Early Childhood–Grade 12	ACTFL 608 OPI—Russian and 603 WPT—Russian	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Spanish: Early Childhood–Grade 12	613 LOTE Spanish EC–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Turkish: Early Childhood–Grade 12	ACTFL 626 OPI—Turkish and 627 WPT—Turkish	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
§233.15	Vietnamese: Early Childhood–Grade 12	ACTFL 609 OPI—Vietnamese and 604 WPT—Vietnamese	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2020 edTPA: World Language [pilot exam]
Librarian			
§239.60	School Librarian: Early Childhood–Grade 12	150 School Librarian Early Childhood–12 TExES	Not Applicable: Not an Initial Certificate

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Mathematics and Science			
§233.4	Mathematics: Grades 4–8	115 Mathematics 4–8 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2016 edTPA: Middle Childhood Mathematics [(pilot exam)]
§233.4	Science: Grades 4–8	116 Science 4–8 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2017 edTPA: Middle Childhood Science [(pilot exam)]
§233.4	Mathematics/Science: Grades 4–8	114 Mathematics/Science 4–8 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2016 edTPA: Middle Childhood Mathematics [(pilot exam)] or 2017 edTPA: Middle Childhood Science [(pilot exam)]
§233.4	Mathematics: Grades 7–12	235 Mathematics 7–12 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2005 edTPA: Secondary Mathematics [(pilot exam)]
§233.4	Science: Grades 7–12	236 Science 7–12 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2006 edTPA: Secondary Science [(pilot exam)]
§233.4	Life Science: Grades 7–12	238 Life Science 7–12 TExES	160 PPR EC–12 TExES (last operational date 8/31/2023) or 2006 edTPA: Secondary Science [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [<u>Pedagogical Requirement(s)</u>]
Mathematics and Science (continued)			
§233.4	Physical Science: Grades 6–12	237 Physical Science 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2006 edTPA: Secondary Science [(pilot exam)]
§233.4	Physics/Mathematics: Grades 7–12	243 Physics/Mathematics 7–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2005 edTPA: Secondary Mathematics [(pilot exam)] or 2006 edTPA: Secondary Science [(pilot exam)]
§233.4	Mathematics/Physical Science/Engineering: Grades 6–12	274 Mathematics/Physical Science/Engineering 6–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2005 edTPA: Secondary Mathematics [(pilot exam)] or 2006 edTPA: Secondary Science [(pilot exam)] or 2143 edTPA: Technology and Engineering Education [(pilot exam)]
§233.4	Chemistry: Grades 7–12	240 Chemistry 7–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2006 edTPA: Secondary Science [(pilot exam)]
Music			
§233.10	Music: Early Childhood–Grade 12	177 Music EC–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2021 edTPA: K–12 Performing Arts [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Physical Education			
§233.12	Physical Education: Early Childhood–Grade 12	158 Physical Education EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2023</u>) or 2011 edTPA: Physical Education [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Principal and Superintendent			
§241.20	Principal as Instructional Leader: Early Childhood–Grade 12	268 Principal as Instructional Leader TExES	Educational Testing Service (ETS) 368 Performance Assessment for School Leaders (PASL)
§241.35	Principal as Instructional Leader Endorsement	Not Applicable: Not an Initial Certificate (Individuals must already hold a valid certificate to serve in the role of principal to be eligible for this endorsement.)	Educational Testing Service (ETS) 368 Performance Assessment for School Leaders (PASL)
§242.20	Superintendent: Early Childhood–Grade 12	195 Superintendent TExES	Not Applicable: Not an Initial Certificate
Social Studies			
§233.3	Social Studies: Grades 4–8	118 Social Studies 4–8 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2019 edTPA: Middle Childhood History/Social Studies [(pilot exam)]
§233.3	Social Studies: Grades 7–12	232 Social Studies 7–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2004 edTPA: Secondary History/Social Studies [(pilot exam)]
§233.3	History: Grades 7–12	233 History 7–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2004 edTPA: Secondary History/Social Studies [(pilot exam)]
Speech Communications			
§233.3	Speech: Grades 7–12	129 Speech 7–12 TExES	160 PPR EC–12 TExES (last operational date <u>8/31/2023</u>) or 2003 edTPA: Secondary English Language Arts [(pilot exam)]

Certificate TAC Reference	Certificate Name	Required Content Pedagogy Test(s)	Required Pedagogy Test(s) [Pedagogical Requirement(s)]
Special Education			
§233.8	Special Education: Early Childhood–Grade 12	161 Special Education EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2023</u>) or 2012 edTPA: Special Education [pilot exam]
§233.8	Special Education Supplemental	163 Special Education Supplemental TExES	Not Applicable: Not a Stand-alone Certificate
§233.8	Teacher of the Deaf and Hard of Hearing: Early Childhood–Grade 12	181 Deaf and Hard of Hearing EC–12 TExES and 072 TASC or 073 TASC—ASL (required for assignment but not for certification)	160 PPR EC–12 TExES (<u>last operational date 8/31/2023</u>) or 2012 edTPA: Special Education [pilot exam]
§233.8	Teacher of Students with Visual Impairments Supplemental: Early Childhood–Grade 12	182 Visually Impaired TExES and 283 Braille TExES	Not Applicable: Not a Stand-alone Certificate
Theatre			
§233.10	Theatre: Early Childhood–Grade 12	180 Theatre EC–12 TExES	160 PPR EC–12 TExES (<u>last operational date 8/31/2023</u>) or 2021 edTPA: K–12 Performing Arts [pilot exam]

Item 19

Discussion of New Chapter 230, Professional Educator Preparation and Certification,
Subchapter C, Assessment of Educators, §230.27, Requirements for Prospective Performance-
Based Pedagogy Examinations

[\(Back to Agenda\)](#)

Item 19:

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 proposed amendments to 19 TAC Chapter 230, which specifies the testing requirements for educator certification. The proposed amendments would reflect recent requests by the SBEC to create a process and standard minimum requirements that would allow TEA staff, at the SBEC's request, to identify and vet performance-based pedagogy examinations for the SBEC to consider for possible adoption as certification examinations.

Statutory Authority:

All the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff worked under when preparing this item.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- certification programs should have transparent systems for continuous improvement
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 19:**Discussion of New Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations****DISCUSSION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss new 19 Texas Administrative Code (TAC) Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators, §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations, that would set procedures and uniform minimum requirements that would allow the SBEC to identify performance-based pedagogy examinations for the SBEC to consider adopting as alternatives to edTPA.

STATUTORY AUTHORITY: The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4), 21.041(c), 21.044(a), 21.0441, and 21.048(a). The statutory authority for 19 TAC §230.21 is the Texas Education Code (TEC) §§21.041(b)(1), (2), and (4); 21.044(a); 21.048; 21.050; 22.082; and Texas Occupations Code (TOC), §54.003.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff plan to bring this item for proposal at the July 2022 SBEC meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 230 specify the testing requirements for initial certification and for additional certificates based on examination. These requirements ensure educators are qualified and professionally prepared to instruct the schoolchildren of Texas.

At the February 2022 SBEC meeting, the SBEC discussed adopting edTPA as a performance-based pedagogy examination for educator certification to replace the current required Pedagogy and Professional Responsibility examination. The SBEC directed TEA staff to explore how to identify other performance-based pedagogy examinations that the SBEC could consider adopting as additional options for pedagogy certification exams for educator certification.

Proposed new §230.27, Requirements for Prospective Performance-Based Pedagogy Examinations, would create a process and standard minimum requirements that would allow TEA staff, at the SBEC's request, to identify and vet performance-based pedagogy examinations for the SBEC to consider for possible adoption as certification examinations. The proposed new rule would create requirements for a Request for Proposal seeking an examination that:

- Aligns with the Texas teacher standards, the Texas Essential Knowledge and Skills (TEKS), and Prekindergarten Guidelines;
- Demonstrates teacher candidates' effective teaching through the collection and evaluation of authentic evidence of teacher practice that is grade-band and subject-

- specific to the certification the candidate seeks, including evidence of planning, instruction, and assessment, in a classroom setting;
- Meets or exceeds relevant nationally recognized professional and technical standards, as established by the Standards for Educational and Psychological Assessment;
 - Is accessible and valid to all candidates for teacher certification, including those with disabilities;
 - Provides the required data to TEA staff and educator preparation programs to complete any applicable federal or state reporting;
 - Supports and provides services to TEA staff, educator preparation programs, and candidates for the proposed exam(s) by having an informational website and access to customer support for all aspects of administration including registration, task submission, and technical support;
 - Supports approved educator preparation programs in the incorporation of the performance assessment into their curricula, including providing a preparation manual and examination implementation guides, in person and virtual training on the examination, and ongoing technical assistance support for the educator preparation programs.
 - Includes a plan to administer, score and report examination(s) within twenty-eight days following administration to TEA;
 - Provides a plan to convene performance standard-setting committees to advise TEA;
 - Includes a plan for implementation of changes as required by legislation or action by SBEC, the State Board of Education (SBOE), or the Commissioner of Education;
 - Prices the proposed examination(s) so that examination fees for candidates will be equal to or less than the existing performance-based pedagogy examination for teachers; and
 - Provides a guarantee that TEA will not bear any expenses including but not limited to the preparation, registration, administration and scoring of the proposed examination(s).

During the April 2022 SBEC meeting, TEA staff will provide the Board with additional information about RFP development and state procurement processes.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed rulemaking would be clear requirements to identify rigorous, relevant, and reliable examinations that can better determine the preparation and skills of classroom teachers upon entry into the profession, and thereby ensure retention of these qualified professionals for years to come.

Staff Member Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation

Attachment:

Proposed New §230.27, [Requirements for Prospective Performance-Based Pedagogy Examinations](#)
(Attachment)

ATTACHMENT
(Back to Attachments List)
Text of Proposed New

Chapter 230. Professional Educator Preparation and Certification

Subchapter C. Assessment of Educators

§230.27 Requirements for Prospective Performance-Based Pedagogy Examinations.

- (a) On a vote of the SBEC to identify performance-based pedagogy examinations for educator certification that the SBEC may consider adopting in addition to the performance-based pedagogy examinations already required in §230.21(e), TEA staff will issue a Request for Proposal in accordance with Texas Government Code Chapter 2155. The Request for Proposal for performance-based pedagogy examinations must require that the examination program proposed in response:
- (1) Aligns with the Texas teacher standards as prescribed in §235 Classroom Teacher Certification Standards, §149.1001 Teacher Standards, and, as applicable, the Texas Essential Knowledge and Skills (TEKS), and Prekindergarten Guidelines;
 - (2) Demonstrates teacher candidates' effective teaching that can raise students' academic performance, including grade-band and subject specific requirements aligned to Chapter 233 of this title, Categories of Classroom Teaching Certificates, and the collection and evaluation of authentic evidence of teacher practice with evidence of planning, instruction, and assessment in a classroom setting;
 - (3) Meets or exceeds relevant nationally recognized professional and technical standards, as established by the Standards for Educational and Psychological Assessment published jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education;
 - (4) Is accessible and valid to all candidates for teacher certification, including those with disabilities, and must meet all provisions prescribed in §230.21, Educator Assessment, §230.23, Testing Accommodations for Persons with Dyslexia, and the field-testing and minimum score requirements of TEC §21.048(b);
 - (5) Provides the required data to TEA staff and educator preparation programs to complete any applicable federal or state reporting requirements by providing TEA and educator preparation programs access to web-based data reporting tools that allow users to generate standard and custom reports using historical data and current candidate data for the proposed examination at both the individual-program and statewide level, and with custom reports available for both aggregate and candidate-level data down to both domain and competency-level;
 - (6) Supports and provides services to TEA staff, educator preparation programs, and candidates for the proposed examination(s) by having an informational website and access to customer support for all aspects of administration including registration, task submission, and technical support;
 - (7) Supports approved educator preparation programs in the incorporation of the performance assessment into their curricula, including providing a preparation manual and examination implementation guides, in person and virtual training on the examination at least bi-monthly that is accessible to all educator preparation program faculty and staff and local education agency (LEA) staff, and ongoing technical assistance support for the educator preparation programs;
 - (8) Demonstrates the ability to administer, score and report examination(s) within twenty-eight days following administration to TEA by secure file transfer protocol (SFTP) format as designated by TEA with at least two examination reporting periods provided monthly per proposed examination, including candidate and client support and services, information dissemination; approval and implementation of testing accommodations; scoring processes, including holistic and analytic scoring, and quality assurance measures; candidate registration and score reporting; maintenance

of historical and future examination records, candidate data, psychometric data, and documentation; producing psychometric data and reports; and creating and maintaining systems for receiving test eligibility and recommendation data from TEA to determine candidate registration eligibility;

- (9) Provides a plan to convene performance standard-setting committees to advise TEA that includes proposer contacting and corresponding with committee members and other project participants, organizing all meeting arrangements and funding all committee-related expenses, and actively recruiting and maintaining a comprehensive and searchable database of potential committee members who are public school and preparation program educators, approved by TEA or SBEC, with recent, relevant campus/district experience and demonstrated track records of improving student outcomes, who represent diversity in demographic, experience, location in Texas, and other relevant factors;
 - (10) Includes a plan for implementation of changes as required by legislation or action by SBEC, the State Board of Education (SBOE), or the Commissioner of Education;
 - (11) Prices the proposed examination(s) so that the cost to candidates taking the examination is equal to or less than the performance-based pedagogy examinations for teachers identified in §230.101(C), Schedule of Fees for Certification Services, and utilizes the TEA eligibility and demographic services to ensure that only approved Texas candidates are allowed to register for and complete the assessment; and
 - (12) Provides a guarantee that TEA will not bear any expenses associated with the examination, including but not limited to the preparation, registration, administration and scoring of the proposed examination(s).
- (b) Additional requirements identified by TEA staff may be added to the Request for Proposal.
- (c) TEA staff will present the examination(s) identified through the Request for Proposal to the SBEC with a recommendation on whether the SBEC should adopt the identified examination(s) in addition to the examinations already identified in §230.21(e).
- (d) The SBEC will review the identified examination(s) and direct the TEA staff on whether to begin the rulemaking process.

Item 20

Pending or Contemplated Litigation, including Disciplinary Cases

[\(Back to Agenda\)](#)

Item 20:

Pending or Contemplated Litigation, including Disciplinary Cases

DISCIPLINARY POLICY GUIDELINES

As provided in 19 Tex. Admin. Code (TAC) § 249.5, the primary purposes the State Board for Educator Certification (SBEC) seeks to achieve in educator disciplinary matters are to:

- (1) protect the safety and welfare of Texas schoolchildren and school personnel;
- (2) ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- (3) fairly and efficiently resolve educator disciplinary proceedings.

The SBEC's focus on the safety and welfare of students is also reflected in the SBEC Mission Statement, Core Principles, and Goals that were adopted on February 6, 2009.

Without diminishing in any way the SBEC 19 TAC Chapter 249 procedural and substantive rights of educators to contest allegations of educator misconduct, it is the policy of the SBEC to fully investigate such allegations and, if those allegations are found to have merit, to ensure that any sanction that is imposed furthers these purposes.

A certified educator holds a unique position of public trust with almost unparalleled access to the hearts and minds of impressionable students. Therefore, the conduct of an educator must be held to the highest standard. Because SBEC sanctions are imposed for reasons of public policy, and are not penal in nature, criminal procedural and punishment standards are not appropriate to educator discipline proceedings.

General Principles:

1. Because the SBEC's primary duty is to safeguard the interests of Texas students, educator certification must be considered a privilege and not a right.
2. SBEC disciplinary sanctions are based on educator conduct that is proved by a preponderance of the evidence, without regard to whether there has been a criminal conviction, deferred adjudication or other type of community supervision, an indictment, or even an arrest. Under the Educators' Code of Ethics, an educator may be sanctioned for conduct underlying a criminal conviction even if the crime is not subject to sanction under the Texas Occupations Code, Chapter 53. An educator may also be sanctioned for conduct underlying a criminal conviction even if the conduct is not specifically listed in 19 TAC § 249.16, as long as the conduct renders the educator unworthy to instruct.
3. Because the SBEC recognizes that an educator's good moral character, as defined in 19 TAC § 249.3, constitutes the essence of the role model that the educator represents to students both inside and outside the classroom, criminal law, 19 TAC Chapter 247, the Educator's Code of Ethics, and 19 TAC Chapter 249, providing for educator disciplinary proceedings, are merely a minimum base line standard for educator conduct. Active community supervision, as well as conduct that indicates dishonesty, untruthfulness, habitual impairment through drugs or alcohol, abuse or neglect of students and minors,

including the educator's own children, or reckless endangerment of the safety of others, may demonstrate that the person lacks good moral character, is a negative role model to students, and does not possess the moral fitness necessary to be a certified educator.

4. "Unworthy to instruct or to supervise the youth of this state," which serves as a basis for sanctions under 19 TAC § 249.15(b) (2), is a broad concept that is not limited to the specific criminal convictions that are described in Texas Education Code (TEC) §§ 21.058 and 21.060. The SBEC 19 TAC § 249.3(45) definition of "the determination that a person is unfit to hold a certificate under the TEC, Chapter 21, Subchapter B, or to be allowed on a school campus under the auspices of an educator preparation program" predates the adoption of TEC §§ 21.058 and 21.060, and is based upon the TEC, Chapter 21, Subchapter B grant of authority to the SBEC to "regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators." As a Texas Court of Civil Appeals ruled in the seminal case of *Marrs v. Matthews*, 270 S.W. 586 (1925), "unworthy to instruct" "means the lack of 'worth'; the absence of those moral and mental qualities which are required to enable one to render the service essential to the accomplishment of the object which the law has in view." Therefore, the moral fitness of a person to instruct the youth of this state must be determined from an examination of all relevant conduct, is not limited to conduct that occurs while performing the duties of a professional educator, and is not limited to conduct that constitutes a criminal violation or results in a criminal conviction.
5. Educators have positions of authority, have extensive access to students when no other adults (or even other students, in some cases) are present, and have access to confidential information that could provide a unique opportunity to exploit student vulnerabilities. Therefore, educators must clearly understand the boundaries of the educator-student relationship that they are trusted not to cross. The SBEC considers any violation of that trust, such as soliciting or engaging in a romantic or sexual relationship with any student or minor, to be conduct that may result in permanent revocation of an educator's certificate.
6. The SBEC recognizes and considers evidence of rehabilitation with regard to educator conduct that could result in sanction, denial of a certification application, or denial of an application for reinstatement of a certificate, but must also consider the nature and seriousness of prior conduct, the potential danger the conduct poses to the health and welfare of students, the effect of the prior conduct upon any victims of the conduct, whether sufficient time has passed and sufficient evidence is presented to demonstrate that the educator or applicant has been rehabilitated from the prior conduct, and the effect of the conduct upon the educator's good moral character and ability to be a proper role model for students. Where appropriate, Agreed Orders will include a requirement for rehabilitation, counseling, or training programs.

On December 11, 2015, the Board adopted Educator Certification Disciplinary Policy Guidelines in order to articulate and provide notice of its guiding policy considerations in educator discipline matters.

Chapter 249. Disciplinary Proceedings, Sanctions, and Contested Cases

Subchapter B. Enforcement Actions and Guidelines

§249.17. Decision-Making Guidelines.

- (a) Purpose. The purpose of these guidelines is to achieve the following objectives:
- (1) to provide a framework of analysis for the Texas Education Agency (TEA) staff, the presiding administrative law judge (ALJ), and the State Board for Educator Certification (SBEC) in considering matters under this chapter;
 - (2) to promote consistency in the exercise of sound discretion by the TEA staff, the presiding ALJ, and the SBEC in seeking, proposing, and making decisions under this chapter; and
 - (3) to provide guidance for the informal resolution of potentially contested matters.
- (b) Construction and application. This section shall be construed and applied so as to preserve SBEC members' discretion in making final decisions under this chapter. This section shall be further construed and applied so as to be consistent with §249.5(b) of this title (relating to Purpose; Policy Governing Disciplinary Proceedings) and this chapter, the Texas Education Code (TEC), and other applicable law, including SBEC decisions and orders.
- (c) Consideration. The following factors may be considered in seeking, proposing, or making a decision under this chapter:
- (1) the seriousness of the violation;
 - (2) whether the misconduct was premeditated or intentional;
 - (3) attempted concealment of misconduct;
 - (4) prior misconduct and SBEC sanctions;
 - (5) the potential danger the conduct poses to the health and welfare of students;
 - (6) the effect of the prior conduct upon any victims of the conduct;
 - (7) whether sufficient time has passed and sufficient evidence is presented to demonstrate that the educator or applicant has been rehabilitated from the prior conduct;
 - (8) the effect of the conduct upon the educator's good moral character and ability to be a proper role model for students;
 - (9) whether the sanction will deter future violations; and
 - (10) any other relevant circumstances or facts.
- (d) Contract abandonment.
- (1) Good cause. The following factors may be considered good cause when an educator is reported to have abandoned a contract in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c):
 - (A) serious illness or health condition of the educator or close family member of the educator;
 - (B) relocation to a new city as a result of change in employer of the educator's spouse or partner who resides with the educator; or
 - (C) significant change in the educator's family needs that requires the educator to relocate or to devote more time than allowed by current employment.

- (D) the educator's reasonable belief that the educator had written permission from the school district administration to resign.
- (2) Mitigating factors. The following factors may be considered in seeking, proposing, or making a decision under this chapter regarding an educator who has abandoned a contract in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c). The educator:
- (A) gave written notice to school district 30 days or more in advance of the first day of instruction for which the educator will not be present;
 - (B) assisted school district in finding a replacement educator to fill the position;
 - (C) continued to work until the school district hired a replacement educator;
 - (D) assisted in training the replacement educator;
 - (E) showed good faith in communications and negotiations with school district;
 - (F) provided lesson plans for classes following educator's resignation;
 - (G) changes careers within the field of education:
 - (i) to a position that required a different class of educator certification as defined in §230.33(b) of this title (relating to Classes of Certificates);
 - (ii) to a position with a higher level of authority within the principal class of certificate; or
 - (iii) to a position in an open-enrollment charter school or a district of innovation that is equivalent to the positions described in clauses (i) and (ii) of this subparagraph;
 - (H) had a reduction in base pay, excluding stipends, as compared to the educator's base pay for the prior year at the same school district;
 - (I) resigned due to working conditions that reasonably posed an immediate threat of significant physical harm to the educator; or
 - (J) any other relevant circumstances or facts.
- (3) Mandatory sanction for contract abandonment.
- (A) An educator subject to sanction, who has abandoned a contract 44-30 days prior to the first day of instruction for the following school year in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c), in a case where the factors listed in subsection (c) of this section or in paragraph (1) or (2)(B)-(J) of this subsection do not mitigate or apply, shall receive a sanction of an inscribed reprimand.
 - (B) An educator subject to sanction, who has abandoned a contract less than 30 days prior to the first day of instruction for the following school year or at any point during the school year in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c), in a case where the factors listed in subsection (c) of this section or in paragraph (1) or (2) of this subsection do not mitigate or apply, may not receive a sanction of less than:
 - (i) suspension for one year from the first day that, without district permission, the educator failed to appear for work under the contract, provided that the educator has not worked as an educator during that year and the case is resolved within that one year through an agreed final order; or

- (ii) suspension for one year from either the effective date of an agreed final order resolving the case or an agreed future date at the beginning of the following school year, if the educator has worked as an educator after abandoning the contract; or
 - (iii) suspension for one year from the date that the SBEC adopts an order that becomes final following a default under §249.35 of this title (relating to Disposition Prior to Hearing; Default) or a contested case hearing at the State Office of Administrative Hearings (SOAH).
 - (C) The factors listed in subsection (c) of this section and in paragraphs (1) and (2) of this subsection may mitigate an educator's sanction so significantly that the SBEC takes no disciplinary action.
- (3) Mandatory minimum sanction for contract abandonment. An educator subject to sanction, who has abandoned a contract in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c) in a case where the factors listed in paragraph (1) or (2) of this subsection do not apply, may not receive a sanction of less than:
 - (A) suspension for one year from the first day that, without district permission, the educator failed to appear for work under the contract, provided that the educator has not worked as an educator during that year and the case is resolved within that one year through an agreed final order; or
 - (B) suspension for one year from either the effective date of an agreed final order resolving the case or an agreed future date at the beginning of the following school year, if the educator has worked as an educator after abandoning the contract; or
 - (C) suspension for one year from the date that the SBEC adopts an order that becomes final following a default under §249.35 of this title (relating to Disposition Prior to Hearing; Default) or a contested case hearing at the State Office of Administrative Hearings (SOAH).
- (e) Mandatory minimum sanction for felony-level conduct. An educator subject to sanction, who is court-ordered to complete a period of deferred adjudication or community supervision for a felony-level criminal offense under state or federal law, may not receive a sanction of less than:
 - (1) suspension for a period concurrent with the term of deferred adjudication or community supervision, if the case is resolved through an agreed final order prior to the educator completing deferred adjudication or community supervision and the educator has not been employed as an educator during the period of deferred adjudication or community supervision; or
 - (2) suspension beginning on the effective date of an agreed final order for a period extending beyond the end of the educator's deferred adjudication or community supervision but may be less than the initial court-ordered term of deferred adjudication or community supervision, if the case is resolved through an agreed final order prior to the educator completing deferred adjudication or community supervision and the educator has been employed as an educator during the period of deferred adjudication or community supervision; or
 - (3) suspension beginning on the effective date of an agreed final order for a period at least half as long as the initial court-ordered term of deferred adjudication or community supervision, if the case is resolved through an agreed final order after the educator has completed deferred adjudication or community supervision; or
 - (4) suspension for a period equal to the term of deferred adjudication or community supervision that the criminal court initially ordered but beginning from the date of the final board decision, if the

case is resolved through a final board decision following a contested case hearing at the SOAH or a default under §249.35 of this title.

- (f) Mandatory minimum sanction for misdemeanor-level conduct. If an educator is subject to sanction, and a court has ordered the educator to complete a period of deferred adjudication, community supervision, or pretrial diversion for a misdemeanor-level criminal offense under state or federal law, the educator may not receive a sanction of less than an inscribed reprimand.
- (g) Mandatory minimum sanction for test security violation. An educator who intentionally manipulates the results or violates the security or confidential integrity of any test required by the TEC, Chapter 39, Subchapter B, may not receive a sanction of less than suspension for one year from the effective date of an agreed final order or a final board decision following a contested case hearing at the SOAH.
- (h) Mandatory minimum sanction for drugs and alcohol on school campus. An educator who is subject to sanction because the educator has tested positive for drugs or alcohol while on school campus, was under the influence of drugs or alcohol on school campus, or was in possession of drugs or alcohol on school campus may not receive a sanction of less than a one-year suspension and required completion of a drug or alcohol treatment program.
- (i) Mandatory permanent revocation or denial. Notwithstanding subsection (c) of this section, the SBEC shall permanently revoke the teaching certificate of any educator or permanently deny the application of any applicant if, after a contested case hearing or a default under §249.35 of this title, it is determined that the educator or applicant:
 - (1) engaged in any sexual contact or romantic relationship with a student or minor;
 - (2) solicited any sexual contact or romantic relationship with a student or minor;
 - (3) possessed or distributed child pornography;
 - (4) was registered as a sex offender;
 - (5) committed criminal homicide;
 - (6) transferred, sold, distributed, or conspired to possess, transfer, sell, or distribute any controlled substance, the possession of which would be at least a Class A misdemeanor under the Texas Health and Safety Code, Chapter 481, on school property;
 - (7) intentionally, knowingly, or recklessly causes bodily injury to a student or minor when the conduct of the educator or applicant is not immune from disciplinary proceedings by TEC, §22.0512; or
 - (8) committed any offense described in the TEC, §21.058.
- (j) Mandatory minimum for failure to report. An educator subject to sanction, who fails to report educator misconduct under the circumstances and in the manner required by the TEC, §21.006, and §249.14(d) - (f) of this title (relating to Complaint, Required Reporting, and Investigation; Investigative Notice; Filing of Petition), when the case is resolved through an agreed final order, may not receive a sanction of less than:
 - (1) an inscribed reprimand and a \$5,000 administrative penalty for a superintendent or director who fails to file timely a report to the SBEC; or
 - (2) an inscribed reprimand and a \$500 administrative penalty for a principal who fails to timely notify a superintendent or director.
- (k) Sanctioned misconduct in another state. The findings of fact contained in final orders from any other state jurisdiction may provide the factual basis for SBEC disciplinary action. If the underlying conduct for the

administrative sanction of an educator's certificate or license issued in another state is a violation of SBEC rules, the SBEC may initiate a disciplinary action regarding the educator's Texas educator certificate and impose a sanction as provided under this chapter.

A. Defaults**No Answer Defaults**

1. In the Matter of Angela D. Quinn; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
2. In the Matter of Ashley Jones; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
3. In the Matter of Caleb Letkiewicz; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
4. In the Matter of Chantal King; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
5. In the Matter of Charles Mayberry-Smith; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
6. In the Matter of Devin Mutchler; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
7. In the Matter of Hattie Herron; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
8. In the Matter of Jana Kirchhoff; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
9. In the Matter of Jill Deramus; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension

10. In the Matter of Joia Jackson; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
11. In the Matter of Kimberly LaToya Davis; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
12. In the Matter of Kristen Keifer; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
13. In the Matter of Lauren Holbrook Tolman; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
14. In the Matter of Misbah Yasin; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
15. In the Matter of Ollie Holley; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
16. In the Matter of Scott A. Wingerter; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
17. In the Matter of Tecumseh Taylor; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 1-year suspension
18. In the Matter of Martin Underwood; Action to be taken: Consideration of Issuance of Default Judgment
Staff recommendation: 7-year suspension and proof of successful completion of substance abuse treatment program

19. In the Matter of Ashley Bedford; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 2-year suspension and proof of successful completion of substance abuse treatment program
20. In the Matter of Brett Dalton; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension and proof of successful completion of substance abuse treatment program
21. In the Matter of Kenya Banks; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Revocation
22. In the Matter of Sherry Murdock; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Revocation
23. In the Matter of John Burgess; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Revocation
24. In the Matter of Klairissa Lynae Patterson; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Revocation
25. In the Matter of Luis Portillo; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Permanent Revocation
26. In the Matter of Diana Rose Garcia; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Permanent Revocation
27. In the Matter of Michael Parlington; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Permanent Revocation

28. In the Matter of Richard Avelar; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Permanent Revocation

29. In the Matter of Laura Leigh Robinson; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 2-year suspension

SOAH Defaults

1. In the Matter of Gregory Dillon Nicholson; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 1-year suspension

2. In the Matter of Lauren Stewart; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: Permanent Revocation

3. In the Matter of Stephanie Denton; Action to be taken: Consideration of Issuance of Default Judgment

Staff recommendation: 4-year suspension and proof of successful completion of substance abuse treatment program

B. Contested Cases

Proposals for Decision

1. Docket No. 701-21-3393.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Jason Taylor Martinez; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: Permanent Revocation

Staff Recommendation: Accept ALJ Recommendation

2. Docket No. 701-21-0994.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement v. John Anthony Munoz, Jr.; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: Permanent Revocation

Staff Recommendation: Accept ALJ Recommendation

3. Docket No. 701-22-0017.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Adam Soliz; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: 1-year suspension

Staff Recommendation: Accept ALJ Recommendation
4. Docket No. 701-21-3049.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Delton D. Doxey; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: Application for Texas Intern Certificate should be approved

Staff Recommendation: Accept ALJ Recommendation
5. Docket No. 701-22-0046.EC, Texas Education Agency, Educator Preparation, Certification, and Enforcement Division v. Christian Perez; Action to be taken: Consideration of Proposal for Decision and Issuance of Final Order.

ALJ Recommendation: Application for Texas Paraprofessional Certificate should be approved

Staff Recommendation: Accept ALJ Recommendation

C. Court Cases

District Court Cases

1. David Turner v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-17-002298, In the 250th District Court of Travis County, Texas.
2. Bradley Keith Bowen v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-18-004203, In the 98th District Court of Travis County, Texas.
3. Jamie Belinoski v. Texas Education Agency, Educator Preparation, Certification, and Enforcement Division; Cause No. D-1-GN-19-002926, In the 53rd District Court of Travis County, Texas.
4. No. 13-21-00331-CV; In the Court of Appeals for the Thirteenth Judicial District, Corpus Christi, Texas, On Appeal from Cause No. D-1-GN-20-001242, in the 353rd Judicial District for Travis County, Texas

Item 21

Discussion of Effective Preparation Framework Development

[\(Back to Agenda\)](#)

Item 21:

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 the process and timeline to develop a quality educator preparation program (EPP) framework to recognize high performing EPPs and support EPP continuous improvement. This item provides the SBEC with an update on the framework development process and potential next steps.

Statutory Authority:

All the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff worked under when preparing this item.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- certification programs should have transparent systems for continuous improvement
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 21:

Discussion of Effective Preparation Framework Development

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) with an opportunity to discuss the Board's vision for educator preparation program (EPP) quality and an update on the process to develop an Effective Preparation Framework.

STATUTORY AUTHORITY: The statutory authority for educator preparation program quality is the Texas Education Code (TEC), §21.031.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting a draft of the Effective Preparation Framework, reflective of key practices demonstrated by high-quality educator preparation programs, at the July 2022 SBEC meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC's mission statement and commitment to quality educator preparation for future teachers is:

SBEC is dedicated to improving student achievement and ensuring the safety and welfare of Texas school children by upholding the highest level of educator preparation, performance, continuing education, and standards of conduct.

In alignment with this mission, the SBEC has been consistently focused on ensuring that future educators across Texas consistently receive high-quality educator preparation, to ensure that all novice teachers are well-prepared to meet the needs of Texas students, regardless of their path to the classroom. With this focus on upholding the highest level of educator preparation, the SBEC requested that TEA staff and stakeholders develop an Effective Preparation Framework – a framework that distinguishes effective preparation practices that yield improved outcomes for school children, future educators, local school districts, and EPPs. To begin the development of an Effective Preparation Framework, the purpose and proposed functions were drafted, which can be found in Attachment I.

Update on Effective Preparation Framework Development and Stakeholder Discussions

At the October 2021 and February 2022 SBEC meetings, TEA staff provided updates to the SBEC and received feedback and guidance regarding the development of an Effective Preparation Framework. A summary of the feedback and guidance provided to date by SBEC, SBEC's Educator Preparation Advisory Committee (EPAC), and Educate Texas' Teacher Preparation Regulatory Committee can be found in Attachment II. Note: For the lists of committee members, please see Attachment IV Educator Preparation Advisory Committee Membership and Attachment V Educate Texas' Teacher Preparation Regulatory Committee Membership.

Update on EPAC Discussions Regarding the Effective Preparation Framework:

At the January 2022 EPAC meeting, TEA staff shared the draft components for an Effective Preparation Framework with EPAC members. EPAC members were asked to bring these draft components to their professional organizations and colleagues to solicit additional specificity and input by April 21, 2022.

At the February 2022 EPAC meeting, TEA staff shared the vision for organizing a working group for an Effective Preparation Framework; and after the meeting, EPAC members received a survey to indicate their interest in participating in the working group. The Effective Preparation Framework working group's objectives are to:

- review research and resources for an Effective Preparation Framework;
- synthesize feedback collected from various stakeholder groups;
- refine the components for an Effective Preparation Framework;
- propose updates to Ch. 228 based on the Effective Preparation Framework;
- and share status updates with the broader EPAC membership.

Proposed Next Steps:

TEA staff will continue to conduct stakeholder engagement to review, discuss, and refine the key components of an Effective Preparation Framework as outlined in the Updated Draft EPF Development Timeline and Stakeholder Engagement Plan (see Attachment III). At the July 2022 SBEC meeting, TEA staff will bring the draft framework for the SBEC to review, discuss, and provide feedback.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the recommendations would be consistent, rigorous, relevant, and reliable preparation of educators for entry into the profession, and retention of these qualified professionals for years to come.

Staff Members Responsible:

Jessica McLoughlin, Director, Educator Standards, Testing, and Preparation
Dr. Pam Wetherington, Director, Educator Preparation

Attachments:

- I. Summary of an Effective Preparation Framework's Purpose and Proposed Functions
[\(Attachment I\)](#)
- II. Summary of SBEC and Stakeholder's Feedback and Guidance for an Effective Preparation Framework
[\(Attachment II\)](#)
- III. Updated DRAFT EPF Development Timeline and Stakeholder Engagement Plan
[\(Attachment III\)](#)
- IV. Educator Preparation Advisory Committee Membership
[\(Attachment IV\)](#)
- V. Educate Texas' Teacher Preparation Regulatory Committee Membership
[\(Attachment V\)](#)

ATTACHMENT I
[\(Back to Attachments List\)](#)

Summary of an Effective Preparation Framework’s Purpose and Proposed Functions

Purpose of an Effective Preparation Framework: The process for developing an Effective Preparation Framework allows the SBEC to partner with EPPs and the educational community to establish a clear and common vision for educator preparation best practices that result in strong candidate and student outcomes. Based on the rich experiences of Texas EPPs, the needs and knowledge of LEA stakeholders, and knowledge in the larger field of educator preparation, this framework would provide an aspirational bar for educator preparation quality and a route to get there. Finally, the Effective Preparation Framework would capture the most foundational practices that are essential for all 124 Texas EPPs, across program types and contexts.

In practice, the Effective Preparation Framework would serve three proposed functions: build a common language for EPP best practices, foster EPP continuous improvement efforts, and support alignment among the SBEC, EPPs, LEAs, and TEA on the foundations of quality educator preparation. A description of the proposed functions and what they could mean for Texas EPPs can be found in the chart below.

Function	Description	What this could mean for Texas EPPs
Common Language	<ul style="list-style-type: none"> Would build a common language among the SBEC, TEA, EPPs, candidates and Texas LEAs around the best practices EPPs engage in daily. 	<ul style="list-style-type: none"> All EPPs would share a clear, aspirational vision for educator preparation best practice. The framework could foster collaboration and continuous improvement practices within and across EPPs, grounded in common language. The framework would build a foundation for Texas EPP-LEA partnerships.
Continuous Improvement	<ul style="list-style-type: none"> Would support EPP continuous improvement through an aligned continuing approval review process. 	<ul style="list-style-type: none"> The components of the Effective Preparation Framework would be codified in Ch. 228 of SBEC rule. The SBEC could recognize and celebrate EPP innovation and best practices in alignment with the framework. All EPPs are required to engage in a continuing approval review every five years. An updated continuing approval review process could be aligned with the framework and provide meaningful feedback on EPP quality, in

		<p>addition to ensuring compliance.</p> <ul style="list-style-type: none"> • A framework-aligned continuing approval review could yield prioritized focus areas to inform EPP continuous improvement.
<p>Alignment</p>	<ul style="list-style-type: none"> • Would provide the foundation for alignment of statewide resources and supports to the needs of Texas EPPs. 	<ul style="list-style-type: none"> • TEA could provide and connect programs with meaningful training, resources, and supports in alignment with the framework. • External EPP technical assistance providers and organizations could align their resources and supports with the framework.

ATTACHMENT II
(Back to Attachments List)
Summary of SBEC and Stakeholder’s Feedback and Guidance
for an Effective Preparation Framework

<p>Feedback and Guidance for an Effective Preparation Framework: In discussions around the development of an Effective Preparation Framework, members of the Board have reinforced the value of developing a framework that distinguishes effective preparation practices that result in improved outcomes for school children, future educators, local school districts, and EPPs. The development of the framework would codify the “what, when, where, and how” of effective educator preparation in alignment with the SBEC’s mission and purpose.</p> <p>Members of the SBEC, SBEC’s Educator Preparation Advisory Committee (EPAC), and Educate Texas’ Educator Preparation Regulatory Committee have provided feedback and guidance to develop an Effective Preparation Framework. The feedback and guidance that have been collected to date can be found below.</p>	
<p>SBEC Member Feedback and Guidance</p>	<p>July and October SBEC meetings: SBEC members provided TEA staff with the following feedback and guidance:</p> <ul style="list-style-type: none"> • Include a diverse set of stakeholders in the development and feedback processes to ensure that those stakeholders have the necessary expertise in educator preparation program best practices • Ensure that the framework allows programs multiple pathways to quality, take into account local context, and is applicable to both traditional and alternative certification programs • Identify the role(s) the framework could serve in fostering stronger collaboration between local education agencies (LEAs) and EPPs and providing insight for LEAs into program quality • Leverage the framework for the SBEC and the field at large to use the framework for both recognition of high performing programs and support for program continuous improvement • Leverage the framework for EPPs to shift from a focus on compliance to continuous improvement
<p>EPAC Member Discussions</p>	<p>May 2021 EPAC meeting: The members of the EPAC began to build a shared vision for high-quality educator preparation, collectively sharing their organization’s and/or their top three characteristics that exemplify high-quality educator preparation. After the meeting, TEA staff organized the characteristics into five components. The components are: (1) Admission, (2) Curriculum and Coursework, (3) Training, Supervision, and Support, (4) Assessment and Evaluation, and (5) P-12 Partnerships.</p> <p>August 2021 EPAC meeting: TEA staff shared the five components and associated characteristics with EPAC members to review and provide additional input and specificity.</p> <p>January 2022 EPAC meeting: TEA staff shared the draft for an Effective Preparation Framework that had been conducted by the Teacher Preparation Regulatory Committee (TPRC). The framework included 3 key areas and</p>

	<p>associated essential actions that reflect high-quality practices for educator preparation (see row below for more information). TEA staff asked members of the EPAC to bring both drafts (EPAC’s draft components and characteristics and TPRC’s draft framework) to their professional organizations and colleagues to solicit additional feedback.</p> <p>February 2022 EPAC meeting: TEA staff discussed the opportunity to organize an Effective Preparation Framework working group. The working group would be comprised of EPAC members who indicated an interest in reviewing stakeholders’ feedback, synthesizing feedback, proposing additional and/or refining components, and sharing findings with the broader EPAC membership at subsequent EPAC meetings. After the meeting, a survey was shared for EPAC members to indicate their interest in participating in the working group.</p>
<p>Teacher Preparation Regulatory Committee Discussions</p>	<p>August 2021 – November 2021 meetings: Educate Texas organized a Teacher Preparation Regulatory Committee to review and expand on EPAC’s draft components of an Effective Preparation Framework. Using research to support the expansion of EPAC’s draft components, the committee identified 3 key areas in which EPPs’ best practices/essential actions relate to: (1) Curriculum (2) Training and Support, and (3) Progress Management and Candidate Development.</p>

ATTACHMENT III
[\(Back to Attachments List\)](#)

Updated DRAFT EPF Development Timeline and Stakeholder Engagement Plan

January 2022	<ul style="list-style-type: none"> EPAC Meeting: Discuss plan to solicit feedback on draft EPF components from professional organizations represented in EPAC
February 2022	<ul style="list-style-type: none"> SBEC Meeting: Discussion Item, EPF update EPAC Members solicit feedback, resources, and research on EPF components
March 2022	<ul style="list-style-type: none"> EPAC Members solicit feedback, resources, and research on EPF components
April 2022	<ul style="list-style-type: none"> EPAC's EPF Working Group: Review feedback, resources, and research collected from EPAC members' respective professional organizations and colleagues to propose additional and/or refine EPF components SBEC Meeting: Discussion Item, EPF update
May 2022	<ul style="list-style-type: none"> EPAC EPF Working Group: Discuss stakeholder feedback for the EPF and finalize EPF components based on the feedback EPAC Meeting: Share EPF working group's updates to the EPF
June 2022	<ul style="list-style-type: none"> EPAC's EPF Working Group: Discuss recommended updates to Ch. 228 based on EPF draft First draft of EPF ready for Regional and EPP Commendation Feedback Sessions and Professional Organization Feedback Sessions
July 2022	<ul style="list-style-type: none"> Regional and EPP Commendation Feedback Sessions Professional Organization Feedback Sessions EPAC's EPF Working Group: Review and synthesize feedback collected from regional and EPP commendation and professional organization sessions; finalize draft components for the EPF; draft recommendation for updates to Ch. 228 based on EPF draft EPAC Meeting: Share feedback session findings and finalized draft components EPF, share recommended updates to Ch. 228 based on EPF draft SBEC Meeting: Discussion Item, review draft EPF
August 2022	<ul style="list-style-type: none"> EPAC EPF Working Group: (Continued) Draft recommended updates to Ch. 228 based on EPF draft Second draft of EPF ready for statewide survey Launch statewide EPF survey
September 2022	<ul style="list-style-type: none"> Statewide EPF survey EPAC EPF Working Group: Review and synthesize feedback collected from statewide EPF survey; provide final edits to the EPF SBEC Meeting: EPF Update Discussion Item
October 2022	<ul style="list-style-type: none"> CSOTTE Deep Dive of the EPF and proposed updates to Ch. 228 EPAC Meeting: Share final EPF draft and discuss proposed updates to Ch. 228 based on EPF draft
November 2022	<ul style="list-style-type: none"> Final EPF draft ready for SBEC review
December 2022	<ul style="list-style-type: none"> SBEC Meeting: Discussion item with rule text for Ch. 228 to implement the EPF

ATTACHMENT IV
(Back to Attachments List)
Educator Preparation Advisory Committee Membership

Name	Title	Organization
Gina Anderson	Associate and Assistant Deans and Directors of Texas (ADoT)	Associate Dean for Educator Preparation & Partnerships – Texas Woman's University
Rebecca Burton	Texas Association of Community College Teacher Education Programs (TACCTEP)	Professor of Education – Collin College
Melinda Barnett	Texas Consortium of Educator Preparation Programs for ESCs (TCEPPE)	Founder/Executive Director – Texas Consortium of Educator Preparation Programs for ESCs
Lesley Casarez	Texas School Counseling Association (TSCA)	Coordinator of MS in Prof. School Counseling – Angelo State University
Andrea Chevalier	Association of Texas Professional Educators (ATPE)	Lobbyist – Association of Texas Professional Educators
Nika Davis	Texas Association of Secondary School Principals (TASSP)	Principal, Boswell High School – Eagle Mountain Saginaw ISD
Heather Doyle	Texas Coordinators for Teacher Certification Testing (TCTCT)	Director of Accreditation, Certification & Assessment – Texas Christian University
Holly Eaton	Texas Classroom Teachers Association (TCTA)	Director of Professional Development and Advocacy – Texas Classroom Teachers Association
Carrie Griffith	Texas State Teachers Association (TSTA)	Policy & Governmental Relations Specialist – Texas State Teachers Association
Cheryl Hoover	Texas Association of School Boards (TASB)	HR Consultant – Texas Association of School Boards
Lisa Huffman	The Texas Association of Colleges for Teacher Education (TACTE)	Dean, College of Professional Education – Texas Woman's University
Kevin Malonson	Teach Plus	Texas Executive Director – Teach Plus
Casey McCreary	Texas Association of School Administrators (TASA)	Associate Executive Director, Education Policy – Texas Association of School Administrators
Patty Quinzi	Texas American Federation of Teachers (Texas AFT)	Legislative Counsel – Texas American Federation of Teachers
Alfred Rodriguez	Texas Association of School Personnel Administrators (TASPA)	Assistant Superintendent – Human Capital – Elgin ISD

Susan Sharp	The Texas Association of Certification Officers (TACO)	Teacher Certification/Testing – Howard Payne University
Tim Sutton	Consortium of State Organizations for Texas Teacher Education (CSOTTE), Texas Directors of Field Experiences (TDFE)	Executive Director – CSOTTE
Cynthia Savage	Education Deans of Independent Colleges and Universities of Texas (EDICUT)	Associate Dean/Associate Professor – Texas Christian University
Calvin Stocker	Texas Alternative Certification Association (TACA)	Senior Director of Operations & Strategic Initiatives – Texas Tech University (US PREP National Center)
Mark Terry	Texas Elementary Principals and Supervisors Association (TEPSA)	Deputy Executive Director – Texas Elementary Principals and Supervisors Association (TEPSA)
Elizabeth Ward	Texas Association of Teacher Educators (TxATE)	Associate Professor and Director of Field Experience and course instructor – Texas Wesleyan University
Donna Brasher	Texas Tech University	Associate Director of Student Services
Veronica Galvan	Excellence in Teaching (EIT)	Director of Curriculum and Instruction
Rebecca Hampton	Region 4 ESC	Senior Education Specialist
Kristina Sterling	Johns Hopkins University / Urban Teachers	Lead Clinical Faculty
Zach Rozell	iteachTEXAS	Program Director
Ivory Bennett	Dallas ISD	English Teacher and Cheer Coach
Cristina Ann Correa	IDEA Public Schools	Art Teacher
Hjamil Martinez-Vazquez	Crowley ISD	Bilingual Teacher
Dominique McCain	Commit Partnership – Non-profit professional organization	Managing Director, Best in Class Coalition
Meredith-Leigh Pleasants	Good Reason Houston – Non-profit professional organization	Manager, Talent and School Support

ATTACHMENT V
[\(Back to Attachments List\)](#)

Educate Texas' Teacher Preparation Regulatory Committee Membership

Last Name	First Name	Role	Organization
Bailey	Woodrow	Chief of Human Capital Management	Midland ISD
Barberee-Taylor	Sheri	Executive Director of Human Resources	Tyler ISD
Beal	Sarah	Executive Director	US PREP National Center
Collazo	Sheila	Associate Superintendent of Instructional Services	Somerset ISD
Crowe	Ed	Chief Executive Officer	TPI-US
Dehaas	Rob	Vice Provost, School of Education	Dallas College
Diaz	Amber Lynn	Assistant Professor & Department Head	Tarleton State University
Douglas Rowland	Anne	Director	Region 4 Education Service Center
Eiben	Suzanne	Assistant Superintendent	Palestine ISD
Etri	Christina	7th & 8th Grade- AVID Coordinator and Stem Teacher	Richardson ISD
Fransham	Amanda	Program Associate	Meadows Foundation
Hailemariam	Helen	Executive Director	Relay GSE
Hamman	Doug	Chair, Teacher Education	Texas Tech University
Hill-Jackson	Valerie	Assistant Dean	Texas A&M University
Howard	Stephanie	Superintendent	Crane ISD
Huie	Cody	Vice President of Programs	Raise Your Hand Texas
McCain	Dominique	Managing Director	Commit Partnership
Olivarez	Ericka	Principal	CAST Teach High School
Recio	Melina	10th and 11th Grade English Teacher	McAllen ISD
Sieg	Rebecca	Director of Policy	Urban Teachers
Tanabe	Clifton	Dean	University of Texas at El Paso
Villagrana	Carlos	Program Officer	Houston Endowment

Item 22

Discussion of Proposed Amendments to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

[\(Back to Agenda\)](#)

Item 22:

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 the discussion of proposed amendments to Chapter 229, which establishes the accountability standards and procedures for educator preparation programs (EPPs). The proposed amendments would provide for updates to the accountability system for the 2021-2022 academic year as well as to the Accountability System for Educator Preparation Programs Manual.

Statutory Authority:

All the relevant statutes pertaining to this chapter are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff worked under when preparing this item.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- we are accountable to all Texas stakeholders and their input is essential.

Item 22:
**Discussion of Proposed Amendments to 19 TAC Chapter
229, Accountability System for Educator Preparation
Programs**

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs. Chapter 229 establishes the performance standards and procedures for educator preparation program (EPP) accountability. The proposed amendments would provide for adjustments to the 2021–2022 *Accountability System for Educator Preparation (ASEP) Manual*; would implement Senate Bill (SB) 2066, 87th Texas Legislature, Regular Session, 2021; would clarify assessments used for accountability; would update procedures for EPP commendations; would provide the SBEC additional flexibility when sanctioning programs; and would clarify what data is used for the determination of accreditation statuses.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 229 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d); 21.043(b) and (c), as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017; 21.0441(c) and (d); 21.0443; 21.045; 21.0451; and 21.0452.

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(d), states that the SBEC may adopt a fee for the approval and renewal of approval of an educator preparation program, for the addition of a certificate or field of certification, and to provide for the administrative cost of appropriately ensuring the accountability of educator preparation programs.

TEC, §21.043(b) and (c), requires SBEC to provide educator preparation programs with data, as determined in coordination with stakeholders, based on information reported through PEIMS that enables an EPP to assess the impact of the program and revise the program as needed to improve.

TEC, §21.0441(c) and (d), requires the SBEC to adopt rules setting certain admission requirements for educator preparation programs (EPPs).

TEC, §21.0443, states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP. To be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC.

The SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045, states that the board shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs.

TEC, §21.0451, states that the SBEC shall propose rules for the sanction of EPPs that do not meet accountability standards and shall annually review the accreditation status of each EPP. The costs of technical assistance required under TEC, §21.0451(a)(2)(A), or the costs associated with the appointment of a monitor under TEC, §21.0451(a)(2)(C), shall be paid by the sponsor of the EPP.

TEC, §21.0452, states that to assist persons interested in obtaining teaching certification in selecting an EPP and assist school districts in making staffing decisions, the SBEC shall make certain specified information regarding educator programs in this state available to the public through the SBEC's Internet website.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: Texas Education Agency staff anticipates presenting proposed changes to 19 TAC Chapter 229 for discussion and action at the July 2022 SBEC meeting to clarify the rules and incorporate current SBEC policy and procedures. The TEA staff will be collecting stakeholder feedback prior to presenting proposed rule changes to the SBEC.

BACKGROUND INFORMATION AND JUSTIFICATION: Educator preparation programs are entrusted to prepare educators for success in the classroom. The TEC, §21.0443 requires educator preparation programs to adequately prepare candidates for certification. Similarly, TEC, §21.031 requires the SBEC to ensure candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state. The TEC, §21.045, also requires SBEC to establish standards to govern the continuing accountability of all EPPs. The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all EPPs to comply with these provisions of the Texas Education Code and to ensure the highest level of educator preparation, which is codified in the SBEC Mission Statement.

Following is a description of the topics for the SBEC's consideration for proposed amendments to 19 TAC Chapter 229. The relevant draft rule text from 19 TAC Chapter 229 is presented in Attachment II. The updated Figure 19 TAC §229.1(c), which is the ASEP Manual, is presented in Attachment III. A detailed description is included below.

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.

Update of ASEP Manual:

The proposed amendment to Figure 19 TAC §229.1(c) would update the ASEP manual to do the following:

Updates to the table of contents would simplify technical processes related to rulemaking.

Updates to Chapter 1 would simplify and streamline language. These updates would also update the description of indicator 1a and 1b to align with proposed updates to 19 TAC §229.4(a)(1)(C) and (D), which use the defined terms “pedagogy exams” and “content pedagogy exams.”

Updates to Chapter 3 would update the description of indicator 1a and 1b to align with proposed updates to 19 TAC §229.4(a)(1)(C) and (D). Updates would also clarify the exclusion of edTPA exams and procedures related to the PASL per 19 TAC §229.4(a)(1)(B). Proposed updates would strike the reference to the Core Subjects Adjustment as it is no longer needed, due to the reset of the years of data used for the small group aggregation, in proposed 19 TAC §229.4(c)(6). For the same reason, proposed updates would strike a reference to the earliest available year of data for use in the small group aggregation procedure. Proposed updates to Chapter 3 would also add clarification about the procedure for test number 291 and 391 to identify how they are counted in combination to ensure that candidates with results for both are not double-counted in the pass rate. This is in response to request for clarification from the field. Finally, the proposed updates would modify the worked examples to provide demonstration of edTPA exclusion, PASL inclusion, and the 291/391 procedure. This would provide transparency to the field.

Updates to Chapter 4 would update the term “English Language Learners” with the term “Emergent Bilingual Students” to implement Senate Bill (SB) 2066, 87th Texas Legislature, Regular Session, 2021. Proposed updates would also note the procedure for EPPs to complete a review of the roster of included candidates. This would provide transparency of processes to the field.

Updates to Chapter 5 would clarify the teachers included in the calculation. These updates would note that teachers who exit the teacher workforce prior to being employed for three years and then return are not included in the calculation for the EPP following their return. This additional clarification was requested by EPP stakeholders. These updates would also create a threshold of 10 or more students for a teacher’s subject area to be included. This is based on recommendations from the working group that provided input to TEA during the original construction of the indicator 3 methodology.

Updates to Chapter 6 would remove the term “field experience” and use the terminology “internship or clinical teaching.” This would provide better clarity for EPPs, because “field experience” has a separate meaning in 19 TAC Chapter 228. Updates would also clarify the exception procedure to provide transparency to the field. Updates would modify the worked example for indicator 4a to simplify the figure. Finally, updates to the worked example for indicator 4b would update the question number references to align with the survey currently in use. This would provide clarity for the field.

Updates to Chapter 7 would replace the term “English Language Learners” with the term “Emergent Bilingual Students” to implement Senate Bill (SB) 2066, 87th Texas Legislature, Regular Session, 2021. Proposed updates would also note the procedure for EPPs to complete a review of the roster of included candidates. This would provide transparency of processes to the field.

Updates to Chapter 8 would shift the performance standard for retention as a teacher and retention in any public-school role from 95% to 85%. Over the past two years no EPPs have met the 95% standard, and this change would allow for this commendation to be achievable while still requiring excellence in preparing educators who are retained in the field. Updates to the description of the rigorous and robust preparation section would align language with proposed updates to 19 TAC §229.4(a)(1)(C) and (D) and align the procedure with proposed 19 TAC §229.4(a)(1)(A). Updates to this section would also clarify that the calculations are done based on the number of candidates with certificates, rather than the number of certificates. This provides clarity for the field and simplifies the standard to being about the percent of teachers with a certain type of certificate. This approach allows for clearer recognition of programs who prepare candidates who earn multiple certificates through their EPP. Additional updates to this section would clarify that the percentage of candidates in teacher shortage areas are calculated separately by shortage area, that the percentage of teachers who identify as African American or Hispanic are calculated separately, and that the commendation is awarded separately for these separate results. This provides clarity to the field and addresses questions surfaced by the SBEC in prior meetings. Proposed updates to the preparing educators for long-term success section would clarify that educators are identified as retained when they are continuously employed. This provides clarity for the field and aligns with the reporting specified in TEC 21.0452. Updates to the innovative educator preparation section would remove the prior year recognition area to make room for the newly recommended area of recognition to be determined by the EPP Commendation Committee at its meeting on April 28, 2022.

Proposed updates to Chapter 9 would align language with proposed updates to 19 TAC §229.4(a)(1)(C) and (D) and align the procedure with proposed 19 TAC §229.4(a)(1)(A). Additional updates would modify existing references to prior year performance to specify the most recent prior year for which the EPP has data. This would ensure that only data from actionable years will be included in the index system calculations.

Updates throughout the *ASEP Manual* would correct date references, correct minor technical errors, and remove footnotes, as well as provide transparency to the field as to the calculations used to determine accreditation statuses.

§229.2. Definitions.

The updates to the definitions section would add definitions for content pedagogy tests and pedagogy tests. This allows for alignment of ASEP indicators 1a and 1b and the *ASEP Manual* with Figure: 19 TAC §230.21(e). This alignment would provide transparency and clarity to the field concerning which exams are used in each calculation.

§229.3. Required Submissions of Information, Surveys, and Other Data.

The proposed updates to Figure: 19 TAC §229.3(f) would update the required collections to add the systematic collection of data related to clinical teaching, internship, and practicum placements. EPPs are already required to create and retain this data locally; allowing EPPs to report this data to TEA using the Educator Certification Online system would ensure proper record retention, simplifying the continuing review process for EPPs. Additionally, by collecting this information, TEA would be able to connect this data with campus- and district-level data and provide summaries and visualizations back to EPPs for their use in monitoring and continuous improvement of their programs. This collection would allow the TEA staff to address Board

questions related to clinical teaching and internships to inform policy questions. Finally, this collection is necessary under TEC 21.045(b)(2) to allow the SBEC more efficiency in monitoring compliance with the SBEC's requirements for field supervision of candidates during their clinical teaching and internship experiences under 19 TAC §228.35(g).

§229.4. Determination of Accreditation Status.

Update to ASEP Indicator 1:

The updates to §229.4(a)(1) would introduce the terms “content pedagogy tests” and “pedagogy tests” into the indicator description. This aligns with the updates above to 19 TAC §229.2 and would provide a clear connection to Figure: 19 TAC §230.21(e) and this ASEP indicator.

The updates would strike §229.4(a)(1)(A) as it is now updated, and renumber prior §229.4(a)(1)(B) as §229.4(a)(1)(A).

Updates to new §229.4(a)(1)(A) would introduce the terms “content pedagogy tests” and “pedagogy tests” into the indicator description. Additional updates would strike the outdated language related to completers issued a probationary certificate under a waiver that was in place for the 2020-2021 academic year.

Updates to §229.4(a)(1)(C), §229.4(a)(1)(D) would introduce the terms “content pedagogy tests” and “pedagogy tests” into the indicator description.

Proposed new §229.4(a)(1)(B) would specifically exclude edTPA exams from ASEP pass rate calculations. This aligns with input from the SBEC and stakeholders about the timeline for implementation of edTPA. This timeline would allow EPPs the flexibility to implement or scale the edTPA requirement in a manner that works best for the program, including potentially piloting the edTPA requirement with some, but not all, certification categories or routes in this first year. The updates would also provide time for EPPs to further engage in learning opportunities (e.g., attend targeted trainings and webinars; examine candidate performance data; partner with programs who participated in the previous, three-year edTPA pilot to identify and implement best practices) to inform and support the subsequent phased-in years of edTPA implementation. Additionally, this provision would specify that the Performance Assessment for School Leaders (PASL) would continue to be treated as a content pedagogy test through 2022-2023. This is necessary because the PASL has historically been calculated as a content pedagogy test but is in the pedagogy test column in Figure: 19 TAC §230.21(e). The eventual inclusion of PASL into the pedagogy test calculation brings together all pedagogy tests into the same indicator. This timeline would allow for EPPs to be informed of this change and plan for any necessary adjustments.

Update to Not Accredited-Revoked status:

Proposed new §229.4(b)(3)(D) would align with TEC §21.0451(a)(4) to allow the SBEC to revoke an EPP's accreditation and approval to recommend candidates if the EPP violated SBEC rules, Board orders, or Chapter 21 of the Texas Education Code. The rules currently allow SBEC to change an EPP's accreditation status to “Accredited—Warned” or “Accredited—Probation,” but requires that the program remain in “Accredited—Probation” for a year before it can be revoked. The proposed addition would allow the SBEC to seek revocation immediately if

an EPP violates a SBEC rule, Board order or statute, so that the SBEC can quickly address severe problems with EPPs and thereby limit the number of candidates, school districts, and students impacted by the EPP's continuing misconduct. Any EPP recommended for revocation will receive due process through an informal review by TEA staff and a contested case proceeding at the State Office of Administrative Hearings under the existing procedures set out in 19 TAC §§229.5-229.8.

Update to small group exception:

Proposed amendments to §§229.4(c)(3)- 229.4(c)(4) would specify that for the purposes of the small group aggregation procedure, only data from years beginning in 2021-2022 would be used. This reset is aligned with prior approaches to the small group aggregation when indicators are reactivated after being report only. During the 2019-2020 and 2020-2021 academic years, all indicators were report only. This update would allow for EPPs that have 10 or fewer candidates in the aggregated or disaggregated groups in 2021-2022 to have that data added to future years of data.

§229.5. Accreditation Sanctions and Procedures.**Update to available sanctions:**

Proposed new §229.5(b)(3) would allow the SBEC to order EPPs to provide TEA staff with verification that the EPP is in continued compliance with SBEC rules and the Texas Education Code. This will allow the SBEC to tailor EPP sanction orders specifically to the particular program's shortcomings or violations to determine whether an EPP has improved its program to comport with the requirements of SBEC rules and the Texas Education Code and will put the program in violation of an SBEC order if it is unable to produce proof of compliance. This will allow the SBEC more options to create sanction orders for EPPs that effectively and enforceably address an EPP's violations, without resorting to the blunt instrument of revocation.

Update to certification class or category evaluation:

The proposed update to §229.5(c) would introduce the terms "content pedagogy tests" and "pedagogy tests" into the indicator description. This would align with the updates above to 19 TAC §229.2 and provides a clear connection to Figure: 19 TAC §230.21(e).

§229.9. Fees for Educator Preparation Program Approval and Accountability.

This update would remove "intern" from the fee definition. This update would provide clarity about the fee because out of state internships are not allowed under 19 TAC §228.35(e)(9).

PUBLIC AND STUDENT BENEFIT: Proposed amendments to 19 TAC Chapter 229 will result in an accountability system that informs the public of the quality of educator preparation provided by each SBEC-approved EPP.

Staff Member Responsible:

Mark Olofson, Director, Educator Data, Research, and Strategy

Attachments:

I. Text of 19 TAC Chapter 229, Accountability System for Educator Preparation Programs

[\(Attachment I\)](#)

II. Text of Figure: 19 TAC §229.1(c)

[\(Attachment II\)](#)

III. Text of Figure: 19 TAC §229.3(f)(1)

[\(Attachment III\)](#)

ATTACHMENT I
[\(Back to Attachments List\)](#)
Text of Proposed Amendments to 19 TAC

Chapter 229. Accountability System for Educator Preparation Programs

§229.1. General Provisions and Purpose of Accountability System for Educator Preparation Programs.

- (a) The State Board for Educator Certification (SBEC) is responsible for establishing standards to govern the continuing accountability of all educator preparation programs (EPPs). The rules adopted by the SBEC in this chapter govern the accreditation of each EPP that prepares individuals for educator certification. No candidate shall be recommended for any Texas educator certification class or category except by an EPP that has been approved by the SBEC pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) and is accredited as required by this chapter.
- (b) The purpose of the accountability system for educator preparation is to assure that each EPP is held accountable for the readiness for certification of candidates completing the programs.
- (c) The relevant criteria, formulas, calculations, and performance standards relevant to subsection (d) of this section and §229.4 of this title (relating to Determination of Accreditation Status) are prescribed in the *Texas Accountability System for Educator Preparation (ASEP) Manual* provided as a figure in this subsection.
- Figure: 19 TAC §229.1(c) [~~Figure: 19 TAC §229.1(e)~~]
- (d) An accredited EPP that is not under an active SBEC order or otherwise sanctioned by the SBEC may receive commendations for success in the following four dimensions identified by the SBEC and prescribed in the figure in subsection (c) of this section:
- (1) Rigorous and Robust Preparation;
 - (2) Preparing the Educators Texas Needs;
 - (3) Preparing Educators for Long-Term Success; and
 - (4) Innovative Educator Preparation.

§229.2. 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) 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) ACT®--The college entrance examination from ACT®.
- (4) Administrator--For purposes of the surveys and information required by this chapter, an educator whose certification would entitle him or her to be assigned as a principal or assistant principal in Texas, whether or not he or she is currently working in such an assignment.
- (5) Beginning teacher--For purposes of the Texas Education Code, §21.045(a)(3), and its implementation in this chapter, a classroom teacher with fewer than three years of experience as a classroom teacher.
- (6) Candidate--An individual who has been formally or contingently admitted into an educator preparation program; also referred to as a participant.

- (7) Certification category--A certificate type within a certification class, as described in Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates).
- (8) Certification class--A certificate, as described in §230.33 of this title (relating to Classes of Certificates), that has defined characteristics; may contain one or more certification categories, as described in Chapter 233 of this title.
- (9) Clinical teaching--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (10) Completer--A person who has met all the requirements of an approved educator preparation program. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer.
- (11) Consecutively measured years--Consecutive years for which a group's performance is measured, excluding years in which the small group exception applies, in accordance with §229.4(c) of this title (relating to Determination of Accreditation Status).
- (12) Content Pedagogy Test--Examination listed in the column labeled "Required Content Pedagogy Test(s)" in Figure 19 TAC §230.21(e).
- (13) ~~(12)~~ Cooperating teacher--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's clinical teaching assignment.
- (14) ~~(13)~~ Demographic group--Male and female, as to gender; and African American, Hispanic, White, and Other, as to race and ethnicity.
- (15) ~~(14)~~ Educator preparation program--An entity approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes or categories.
- (16) ~~(15)~~ Educator preparation program data--Data reported to meet requirements under the Texas Education Code, §21.045(b) and §21.0452.
- (17) ~~(16)~~ Examination--An examination or other test required by statute or any other State Board for Educator Certification rule codified in the Texas Administrative Code, Title 19, Part 7, that governs an individual's admission to an educator preparation program, certification as an educator, continuation as an educator, or advancement as an educator.
- (18) ~~(17)~~ Field supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who is hired by an educator preparation program to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.
- (19) ~~(18)~~ First-year teacher--For purposes of the Texas Education Code, §21.045(a) (2), and its implementation in this chapter, an individual in his or her first year of employment as a classroom teacher.
- (20) ~~(19)~~ GPA--Grade point average.
- (21) ~~(20)~~ GRE®--Graduate Record Examinations®.
- (22) ~~(21)~~ Higher Education Act--Federal legislation consisting of the Higher Education Act of 1965 (20 United States Code, §1070 et seq.) and its subsequent amendments, which requires reports of educator preparation program performance data.
- (23) ~~(22)~~ Incoming class--Individuals contingently or formally admitted between September 1 and August 31 of each year by an educator preparation program.
- (24) ~~(23)~~ Internship--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (25) ~~(24)~~ Mentor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's internship assignment.

- (26) [(25)] New teacher--For purposes of the Texas Education Code, §21.045(a)(5), and its implementation in this chapter, an individual in his or her first year of employment as a classroom teacher under a standard certificate.
- (27) Pedagogy Test--Examination listed in the column labeled "Required Pedagogy Test(s)" in Figure 19 TAC §230.21(e).
- (28) [(26)] Practicum--An assignment, as described in §228.35 of this title (relating to Preparation Program Coursework and/or Training).
- (29) [(27)] SAT®--The college entrance examination from the College Board.
- (30) [(28)] Site supervisor--An individual, as described in §228.2 of this title (relating to Definitions), who guides, assists, and supports a candidate during a candidate's practicum assignment.
- (29) (31) 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.

§229.3. Required Submissions of Information, Surveys, and Other Data.

- (a) Educator preparation programs (EPPs), EPP candidates, first-year teachers, new teachers, beginning teachers, field supervisors, administrators, mentors, site supervisors, and cooperating teachers shall provide to the Texas Education Agency (TEA) staff all data and information required by this chapter, as set forth in subsections (e) and (f) of this section.
- (b) Any individual holding a Texas-issued educator certificate who fails to provide information required by this chapter and the Texas Education Code (TEC), §21.045 and §21.0452, as set forth in subsection (e) of this section, may be subject to sanction of his or her certificate, including the placement of restrictions, inscribed or non-inscribed reprimand, suspension, or revocation.
- (c) Any Texas public school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions upon its accreditation status be imposed for failure to comply with this section and the TEC, §21.0452.
- (d) Any open-enrollment charter school that fails to provide information required by this chapter and the TEC, §21.045 and §21.0452, as set forth in subsection (e) of this section, may be referred to the commissioner of education with a recommendation that sanctions be imposed for failure to comply with this section and the TEC, §21.0452.
- (e) All required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year. All surveys and information required to be submitted pursuant to this chapter by principals shall be submitted by June 15 of any academic year in which an administrator has had experience with a first-year teacher who was a participant in an EPP. All surveys and information required to be submitted pursuant to this chapter by new teachers shall be submitted by June 15 of the first full academic year after the teacher completed the requirements of an EPP. All surveys and information required to be submitted pursuant to this chapter by EPP candidates shall be submitted by August 31 of the academic year in which the candidate completed the requirements of an EPP.
- (f) The following apply to data submissions required by this chapter.
- (1) EPPs shall provide data for all candidates as specified in the figure provided in this paragraph.
Figure: 19 TAC §229.3(f)(1) [~~Figure: 19 TAC §229.3(f)(1)~~]
 - (2) Candidates in an EPP shall complete a survey, in a form approved by the State Board for Educator Certification (SBEC), evaluating the preparation he or she received in the EPP. Completion and submission to the TEA of the survey is a requirement for completion of an EPP.

- (3) Administrators in Texas public schools and open-enrollment charter schools shall complete individual teacher performance surveys, in a form to be approved by the SBEC, for each beginning teacher.
- (4) Administrators in Texas public schools and open-enrollment charter schools shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success based on experience with first-year teachers who were participants in an EPP.
- (5) New teachers in a Texas public school, including an open-enrollment charter school, shall complete surveys, in a form to be approved by the SBEC, evaluating the effectiveness of preparation for classroom success.

§229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. The State Board for Educator Certification (SBEC) shall determine the accreditation status of an educator preparation program (EPP) at least annually, based on the following accountability performance indicators, disaggregated by demographic group and other requirements of this chapter and determined with the formulas and calculations included in the figure provided in §229.1(c) of this title (relating to General Provisions and Purpose of Accountability System for Educator Preparation Programs). Data will be used only if the following indicators were included in the accountability system for that academic year. Except for the 2019-2020 and 2020-2021 academic years, when the data described in paragraphs (1)-(5) of this subsection will be reported to EPPs and will not be used to determine accreditation statuses, EPP accreditation statuses shall be based on:
 - (1) the EPP candidates' performance on pedagogy tests ~~[examinations of pedagogy and professional responsibilities (PPR)]~~ and content pedagogy tests ~~[non-PPR standard certification examinations]~~. The EPP candidates' performance on pedagogy tests [PPR] and content pedagogy tests [non-PPR examinations] shall provide separate accountability performance indicators for EPPs;
~~[(A) — For both PPR and non-PPR examinations, the performance standard shall be calculated based on the percentage of individuals admitted after December 26, 2016, who passed an examination within the first two attempts. For purposes of determining the pass rate, an individual shall not be excluded because the individual has not been recommended for a standard certificate. The pass rate is based solely on the examinations approved by the EPP and required to obtain initial certification in the class or category for which the individual serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that class or category, whether taken before or after admission to an EPP, are not included in the rate. The formula for calculation of pass rate is the number of individuals who have passed an examination on their first or second attempt, including any attempts after the candidate completed the EPP, divided by the number of individuals who passed an examination on their first attempt plus those who passed or failed on their second attempt.]~~
 - (A) ~~[(B)]~~ For both pedagogy tests and content pedagogy tests, ~~[the 2020-2021 academic year and following,]~~ the performance standard shall be the percent of individuals admitted after December 26, 2016, who passed an examination within the first two attempts, including those examinations attempted after the individual has completed the EPP or when the EPP has not recommended the individual for a standard certificate. The pass rate is based solely on the examinations approved by the EPP. Examinations taken before admission to the EPP or specific examinations taken for pilot purposes are not included in the pass rate. ~~[Completers who have been issued a probationary certificate under a waiver issued by the governor pursuant to the declaration of disaster on March 13, 2020, are not included in the pass rate for the 2020-2021 academic year.]~~
 - (B) For the 2021-2022 and 2022-2023 academic years edTPA exams shall be excluded from all pass rate calculations and the Performance Assessment for School Leaders (PASL) shall be treated as a content pedagogy test.
 - (C) For pedagogy tests, the performance standard shall be a pass rate of 85%. ~~[examinations of PPR, the pass rate will be calculated as described in subparagraph (A) of this~~

- ~~paragraph for the 2018-2019 and 2019-2020 academic years and subparagraph (B) of this paragraph beginning with the 2020-2021 academic year. The]~~
- (D) For content pedagogy tests, the performance standard shall be a pass rate of 75%. ~~[non-PPR examinations, the pass rate will be calculated as described in subparagraph (A) of this paragraph for the 2018-2019 and 2019-2020 academic years and subparagraph (B) of this paragraph beginning with the 2020-2021 academic year. The]~~
- (2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be 70% of first-year teachers from the EPP who are appraised as "sufficiently prepared" or "well prepared";
- (3) the growth of students taught by beginning teachers as indicated by the STAAR Progress Measure, determined at the student level as described in Figure: 19 TAC §97.1001(b) of Part II of this title (relating to Accountability Rating System), and aggregated at the teacher level as described in Figure: 19 TAC §229.1(c) of this title. The performance standard shall be 70% of beginning teachers from the EPP reaching the individual performance threshold. The first two academic years for which the Texas Education Agency (TEA) has data necessary to calculate this performance standard following the 2019-2020 academic year will be reporting years only and will not be used to determine accreditation status;
- (4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(g) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching or an internship. The frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator;
- (A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements of documentation of §228.35(g) of this title for 95% of the EPP's candidates.
- (B) The performance standard for quality shall be 90% of candidates rating the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support; and
- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be 70% of teachers responding that they were "sufficiently prepared" or "well prepared" by their EPP.
- (b) Accreditation status assignment. For the 2021-2022 academic year, the assigned accreditation status shall be the better result for the EPP from the system described in paragraph (1) of this subsection and paragraph (2) of this subsection.
- (1) Beginning in the 2021-2022 academic year, all approved EPPs may be assigned an accreditation status based on their performance in the Accountability System for Educator Preparation Programs (ASEP) Index system, as described in Figure: 19 TAC §229.1(c) of this title.
- (A) Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the standard of 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
- (B) Accredited-Not Rated status. An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.
- (C) Accredited-Warned status.

- (i) An EPP shall be assigned Accredited-Warned status if the EPP accumulates 80% or greater but less than 85% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.
 - (ii) An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or Texas Education Code (TEC), Chapter 21.
 - (D) Accredited-Probation status.
 - (i) An EPP shall be assigned Accredited-Probation status if the EPP accumulates less than 80% of the possible points in the ASEP Index system as described in Figure: 19 TAC §229.1(c) of this title.
 - (ii) An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
- (2) Through the 2021-2022 academic year, all approved EPPs may be assigned an accreditation status as follows.
 - (A) Accredited status. An EPP shall be assigned an Accredited status if the EPP has met the accountability performance standards described in subsection (a) of this section and has been approved by the SBEC to prepare, train, and recommend candidates for certification.
 - (B) Accredited-Not Rated status. An EPP shall be assigned Accredited-Not Rated status upon initial approval to offer educator preparation, until the EPP can be assigned a status based on the performance standards described in subsection (a) of this section. An EPP is fully accredited and may recommend candidates for certification while it is in Accredited-Not Rated status.
 - (C) Accredited-Warned Status.
 - (i) An EPP shall be assigned Accredited-Warned status if the EPP:
 - (I) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section in any one year;
 - (II) fails to meet the performance standards in two demographic groups on an indicator set forth in subsection (a) of this section in any one year; or
 - (III) fails to meet the performance standards for a demographic group on any of the indicators set forth in subsection (a) of this section for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.
 - (ii) An EPP may be assigned Accredited-Warned status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
 - (D) Accredited-Probation status.
 - (i) An EPP shall be assigned Accredited-Probation status if the EPP:
 - (I) fails to meet the performance standards set by the SBEC for the overall performance of all its candidates on any of the indicators set forth in subsection (a) of this section for two consecutively measured years;
 - (II) fails to meet the performance standards in three demographic groups on an indicator set forth in subsection (a) of this section in any one year; or
 - (III) fails to meet the performance standards for a demographic group on any of the indicators set forth in subsection (a) of this section for three

consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.

- (ii) An EPP may be assigned Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
- (3) Not Accredited-Revoked status.
- (A) An EPP shall be assigned Not Accredited-Revoked status and its approval to recommend candidates for educator certification revoked if it is assigned Accredited-Probation status for three consecutively measured years.
 - (B) An EPP may be assigned Not Accredited-Revoked status if the EPP has been on Accredited-Probation status for one year, and the SBEC determines that revoking the EPP's approval is reasonably necessary to achieve the purposes of the TEC, §21.045 and §21.0451.
 - (C) An EPP may be assigned Not Accredited-Revoked status if the EPP fails to pay the required ASEP technology fee by the deadline set by TEA as prescribed in §229.9(7) of this title (relating to Fees for Educator Preparation Program Approval and Accountability).
 - (D) An EPP may be assigned Not Accredited-Revoked status if the SBEC determines that the EPP has violated SBEC rules, orders, and/or TEC, Chapter 21.
 - (E) ~~(D)~~ An assignment of Not Accredited-Revoked status and revocation of EPP approval to recommend candidates for educator certification is subject to the requirements of notice, record review, and appeal as described in this chapter.
 - (F) ~~(E)~~ A revocation of an EPP approval shall be effective for a period of two years, after which a program may reapply for approval as a new EPP pursuant to Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).
 - (G) ~~(F)~~ Upon revocation of EPP approval, the EPP may not admit new candidates for educator certification but may complete the training of candidates already admitted by the EPP and recommend them for certification. If necessary, TEA staff and other EPPs shall cooperate to assist the previously admitted candidates of the revoked EPP to complete their training.
- (4) Not Rated: Declared State of Disaster status.
- (A) Due to the governor's declaration of disaster on March 13, 2020 in accordance with Texas Government Code, §418.014, all EPPs shall be assigned a status of Not Rated: Declared State of Disaster for the 2019-2020 and 2020-2021 academic years.
 - (B) The assignment of Not Rated: Declared State of Disaster shall not interrupt consecutively measured years or next most recent prior years as prescribed in this chapter. The assignment of Not Rated: Declared State of Disaster shall not be included in any count of years prescribed in this chapter.
 - (C) For the purposes of §228.10 of this title (relating to Approval Process), §228.17(c) of this title (relating to Change of Ownership and Name Change), and §228.20 of this title (relating to Governance of Educator Preparation Programs), the status the SBEC assigned an EPP for the 2018-2019 academic year shall be the operative accreditation status.
 - (D) For EPPs with an assigned status other than Accredited for the 2018-2019 academic year that meet the requirements for a status of Accredited as described in subsection (b)(1)(A) or (b)(2)(A) of this section based on their 2020-2021 data:
 - (i) the 2020-2021 academic year shall represent a break in consecutively measured years or next most recent prior years as prescribed in subsection (b)(1)-(3) of this section; and

- (ii) the EPP shall be eligible for commendations as described in §229.1(d) of this title for the 2020-2021 academic year.
- (c) Small group exception.
- (1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by demographic group, shall be measured against performance standards described in this chapter in any one year in which the number of individuals in the group exceeds 10. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.
 - (2) For an EPP candidate group, aggregated or disaggregated by demographic group, where the group contains 10 or fewer individuals, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.
 - (3) If the current year's EPP candidate group, aggregated or disaggregated by demographic group, contained between one and 10 individuals, that group performance shall be combined with the ~~[next most recent prior year's]~~ group performance from the next most recent prior year subsequent to 2020-2021, for which there was at least one individual, and if the two-year cumulated group contains more than 10 individuals, then the two-year cumulated group performance must be measured against the standards in the current year. The two-year cumulated group shall not include group performance from years prior to 2021-2022.
 - (4) If the two-year cumulated EPP candidate group described in subsection (c)(3), aggregated or disaggregated by demographic group, contains between one and 10 individuals, then the two-year cumulated group performance shall be combined with the next most recent group performance subsequent to 2020-2021 for which there was at least one individual. The three-year cumulated group performance must be measured against the standards in the current year, regardless of how small the cumulated number of group members may be. The three-year cumulated group performance shall not include group performance from years prior to 2021-2022.
 - (5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by demographic group, does not meet the necessary number of individuals needed to measure against performance standards for that year, for all indicators, the accreditation status will continue from the prior year. Any sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.

§229.5. Accreditation Sanctions and Procedures.

- (a) The State Board for Educator Certification (SBEC) may assign an educator preparation program (EPP) Accredited-Warned or Accredited-Probation status if the SBEC determines that the EPP has violated SBEC rules and/or Texas Education Code, Chapter 21.
- (b) If an EPP has been assigned Accredited-Warned or Accredited-Probation status, or if the SBEC determines that additional action is a necessary condition for the continuing approval of an EPP to recommend candidates for educator certification, the SBEC may take any one or more of the following actions, which shall be reviewed by the SBEC at least annually:
 - (1) require the EPP to obtain technical assistance approved by the Texas Education Agency (TEA) or SBEC;
 - (2) require the EPP to obtain professional services approved by the TEA or SBEC;
 - (3) require the EPP to provide TEA staff with verification of the EPP's compliance with SBEC rules and/or Texas Education Code;

- (4) ~~(3)~~ appoint a monitor to participate in the activities of the EPP and report the activities to the TEA or SBEC; and/or
- (5) ~~(4)~~ require the EPP to develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates. TEA staff may prescribe the information that must be included in the action plan. The action plan must be sent to TEA staff no later than 45 calendar days following notification to the EPP that SBEC has ordered the action plan.
- (c) Notwithstanding the accreditation status of an EPP, if the performance of candidates on an examination required for certification (as listed in Figure: 19 TAC §230.21(e) of this title (relating to Educator Assessment)) in an individual certification class or category offered by an EPP fails to meet the performance standard on the content pedagogy tests ~~[non-PPR examinations]~~ as described in §229.4(a)(1)(D) of this title (relating to Determination of Accreditation Status) for three consecutive years, the approval to offer that certification class or category shall be revoked. Any candidates already admitted for preparation in that class or category may continue in the EPP and be recommended for certification after program completion, but no new candidates shall be admitted for preparation in that class or category unless and until the SBEC reinstates approval for the EPP to offer that certification class or category.
- (1) For purposes of determining compliance with subsection (c) of this section, candidate performance in individual certification classes or categories in only the 2016-2017 academic year and subsequent academic years will be considered.
- (2) Performance indicators by demographic group shall not be counted for purposes of subsection (c) of this section pertaining to performance standards for individual certification classes or categories. If the aggregated number of individuals counted for a certification class or category is 10 or fewer, the performance on the standard shall be cumulated and counted in the same manner as provided in §229.4(c) of this title.
- (3) For EPPs that failed to meet the standard described in subsection (c) of this section for a certification class or category in the 2018-2019 academic year that meet the requirements based on their 2020-2021 data, the 2020-2021 academic year shall represent a break in consecutively measured years for the purpose of subsection (c) of this section.
- (d) An EPP shall be notified in writing regarding any action proposed to be taken pursuant to this section, or proposed assignment of an accreditation status of Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked. The notice shall state the basis on which the proposed action is to be taken or the proposed assignment of the accreditation status is to be made.
- (e) All costs associated with providing or requiring technical assistance, professional services, or the appointment of a monitor pursuant to this section shall be paid by the EPP to which the services are provided or required, or its sponsor.

§229.9. Fees for Educator Preparation Program Approval and Accountability.

An educator preparation program requesting approval and continuation of accreditation status shall pay the applicable fee from the following list.

- (1) New educator preparation program application and approval (nonrefundable)--\$9,000.
- (2) Five-year continuing approval review visit pursuant to §228.10(b) of this title (relating to Approval Process)--\$4,500.
- (3) Discretionary continuing approval review visit pursuant to §228.10(b) of this title--\$4,500.
- (4) Addition of new certification category or addition of clinical teaching--\$500.
- (5) Addition of each new class of certificate--\$1,000.
- (6) Applications for out-of-state and out-of-country school sites for field-based experiences, clinical teaching, ~~[internships]~~ and practicums--\$500.

- (7) Accountability System for Educator Preparation Programs technology fee--\$35 per admitted candidate.

ATTACHMENT II
(Back to Attachments List)

Figure: 19 TAC §229.1(c) [Figure: 19 TAC §229.1(c)]

Texas Accountability System for Educator Preparation (ASEP) Manual **2021-2022 [~~2020-2021~~]**

Contents

Chapter	[Page]
Chapter 1 – Accountability Overview[.....]	2
Chapter 2 – Methodological Considerations[.....]	4
Chapter 3 – Certification Exam Pass Rate[.....]	6
Chapter 4 – Appraisal of First-year Teachers by Administrators[.....]	15
Chapter 5 – Improvement in Student Achievement of students taught by beginning teachers[.....]	19
Chapter 6 – Frequency, Duration, and Quality of Field Supervision[.....]	23
Chapter 7 – New Teacher Satisfaction[.....]	30
Chapter 8 – Educator Preparation Program Commendations[.....]	34
Chapter 9 – Determination of ASEP Index Score[.....]	37

Chapter 1 – Accountability Overview

The Accountability System for Educator Preparation Programs (ASEP) ~~is contained in Texas Education Code (TEC) 21.045. [was the result of state legislation¹ that implemented]~~ It is an accountability framework for educator preparation programs (EPPs) and ~~provides [provided]~~ information for EPPs, policymakers, and the public. ~~[ASEP provides information about the performance of EPPs and establishes accountability measures related to EPP processes and outcomes.]~~ Within this ~~statute, legislation~~ the State Board for Educator Certification (SBEC) is ~~[was]~~ charged with establishing rules^[2] governing ASEP. Key provisions of the governing legislation and rules include:

- Establishing minimum standards for initial and continuing approval of EPPs
- Establishing sanctions for EPPs that do not meet standards
- Requiring annual reporting of performance data for each EPP
- Providing publicly available consumer information to support individuals in selection of EPPs and school districts in making recruitment and staffing decisions

About This Manual

This manual provides descriptions and examples of the analyses and calculations used in calculating the values for the ASEP indicators for accreditation. These analytical approaches will be used to compute ASEP values based on 2021-2022 ~~[2020–2021]~~ data. This manual is designed to be adopted into rule by the SBEC. ~~[To this end, it has been condensed from prior iterations to focus solely on these indicators and calculations for the ASEP accreditation indicators.]~~

This manual begins with an overview of ASEP and accreditation, followed by methodological considerations that apply across the system (Chapter 2). Chapters 3–7 elaborate on each individual ASEP indicator and include an explanation of the analysis along with an example. Chapter 8 presents information about the recognition of high-performing EPPs. Chapter 9 describes the determination of accreditation statuses using the ASEP Index.

ASEP Accountability Indicators

ASEP accountability indicators are used to determine accreditation status of EPPs. These indicators are described in Texas Education Code (TEC) §21.045 and enacted in rule in Texas Administrative Code (TAC) Chapter 229. TEC statute identifies five measures, which TAC rule further delineates into seven separate indicators:

- ASEP Accountability Indicator 1a: Certification examination results for pedagogy tests ~~[and professional responsibilities (PPR) exams]~~
- ASEP Accountability Indicator 1b: Certification examination results for content pedagogy tests ~~[non-PPR exams]~~
- ASEP Accountability Indicator 2: Principal appraisal of the preparation of first-year teachers
- ASEP Accountability Indicator 3: Improvement in student achievement of students taught by beginning teachers

^[1]~~Texas Education Code (TEC) §§21.045, 21.0451, and 20.0452.]~~

^[2]~~Texas Administrative Code (TAC) Chapter 229]~~

- ASEP Accountability Indicator 4a: Frequency and duration of field observations
- ASEP Accountability Indicator 4b: Quality of field supervision
- ASEP Accountability Indicator 5: Satisfaction of new teachers

These indicators are further explained in the following chapters, including the performance standards and methods for calculations.

Chapter 2 – Methodological Considerations

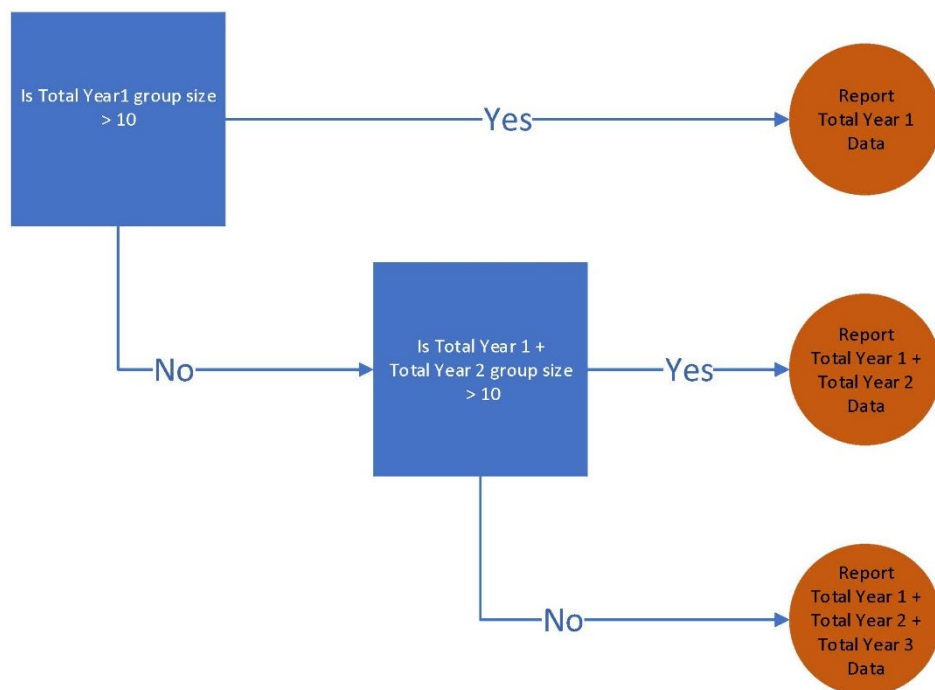
This ASEP chapter discusses methodological and reporting considerations that are relevant to ASEP accountability indicators.

Small Group Aggregation

Per 19 TAC §229.4(c), selected ASEP accountability indicators are subject to a small group consideration and aggregation. These indicators are used for accountability if groups include more than 10 individuals in an individual year or contain 10 individuals when combined with the next-most prior year for which there are data, or when combined with the two next-most prior years for which there are data.

Illustration 1 summarizes the procedure for the small group aggregation. If 10 or fewer individuals are present in a reporting group in a year, data are combined with data for the next most prior year for which there are data. If the combined (Year 1 and Year 2) group size is more than 10, then the combined group data are reported. If the combined group size is 10 or fewer, then data from the next most prior year for which there are data are combined (Year 1, Year 2, and Year 3) and the performance for the combined group is reported regardless of sample size.

Illustration 1: Overview of Small Group Aggregation Procedure



As illustrated above, use of the small group exception may result in nonreported data for ASEP for some years. Because determination of accreditation status may be based on performance across multiple years, the small group procedure allows for accreditation determinations to be based on data from nonconsecutive years, including only those years in which enough data are available.

Demographic Group Conventions

As prescribed by 19 TAC §229.4(a), ASEP accountability indicators are to be reported with disaggregation in respect to gender, race, and ethnicity. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(~~14~~)(~~13~~).

As of this publication, Educator Certification Online System (ECOS) allows for self-identified gender designations of male and female, which are the disaggregated gender categories reported for ASEP. If no selection is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Per 19 TAC §229.2(~~14~~)(~~13~~) ASEP uses these four categories for the race and ethnicity demographic group: African American, Hispanic, White, and Other. If no selection for race and ethnicity is made, the individual is excluded from the disaggregated performance metric calculations. However, the individual is still included in the aggregated performance metric calculations.

Rounding Conventions

Unless otherwise noted, to compute ASEP accountability indicators, conventional rounding rules are applied. For example, when rounding to a whole number, numbers that end with a decimal value of .4999 or less are rounded down; those that end with a decimal value of .5000 or more are rounded up. When rounding to a one-place decimal, numbers that end with .9499 round to .9, and those that end with .9500 round to 1.0.

Chapter 3 – Certification Exam Pass Rate

Overview

ASEP Indicator 1 is the pass rate on certification exams approved by the EPP. The SBEC has separated this indicator into two measures: the pass rate on pedagogy tests [PPR exams] (1a) and the pass rate on content pedagogy tests [non-PPR exams] (1b). This chapter presents the individuals included, the assessments included, special methodological considerations, and a worked example of computing these two similar indicators.

Individuals Included

For the 2021-2022 [2020–2021] academic year (AY), all individuals who are enrolled in an EPP and complete an examination required for licensure are eligible for inclusion. Individuals admitted to the EPP prior to December 27, 2016, who have not exited the program and subsequently re-entered the EPP following December 26, 2016, are excluded from this calculation. Individuals who were issued a probationary certificate under a waiver issued by the governor pursuant to the declaration of disaster on March 13, 2020, are not included. For the purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate.

Assessments Included

For the 2021-2022 [2020–2021] AY, all certification examinations approved by the EPP are eligible for inclusion with the exception of edTPA exams. As specified in 19 TAC §229.4(a)(1)(B), edTPA exams are not included in 2021-2022 calculations.

The examination must be the first or second attempt for the particular examination^[3] approved by the EPP for the individual. Examinations approved by the EPP and completed prior to the reporting year are used in determining the attempt-count for an individual. Results from examinations taken during the reporting year are used in the calculation of the pass rate. Examinations approved by the EPP but completed after the individual has finished the EPP are included. Examinations that are part of an exam pilot program as of the date they are approved by the EPP are excluded, both from the pass rate and from the determination of which examinations are the first two attempts.

PASL

As specified in 19 TAC §229.4(a)(1)(B), for 2021-2022, the Performance Assessment for School Leaders is included in the pass rate calculation for content pedagogy tests.

^[3] Examinations are uniquely identified by test number and test type

Calculation

ASEP Accountability Indicator 1a:

Divide the number of passed pedagogy tests [PPR certification examinations] on the first or second attempt by the total number of passed pedagogy tests [PPR certification examinations] on the first attempt plus the number of pedagogy tests [PPR certification examinations] passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

ASEP Accountability Indicator 1b:

Divide the number of passed content pedagogy tests [non-PPR certification examinations] on the first or second attempt by the total number of passed content pedagogy tests [non-PPR certification examinations] on the first attempt plus the number of content pedagogy tests [non-PPR certification examinations] passed or failed on their second attempt. Multiply by 100. Round to the nearest whole number.

Special Methodological Considerations

[Core Subjects Adjustment]

Due to an update in how data is reported to TEA from the test vendor, the Core Subjects adjustment is no longer needed for scores reported January 2020 and following. As the adjustment is still used in years which may be included as part of a small group aggregation, the procedure is described below.

The Core Subjects examinations (i.e., 291 Core Subjects EC-6 TExES and 211 Core Subjects 4-8 TExES) allow for candidates to re-take individual subject areas if they fail the examination on their first attempt. The way in which the test vendor reports this data back to TEA necessitates a post hoc adjustment to the pass rates related to these exams. The core subjects adjustment treats individual subject retakes as second attempts only once a) all subject areas have been passed or b) a particular subject area has been failed the second time. If all subject areas are passed without a subject area being failed the second time, TEA identifies this as a second attempt pass. If the candidate fails an individual subject area a second time, TEA identifies this as a second attempt fail.

It should be noted that if individuals take the individual subject matter exams, each attempt counts towards their 5-time test limit for the overall (i.e., 291 Core Subjects EC-6 TExES and 211 Core Subjects 4-8 TExES) exam.

Disaggregation at the Certification Class or Category Level

As described in 19 TAC §229.5(c) the performance of candidates in individual certification classes and categories are also calculated following the same procedure used for Indicator 1b. TEA uses the small group aggregation procedure described in Chapter 2 for the individual exam level. Per 19 TAC §229.5(e), results within individual certification areas are not disaggregated by race, gender, or ethnicity.

The Science of Teaching Reading examination (STR, TExES 293) and the Bilingual Supplemental exam (BIL, TExES 164) are used for certification in multiple certification categories (see Figure: 19 TAC §230.21(e)). As guided by 19 TAC §229.5(c), the following approach is used to identify candidates with results for these exams with the applicable certification category.

For candidates who have attempted 293 or 164, identify the category the candidate is pursuing certification that requires 293 or 164. TEA associates candidates with categories by reviewing the certification category being pursued, specified by the EPP on the finisher records list in ECOS and with the category(ies) of the certificate associated with the internship, should such an internship exist. In cases of discrepancies between the finisher records list and the internship, the certification category associated with the internship is used. If the candidate with a result for 293 or 164 cannot be associated with a certification category that requires the 293 or 164, the results for the candidate are not used in the calculation of pass rates for the purposes of 19 TAC §229.5(c).

For certification categories with multiple content pedagogy tests [~~non-PPR exams~~], the pass rates are calculated independently using the procedure described in the Calculation section of this chapter. Both pass rates are evaluated against the standard in 19 TAC §229.4(a)(2). As noted in 19 TAC §229.5(c), failure to meet the performance standard for an exam required for a certification class or category results in the EPP being identified as not meeting the standard for the certification class or category. If an EPP fails to meet the standard for a certification class or category for three consecutive years, the approval to offer that certification class or category is revoked.

Small Group Aggregation and Enrollment Date

As described in Chapter 2, if individual demographic groups contain ten or fewer test individuals, the TEA adds results from the prior year for which there is data. For use in ASEP Accountability Indicators 1a and 1b, these prior-year groups continue to exclude individuals who were admitted prior to December 27, 2016. [This means that the earliest available year for aggregation is AY 2016 – 2017.]

Tests 291 and 391

Test 291 Core Subjects EC-6 had its last operational date 12/31/2021. Test 391 Core Subjects EC-6 was available beginning 1/1/2021 and has now replaced 291. During the overlapping time period, candidates could attempt either 291 or 391 to fulfill the testing requirement. Since 391 was the replacement for 291, the tests are combined at the candidate level for the purpose of determining which tests are included in pass rate calculations. The first and second attempt for the combination of all 291 or 391 attempts by a candidate approved by the EPP are the attempts used for the calculation.

Worked Examples

Example Calculation: Percent of Individuals Passing Pedagogy Tests [PPR Certification Examinations] (ASEP Accountability Indicator 1a)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. Pedagogy tests [PPR examinations] recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded. For 2021-2022 edTPA exams and PASL exams are excluded.

Step 3: Retrieve pedagogy test [PPR exam] results for candidates identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each category at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

ASEP Indicator 1a Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt, or already attempted the exam twice, or the test was not eligible for inclusion.

Name	Test Attempt	Test Number/ Name	Test Result
Andrea	1	160: PPR EC-12	F
Andrea	2	160: PPR EC-12	P
Betty	1	160: PPR EC-12	F
Betty	2	160: PPR EC-12	F
Betty	3	160: PPR EC-12	F
Betty	4	160: PPR EC-12	P
Carlos	1	160: PPR EC-12	P
Dana	1	160: PPR EC-12	F
Eduardo	1	160: PPR EC-12	P
Faye	1	160: PPR EC-12	F
Faye	2	160: PPR EC-12	F
Faye	3	160: PPR EC-12	F
Faye	4	160: PPR EC-12	F
George	1	160 PPR EC-12	F
Imogen	1	2110 edTPA: Elementary Education: Literacy with Mathematics Task 4	P
Jermaine	1	160: PPR EC-12	P
Lawrence	1	160 PPR EC-12	F
Mel	1	160 PPR EC-12	F
Nancy	1	160 PPR EC-12	F
Oscar	1	160 PPR EC-12	F
Oscar	2	160 PPR EC-12	P
Patrice	1	160 PPR EC-12	P

Name	Test Attempt	Test Number/ Name	Test Result
Quinn	1	160 PPR EC-12	F
Quinn	2	160 PPR EC-12	P
Roberto	1	160 PPR EC-12	F
Roberto	2	160 PPR EC-12	P
Sally	1	160 PPR EC-12	P
<u>Tomas</u>	<u>1</u>	<u>368 Performance Assessment for Schools Leaders (PASL)</u>	<u>P</u>

Inclusion Notes:

The results for Dana, George, Lawrence, Mel, and Nancy are not included because they failed their first attempt and have not yet completed a second attempt.

The result for Imogen is not included because edTPA is not included for 2021-2022 [~~a pilot exam in the 2020-2021 reporting year~~].

The result for Tomas is not included because PASL is not included in indicator 1A for 2021-2022.

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1-5 for the prior year and add those individuals to the list. See Chapter 2 of this manual for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of eligible passed examinations on the first or second attempt (9) by the total number of eligible examinations passed on the first added to the total number of eligible examinations that were passed or failed on the second attempt (11). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed on first or second attempt}}{\text{Number of tests passed on first or second attempt or failed on second attempt}} \times 100$$

$$=$$

$$\frac{9}{11} \times 100 =$$

$$0.81818 \times 100 =$$

$$82\%$$

Example Calculation: Percent of Individuals Passing Non-PPR Certification Examinations Content Pedagogy Tests (ASEP Accountability Indicator 1b)

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. Content pedagogy tests [Non-PPR exams] recommended by the EPP are included. Tests which were part of a pilot program when they were approved by the EPP and completed by the candidate are excluded. PASL exams are included.

Step 3: Retrieve content pedagogy tests [non-PPR exams] results for candidates identified in Step 1 for the examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

ASEP Indicator 1b Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

<u>Name</u>	<u>Test Attempt</u>	<u>Test Number/ Name</u>	<u>Test Result</u>
<u>Andrea</u>	<u>1</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Andrea</u>	<u>2</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Andrea</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Andrea</u>	<u>4</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>
<u>Betty</u>	<u>1</u>	<u>211 Core Subjects 4-8</u>	<u>P</u>
<u>Carlos</u>	<u>1</u>	<u>613 LOTE Spanish EC-12</u>	<u>P</u>
<u>Dana</u>	<u>1</u>	<u>158 Physical Education EC-12</u>	<u>F</u>
<u>Dana</u>	<u>2</u>	<u>158 Physical Education EC-12</u>	<u>P</u>
<u>Eduardo</u>	<u>1</u>	<u>232 Social Studies 7-12</u>	<u>P</u>
<u>Eduardo</u>	<u>1</u>	<u>154 English as a Second Language Supplemental</u>	<u>P</u>
<u>Faye</u>	<u>1</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Faye</u>	<u>2</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Faye</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>
<u>George</u>	<u>1</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>

<u>Name</u>	<u>Test Attempt</u>	<u>Test Number/ Name</u>	<u>Test Result</u>
<u>Hector</u>	<u>1</u>	<u>211 Core Subjects 4-8</u>	<u>P</u>
<u>Imogen</u>	<u>1</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Imogen</u>	<u>2</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Imogen</u>	<u>3</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Imogen</u>	<u>1</u>	<u>233 History 7-12</u>	<u>P</u>
<u>Jermaine</u>	<u>1</u>	<u>211 Core Subjects 4-8</u>	<u>P</u>
<u>Ken</u>	<u>1</u>	<u>235 Math 7-12</u>	<u>P</u>
<u>Lawrence</u>	<u>1</u>	<u>164 Bilingual Education Supplemental</u>	<u>P</u>
<u>Lawrence</u>	<u>1</u>	<u>211 Core Subjects 4-8</u>	<u>P</u>
<u>Mel</u>	<u>1</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Naney</u>	<u>1</u>	<u>158: Physical Ed EC-12</u>	<u>F</u>
<u>Oscar</u>	<u>1</u>	<u>613: LOTE Spanish EC-12</u>	<u>P</u>
<u>Patrice</u>	<u>1</u>	<u>164 Bilingual Education Supplemental</u>	<u>P</u>
<u>Patrice</u>	<u>1</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Patrice</u>	<u>2</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Patrice</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>
<u>Quinn</u>	<u>1</u>	<u>164 Bilingual Education Supplemental</u>	<u>F</u>
<u>Quinn</u>	<u>1</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Roberto</u>	<u>1</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Roberto</u>	<u>2</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Roberto</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Roberto</u>	<u>4</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Sally</u>	<u>1</u>	<u>613 LOTE Spanish EC-12</u>	<u>F</u>

<u>Name</u>	<u>Test Attempt</u>	<u>Test Number/ Name</u>	<u>Test Result</u>
<u>Andrea</u>	<u>1</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Andrea</u>	<u>2</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Andrea</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Andrea</u>	<u>4</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>
<u>Betty</u>	<u>1</u>	<u>211 Core Subjects 4-8</u>	<u>P</u>
<u>Carlos</u>	<u>1</u>	<u>613 LOTE Spanish EC-12</u>	<u>P</u>

<u>Name</u>	<u>Test Attempt</u>	<u>Test Number/ Name</u>	<u>Test Result</u>
<u>Dana</u>	<u>1</u>	<u>158 Physical Education EC-12</u>	<u>F</u>
<u>Dana</u>	<u>2</u>	<u>158 Physical Education EC-12</u>	<u>P</u>
<u>Eduardo</u>	<u>1</u>	<u>232 Social Studies 7-12</u>	<u>P</u>
<u>Eduardo</u>	<u>1</u>	<u>154 English as a Second Language Supplemental</u>	<u>P</u>
<u>Faye</u>	<u>1</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Faye</u>	<u>2</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Faye</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>
<u>George</u>	<u>1</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>
<u>Hector</u>	<u>1</u>	<u>368 Performance Assessment for School Leaders (PASL)</u>	<u>P</u>
<u>Imogen</u>	<u>1</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Imogen</u>	<u>2</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Imogen</u>	<u>3</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Imogen</u>	<u>1</u>	<u>233 History 7-12</u>	<u>P</u>
<u>Jermaine</u>	<u>1</u>	<u>211 Core Subjects 4-8</u>	<u>P</u>
<u>Ken</u>	<u>1</u>	<u>235 Math 7-12</u>	<u>P</u>
<u>Lawrence</u>	<u>1</u>	<u>164 Bilingual Education Supplemental</u>	<u>P</u>
<u>Lawrence</u>	<u>1</u>	<u>211 Core Subjects 4-8</u>	<u>P</u>
<u>Mel</u>	<u>1</u>	<u>232 Social Studies 7-12</u>	<u>F</u>
<u>Nancy</u>	<u>1</u>	<u>158: Physical Ed EC-12</u>	<u>F</u>
<u>Oscar</u>	<u>1</u>	<u>613: LOTE Spanish EC-12</u>	<u>P</u>
<u>Patrice</u>	<u>1</u>	<u>164 Bilingual Education Supplemental</u>	<u>P</u>
<u>Patrice</u>	<u>1</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Patrice</u>	<u>2</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Patrice</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>P</u>
<u>Quinn</u>	<u>1</u>	<u>164 Bilingual Education Supplemental</u>	<u>F</u>
<u>Quinn</u>	<u>1</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>
<u>Roberto</u>	<u>1</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Roberto</u>	<u>2</u>	<u>291 Core Subjects EC-6</u>	<u>F</u>
<u>Roberto</u>	<u>3</u>	<u>391 Core Subjects EC-6</u>	<u>F</u>

Name	Test Attempt	Test Number/ Name	Test Result
Roberto	4	391 Core Subjects EC-6	F
Sally	1	613 LOTE Spanish EC-12	F

Inclusion Notes:

The results for Mel, Nancy, Quinn, and Sally are not included because they failed their first attempt and have not yet completed a second attempt.

Results for Andrea, Patrice, and Roberto are combined across 291 and 391. For Andrea, the first 391 attempt was counted because it was the second attempt overall for the combination of 291 and 391. For Patrice, the second attempt fail for 291 was counted, and the result for 391 was not counted, because the 391 attempt was his third attempt overall for the combination of 291 and 391. Finally, for Roberto, the second attempt fail for 291 was counted, but the second attempt for 391 was not counted, because it was the 4th attempt overall for the combination of 291 and 391.

Results for Hector are included because PASL is included in Indicator 1B for 2021-2022.

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate by dividing the number of examinations passed on their first or second attempt (14) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (19). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100$$

$$=$$

$$\frac{14}{19} \times 100 =$$

$$0.736 \times 100 =$$

$$73.6\%, \text{ which rounds to } 74\%$$

Example Calculation: Percent of Individuals Passing Content Pedagogy Tests [Non-PPR Certification Examinations] within a Certification Category (19 TAC §229.5(c))

Step 1: Using the test approval list in ECOS, identify all individuals admitted to the EPP after December 26, 2016.

Step 2: Identify which tests to include in calculations. For certificate categories that do not require the Science of Teaching Reading exam (STR) or the Bilingual Supplemental exam (BIL), content pedagogy tests [~~Non-PPR exams~~] recommended by the EPP are included. For certificate categories that require STR or BIL, exams are associated with candidates and categories as described in the Disaggregation at the Certification Class or Category Level section of this chapter.

Step 3: Retrieve content pedagogy tests [~~non-PPR exam~~] results for candidates identified in Step 1 for their category(ies) and examinations identified in Step 2.

Step 4: Counting chronologically, identify the attempt number associated with each exam for each candidate in each field at each EPP.

Step 5: Identify which test scores to include in calculations. For the purpose of calculating pass rate, only passes on first attempts, passes on second attempts, or failures on second attempts are included. Only first attempt passes, second attempt passes, and second attempt fails completed in the academic year are included.

STR Certificate Category (Core Subjects with STR: EC-6) Example

All results that are not shaded in gray are excluded from calculations because the individual has not yet made a second attempt or already attempted the exam twice.

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Andrea	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Andrea	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Andrea	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Betty	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Carlos	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Dana	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Dana	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Eduardo	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Eduardo	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Faye	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Faye	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Faye	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
George	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Hector	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Imogen	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Imogen	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Imogen	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	F
Josefina	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Josefina	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Josefina	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Kim	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Lance	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P

Name	Test Attempt	Test Number / Name	Cert Category Pursued by Candidate	Test Result
Manuel	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Manuel	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Nadia	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Naida	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Olga	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Olga	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Olga	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Pent	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Quentin	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Ramon	1	291 Core Subjects EC-6	Core Subjects with STR: EC-6	F
Ramon	2	291 Core Subjects EC-6	Core Subjects with STR: EC-6	P
Ramon	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Sienna	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P
Todd	1	293 Science of Teaching Reading	Early Childhood: EC-3	P
Uma	1	293 Science of Teaching Reading	Core Subjects with STR: EC-6	P

Inclusion Notes:

The 291 results for Dana and Olga and the 293 results for Imogen are not included because they failed their first attempt and have not yet completed a second attempt.

The 293 result for Todd is not included because he is not pursuing a different certificate category. His result would be used in the calculation for the Early Childhood: EC-3 category pass rate.

Step 6: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 for further explanation of the small group aggregation.

Step 7: Calculate the pass rate for each exam by dividing the number of examinations passed on their first or second attempt (291: 16; 293: 11) by the total number examinations passed on the first and second attempt plus the number of failed examinations on the second attempt (291: 12; 293: 11). Multiply this value by 100. Round to the nearest whole number.

Example Pass Rate Calculation

$$= \frac{\text{Number of tests passed}}{\text{Number of tests completed}} \times 100$$

=

$$\frac{12}{16} \times 100 =$$

$$0.75 \times 100 =$$

$$75\% \text{ for } 291$$

$$\frac{11}{11} \times 100 =$$

$$1 \times 100 =$$

$$100\% \text{ for } 293$$

Chapter 4 – Appraisal of First-Year Teachers by Administrators

Overview

ASEP Accountability Indicator 2 is the percent of first-year teachers who are designated as *sufficiently prepared* or *well-prepared* based on survey ratings by their principals.

The principal survey is administered between early April and mid-June at the end of the relevant academic year. The survey is delivered through the ECOS. The roster of first-year teachers is determined using certification data and Public Education Information Management System (PEIMS) data. This roster is loaded into ECOS and district-level human resources staff perform roster verification, certifying that the individual is employed in the district, was employed for at least five months in the reporting period, and works at the school designated in the system.

Principals log in to ECOS to complete the survey. Within the survey, the principal verifies that the individual is teaching in the area(s) for which he or she was prepared by the EPP and that the individual was employed for at least five months in the reporting period. If the principal does not verify these two statements, the survey is not collected.

The survey application requires the completion of all questions in the four required sections of the survey. These sections are Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities. Additionally, if the principal indicates that the individual worked with students with disabilities or emergent bilingual students [~~students who are English language learners~~], these additional survey sections are displayed and required to be completed.

Following the end of the principal survey data collection period, the data is retrieved from ECOS, cleaned, processed, de-identified, and posted online. Additionally, EPP-specific reports are generated and delivered to EPPs and the public. The aggregated and disaggregated results are used as ASEP Accountability Indicator 2.

Individuals Included

All first-year teachers of record currently enrolled in an EPP or who finished an EPP program within the five years prior to the reporting period and taught in the Texas public school system for a minimum of five months during the reporting period are included.^[4] See TAC §229.2(18) for the definition of a first-year teacher. Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit are excluded. Individuals who were incorrectly in the principal survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on any of the four required survey sections are excluded. Data from optional sections (i.e.,

^[4] See TAC §229.2(18) for the definition of a first-year teacher.

Students with Disabilities, Emergent Bilingual Students (English Language Learners) are included when available.

Calculation

Count the number of principal surveys for the EPP that met standard. Divide this number by the total number of completed principal surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Scoring Approach

The scoring approach weights all individual categories equally. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

Subscale	Number of Items	Items in ECOS Survey
Planning	12	Q4 - Q15
Instruction	13	Q16 - Q28
Learning Environment	7	Q29 - Q35
Professional Practices & Responsibilities	6	Q36 - Q41
Students with Disabilities	6	Q43 - Q48
<u>Emergent Bilingual Students</u> (<u>English Language Learners</u>)	4	Q50 - Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, the Students with Disabilities section and the Emergent Bilingual Students (English Language Learners) section are only displayed if the principal indicates that the teacher worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either four, five, or six complete survey sections.

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 2. Only data from years in which ASEP Accountability Indicator 2 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses

results calculated using the survey and scoring approach effective for the particular administration of the survey.

Worked Example

Example Calculation: Principal Appraisal of First-Year Teachers (ASEP Accountability Indicator 2)

Step 1: Retrieve principal survey data in ECOS.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name ^[5]	Points by Survey Section ^[6]						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS [ELL]	PL	INS	LE	PPR	SWD	EBS [ELL]		
<i>Number of Questions</i>	12	13	7	6	6	4	12	13	7	6	6	4		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	Y
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	N
Jessie	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	Y
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	N
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y

[5] Public data sets do not include names.

[6] PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

Name ^[5]	Points by Survey Section ^[6]						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR	SWD	EBS [ELL]	PL	INS	LE	PPR	SWD	EBS [ELL]		
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1–5 for the prior year and add those individuals to the list. See Chapter 2 of the ASEP Manual for further explanation of the small group aggregation.

Step 6: Count the number of first-year teachers who met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

$$90\%$$

Chapter 5 – Improvement in Student Achievement of Students Taught by Beginning Teachers

Overview

ASEP Accountability Indicator 3 is the improvement of student achievement of students in the classrooms of beginning teachers. This indicator uses student data from the STAAR progress measure generated as part of the Accountability Rating System of districts, campuses, and charter schools and aggregates it to the EPP by linking the students to the beginning teachers whom have completed the EPP. Once values are determined for the beginning teachers, the value for the EPP is calculated and compared to the performance standard.

Individuals

All beginner teachers of record currently employed within a Texas public school. Beginner teachers are defined as teachers of record with three (3) or fewer consecutive years of teaching. These teachers are verified through the Public Education Information Management System (PEIMS) ~~[and through validation by local education agencies]~~. Teachers on standard, intern, and probationary certificates are included. Teachers who are teaching under an emergency permit are excluded. Teachers who received initial teacher certification through a route other than preparation by a Texas EPP are excluded. Teachers who left the teacher work force prior to three consecutive years of teaching and subsequently re-entered the teacher work force are excluded. Teachers of students with STAAR progress measures are included. Students' STAAR progress measures are associated with the corresponding teacher as contained in the assessment data. Teachers must have 10 or greater student progress measure values associated with them within a subject area for that subject area data to be included for the teacher.

Assessments Included

The model utilizes the STAAR progress measure for individual students, calculated as described in 19 TAC Figure: §97.1001(b). The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score—the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is then categorized as Limited, Expected, or Accelerated. If a student's STAAR progress measure is Expected, he or she met growth expectations. If the student's STAAR progress measure is Accelerated, he or she exceeded growth expectations. Currently, STAAR results for grades 4–8, English II, and Algebra I end-of-course (EOC), are utilized. Available data from all students, including students with disabilities, are used in the calculation of this measure.

Scoring Approach

The scoring approach first determines a value associated with the teacher based on the associated student STAAR progress measures. TEA then compares the teacher score to the individual standard. The individual teacher performances are then aggregated at the EPP level, and the EPP performance is determined. This EPP value is then compared with the performance standard.

Teacher level aggregation

The value for the individual teacher is generated by first taking the average of the students' progress measures for each STAAR subject area taught by that teacher and multiplied by 100. Next, we find the average of all the subject-level progress measures associated with the teacher. This value is compared to a value of 50, which

corresponds with neutral student growth. If the value is 50 or greater, the individual teacher is considered to have met the individual standard.

EPP Score Determination

Following the determination of the performance standard for the individual teachers, the value for the EPP is determined. The number of teachers associated with the EPP who met the individual standard is then divided by the total number of teachers associated with the EPP in the sample and multiplied by 100 to get a percent. This is the EPP value for Indicator 3, which is compared with the performance standard.

Special Methodological Considerations

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 3. Only data from years in which ASEP Accountability Indicator 3 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the scoring approach effective for the year in which the values were calculated.

Worked Example

Example Calculation: Student growth of Beginning Teachers (ASEP Accountability Indicator 3)

Step 1: Identify teachers in their first three years serving as a teacher of record who were prepared for initial certification by a Texas EPP.

Step 2: Retrieve student data from Performance Reporting for students associated with the beginning teacher roster.

Step 3: Average the student progress measures for each unique combination of teacher and STAAR area. Only include those combinations of teacher and STAAR area where the teacher has 10 or more associated student scores.

EPP Code (E)	Teacher (T)	Average Student Growth Scores (GSs)	Course (C)
123456	111	75	Math
123456	112	65	Math
123456	112	70	ELAR
123456	113	50	ELAR

Step 4: Average the values by individual teacher.

Step 5: Compare individual teacher values to the individual standard score.

Teacher	Teacher Growth Score	Individual Standard	Met Standard?
111	75	50	Yes
112	67.5	50	Yes
113	40 [50]	50	No
778	60	50	Yes
892	35	50	No
952	69	50	Yes
1155	73.5	50	Yes
1357	82	50	Yes
1544	58	50	Yes
1656	90	50	Yes
1959	88	50	Yes
2083	100	50	Yes
2257	51	50	Yes
2492	60	50	Yes
2926	84	50	Yes
3011	42.5	50	No
3271	69	50	Yes
3461	40	50	No
3753	71.5	50	Yes
4045	82	50	Yes
4214	64	50	Yes
4226	55	50	Yes
4267	91	50	Yes
4358	67	50	Yes
4464	26	50	No
4779	70	50	Yes
5421	58.5	50	Yes
5973	88.5	50	Yes
6404	64	50	Yes
6542	51	50	Yes
6772	50	50	No
7279	87.5	50	Yes
7849	41	50	No
7881	41	50	No
7925	81	50	Yes
8106	75	50	Yes

8341	90	50	Yes
9297	44	50	No

Step 6: Count the total number of beginning teachers with growth scores associated with the EPP (38).

Step 7: Count the total number of beginning teachers associated with the EPP who met the standard (29).

Step 8: Divide the number in Step 7 by the number in Step 6 and multiply by 100. This is the value for the EPP.

$$\frac{\text{Number of teachers meeting individual standard}}{\text{Total number of teachers with growth scores}} \times 100 =$$

$$\frac{29}{38} \times 100 =$$

76%

Chapter 6 – Frequency, Duration, and Quality of Field Supervision

Overview

ASEP Accountability Indicator 4 is the frequency, duration, and quality of field observations. The SBEC has separated this indicator into two measures: the frequency and duration of field observations (ASEP Accountability Indicator 4a) and the quality of field observations (ASEP Accountability Indicator 4b). ASEP Accountability Indicator 4a is based on data reported by EPPs into ECOS for each individual observation. ASEP Accountability Indicator 4b is based on an exit survey of teacher candidates which is administered at the time the candidates apply for their standard certificate. This section presents the individuals included, the data included, special methodological considerations, and a worked example of computing these two aligned indicators.

Individuals Included

ASEP Accountability Indicator 4a

For ASEP Accountability Indicator 4a, all individuals who completed an internship or clinical teaching appointment during the reporting period are included. In the cases where an internship or clinical teaching appointment overlaps two reporting years, the internship or clinical teaching ~~[field experience]~~ is reported in the reporting year in which it ended. Individuals serving an internship are identified for the data set if they have an intern, probationary, probationary extension, or probationary second extension certificate which expires in the reporting year. Individuals completing a clinical teaching appointment are identified as being marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Individuals who have their internship certificate deactivated prior to the expiration of the certificate are removed from the data set. These deactivations must be communicated to the TEA by the EPP. Additionally, individuals who do not complete their internship or clinical teaching ~~[field experience]~~, due to extenuating circumstances or the issuance of a standard certificate prior to the conclusion of their internship or clinical teaching ~~[field experience]~~, are removed from the data set. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval. [EPPs communicate these exceptions via official letters to the TEA during the ASEP reporting period.]

ASEP Accountability Indicator 4b

For ASEP Accountability Indicator 4b, all individuals who apply for an initial standard teaching license during the academic year are asked to submit surveys, which are completed in ECOS.

Data Included

ASEP Accountability Indicator 4a

All observations reported to the TEA through ECOS are used in the calculation for ASEP Accountability Indicator 4a. Observations must be reported in ECOS in the academic year during which they occurred. EPPs report the candidate name, candidate TEA ID, field supervisor name, field supervisor TEA ID, assignment begin date, assignment end date, observation date, observation duration, assignment type, notes, and any other field required by ECOS for each observation.

ASEP Accountability Indicator 4b

All exit surveys with complete data that are submitted in the reporting year are included in the data set.

Calculation

ASEP Accountability Indicator 4a:

Divide the number of individuals who completed an internship or clinical teaching appointment in the reporting year who had the minimum number of required observations (as specified in 19 TAC §228.35(g)) by the number of individuals who completed an internship or clinical teaching appointment in the reporting year. Multiply by 100. Round to the nearest whole number.

ASEP Accountability Indicator 4b:

Count the number of surveys for the EPP that met standard. Divide this number by the total number of completed exit surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Special Methodological Considerations

For ASEP Accountability Indicator 4a, results are disaggregated by race, gender, and ethnicity categories. Per 19 TAC §229.4(c)(1), the small group aggregation procedure does not apply to indicator 4a.

For ASEP Accountability Indicator 4b, the data collection mechanism does not capture race, gender, or ethnicity data. Consequentially, this indicator is reported only at the aggregated level. The small group aggregation procedure does apply to ASEP Indicator 4b.

Worked Examples

Example Calculation: Frequency and Duration of Internship and Clinical Teaching Field Observations (ASEP Accountability Indicator 4a)

Step 1: Identify all individuals completing an internship between September 1 and August 31 of the reporting year. These individuals are those who have an intern, probationary, probationary extension, or probationary second extension certificate which expired in the reporting year.

Step 2: Identify all individuals completing clinical teaching between September 1 and August 31 of the reporting year. These individuals are those who were marked as a completer by the program without having held an intern, probationary, probationary extension, or probationary second extension certificate.

Step 3: Combine the individuals from Steps 1 and 2. Remove any accepted exceptions reported to the TEA during the annual reporting period using the supplied form.

Step 4: Retrieve all field observations reported to the TEA which occurred during the internships or clinical teaching experiences in the data set resulting from Step 3.

Step 5: Count the number of observations of at least the duration specified in 19 TAC §228.35(g), for each candidate.

Example Observation Data

Name	Certificate / Assignment Type	Observation Duration [Visit Hours ⁷]
Carmen Adams	Intern	0:56
Carmen Adams	Intern	1:02
Carmen Adams	Intern	0:45
Carmen Adams	Intern	1:12
Carmen Adams	Intern	0:46
Christina Boyd	Intern	0:57
Marjorie Brock	Clinical Teaching	0:50
Marjorie Brock	Clinical Teaching	1:14
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:02
Marjorie Brock	Clinical Teaching	1:09
Dora Cain	Intern	0:47
Dora Cain	Intern	0:51
Dora Cain	Intern	0:40
Dora Cain	Intern	1:00
Dianne Cannon	Clinical Teaching	1:13
Dianne Cannon	Clinical Teaching	0:38
Dianne Cannon	Clinical Teaching	0:53
Dianne Cannon	Clinical Teaching	0:47
Dianne Cannon	Clinical Teaching	1:01
Billie Daniels	Probationary	1:15
Billie Daniels	Probationary	0:58
Billie Daniels	Probationary	0:54
Madeline Doyle	Clinical Teaching	1:10
Madeline Doyle	Clinical Teaching	0:55
Madeline Doyle	Clinical Teaching	0:46

[Exclusion example: The observation of Dora Cain and Dianne Cannon are not counted because these observations were less than the requirement in 19 TAC §228.35(g).]

⁷[This column indicates the duration of the observation.]

Name	Certificate / Assignment Type	Observation Duration [Visit_Hours?]
Jaime Fowler	Intern	0:59
Jaime Fowler	Intern	1:07
Jaime Fowler	Intern	1:01
Jaime Fowler	Intern	1:00
Jaime Fowler	Intern	0:49
Chad Frazier	Clinical Teaching	0:46
Chad Frazier	Clinical Teaching	0:55
Chad Frazier	Clinical Teaching	1:11
Chad Frazier	Clinical Teaching	1:25
Jean Hawkins	Probationary Ex	0:58
Jean Hawkins	Probationary Ex	0:50
Jean Hawkins	Probationary Ex	1:00
Jean Hawkins	Probationary Ex	0:59
Grace Hoffman	Clinical Teaching	0:52
Grace Hoffman	Clinical Teaching	0:59
Grace Hoffman	Clinical Teaching	0:59
Doris Hunter	Probationary	1:03
Doris Hunter	Probationary	1:19
Doris Hunter	Probationary	0:45
Melba Jensen	Clinical Teaching	0:46
Melba Jensen	Clinical Teaching	0:53
Melba Jensen	Clinical Teaching	1:01
Edmund Kennedy	Intern	1:20
Edmund Kennedy	Intern	0:58
Edmund Kennedy	Intern	0:50
Edmund Kennedy	Intern	0:59
Edmund Kennedy	Intern	0:57
Neil Newton	Clinical Teaching	0:55
Neil Newton	Clinical Teaching	1:47
Neil Newton	Clinical Teaching	0:51
Neil Newton	Clinical Teaching	1:05
Neil Newton	Clinical Teaching	1:02
Elsie Pearson	Probationary	1:15
Elsie Pearson	Probationary	1:01
Elsie Pearson	Probationary	0:55
Christopher Ray	Clinical Teaching	0:58
Christopher Ray	Clinical Teaching	0:52
Christopher Ray	Clinical Teaching	0:47
Christopher Ray	Clinical Teaching	0:59
Christopher Ray	Clinical Teaching	0:46

Name	Certificate / Assignment Type	Observation Duration [Visit_Hours?]
Charlie Schultz	Intern	0:58
Charlie Schultz	Intern	0:45
Charlie Schultz	Intern	0:53
Charlie Schultz	Intern	0:52
Charlie Schultz	Intern	1:23
Duane Soto	Clinical Teaching	1:17
Duane Soto	Clinical Teaching	0:59
Duane Soto	Clinical Teaching	0:53
Duane Soto	Clinical Teaching	0:46
Duane Soto	Clinical Teaching	0:48
Duane Soto	Clinical Teaching	0:55
Penny Sutton	Clinical Teaching	0:59
Marty Wood	Clinical Teaching (28 week)	0:49
Marty Wood	Clinical Teaching (28 week)	0:45
Marty Wood	Clinical Teaching (28 week)	0:57
Marty Wood	Clinical Teaching (28 week)	1:25
Marty Wood	Clinical Teaching (28 week)	1:15
Marty Wood	Clinical Teaching (28 week)	1:25

Notes:

The observations of Dora Cain and Dianne Cannon highlighted above are not counted because these observations were less than the requirement in 19 TAC §228.35(g).

Step 6: Identify candidates and interns who meet the minimum requirement of the number of observations required in 19 TAC §228.35(g).

[Example Data Summary]

[Name]	Pre-Certification Teaching Experience	Number of 45-Minute Field Observations	Meet Minimum Requirement?
Marjorie Brock	Clinical Teaching	5	Y
Dianne Cannon	Clinical Teaching	5	Y
Madeline Doyle	Clinical Teaching	3	N
Chad Frazier	Clinical Teaching	4	N
Grace Hoffman	Clinical Teaching	3	N
Melba Jensen	Clinical Teaching	3	N
Neil Newton	Clinical Teaching	5	Y
Christopher Ray	Clinical Teaching	5	Y
Duane Soto	Clinical Teaching	6	Y
Marty Wood	Clinical Teaching	6	Y
Penny Sutton	Clinical Teaching	1	N

[Calculation Rule: Penny only had one qualifying observation. She is identified as a candidate for whom the minimum requirement was not met.]

<u>Name</u>	<u>Pre-Certification Teaching Experience</u>	<u>Number of 45-Minute Field Observations</u>	<u>Meet Minimum Requirement?</u>
<u>Carmen Adams</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>
<u>Cristina Boyd</u>	<u>Intern</u>	<u>1</u>	<u>N</u>
<u>Dora Cain</u>	<u>Intern</u>	<u>3</u>	<u>N</u>
<u>Billie Daniels</u>	<u>Probationary</u>	<u>3</u>	<u>Y</u>
<u>Jaime Fowler</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>
<u>Jean Hawkins</u>	<u>Probationary Ex</u>	<u>4</u>	<u>Y</u>
<u>Doris Hunter</u>	<u>Probationary</u>	<u>3</u>	<u>Y</u>
<u>Edmund Kennedy</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>
<u>Elsie Pearson</u>	<u>Probationary</u>	<u>3</u>	<u>Y</u>
<u>Charlie Schultz</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>

[Calculation Rule: Cristina had only one qualifying observation. She is identified as a candidate for whom the minimum requirement was not met.]

Example Data Summary

<u>Name</u>	<u>Pre-Certification Teaching Experience</u>	<u>Number of 45-Minute Field Observations</u>	<u>Meet Minimum Requirement?</u>
<u>Mariorie Brock</u>	<u>Clinical Teaching</u>	<u>5</u>	<u>Y</u>
<u>Dianne Cannon</u>	<u>Clinical Teaching</u>	<u>5</u>	<u>Y</u>
<u>Madeline Doyle</u>	<u>Clinical Teaching</u>	<u>3</u>	<u>N</u>
<u>Chad Frazier</u>	<u>Clinical Teaching</u>	<u>4</u>	<u>N</u>
<u>Grace Hoffman</u>	<u>Clinical Teaching</u>	<u>3</u>	<u>N</u>
<u>Melba Jensen</u>	<u>Clinical Teaching</u>	<u>3</u>	<u>N</u>
<u>Neil Newton</u>	<u>Clinical Teaching</u>	<u>5</u>	<u>Y</u>
<u>Christopher Ray</u>	<u>Clinical Teaching</u>	<u>5</u>	<u>Y</u>
<u>Duane Soto</u>	<u>Clinical Teaching</u>	<u>6</u>	<u>Y</u>
<u>Marty Wood</u>	<u>Clinical Teaching</u>	<u>6</u>	<u>Y</u>
<u>Penny Sutton</u>	<u>Clinical Teaching</u>	<u>1</u>	<u>N</u>
<u>Carmen Adams</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>
<u>Cristina Boyd</u>	<u>Intern</u>	<u>1</u>	<u>N</u>
<u>Dora Cain</u>	<u>Intern</u>	<u>3</u>	<u>N</u>
<u>Billie Daniels</u>	<u>Probationary</u>	<u>3</u>	<u>Y</u>
<u>Jaime Fowler</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>
<u>Jean Hawkins</u>	<u>Probationary Ex</u>	<u>4</u>	<u>Y</u>
<u>Doris Hunter</u>	<u>Probationary</u>	<u>3</u>	<u>Y</u>
<u>Edmund Kennedy</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>
<u>Elsie Pearson</u>	<u>Probationary</u>	<u>3</u>	<u>Y</u>
<u>Charlie Schultz</u>	<u>Intern</u>	<u>5</u>	<u>Y</u>

Step 7: Divide the number of candidates who received at least the minimum field observations required by 19 TAC §228.35(g) (14) by the total number of candidates who completed clinical teaching (21).

$$\frac{\text{Number of candidates who met minimum requirement}}{\text{Number of candidates with field experiences}} \times 100 =$$

$$\frac{14}{21} \times 100 = 66.67\%, \text{ which rounds to } 67\%$$

Example Calculation: Quality of Field Supervision (ASEP Indicator 4b)

Step 1: Access the Exit Survey results completed by candidates between September 1 and August 31 of the academic year. These results are recorded without personally identifiable information.

Step 2: Identify which candidate scores were within acceptable values for their field supervision rating. Candidates rate their field experience on 11 survey items (items 3-9, 11-14 [~~39-45, 47-50~~]) on the Exit Survey using a 4-point scale where 4 = *Rarely*; 3 = *Occasionally*; 2 = *Frequently*; and 1 = *Always/Almost Always*. To meet the standard of *frequently* or *always/almost always* providing the components of structural guidance and ongoing support provision of high-quality field supervision (see 19 TAC §229.4(a)(4)(B)), responses to the applicable items must sum to equal or less than 22 points (11*2=22), corresponding with an average score of 2 or less across survey items.

Example Data

Name	Total Points	Within Acceptable Values
Candidate 1	21	Y
Candidate 2	20	Y
Candidate 3	23	N
Candidate 4	19	Y
Candidate 5	18	Y
Candidate 6	18	Y
Candidate 7	17	Y
Candidate 8	14	Y
Candidate 9	19	Y
Candidate 10	25	N
Candidate 11	23	N
Candidate 12	18	Y
Candidate 13	14	Y
Candidate 14	14	Y
Candidate 15	28	N
Candidate 16	19	Y
Candidate 17	26	N

Name	Total Points	Within Acceptable Values
Candidate 18	13	Y
Candidate 19	19	Y
Candidate 20	13	Y
Candidate 21	16	Y
Candidate 22	18	Y
Candidate 23	21	Y
Candidate 24	20	Y
Candidate 25	33	N
Candidate 26	40	N
Candidate 27	26	N
Candidate 28	17	Y
Candidate 29	17	Y
Candidate 30	19	Y

Step 3: Count the number of candidate scores that were within acceptable criteria (22).

Step 4: Divide the number of candidates whose scores were within the acceptable criteria (22) by the total number of candidates with scores (30). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of candidates' scores that were within acceptable values}}{\text{Total number of survey responses}} =$$

$$\frac{22}{30} \times 100 =$$

73.33%, which rounds to 73%

Chapter 7 – New Teacher Satisfaction

Overview

ASEP Accountability Indicator 5 is the percent of new teachers who indicate that they were *sufficiently-prepared or well-prepared* by their EPP, as measured on the teacher satisfaction survey.

The teacher survey is administered between the beginning of April and mid-June at the end of the relevant academic year. The survey is delivered using the Qualtrics survey platform. The sample of new teachers is determined using certification data and PEIMS data. This roster is loaded into Qualtrics and an email containing a link to the survey is sent to the teacher. New teachers verify that they are completing their first year of teaching while holding a standard teaching certificate.

Teachers are required to complete all questions in the four required sections of the survey. Additionally, if the teacher indicates that he or she worked with students with disabilities or students who are emergent bilingual students [~~English language learners~~], those additional sections are displayed and are required to be completed by the teacher.

Following the close of the teacher survey data collection period, the data is retrieved from Qualtrics, cleaned, processed, de-identified, and posted online. The aggregated and disaggregated results are used as ASEP Accountability Indicator 5.

Individuals Included

All new teachers who finished an EPP program within the five years prior to the reporting period and are completing their first year of teaching while holding a standard certificate are included.^[§] See TAC §229.2(25) for the definition of a new teacher. Teachers must have taught in the Texas public school system for a minimum of five months during the reporting period as evidenced by their presence in the PEIMS employment data gathered in October of the reporting year. Only teachers with standard certificates as of the October snapshot date are included. Teachers who are teaching under an emergency permit or who were not listed as employed in the PEIMS data in the reporting period are excluded. Individuals who were incorrectly in the teacher survey roster as identified by the EPP are not included. EPPs communicate these exceptions to TEA via a provided form during a review period specified by TEA. These exceptions are subject to TEA approval.

Assessments Included

All complete surveys with valid data for teachers who meet the conditions above are included. Surveys that lack valid data on one or more of the four required survey sections are excluded. Data from additional sections (i.e., Students with Disabilities, Emergent Bilingual Students [~~English Language Learners~~]) are included when available.

^[§] See TAC §229.2(25) for the definition of a new teacher

Calculation

Count the number of teacher surveys for the EPP that met standard. Divide this number by the total number of completed teacher surveys for the EPP. Multiply by 100. Round to the nearest whole number.

Scoring Approach

The scoring approach aligns with the scoring approach for the principal survey. Each item is weighted by the inverse of the number of items in the subscale. Operationally, this means that the average for each subscale is calculated, and then the average of these subscale values is calculated for the final individual-level score. The individual must average a score of 2 or better, corresponding with *sufficiently prepared*.

The individual subscales and their constituent items are presented in the table below.

Individual Subscales and Constituent Items

Subscale	Number of Items	Items in Survey (Question #)
Planning	12	Q4 – Q15
Instruction	13	Q16 – Q28
Learning Environment	7	Q29 – Q35
Professional Practices & Responsibilities	6	Q36 – Q41
Students with Disabilities	6	Q43 – Q48
Emergent Bilingual Students (English Language Learners)	4	Q50 – Q53

Special Methodological Considerations

Optional Sections and Missing Data

As noted above, ~~the~~ Students with Disabilities section and ~~the~~ Emergent Bilingual Students (English Language Learners) section are only displayed if the teacher indicates that he or she worked with either or both of these populations. If the survey sections are not displayed on the survey, no data are recorded for these sections. The determination of whether or not the individual survey met standard is based only on the sections of the survey with complete data.

The survey tool does not allow for individuals completing the survey to leave questions blank. Consequentially, each individual survey will have either 4, 5, or 6 complete survey sections.

Small Group Aggregation

Per 19 TAC §229.4(c), the small group aggregation procedure as described in ASEP Manual Chapter 2 is conducted for ASEP Accountability Indicator 5. Only data from years in which ASEP Accountability Indicator 5 has been a consequential indicator are used in this aggregation. The small group aggregation procedure uses results calculated using the survey and scoring approach effective for the particular administration of the survey.

Exam Worked Example Calculation: New Teacher Satisfaction (ASEP Accountability Indicator 5)

Step 1: Access teacher satisfaction survey results.

Step 2: Average the item scores in each subsection.

Step 3: Average the subsection values.

Step 4: Identify which surveys have the minimum acceptable score or higher.

Example Survey Data and Calculation

Name ^[9]	Points by Survey Section ^[10]						Average by Survey Section						Overall Average	Met Standard
	PL	INS	LE	PPR [PL]	SWD [INS]	EBS [LE]	PL	INS	LE	PPR [PL]	SWD [INS]	EBS [LE]		
<i>Number of Questions</i>	12	13	7	6	6 [13]	4 [7]	12	13	7	6 [12]	6 [13]	4 [7]		
Kurt	27	28	16	16		12	2.25	2.15	2.29	2.67		3.00	2.47	Y
Salvador	26	28	18	15	14		2.17	2.15	2.57	2.50	2.33		2.35	Y
Regina	25	31	19	17	18	9	2.08	2.38	2.71	2.83	3.00	2.25	2.54	Y
Silvia	22	26	16	15	13	12	1.83	2.00	2.29	2.50	2.17	3.00	2.30	Y
Rachael	30	36	20	17	18	7	2.50	2.77	2.86	2.83	3.00	1.75	2.62	Y
Myra	29	32	19	16			2.42	2.46	2.71	2.67			2.56	Y
Darla	26	29	18	14	15	8	2.17	2.23	2.57	2.33	2.50	2.00	2.30	N
Guadalupe	32	33	19	14	16	11	2.67	2.54	2.71	2.33	2.67	2.75	2.61	Y
George	21	24	16	13	12	6	1.75	1.85	2.29	2.17	2.00	1.50	1.92	Y
Jessie	31	35	21	17	16	9	2.58	2.69	3.00	2.83	2.67	2.25	2.67	N
Lewis	24	25	12	7	11	8	2.00	1.92	1.71	1.17	1.83	2.00	1.77	Y
Ruby	26	25	16	15	16	5	2.17	1.92	2.29	2.50	2.67	1.25	2.13	Y
Josefina	33	35	20	16	17		2.75	2.69	2.86	2.67	2.83		2.76	Y
Susan	34	33	20	15	15	11	2.83	2.54	2.86	2.50	2.50	2.75	2.66	Y
Molly	28	29	18	14	15	5	2.33	2.23	2.57	2.33	2.50	1.25	2.20	Y
Sam	20	25	16	15	17	11	1.67	1.92	2.29	2.50	2.83	2.75	2.33	Y
Lucy	26	29	19	17	15	8	2.17	2.23	2.71	2.83	2.50	2.00	2.41	Y
Kevin	28	33	20	13	14		2.33	2.54	2.86	2.17	2.33		2.45	Y
Robin	29	35	19	11	13	5	2.42	2.69	2.71	1.83	2.17	1.25	2.18	Y
Mercedes	33	37	20	15	16	5	2.75	2.85	2.86	2.50	2.67	1.25	2.48	Y

Notes:

Public data sets do not include names.

^[9] Public data sets do not include names.

^[10] PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; ELL = English language learners. Empty cells denote missing data.

PL = Planning; INS = Instruction; LE = Learning Environment; PPR = Professional Practices & Responsibilities; SWD = students with disabilities; EBS: Emergent Bilingual Students. Empty cells denote missing data.

Step 5: As necessary, perform the small group aggregation. If the aggregated group or any of the disaggregated groups contain ten or fewer individuals, perform Steps 1–5 for the prior year and add those individuals to the list. See ASEP Manual Chapter 2 for further explanation of the small group aggregation.

Step 6: Count the number of surveys that met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18).

Step 7: Divide the number of surveys which met the criteria for being designated as *sufficiently-prepared* or *well-prepared* (18) by the total number of surveys with valid scores (20). Multiply this value by 100. Round to the nearest whole number.

$$\frac{\text{Number of surveys meeting standard}}{\text{Total number of valid surveys}} \times 100 =$$

$$\frac{18}{20} \times 100 =$$

90%

Chapter 8 – Educator Preparation Program Commendations

Per 19 TAC §229.1(d)~~(e)~~, an accredited EPP not under a board order or otherwise sanctioned by the SBEC may receive commendations for success in areas identified by the SBEC. The TEA worked with the SBEC and the EPP stakeholder advisory groups in 2018 to identify and refine a framework for recognition and issues related to EPP eligibility and calculations. In 2019, the SBEC established a four-part framework for recognizing high-performing EPPs. This ASEP chapter presents that framework, related performance standards or metrics, sources of data, and descriptions of relevant calculations.

High-Performing EPP Framework

The framework consists of four parts. The framework was developed to allow for the recognition of EPPs that are high-achieving in both established and emerging measurements and priorities. Dimensions consist of multiple measures. The dimensions for recognition include:

- Rigorous and Robust Preparation
- Preparing the Educators Texas Needs
- Preparing Educators for Long-Term Success
- Innovative Educator Preparation

The measures within each dimension are presented in the table below. The Rigorous and Robust Preparation measures, the Preparing the Educators Texas Needs measures, and the Preparing Educators for Long-Term Success measures ~~[These measures]~~ are calculated annually to reflect EPP performance in the prior academic year. The Innovative Educator Preparation commendation is awarded at the discretion of the Board. The TEA conducts these calculations in conjunction with the ASEP accountability calculations and presents both sets of the results to the SBEC for approval on similar schedules. In all cases, the small group aggregation procedure as described in ASEP Manual Chapter 2 is applied to these measurements. However, if the small group aggregation is used, only programs with more than 10 individuals over the three years necessary for the calculation are eligible to receive a commendation related to the measure.

High Performing EPP Framework

Dimension	High-Performing EPP Measures	Standard
Rigorous and Robust Preparation	First test pass rate ^[14]	95% or greater
	First Test Pass rate in teacher shortage areas	95% or greater
	Principal Survey % of candidates Met Standard	95% or greater
Preparing the Educators Texas Needs	Preparing teachers in shortage areas	Top 5 EPPs
	Preparing Educators of Color	Top 5 EPPs
	Preparing Teachers for Rural Schools	Top 5 EPPs
Preparing Educators for Long-Term Success	Teacher Retention as a Texas public school teacher for 5 years	85% <u>95%</u> or greater

~~[14. EPPs are only eligible for this commendation if the differences between pass rates of different demographic groups are less than 10 percentage points]~~

Dimension	High-Performing EPP Measures	Standard
	Educator Retention as a Texas public school professional for 5 years	85% [95%] or greater
	Principal Employment in Principal or Assistant Principal Role within 3 years	75% or greater
Innovative Educator Preparation	Approved by the SBEC per EPP petition	

Rigorous and Robust Preparation

This dimension of high-performance uses the same data as the ASEP accountability indicators. The first measure is the overall pass rate for a candidate's first attempt on exams. All exams, including pedagogy tests and content pedagogy tests [PPR and non PPR exams], are pooled for this measure. ~~[Following ASEP Indicator Accountability 1, only tests necessary for the certificate(s) under which an individual is serving an internship and tests necessary for the category(ies) identified by the EPP on the finisher records list in ECOS are included.]~~ The standard is set at 95% or greater. Additionally, EPPs are only eligible for this recognition if the differences in the pass rates disaggregated by race and ethnicity are 10 percentage points or smaller for all groups meeting the minimum size criterion, following small group aggregation. Groups are only included in this analysis only if they contain more than 10 candidates following the small group aggregation.

The second measure in this dimension is the first test pass rate in Texas-identified, federally designated teacher shortage subject areas. These shortage areas are identified annually and reported to the United States Department of Education. For this measure, only those content pedagogy tests [subject-area exams] necessary for certification in the specified categories are included. The standard is set at 95% or greater.

The third indicator in this category is EPP performance on the principal survey. Following the procedure in ASEP Manual Chapter 4, results on the principal survey are computed at the EPP level. The standard is set at 95% or more individuals being rated as “met standard.”

Preparing the Educators Texas Needs

This dimension of high-performance identifies EPPs that prepare high percentages of educators identified by the SBEC and TEA as targeted for growth. For measures in this category, the top five programs, as a percentage of their completers, are recognized. As with all high-performing recognitions, only EPPs with an accreditation status of “Accredited” are eligible for recognition. This means that fewer than five EPPs may be recognized in any of these categories. Additionally, although the small group aggregation procedure is applied, only those programs which prepare more than 10 educators in any of the specified categories or groups once three years of data are aggregated are eligible for these commendations.

The first measure in this dimension is preparation of educators in teacher shortage subject areas. This indicator identifies EPPs that specialize in the preparation of educators for Texas-identified, federally-recognized teacher shortage areas. The total number of newly standard certified teachers with a certificate in each shortage area is identified, and this is divided by the total number of newly standard certified teachers at the EPP. The top five EPPs in each identified certification category are eligible to be recognized. Each shortage area is calculated separately, and an EPP may receive a commendation for one or multiple shortage areas.

The second measure in this dimension recognizes EPPs that prepare the highest percentage of educators who identify as African American and Hispanic. The total number of newly standard certified educators who identify as African American is identified, and this is divided by the total number of newly standard certified educators

at the EPP. Separately, the total number of newly standard certified educators who identify as Hispanic is identified, and this is divided by the total number of newly standard certified educators at the EPP. The top five EPPs with respect to each demographic group are eligible to be recognized. Each race/ethnicity category is calculated separately, and an EPP may receive a commendation for one or multiple race/ethnicity categories.

The third measure is preparation of teachers for rural schools. Using first-year employment data available in the PEIMS database and the district-level geographic designations, the TEA identifies a) teacher completers who are employed and b) teacher completers who are employed in a rural district as a teacher. The percentage of teachers [educators] working in a rural district is then calculated. The EPPs with the five highest percentages are eligible to be recognized.

Preparing Educators for Long-term Success

This dimension of high-performance identifies EPPs that prepare educators who continue working in Texas public schools for at least five years. The first measure identifies the percentage of teachers who were initially certified during a given academic year and were employed as regular classroom teachers in the next academic year. A teacher is considered retained only if they maintain continuous employment as a teacher in Texas public schools on a half-time or more basis. The number of teachers continuously employed as a teacher for five consecutive years is identified and used in this measure. [are recommended for certification by an EPP who are working as classroom teachers five years after their standard certification becomes effective. To calculate this measure, the TEA first identifies that subset of educators from an EPP who are working as classroom teachers in the year following their completion with the EPP and determines which of those teachers are employed as classroom teachers five years later.] Using the number of educators retained for 5 years and the original number of employed educators five years prior [these numbers], the TEA computes a percentage. The standard for recognition on this measure is set at 85% [95%] or higher.

The second measure in the dimension is continued employment in any role in the Texas public education system. The calculation for this measure is similar to the prior measure; however, this measure reports the percentage of individuals originally certified as classroom teachers continuously [still] employed in any role for [after] five years. [The eligible population is educators from all certification classes prepared by the EPP.] The standard for recognition on this measure is 85% [95%] or higher.

The third measure in this dimension is the employment of newly prepared principals. The calculation for this standard is the percentage of newly prepared principals working in a public school in Texas in an educational leadership role (principal, assistant principal, instructional leader, etc.) within three years of obtaining principal certification. The standard for recognition on this measure is 75%.

Innovative Educator Preparation

The final dimension of recognition gives the SBEC the opportunity to designate EPPs that have implemented innovative approaches to educator preparation. Specific topic areas for innovation are updated using input from the SBEC. EPPs respond to a call for applications in a format and a timeline determined by TEA and the SBEC. EPPs must submit a complete set of materials to be eligible for recognition. [The] TEA reviews applications for topic alignment and completeness. Appropriate applications are reviewed by an SBEC committee and approved by the full SBEC. Recognition is awarded at the discretion of the committee and the SBEC.

~~[For 2020-2021, the SBEC seeks to recognize EPPs that engage in comprehensive partnerships with LEAs to support district specific needs, in one or more of the following areas: supporting districts and mentor teachers through the pandemic, accelerating learning in response to COVID related learning loss, addressing staffing challenges, and implementing best practices that emerged from EPP and/or district responses to the COVID pandemic. Such practices must be well above SBEC mandate minimums to be considered.]~~

Chapter 9 – Determination of ASEP Index Score

Overview

Per 19 TAC §229.4(b), the ASEP Index Score may be used for accreditation status determination. This scoring system uses data from the seven ASEP Indicators along with differential weights to determine the total number of points possible for an EPP based on the data present, and the total number of points achieved. This section presents a description of the calculation, the weighting approach, special longitudinal considerations, and a worked example.

Calculation

The ASEP indicators consist of seven separate performance measures. Per TEC, §21.045(a), disaggregated categories with respect to gender, race, and ethnicity are used in the determination of continuing accountability. For these categories, TEA uses the race, ethnicity, and gender designations defined in 19 TAC §229.2(14)(~~13~~). The table below presents a matrix representation of this model.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for <u>pedagogy tests [PPR exams]</u>							
1b: Certification examination results for <u>content pedagogy tests [non-PPR exams]</u>							
2: Principal appraisal of the preparation of first-year teachers							
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations							
4b: Quality of field supervision							
5: Satisfaction of new teachers							

As described in the following section, weights are assigned to the individual measure. Additionally, a weight is assigned to the “All” category, separate from the individual demographic categories.

The total number of points achieved is calculated based on the EPP performance in each measure for each group. Values are assigned for each cell in the matrix based on the current [~~and prior~~] year performance and performance in the most recent prior year for which the EPP had actionable data.

Performance	Value
Met Standard	1
Did Not Meet Standard and Met Standard in Prior Year	0
No Data/Small Group Exception	<blank>
Did Not Meet Standard and Did Not Meet Standard in <u>most recent prior year for which the EPP had actionable data</u> [Prior Year]	-1

The total number of points achieved is then calculated by multiplying the individual cell by the measure weight and the demographic weight, and then summing all the cells. Blank cells are omitted from the sum.

The total number of points possible is calculated based on the data available. Cells are assigned a value of 1 if there is data available for the current academic year. Each cell is then multiplied by the measure weight and the demographic weight, and the cells are summed.

The percentage of points achieved is found by dividing the total number of points achieved by the total number of points possible and multiplying by 100. This value is then rounded to the nearest whole number.

Weighting

The table below presents the measure weights.

ASEP Measure	Weight
1a: Certification examination results for <u>pedagogy tests</u> [PPR exams]	4
1b: Certification examination results for <u>content pedagogy tests</u> [non-PPR exams]	2
2: Principal appraisal of the preparation of first-year teachers	1
3: Improvement in student achievement of students taught by beginning teachers	3
4a: Frequency and duration of field observations	3
4b: Quality of field supervision	3
5: Satisfaction of new teachers	2

The table below presents the demographic group weights.

Group	Weight
All	6
Female	1
Male	1
African American	1
Hispanic / Latino	1
Other	1
White	1

Worked Example

Example Calculation: ASEP Index

Step 1: Identify the EPP results for all ASEP Indicators for all groups.

Step 2: Populate the results table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for <u>pedagogy tests [PPR exams]</u>	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
1b: Certification examination results for <u>content pedagogy tests [non-PPR exams]</u>	Met (1)	Met (1)	Did not meet (0)	Met (1)	Met (1)	Met (1)	Met (1)
2: Principal appraisal of the preparation of first-year teachers	Met (1)	Met (1)	Did not meet (0)	Met (1)	Did not meet (0)	Met (1)	Met (1)
3: Improvement in student achievement of students taught by beginning teachers ^[12]	Report Only	Report Only	Report Only	Report Only	Report Only	Report Only	Report Only
4a: Frequency and duration of field observations	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)	Met (1)
4b: Quality of field supervision	Met (1)	No Data	No Data	No Data	No Data	No Data	No Data
5: Satisfaction of new teachers	Met (1)	Met (1)	Met (1)	Small Group	Did not meet (0)	Small Group	Met (1)

Note: Per 19 TAC §229.4(a)(3), Indicator 3 is not consequential for ASEP ratings until TEA has data necessary to calculate this performance standard for two years following the 2019-2020 academic year.

Step 3: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for <u>pedagogy tests [PPR exams]</u>	24	4	4	4	4	4	4

[¹² Per 19 TAC §229.4(a)(3), Indicator 3 is not consequential for ASEP ratings until TEA has data necessary to calculate this performance standard for two years following the 2019-2020 academic year.]

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1b: Certification examination results for <u>content pedagogy tests</u> [non-PPR exams]	12	2	0	2	2	2	2
2: Principal appraisal of the preparation of first-year teachers	6	1	0	1	0	1	1
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Satisfaction of new teachers	12	2	2		0		2

Step 4: Sum all the cells to find the total points achieved (152).

Step 5: Populate the data available table.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for <u>pedagogy tests</u> [<u>PPR exams</u>]	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
1b: Certification examination results for <u>content pedagogy tests</u> [non-PPR exams]	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
2: Principal appraisal of the preparation of first-year teachers	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
3: Improvement in student achievement of students taught by beginning teachers	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)
4a: Frequency and duration of field observations	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)	Yes (1)
4b: Quality of field supervision	Yes (1)	No (0)	No (0)	No (0)	No (0)	No (0)	No (0)
5: Satisfaction of new teachers	Yes (1)	Yes (1)	Yes (1)	No (0)	Yes (1)	No (0)	Yes (1)

Step 6: Multiply each cell by the corresponding measure weight and demographic weight.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Certification examination results for <u>pedagogy tests [PPR exams]</u>	24	4	4	4	4	4	4
1b: Certification examination results for <u>content pedagogy tests [non-PPR exams]</u>	12	2	2	2	2	2	2
2: Principal appraisal of the preparation of first-year teachers	6	1	1	1	1	1	1
3: Improvement in student achievement of students taught by beginning teachers							
4a: Frequency and duration of field observations	18	3	3	3	3	3	3
4b: Quality of field supervision	18						
5: Satisfaction of new teachers	12	2	2		2		2

Step 7: Sum all the cells to find the total points possible (158).

Step 8: Divide the points achieved by the points possible. Multiply by 100. Round to the nearest whole number.

$$\frac{\text{Number of ASEP Points Earned}}{\text{Number of ASEP Points Possible}} =$$

$$\frac{152}{158} \times 100 =$$

96.20%, which rounds to 96%

[=]

ATTACHMENT III
(Back to Attachments List)

Figure: 19 TAC §229.3(f)(1) [~~Figure: 19 TAC §229.3(f)(1)~~]

Data required to support Texas Education Code (TEC), §21.045(a) and (b); TEC, §21.0452; and 19 TAC §229.4, disaggregated by demographic group			
Accountability System Data		Description of Data	Required Submission Date and Method of Reporting
1	Record of all candidate observations, including candidates in a certification class other than classroom teacher.	Individual records of each field observation that occurred in the academic year.	By September 15 of each year, each Educator Preparation Program (EPP) will document field supervision in a format determined by TEA staff.
<u>2</u>	<u>Record of all candidate clinical teaching, internship, and practicum experiences</u>	<u>Individual records of each clinical teaching, internship, and practicum experiences that were completed in the academic year.</u>	<u>By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year.</u>
<u>3</u> (2)	Record of applicants	Report submitted by the EPP. This is the record of individual candidates who applied to be admitted to the program during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
<u>4</u> (3)	Record of candidates admitted	Report submitted by the EPP. This is the record of individual candidates who were admitted during the academic year.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
<u>5</u> (4)	Record of candidates retained	Report submitted by the EPP. This is the record of individual candidates who have been admitted to the EPP but have not completed the EPP.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
<u>6</u> (5)	Record of candidates completing all EPP requirements	Report submitted by the EPP. This is the record of individual candidates who have completed all EPP requirements.	By September 15 of each year, each EPP will submit data in a format designated by TEA staff for the preceding academic year. Data will be reported on the TEA website.
<u>7</u> (6)	All information required by federal law	Reports submitted by the EPPs in accordance with federal law.	EPPs will submit data required by federal law to the U.S. Department of Education or its agents in accordance with deadlines set by those entities. TEA website will include a link to the Title II website to enhance access to the data.

Item 23

**Discussion of Appointment of Bilingual Special Education Educator Standards Advisory
Committee**

[\(Back to Agenda\)](#)

Item 23: COVER PAGE

Type of Agenda Board Item:

- ✓ **Discussion Only:** TEA staff will present board items with an update, potential future items, and/or seek SBEC direction on potential future board action items. TEA staff will draft future action items from the Board's discussion and direction.
- Board Action:** SBEC members will take action on the agenda item and the effective date will be immediately upon Board approval.

Summary:

This item provides the SBEC with an opportunity to discuss the approval of an educator standards advisory committee to establish the Bilingual Special Education standards to implement HB 2256.

Statutory Authority:

All the relevant statutes, if applicable, pertaining to this item are listed for you in the Statutory Citations section of the agenda. This is always helpful in referencing the law the TEA staff worked under when preparing this item.

Relevant SBEC Core Principles:

We believe...

- student success is primary.
- well-prepared educators are essential.
- high certification standards are essential for ensuring consistency and effectiveness among educator preparation programs.
- standards should be measured by rigorous, relevant, valid, and reliable assessments.
- certification programs should be held to the same accountability standards.
- certification programs should have transparent systems for continuous improvement
- we are accountable to all Texas stakeholders and their input is essential.
- we must continually improve our policies and processes in response to changing needs.

Item 23:

Discussion of Appointment of Bilingual Special Education Educator Standards Advisory Committee

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss the appointment of a standards advisory committee to develop Bilingual Special Education educator standards to implement House Bill (HB) 2256, 87th Legislature, Regular Session, 2021.

STATUTORY AUTHORITY: Texas Education Code, §§21.031(b), 21.040(3-4), 21.041(b)(4), and 21.04891.

FUTURE ACTION EXPECTED: TEA staff expects to present the committee list at the July 2022 meeting for Board approval. Potential rule changes would be presented to the board at a future SBEC meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: SBEC is statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. SBEC is also statutorily required to appoint advisory committee members to recommend standards for each class of certificate. The standards are the basis for the certification examinations and set the requirements for EPP curriculum and delivery. The development committees include practicing educators, school district personnel, experts, and EPP faculty. These individuals collaborate to draft educator standards or review existing educator standards to ensure that the educator standards align with the commissioner's educator standards, reflect best practices, and where applicable, align with the current versions of the Texas Essential Knowledge and Skills (TEKS) that are adopted by the State Board for Education (SBOE).

HB 2256 Bilingual Special Education Certification Requirements

HB 2256, 87th Legislative Session, Regular Session, 2021 requires the SBEC to implement a new Bilingual Special Education educator certificate. The intent of the certificate is to ensure that there are teachers with special training in providing instruction to students of limited English proficiency with disabilities. HB 2256 specifies that to be eligible for the certificate, a candidate must complete educator preparation program coursework, with skills-based course of instruction on providing instruction to students of limited English proficiency with disabilities, including:

- the foundations of bilingual, multicultural, and second language special education;
- providing individualized education programs for students of limited English proficiency with disabilities;
- providing assessment of students of limited English proficiency with and without disabilities;
- developing teaching methods to recognize the intellectual, developmental, and emotional needs of students in dual language and transitional bilingual education settings;
- teaching fundamental academic skills, including reading, writing, and mathematics, to students of limited English proficiency; and

- creating partnerships with families and school professionals.

In addition, to be eligible for the Bilingual Special Education Certificate, HB 2256 requires that candidates perform satisfactorily on a bilingual special education certification exam prescribed by the Board.

Bilingual Special Education Educator Standards Advisory Committee

The first step to develop the Bilingual Special Education certificate and associated requirements would be to develop Bilingual Special Education educator standards. These Bilingual Special Education standards would serve as the basis for the certification examination development and set the requirements for EPP curriculum and delivery. With this in mind, TEA staff will seek to establish a Bilingual Special Education Educator Standards Advisory Committee.

TEA staff will seek committee members from the SBEC, legislative staff, professional organizations, educator preparation programs, teacher organizations, and other key stakeholders to ensure a pool of well-qualified candidates for selection. The application period would begin on April 29, 2022 and close on June 1, 2022. The application used to recruit and select committee members can be found in Attachment I. The committee members selected will develop the educator standards in alignment with the statutory requirements and provide input on the preparation and certification pathway for the new certificate area. The draft proposed action plan for the development of the Bilingual Special Education educator standards can be found in Attachment II.

Next Steps

TEA staff anticipates recommending a diverse committee member list for SBEC approval at the July 2022 SBEC meeting. In addition, TEA staff will regularly update the Board on the progress of the committee meetings and will present potential rule changes at a future SBEC meeting.

Staff Members Responsible:

Jessica McLoughlin, Director, Educator Standards and Testing

Attachments:

I. Bilingual Special Education Standards Advisory Committee Application

[\(Attachment I\)](#)

II. Draft Bilingual Special Education Educator Standards Advisory Committee Timeline

[\(Attachment II\)](#)

ATTACHMENT I
(Back to Attachments List)

Bilingual Special Education Standards Advisory Committee Application

Applicant Information

Name	
School District	
ESC Region	
Name of Current School, University or Program	
Email	
Years of Relevant Experience	
List of current and valid educator certifications (specific grade, content, etc.)	
Ethnicity	
Race	
Gender	
Have you previously served on any TEA Advisory Committees? If so, please list them.	
Please provide your TEA ID (if applicable)	

Role-Related Information

1. Describe how your skills and qualifications are well-suited for this work developing bilingual special education educator standards, including:
 - a. Description of your background and professional experience in a school district, college/university, and/or educator preparation program, specifically your experience supporting the development of bilingual special education students or development of bilingual and/or special educator teacher candidates.
 - b. List of your most recent student achievement/proficiency data, at the candidate, classroom, and/or campus level.

2. Discuss your vision for developing bilingual special education educator

standards. What impact do you think these standards would have on teacher candidates? Texas classrooms and students?

3. What are top resources, professional organizations, and/or professional development experiences have informed your implementation of research- and evidence-based practices in bilingual special education instruction?

ATTACHMENT II
([Back to Attachments List](#))**Draft Bilingual Special Education Educator Standards Advisory Committee Timeline**

Date	Proposed Action
May 2, 2022	TEA staff distributed educator standard advisory committee applications. Application period opened.
June 1, 2022	Application period closed.
July 22, 2022	SBEC opportunity to appoint educator standards advisory committee.
July 25, 2022	Appointed committee members notified.
August 2022	TEA staff host the first educator standards advisory committee meeting.
September 2022	TEA staff host the second educator standards advisory committee meeting.
October 2022	TEA staff host additional committee meetings as needed.
December 2022	Committee-recommended standards presented to the Board for discussion.

Item 24

Update of State Board for Educator Certification Enabling Legislation from the 87th Texas
Legislature

[\(Back to Agenda\)](#)

Item 24:**Update of State Board for Educator Certification Enabling Legislation from the 87th Texas Legislature****INFORMATION ONLY**

SUMMARY: This item provides an update to the State Board for Educator Certification (SBEC) regarding all SBEC-related legislation as a result of the 87th Texas Legislative Session.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The 87th Regular Texas Legislature passed several SBEC-related pieces of legislation. The Attachment includes a summary of each piece of enabling legislation, the subject and purpose, the existing Texas Administrative Code (TAC) rule, along with the current status/plan for implementation. TEA staff will provide regular updates on all SBEC-related legislation at upcoming meetings, including any additions that result from a Special Session.

Staff Members Responsible:

Christie Pogue, Director, SBEC Policy Development and Support
Laura Moriaty, Director, SBEC Enforcement

Attachment:

SBEC-Related Legislation from the 87th Session Implementation Plan
([Attachment](#))

ATTACHMENT
[\(Back to Attachments List\)](#)

SBEC Rulemaking Legislative Implementation Plan on 87th Legislative Session

Enabling Legislation	Subject and Purpose	Rule Chapter(s)	Owner (Support)	Timeline	Status
HB 139	Military Veterans and Spouse Certification: <ul style="list-style-type: none"> Requirements for military veterans and spouses regarding training, education, and experience to count towards certification requirements. 	228	Jessica McLoughlin	<ul style="list-style-type: none"> October 2021 Discussion December 2021 Proposal February 2022 Adoption SBOE: April 2022 Effective May 2022	SBOE Took No Action
	<ul style="list-style-type: none"> Testing exemptions for military service members, military spouses, and military spouses. 	230	Marilyn Cook	<ul style="list-style-type: none"> July 2021 Discussion October 2021 Proposal December 2021 Adoption 	Complete
	<ul style="list-style-type: none"> Requirements for military veterans and spouses regarding expediting applications and alternative methods for certification requirements. 	234	Marilyn Cook	SBOE: January 2022 Effective March 2022	
HB 159	Special Education Training Requirements: <ul style="list-style-type: none"> Requirements for educator preparation programs (EPPs) to provide information regarding high expectations for all students, including students with disabilities. 	227	Jessica McLoughlin	<ul style="list-style-type: none"> July 2022 Discussion September 2022 Proposal December 2022 Adoption SBOE: January 2023 Effective March 2023	

	<ul style="list-style-type: none"> • Definition of “student with disability.” • Requirements for what every educator is expected to know and be able to do in regards to students with disabilities. • Requirements for EPPs to demonstrate the inclusion of proactive instructional planning techniques throughout coursework for program approval or renewal. • Requirements for field-based experiences (FBEs) to include activities involving students with disabilities, including flexible FBE options. • Requirements for educator training to include educating students with disabilities. • Requirement that all educator candidates receive training in dyslexia, mental health, substance abuse, and youth suicide. • Requirements for EPPs to provide information to candidates regarding skills, expectations, supply/demand, classroom management, and appraisal framework. 	228	Jessica McLoughlin	<ul style="list-style-type: none"> • October 2021 Discussion • December 2021 Proposal • February 2022 Adoption <p>SBOE: April 2022 Effective May 2022</p>	SBOE Took No Action
	<ul style="list-style-type: none"> • Requirements for EPPs to be held accountable for the achievement of students with disabilities, to the extent practicable. 	229	Mark Olofson	<ol style="list-style-type: none"> 1. July 2021 Proposal 2. October 2021 Adoption <p>SBOE: November 2021 Effective December 2021</p>	Complete
	<ul style="list-style-type: none"> • Requirements for principal certificate regarding the ability to create inclusive environment and curriculum and instructions management to include students with disabilities. 	241	Jessica McLoughlin	<ul style="list-style-type: none"> • July 2022 Discussion • September 2022 Proposal • December 2022 Adoption <p>SBOE: January 2023 Effective March 2023</p>	

HB 2256	Bilingual Special Education Certificate:				
	<ul style="list-style-type: none"> Related to the training requirements to obtain a Bilingual Special Education Certificate. Requirements for EPPs regarding Bilingual Special Education standards for program approval and renewal. 	228	Jessica McLoughlin	<ul style="list-style-type: none"> October 2023 Discussion December 2023 Proposal February 2024 Adoption <p>SBOE: April 2024 Effective May 2024</p>	
	<ul style="list-style-type: none"> Related to the creation of, and examination requirements for a Bilingual Special Education Certificate. 	230	Jessica McLoughlin and Marilyn Cook	<ul style="list-style-type: none"> October 2023 Discussion December 2023 Proposal February 2024 Adoption <p>SBOE: April 2024 Effective May 2024</p>	
	<ul style="list-style-type: none"> Requirements for personnel assignments for individuals with a Bilingual Special Education Certificate. 	231	Marilyn Cook	<ul style="list-style-type: none"> October 2023 Discussion December 2023 Proposal February 2024 Adoption <p>SBOE: April 2024 Effective May 2024</p>	
	<ul style="list-style-type: none"> Related to the establishment of a Bilingual Special Education Certificate category. 	233	Marilyn Cook	<ul style="list-style-type: none"> October 2022 Discussion December 2022 Proposal February 2023 Adoption <p>SBOE: April 2023 Effective May 2023</p>	
	<ul style="list-style-type: none"> Related to the creation of Bilingual Special Education standards. 	235	Jessica McLoughlin	<ul style="list-style-type: none"> October 2022 Discussion December 2022 Proposal February 2023 Adoption <p>SBOE: April 2023 Effective May 2023</p>	

<p>HB 2519</p>	<p>Disciplinary Proceedings and Contract Abandonment:</p> <ul style="list-style-type: none"> Requirements for educator sanctioning notification. Forbids SBEC from suspending or revoking educators who resign 30 days prior to first day of instruction. 	<p>249</p>	<p>Laura Moriarty</p>	<ul style="list-style-type: none"> July 2021 Discussion October 2021 Proposal December 2021 Adoption <p>SBOE: January 2022 Effective March 2022</p>	<p>Complete</p>
<p>SB 199</p>	<p>Continuing Professional Education for AED Training: Relating to the training requirements for continuing profession education (CPE) providers to offer automatic external defibrillator (AED) training for CPE.</p>	<p>232</p>	<p>Christie Pogue</p>	<ul style="list-style-type: none"> October 2021 Discussion December 2021 Proposal February 2022 Adoption <p>SBOE: April 2022 Effective May 2022</p>	<p>SBOE Took No Action</p>
<p>SB 226</p>	<p>Digital Learning and Virtual Learning/Instruction:</p> <ul style="list-style-type: none"> Definition of virtual instruction and learning. Requirements that educator candidates receive training in virtual learning and instruction. 	<p>228</p>	<p>Jessica McLoughlin</p>	<ul style="list-style-type: none"> October 2021 Discussion December 2021 Proposal February 2022 Adoption <p>SBOE: April 2022 Effective May 2022</p>	<p>SBOE Took No Action</p>
<p>SB 1267</p>	<p>Continuing Professional Education:</p> <ul style="list-style-type: none"> Requirement that all educators receive continuing professional education in educating student with disabilities. Relating to maximum hours teachers, principals, and counselors can obtain in certain topics for certificate renewal. Relating to creation of advisory committee to recommend frequency of required continuing education and training requirements. Relating to the creation of clearinghouse of all continuing education and training 	<p>232</p>	<p>Christie Pogue</p>	<ul style="list-style-type: none"> October 2021 Discussion December 2021 Proposal February 2022 Adoption <p>SBOE: April 2022 Effective May 2022</p>	<p>SBOE Took No Action</p>

	<p>requirements for educators and all school personnel with recommended frequency.</p> <ul style="list-style-type: none"> • Relating to the removal of the requirement that instruction regarding grief and trauma be approved by the commissioner. 				
SB 1590	<p>Virtual Observations: Relating to the virtual observation options that allow for two formal observations to be completed virtually that are equivalent in rigor to in-person.</p>	228	Jessica McLoughlin	<ul style="list-style-type: none"> • October 2021 Discussion • December 2021 Proposal • February 2022 Adoption <p>SBOE: April 2022 Effective May 2022</p>	SBOE Took No Action
SB 2066	<p>Continuing Professional Education: Relating to continuing professional education requirements for principals in educating emergent bilingual students.</p>	232	Christie Pogue	<ul style="list-style-type: none"> • October 2021 Discussion • December 2021 Proposal • February 2022 Adoption <p>SBOE: April 2022 Effective May 2022</p>	SBOE Took No Action

SBEC-Related Legislation by Meeting Date & Action Type

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption
July 2021	Ch. 228	SB 1590	✓		
	Ch. 229	HB 159		✓	
	Ch. 230 H	HB 139	✓		
	Ch. 234	HB 139	✓		
	Ch. 249	HB 2519	✓		

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption
October 2021	Ch. 228	SB 1590, HB 139, HB 159, SB 226	✓		
	Ch. 229	HB 159			✓
	Ch. 230 H	HB 139		✓	
	Ch. 232	SB 199, SB 1267, SB 2066	✓		
	Ch. 234	HB 139		✓	
	Ch. 249	HB 2519		✓	

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
December 2021	Ch. 228	SB 1590, HB 139, HB 159, SB 226		✓		
	Ch. 229	HB 159				Implemented
	Ch. 230 H	HB 139			✓	
	Ch. 232	SB 199, SB 1267, SB 2066		✓		
	Ch. 234	HB 139			✓	
	Ch. 249	HB 2519			✓	

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
February 2022	Ch. 228	SB 1590, HB 139, HB 159, SB 226			✓	
	Ch. 230 H	HB 139				Implemented
	Ch. 232	SB 199, SB 1267, SB 2066			✓	
	Ch. 234	HB 139				Implemented
	Ch. 249	HB 2519				Implemented

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
April 2022	Ch. 228	SB 1590, HB 139, HB 159, SB 226				SBOE April 2022
	Ch. 232	SB 199, SB 1267, SB 2066				SBOE April 2022

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
July 2022	Ch. 227	HB 159	✓			
	Ch. 241	HB 159	✓			

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
September 2022	Ch. 227	HB 159		✓		
	Ch. 233	HB 2256	✓			
	Ch. 235	HB 2256	✓			
	Ch. 241	HB 159		✓		

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
December 2022	Ch. 227	HB 159			✓	
	Ch. 233	HB 2256		✓		
	Ch. 235	HB 2256		✓		

	Ch. 241	HB 159			✓	
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SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
February 2023	Ch. 227	HB 159				SBOE January 2023
	Ch. 233	HB 2256			✓	
	Ch. 235	HB 2256			✓	
	Ch. 241	HB 159				SBOE January 2023

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
April 2023	Ch. 233	HB 2256				April SBOE 2023
	Ch. 235	HB 2256				April SBOE 2023

SBEC Meeting	Existing/New TAC Rules(s)	Enabling Legislation	Discussion	Proposal	Adoption	SBOE or Implemented
*October 2023	Ch. 228	HB 2256	✓			
	Ch. 230 C & D	HB 2256	✓			
	Ch. 231	HB 2256	✓			

*This is only anticipated due to timing of establishment and approval of educator standards and testing framework that will inform this new certificate.

SBEC/ Commissioner Action Legislative Implementation Plan on 87th Legislative Session

Bill (Author)	Caption and Summary	Action Required	Owner (Support)	Timeline	Status
HB 139 (Buckley)	Military Members, Veterans and Spouse Certification Examination Exemption	Yes – Ch. 152	Marilyn Cook	Effective 3.2022	Complete
HB 1525 (Huberty/Taylor) SB 1356 (Hughes)	Do Not Hire Registry for Non-profit Organizations Participating in Tutoring Program	Yes – Ch. 153, EE Support – Ch. 150	David Rodriguez	Effective 1.2022	Complete
SB 199 (Nelson)	AED Requirements Removed from Commissioner Rule	Possibly in Commissioner Rule	Laura Moriaty		
SB 1267 (West)	SBEC to Approve Advisory Committee and Clearinghouse of Training and Continuing Education and Training Requirements	Yes – SBEC Approval	Christie Pogue		
SB 2066 (Menéndez)	SBEC to Update Principal and Teacher Surveys to Reflect Information Regarding Educating Emergency Bilingual Students	Yes – SBEC Approval	Mark Olofson	Effective Dec 10, 2021	Complete

Item 25

Board Operating Policies and Procedures (BOPP)

[\(Back to Agenda\)](#)

Item 25: Board Operating Policies and Procedures (BOPP)

INFORMATION ONLY

SUMMARY: This information item presents the State Board for Educator Certification (SBEC) Board Operating Policies and Procedures (BOPP).

STATUTORY AUTHORITY: The statutory authority for the BOPP is the Texas Education Code (TEC), §21.041(a) relating to adopting rules as necessary for its own procedures.

PREVIOUS BOARD ACTION: The BOPP was initially adopted in October 1996. The BOPP was amended on the following dates: September 1997, May 2000, May 2002, August and December 2004, January and March 2005, July 2006, January, March, May, July, and October 2008, February and June 2009, May and October 2013, February, August, and October 2014, August 2015, March 2017, February 2020, and February 2021.

BACKGROUND INFORMATION AND JUSTIFICATION: According to the BOPP, the SBEC shall review its policies and procedures annually. In 2015 and 2017, the Board engaged in extensive reviews resulting in substantive changes to the BOPP relating to procedures for public comment and oral argument, along with updating the Memorandum of Understanding between the Board and the Texas Education Agency (TEA). At the March 2018 and February 2019 SBEC meetings, the Board conducted the annual review of the BOPP with no changes. At the February 2020 SBEC meeting, the Board updated the BOPP to formalize the role of non-voting SBEC members. At the February 2021 SBEC meeting, the Board updated the BOPP to reflect current Board decisions and practices regarding Board committees.

Staff Member Responsible:

Christie Pogue, Director, SBEC Policy Development and Support

Attachment:

Board Operating Policies and Procedures
([Attachment](#))

ATTACHMENT
([Back to Attachments List](#))
State Board for Educator Certification
Draft Board Operating Policies and Procedures

I. PREAMBLE

A. Purpose

The State Board for Educator Certification (the Board) adopts and implements the Board Operating Policies and Procedures to achieve the following purposes:

1. To outline the Board's general powers and duties under Chapter 21, Subchapter B, of the Texas Education Code, and other applicable laws;
2. To establish procedural rules governing the Board pursuant to Section 21.041(a) of the Texas Education Code;
3. To apprise board members of the standards of conduct and conflict of interest provisions applicable to their conduct pursuant to Chapter 572 of the Texas Government Code; and
4. To adopt policies that clearly define the responsibilities of the Board and Texas Education Agency (TEA) staff.

B. Goals

In exercising its powers and fulfilling its duties the Board shall strive to:

1. Establish major visionary guiding policies and procedures;
2. Establish the vision and goals that define the results that the Board seeks to achieve;
3. Serve as a link between the Board and state policy makers;
4. Accept accountability for its decisions and actions;
5. Establish an effective relationship with TEA staff;
6. Maintain objectivity in reviewing the facts during the decision-making process;
7. Act in the best interest of school children, their parents, professional educators, and the public;
8. Continually learn and be willing to take risks to improve the educational system within the boundaries of statutory authority; and
9. Review the Board Operating Policies and Procedures annually.

C. Scope

These Board Operating Policies and Procedures apply to all activities conducted by the Board.

D. Responsibility for Implementation

The Board and its officers are responsible for ensuring the implementation and adherence to the Board Operating Policies and Procedures.

E. Nondiscrimination Policy

The Board shall comply fully with the nondiscrimination provisions of state and federal law, rules, and regulations. The Board shall ensure that no person shall be excluded from consideration for appointment as an officer or committee member of the Board, or be denied benefits of, or participation in, any program or activity overseen by the Board, on the grounds of race, religion, color, national origin, sex, disability, age or veteran status, in violation of law.

II. THE BOARD

A. Powers and Duties

1. **Authority.** The Powers and Duties of the Board are set out in Subchapter B, Chapter 21 of the Texas Education Code. Other duties of the Board may be included in provisions of the Texas Government Code and General Appropriations Act.
2. **Signature Authority for Disciplinary Orders.** The Chairperson may sign on behalf of a majority of the Board a decision or order issued in a disciplinary case or other matter arising under 19 Texas Administrative Code Chapter 249, relating to Board disciplinary proceedings, including enforcement of the educator's code of ethics. Members of the majority, however, retain discretion to sign any decision or order.
3. **Communications.** The Chairperson officially represents the Board in communicating policy and procedures. However, this provision does not prohibit other Board members from commenting publicly about the Board in their individual capacities or otherwise expressing personal opinions about the Board.
4. **Purpose.** The primary purposes of the Board, as set out in Section 21.031 of the Education Code, are as follows:

The Board 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. 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.

B. Board Composition

The Number, Term, Qualifications and Method of Appointment of the Board are provided in Subchapter B, Chapter 21, of the Texas Education Code.

- The Board is composed of 15 members. The commissioner of education shall appoint an employee of the agency to represent the commissioner as a non-voting member. The commissioner of higher education shall appoint an employee of the Texas Higher Education Coordinating Board to represent the commissioner as a non-voting member. The governor shall appoint a dean of a college of education in this state as a non-voting member and appoint a person who has experience working for and knowledge of an alternative educator preparation program as a non-voting member. The remaining 11 members are appointed by the governor with the advice and consent of the senate, as follows:
 - a. four members must be teachers employed in public schools;
 - b. two members must be public school administrators;
 - c. one member must be a public-school counselor; and
 - d. four members must be citizens, three of whom are not and have not, in the five years preceding appointment, been employed by a public school district or by an educator preparation program in an institution of higher education and one of whom is not and has not been employed by a public school district or by an educator preparation program in an institution of higher education.

C. Terms

1. The Board members appointed by the governor hold office for staggered terms of six years with terms of one-third of the members expiring on February 1 of each odd-numbered year.
2. A member appointed by the commissioner of education or commissioner of higher education serves at the will of the commissioner.
3. In the event of a vacancy during a term of a member appointed by the governor, the governor shall appoint a replacement who meets the qualifications of the vacated office to fill the unexpired portion of the term.

D. New Member Orientation

A new appointee to the Board shall be given an orientation to the activities of the Board.

- New Member Orientation shall include the following topics:
 - a. Board mission, goals, objectives, and strategic plan;
 - b. Board organization, function, and powers and duties;

- c. Board member responsibilities, including the proper role of the member in policy making, deliberations, communications, and relations with the administrative staff of the Texas Education Agency;
- d. Standards of conduct as public officials;
- e. Board meetings and other Board functions;
- f. Legislative and rule-making processes;
- g. Texas open government laws, including information regarding mandatory training in open meetings and public information as required by the Chapters 551 and 552 of the Texas Government Code;
- h. Disciplinary proceedings and code-of-ethics enforcement laws, including pertinent Board rules and the Texas Administrative Procedure Act;
- i. Texas Education Agency staff functions (certification, accountability, professional discipline, recruitment & retention, general administration); and
- j. Travel reimbursement/*per diem* procedures and state regulations.

III. OFFICERS OF THE BOARD

A. Election and Service of Board Members

The Board shall elect a Chairperson, Vice-Chairperson, and Secretary, as authorized by Section 21.036 of the Education Code. Officers shall serve for a term of two years, or until a successor has been duly elected in the event of a vacated position. Elections shall take place at the last regularly scheduled Board meeting of each odd-numbered calendar year, unless a special election to fill a vacant position is necessary. The officer-elect assumes office at the first regularly scheduled meeting of the following calendar year, or for a special election, immediately upon Board vote.

1. Chairperson. The Board shall elect one of its members to serve as Chairperson. The Chairperson shall serve as presiding officer of the Board.
2. Vice-Chairperson. The Board shall elect one of its members to serve as Vice-Chairperson. In the event of absence or disability of the Chairperson, the Vice-Chairperson shall serve as presiding officer of the Board and carry out all duties of the Chairperson during that absence or disability. In case of vacancy of the office of Chairperson, the Vice-Chairperson shall serve as presiding officer of the Board and carry out all duties of the Chairperson until the position of Chairperson is filled.
3. Secretary. The Board shall elect one of its members to serve as Secretary. In the event of absence or disability of the Chairperson and Vice-Chairperson, the Secretary shall serve as presiding officer of the Board and carry out all duties of the Chairperson during that absence or disability. In case of vacancy of the office of Chairperson and Vice-Chairperson, the Secretary shall serve as presiding officer of the Board and carry out all duties of the Chairperson until the position of Chairperson is filled.

B. Board Member Compensation

A board member receives no compensation for service on the Board. A board member is entitled to reimbursement for expenses incurred in performing board member duties, as provided by Subchapter B, Chapter 21 of the Texas Education Code and other applicable law.

C. Board Member Conduct

Board members shall adhere to the standards of conduct and conflict of interest provisions set out in Section 572.051 of the Texas Government Code and other applicable law. Pursuant to that Section, a board member must adhere to the following:

1. Not accept or solicit any gift, favor, or service that might reasonably tend to influence the board member in the discharge of official duties or that the board member knows or should know is being offered with the intent to influence the member's official conduct;
2. Not accept other employment or engage in a business or professional activity that the board member might reasonably expect would require or induce the board member to disclose confidential information acquired by reason of the official position;
3. Not accept other employment or compensation that could reasonably be expected to impair the board member's independence of judgment in the performance of the board member's official duties;
4. Not make personal investments that could reasonably be expected to create a substantial conflict between the board member's private interest and the public interest;
5. Not intentionally or knowingly, solicit, accept, or agree to accept any benefit for having exercised the board member's official powers or performed the officer's or employee's official duties in favor of another;
6. Complete the financial disclosure statement, as required by Chapter 572 of the Texas Government Code;
7. Complete the open government training as required by Government Code Section 552.012;
8. Adhere to the Open Meetings Act when communicating with other Board members outside of a posted meeting of the Board; or
9. Seek counsel when presented with a situation that the board member feels may raise a conflict of interest.

D. Board Member Participation

To facilitate open discussion and united representation of the Board, the Board agreed to the following:

1. Not participate in stakeholder meetings;
2. Not attend a conference as a Board representative;
3. Not participate in educator preparation program monitoring visits.
4. Make all requests to staff for information between Board meetings through the associate commissioner copying the chair.

E. Non-Voting SBEC Members

To ensure there is no conflict of interest of non-voting members regarding Board action, the Board agreed that non-voting members will not:

1. Make or second motions or
2. Serve as SBEC officers.

IV. MEETINGS OF THE BOARD

A. Meetings of the Board

1. **Regular Meetings.** Regular meetings of the Board shall be held at such intervals as may be determined by the Board. The Board shall meet at least once per quarter of the calendar year on dates determined by the Board. In setting its meetings, the Board shall attempt to avoid scheduling conflicts with meetings of the State Board of Education.
2. **Emergency Meetings.** An Emergency Meeting of the Board may be called by the Chairperson or the Vice-Chairperson. Notice of such meeting shall be communicated in the manner most likely to give the greatest amount of notice to the members and complies with the Texas Open Meetings Act. Every meeting notice to Board members shall contain the meeting time, place, day, and general nature of the business to be transacted.
3. **Special meetings of the Board.** Special meetings of the Board may be held at times and places as ordered by the Board during a regular meeting, or special meetings may be called by the Chairperson of the Board to be held at a time and place the Chairperson shall designate.
4. **Notice.** The Chairperson shall designate a location for each Board meeting. Notice of the meetings, including the location shall be posted pursuant to the requirements of the Texas Open Meetings Act. All meetings shall be open to the public, except executive sessions as discussed below. Notice to the public of emergency meetings shall be given pursuant to the Texas Open Meetings Act.
5. **Agendas.** The Chairperson shall determine the agenda for a Board meeting. Any member of the Board may request that an item be placed on the agenda. The Chairperson makes the final determination as to whether to place an item on the

agenda unless a majority of the Board members request to add an item or otherwise amend the agenda. If an item is removed from the agenda, the Board Chairperson will timely inform other Board members the reason for removing an agenda item after it has been posted. Final approval of the agenda lies with the Board Chairperson. Board members shall receive the agenda and supporting materials for an upcoming meeting at least ten calendar days before the meeting. In the event the agenda and/or supporting materials cannot be delivered at least ten calendar days prior to the meeting the Commissioner or Commissioner's designee shall notify the Board Chairperson as to the reason why.

6. Quorum/Action. At each regular or emergency meeting, the Chairperson shall certify a quorum is present in order to conduct official business of the Board. A quorum of the Board is a majority of the number of members fixed by statute, including non-voting members. However, the Texas Open Meetings Act prohibits less than a quorum of members from discussing or deliberating official business of the Board. A majority shall mean, for all purposes, more than half of the votes cast, ignoring abstentions. At each committee meeting, the Chairperson shall certify a quorum is present in order to conduct official business of the Board. A quorum of the committee is a majority of the number of members, including non-voting members.
7. Rules Governing Board Action. The Board Operating Policies and Procedures shall govern the action of the Board. In the event that the policies and procedures do not specify how an action shall be conducted, the Board may refer to the Robert's Rules of Order Newly Revised Edition.
8. Recordation of Meetings. All or any part of the public meeting may be recorded by any person in attendance by means of tape recorder, video camera, or any other means of sonic or visual reproduction unless determined by the Chairperson to be disruptive of the meeting. The Chairperson shall determine the location of any such equipment and the manner in which the recordings are conducted.
9. Webcast. Regular and special meetings of the full Board may be webcast, whenever feasible, for people interested in watching meetings from a computer or device. Should technical difficulties prevent webcasting, the Board meeting will continue.
10. Public Comment
 - a. Policy
 - (1) Opportunity for public comment shall be provided at each regularly scheduled meeting of the Board and its standing committees. This policy excludes special and *ad hoc* committee meetings.
 - (2) The presiding officer of the Board or committee shall take appropriate action to avoid unduly repetitive comment and to assure that different members of the public with differing points of view have reasonable access to the Board or committee. The presiding officer shall strive to ensure that representatives from both sides of an issue are able to address the Board or committee.

- (3) The presiding officer shall determine which speakers will be heard and in what order they will be heard if the number of speakers exceeds the number that may reasonably be expected to testify in the allotted time for presentations. The presiding officer shall also determine whether speakers who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.
 - (4) The Board shall not allow public comment regarding individual agreed orders.
- b. Procedure
- (1) Non-Agenda and Consent Items
 - i. The Board shall allocate up to 30 minutes, total time, at the beginning of each regularly scheduled meeting of the full Board for public comment on exclusively non-agenda and consent agenda items.
 - ii. Each speaker shall have three minutes, unless the Board adjusts the time. Comment invited by Board members shall not be counted against the speaker's time.
 - iii. The presiding officer shall announce in open session which registered speakers, if any, shall not be heard and the basis for this determination. The Board may not overrule a decision of the presiding officer with regard to a non-agenda or consent item.
 - iv. Appropriate physical arrangements for taking comment shall be provided.
 - (2) Agenda Items
 - i. Each speaker shall have three minutes, unless the Board adjusts the time. Comment invited by Board members shall not be counted against the speaker's time on agenda items.
 - ii. The Board shall allocate up to 30 minutes, total time, to public comment on each agenda item; however, the Board may, by majority, vote to adjust the total time allocated to public comment on agenda items.
 - iii. Appropriate physical arrangements for taking comment shall be provided.
 - (3) Committee Comment
 - i. Public comment to a committee shall be limited to items posted for action or discussion.

- ii. Each speaker shall have three minutes, unless the committee adjusts the time. Comment invited by committee members shall not be counted against the speaker's time.
 - iii. The committee shall allocate up to 30 minutes, total time, at the beginning of each scheduled standing committee meeting of the Board for public comment on items posted for action or discussion. All public testimony shall occur at the beginning of the committee meeting.
 - iv. Appropriate physical arrangements for taking comment shall be provided.
- c. Registering to Provide Comment
- (1) Pre-registration. Speakers may register during regular business hours until two business days preceding the meeting. The speaker is required to use the form available on the TEA's website.
- i. The speaker must provide his or her name, organizational affiliation, if any, and indicate which agenda item or topic shall be addressed. Additionally, the registrant shall disclose his or her viewpoint on the item or topic, as well as whether he or she, and the organization represented, if any, is a lobbyist registered with the Texas Ethics Commission. The date and time the registration was received shall be noted.
 - ii. A separate form shall be submitted for each agenda item or topic on which the speaker shall testify.
 - iii. If all information required by this operating procedure is not provided on the form, the presiding officer may disallow the comment.
 - iv. A person may register only one person, either himself or herself, or another person. Organizations are encouraged to register only one person per item.
 - v. A registrant offering written materials in lieu of oral comment shall provide the materials to staff for distribution. Written comment shall not exceed three pages of double-spaced text and shall be attached to a completed registration form. Written comment may be submitted in person at the meeting or by mail, fax, or electronic mail, as specified on the registration form. Written materials offered in lieu of oral comment should be submitted two business days before the meeting to ensure that members have had an opportunity to consider it. Board minutes shall reflect the name of the registrant, affiliation if any, and the item or topic addressed. Copies of the

written comment shall be provided to all board members but shall not be attached to the board minutes.

- vi. Registration will be listed based upon registration date and time or alternating points of view in order of registration date and time.
- (2) Late registration at the Board meeting. Late registration for providing oral comment or written materials will be accepted up to 30 minutes prior to the beginning of the Board meeting, however, late registrants are not guaranteed an opportunity to testify due to time restraints.
- d. Public Hearings Regarding Proposed Board Rules. TEA staff shall conduct a public hearing on a substantive rule of the SBEC upon proper request pursuant to Texas Government Code §2001.029. Public comment is restricted to comments regarding the proposed action. The hearing must be set to take place before any action is adopted.
11. Oral Argument Regarding Educator Disciplinary Cases and Educator Preparation Program Sanctions
- a. Oral argument to the Board is not an evidentiary hearing and may not include presentation of new facts or testimony.
 - b. Oral argument for cases referred to the State Office of Administrative Hearings (SOAH) is strictly confined to matters contained in the record before SOAH and legal challenges to the Proposal for Decision, including the proposed sanction.
 - c. Oral argument for cases not referred to SOAH is strictly confined to matters contained in the record of the informal review in 19 TAC Section 229.7 including the proposed sanction.
 - d. Oral argument may be presented by up to two individuals authorized by the party. Presenters may be a licensed attorney representing the party, an authorized party representative or the party.
 - e. An authorized party representative or the party may present oral argument for a period not to exceed ten minutes in total. Responses to questions of Board members shall not be counted against the party's time.
 - f. The Board's attorney shall assist the Board in implementing this procedure.
12. Motions for Rehearing
- a. The Board may consider a motion for rehearing in accordance with Section §2001.146(d) of the Texas Government Code.
 - b. Motions for rehearing and responses to motions for rehearing shall be submitted to the Administrative Liaison to the Board by facsimile to (512)

463-7795 or by personal delivery in accordance with timelines established under Section §2001.146(d) of the Texas Government Code.

- c. The Administrative Liaison to the Board shall submit copies of the motions and replies to the Board's legal counsel. The Board's legal counsel shall submit copies of the motion and replies to each board member in a separate email using authorized email addresses. The Board's legal counsel shall include a brief reminder of the procedures and timeframes in the correspondence.
- d. Board members shall direct questions regarding motions and replies to the Board's legal counsel and not to TEA staff and shall not confer with each other regarding motions and replies.
- e. Each board member shall send an individual email to the Board's legal counsel indicating approval or denial of the motion for rehearing to the Board's legal counsel within the time frame established under Section §2001.146(d) of the Texas Government Code. Failure to respond within the appropriate time frame shall be considered a denial of the request.
- f. For purposes of IV.A.6, all members shall be deemed present to conduct business and a majority needed to grant a motion for rehearing shall be an affirmative vote from six voting members.

B. Executive Sessions

Executive Sessions of the Board are closed meetings of the Board which may be held as authorized by the Open Meetings Act, Texas Government Code Ch. 551.

V. BOARD COMMITTEES

The Board may establish regular, standing, temporary, or advisory committees as it may deem appropriate to perform such functions as it may designate.

A. Board Committees

The Board Chairperson shall appoint an appropriate number of members to serve on the committees, including one to serve as presiding officer. The Board has established the following standing committees:

1. Educator Preparation Program Commendations Committee. This committee is established to review and evaluate educator preparation program (EPP) application submissions for consideration of designation for an EPP Commendation in category four, Innovative Educator Preparation. The committee will make recommendations to the full Board for commendations in this category at a subsequent meeting.

B. Advisory Committees

1. The Board may establish advisory committees and shall approve advisory committee members but may not serve as an ex officio member of the advisory committee.
2. An advisory committee may adopt its own rules for internal governance, as long as those rules do not conflict with the Board Operating Policies and Procedures.
3. Reimbursement of an advisory committee member. TEA is prohibited from paying fees and expenses to an advisory committee member unless specifically authorized by the provisions of the General Appropriations Act or other law.
4. The Board has established the following Advisory Committee:
 - Educator Preparation Advisory Committee. The purpose of the Educator Preparation Advisory Committee (EPAC) is to advise the SBEC and TEA staff on matters relating to educator preparation in support of the Board's statutory charge of ensuring all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state. The committee shall reflect the educational community under the Board's oversight, the various types of programs that have been approved by the Board, and the diverse population of Texas.

VI. BOARD RULES

A. Rule Making Authority. The Board shall adopt rules as required by Section 21.041 of the Texas Education Code.

B. Rule Making Process. The Board shall approve a rule making process to be followed by the Board for proposing and adopting new rules, amendments, and repeals. The Board, by majority vote, may agree to a departure from the approved rule making process if authorized by law. A copy of the rule making process shall be incorporated herein and published as part of the Board's operating policies and procedures, as Table 1. The Board shall enter into a Memorandum of Agreement with TEA to perform administrative functions related to the adoption, amendment, repeal of the Board's rules. Upon adoption, that Memorandum of Agreement shall be incorporated herein and published as a part of the Board's operating policies and procedures, as Table 2.

C. Rule Review Process. In accordance with Section 2001.039 of the Texas Government Code, the Board shall review its rules every four years to ensure that statutory authority and reasons for adopting the rules continue to exist.

D. Stakeholder Participation in Rule Making. As part of the Board's rulemaking process, stakeholder input shall be sought on draft Board rules, as appropriate.

E. Filing Non-Substantive Rule Corrections with the Secretary of State. The Commissioner of Education or the Commissioner's designee may approve and file with the Secretary of State non-substantive corrections to the Board's rules. Non-substantive rule corrections may include

typographical, grammatical, referencing, or spelling errors and technical edits to comply with *Texas Register* style and format requirements.

VII. CONTRACTS AND MEMORANDA OF AGREEMENT

Contracts and Memoranda of Agreement. The Board may execute interagency contracts to perform routine administrative functions. The Board may approve other contracts as allowed by law. The Chairperson of the Board may execute contracts approved by the Board or may delegate this authority to another member of the Board.

VIII. MISCELLANEOUS

A. Fiscal Year. The fiscal year of the Board shall be the official fiscal year of the State of Texas. It shall begin on September 1 and end on August 31 of each year.

B. Minutes. Minutes of the Board meetings shall be prepared and maintained, as required in the Open Meetings Act.

1. Minutes shall be approved by the Board.
2. Before the Board approves the minutes of the last meeting, the minutes shall be sent to each member of the Board for review, comment, and correction prior to approval.
3. Minutes are available for public review as authorized by the Open Meetings Act. All books and records of the Board shall be stored according to the records retention schedules as set forth by the Texas State Library and Archives Commission.

IX. POLICIES AND PROCEDURES: GUIDELINES

A. Effective Date of Policies and Procedures. These policies and procedures and any amendments to them shall become effective only upon approval of the Board.

B. Amendments to Policies and Procedures. Any of these policies and procedures may be altered, amended, or repealed, and new policies and procedures may be adopted by an affirmative vote of a majority of the Board.

C. Guidelines. These Board Operating Policies and Procedures create no substantive or procedural rights. They are guidelines for the Board's internal governance only.

D. Review of Policies and Procedures. The Board Operating Policies and Procedures shall be reviewed annually.

Table 1:

State Board for Educator Certification
Rulemaking Process

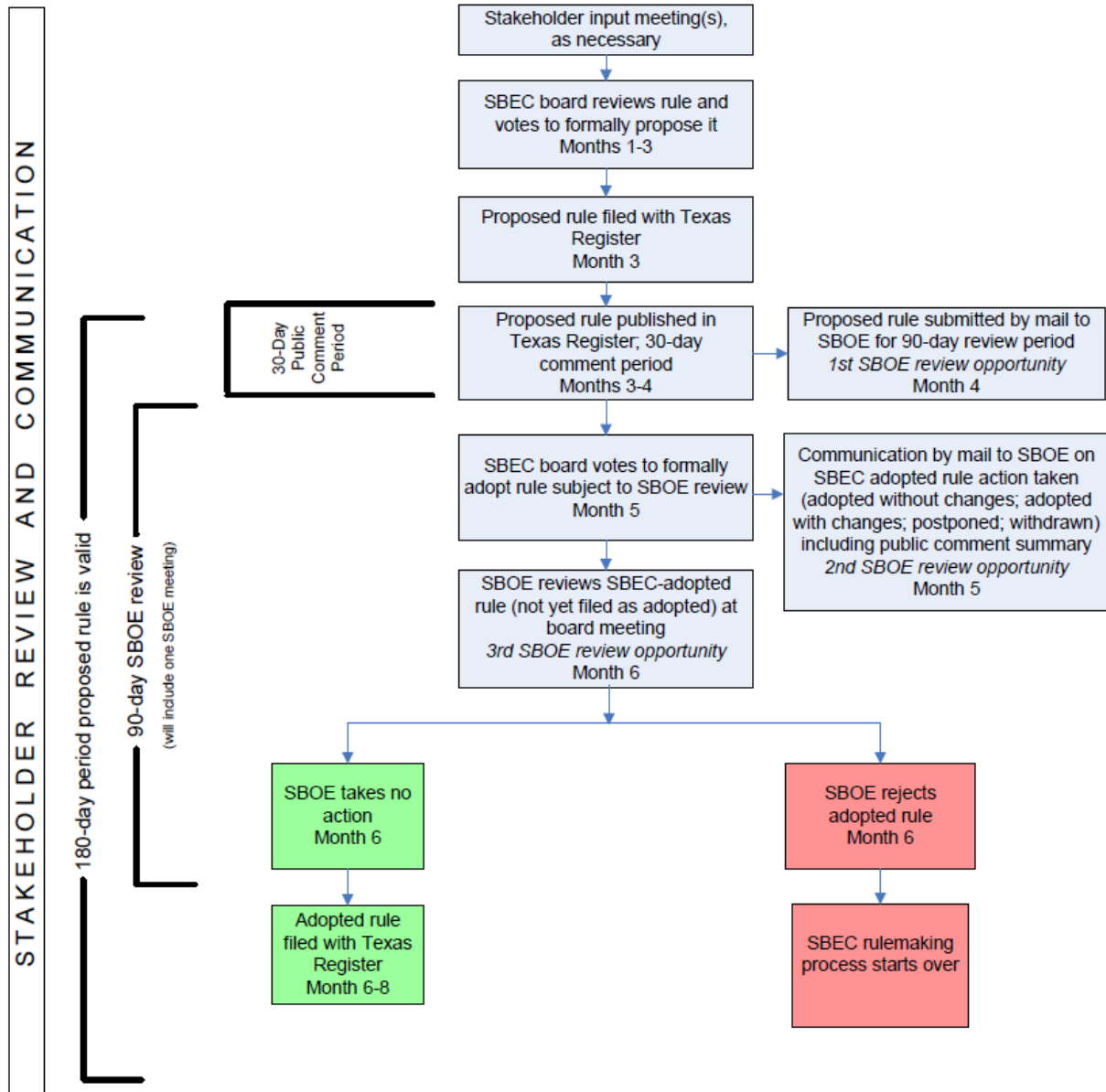


Table 2:

MEMORANDUM OF AGREEMENT

STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
 COUNTY OF TRAVIS §

This **MEMORANDUM OF AGREEMENT (AGREEMENT)** is between the **STATE BOARD FOR EDUCATOR CERTIFICATION (BOARD)**, a Texas state agency acting through its Chair, and the **TEXAS EDUCATION AGENCY (TEA)**, a Texas state agency acting through the Commissioner of Education. The **AGREEMENT'S** purpose is to establish the process by which **TEA** will provide administrative support and services to the **BOARD**.

WHEREAS, Section 21.035(a) of the Texas Education Code provides that the Board is administratively attached to TEA;

WHEREAS, Education Code, chapter 21 authorizes the Board to adopt rules and fees relating to the regulation of educators and the administration of chapter 21, and certain other topics specified in chapter 21

NOW, THEREFORE, in recognition of the foregoing, **THE BOARD AND TEA AGREE AS FOLLOWS:**

I. PERIOD OF AGREEMENT:

This agreement becomes effective upon signature of the representatives of the parties and continues in effect unless notice is given by either party at least 60 days in advance of a requested termination date.

II. PURPOSE OF AGREEMENT:

The purpose of this agreement is to implement the legislative directive that TEA provide administrative support for the Board, to provide for the efficient and orderly discharge of the Board's duties and responsibilities pursuant to the Board's instruction, and to memorialize the cooperative relationship between TEA and the Board.

III. OBLIGATIONS:

(1) The Commissioner of Education will assign staff members to assist in carrying out the duties of the Board. In addition to general administrative support, TEA staff will:

(A) develop an operating budget for the certification function and other functions of the Board for which TEA receives an appropriation;

(B) provide to the members of the Board, as often as necessary, information regarding their qualifications for office or employment under this chapter and their responsibilities under applicable laws relating to standards of conduct for state officers or employees;

(C) file annually with the governor and the presiding officer of each house of the legislature a complete and detailed written report, in the form and within the time

provided by the General Appropriations Act, accounting for all funds received and disbursed by TEA for the certification function during the preceding fiscal year; and

(D) execute contracts to perform administrative functions and services.

(2) The Board will carry out its duties, including but not limited to the duties required by section 21.040:

(A) to appoint the members of any advisory committee to the Board;

(B) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the Board; and

(C) develop and implement rules and policies.

(3) The Board must approve the following final actions:

(A) entry of a final order based upon a proposal for decision issued by the State Office of Administrative hearings;

(B) approval or sanction of an education preparation entity; and

(C) proposal, amendment, or adoption of Board rules.

(4) Although the Board will propose and adopt all rules authorized by statute, TEA staff shall be responsible for performing the duties of drafting and revising the rules in accordance with the instruction of the Board, transmitting the proposed and adopted rules to the *Texas Register* and ensuring that they are properly and timely filed, as required by the Texas Administrative Procedure Act (chapter 2001 of the Texas Government Code). When processing rules for adoption, the TEA internal rule preparation process shall be followed in conjunction with the Board's Operating Policies and Procedures.

(5) The Attorney General's Office will represent the Board in General Counsel matters, and any necessary fees or expenses paid to the Attorney General's Office for such representation shall be paid by TEA from appropriated funds.

(6) The Commissioner of Education will assign one or more attorneys to represent the Board in disciplinary matters (including contested case hearings) to which the Board may be a party. TEA staff will regularly provide the Board with reports regarding pending disciplinary cases.

(7) The Commissioner or the Commissioner's designee may issue and sign orders on behalf of the Board resolving a case by stipulation, compromise, agreed settlement, consent order, agreed settlement of facts, or any other informal or alternative dispute resolution process agreed by the parties, and not precluded by law.

(8) The Board delegates to the Commissioner or Commissioner's designee the authority to administer and implement all Board rules and take all actions necessary to perform the administrative functions of the Board. The intent of this delegation is to delegate to the

Commissioner or the Commissioner's designee the authority that was previously delegated to the Board's executive director in former TEC §21.039 and in Board Rule 19 TAC 249.35(b) prior to its 2007 amendment.

(9) The Commissioner of Education will appoint staff to serve as the Board's Officer of Public Information as required by section 552.201 of the Texas Government Code and will appoint a person or staff to act for the Board for any other purpose required by law.

(10) The Commissioner of Education will appoint staff to perform internal audit functions, as authorized by the Board.

Executed in multiple original copies by the parties this 3 day of March, 2017.

Item 26

2019–2022 Updated Rule Review Plan for State Board for Educator Certification Rules

[\(Back to Agenda\)](#)

Item 26:

2019–2022 Updated Rule Review Plan for State Board for Educator Certification Rules

INFORMATION ONLY

SUMMARY: This item outlines the updated rule review plan for State Board for Educator Certification (SBEC) rules during the period of 2019 through 2022. Texas Government Code (TGC), §2001.039, requires a rule review of existing state agency rules, including SBEC rules. The rule review requirement is designed to ensure the reasons for initially adopting a rule continue to exist.

BACKGROUND INFORMATION AND JUSTIFICATION: Senate Bill (SB) 178, 76th Texas Legislature, 1999, amended the TGC by adding §2001.039, which requires the review of existing state agency rules. The rule review requirement in TGC, §2001.039, is designed to ensure the reasons for adopting or readopting the rule continue to exist.

The 2019–2022 Rule Review Plan for SBEC Rules was approved by the SBEC at the October 2018 meeting. The plan appears on an ongoing basis in each SBEC agenda. Any necessary modifications to the plan will be published as part of this item. Whenever necessary, proposed rule changes (amendments or revisions) will be brought to the board for consideration concurrently with the required review of the rules.

For the 2019 review period, the rule review of 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases, was accelerated to begin in February 2019 and the rule reviews of 19 TAC Chapter 233, Categories of Classroom Teaching Certificates, and 19 TAC Chapter 244, Certificate of Completion of Training for Appraisers, were accelerated to begin in April 2019 due to the 2019 SBEC meeting schedule. For the 2020 review period, the rule review of 19 TAC Chapter 239, Student Services Certificates, was accelerated to begin in December 2019 to coordinate stakeholder input with any necessary changes resulting from the 86th Texas Legislature, 2019. In addition, the rule review of 19 TAC Chapter 234, Military Service Members, Military Spouses, and Military Veterans, was accelerated to begin in July 2020 due to the 2020 SBEC meeting schedule. These updates to the 2019–2022 Rule Review Plan for SBEC Rules are shown in the attached.

Rule Review Procedures. *Texas Register* rules specify the following two-step review process to implement the rule review requirement found in the TGC, §2001.039:

1. a Notice of Proposed Review (Intention to Review) requesting comments on whether reasons for adopting or readopting the rules continue to exist is published in the *Texas Register*; and
2. a Notice of Adopted Review (Readoption) summarizing the public comments received in response to the notice of proposed review and providing a response to each comment and an assessment of whether the reasons for initially adopting the rules continue to exist is published in the *Texas Register*.

OTHER COMMENTS AND RELATED ISSUES: As with proposed rule actions, the public comment period for a proposed review would last 30 days and include registered oral and written comments on the proposed review provided at an SBEC meeting.

Staff Members Responsible:

Christie Pogue, Director, EPP Accreditation and Policy Development

Cristina De La Fuente-Valadez, Director, Rulemaking

Lynette Smith, Manager, SBEC Rules

Attachment:

2019–2022 Rule Review Plan for State Board for Educator Certification Rules

[\(Attachment\)](#)

ATTACHMENT
(Back to Attachments List)

2019–2022 Rule Review Plan for State Board for Educator Certification Rules

Texas Government Code, §2001.039, established a four-year rule review cycle for all state agency rules, including State Board for Educator Certification (SBEC) rules. The rule review is designed to ensure that the reasons for adopting or readopting the rule continue to exist. The plan only includes rules in effect at the time the plan is adopted.

Review Period: 2019			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 249. Disciplinary Proceedings, Sanctions, and Contested Cases	<i>Subchapter A. General Provisions</i>	Educator Investigations	February 2019
	<i>Subchapter B. Enforcement Actions and Guidelines</i>		
	<i>Subchapter C. Prehearing Matters</i>		
	<i>Subchapter D. Hearing Procedures</i>		
	<i>Subchapter E. Post-Hearing Matters</i>		
Chapter 233. Categories of Classroom Teaching Certificates		Educator Certification	April 2019
Chapter 244. Certificate of Completion of Training for Appraisers		Educator Preparation	April 2019
Chapter 230. Professional Educator Preparation and Certification	<i>Subchapter A. General Provisions</i>	Educator Certification	October 2019
	<i>Subchapter B. General Certification Requirements</i>		
	<i>Subchapter C. Assessment of Educators</i>		
	<i>Subchapter D. Types and Classes of Certificates Issued</i>		
	<i>Subchapter E. Educational Aide Certificate</i>		
	<i>Subchapter F. Permits</i>		
	<i>Subchapter G. Certificate Issuance Procedures</i>		
	<i>Subchapter H. Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States</i>		
Chapter 232. General Certification Provisions	<i>Subchapter A. Certificate Renewal and Continuing Professional Education Requirements</i>	Educator Certification	October 2019
	<i>Subchapter B. National Criminal History Record Information Review of Active Certificate Holders</i>	Educator Investigations	

Review Period: 2020			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 239. Student Services Certificates	<i>Subchapter A. School Counselor Certificate</i>	Educator Certification	December 2019
	<i>Subchapter B. School Librarian Certificate</i>		
	<i>Subchapter C. Educational Diagnostician Certificate</i>		
	<i>Subchapter D. Reading Specialist Certificate</i>		
	<i>Subchapter E. Master Teacher Certificate</i>		
Chapter 234. Military Service Members, Military Spouses, and Military Veterans		Educator Certification	July 2020

Review Period: 2021			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 231. Requirements for Public School Personnel Assignments	<i>Subchapter A. Criteria for Assignment of Public School Personnel</i>	Educator Certification	February 2021
	<i>Subchapter B. Prekindergarten–Grade 6 Assignments</i>		
	<i>Subchapter C. Grades 6–8 Assignments</i>		
	<i>Subchapter D. Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6–12 Assignments</i>		
	<i>Subchapter E. Grades 9–12 Assignments</i>		
	<i>Subchapter F. Special Education-Related Services Personnel Assignments</i>		
	<i>Subchapter G. Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments</i>		
	<i>Subchapter H. Assignments for Teachers Certified Before 1966</i>		
Chapter 245. Certification of Educators from Other Countries		Educator Certification	February 2021
Chapter 227. Provisions for Educator Preparation Candidates	<i>Subchapter A. Admission to Educator Preparation Programs</i>	Educator Preparation	April 2021
	<i>Subchapter B. Preliminary Evaluation of Certification Eligibility</i>	Educator Investigations	

Continued – Review Period: 2021			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 228. Requirements for Educator Preparation Programs		Educator Preparation	April 2021
Chapter 229. Accountability System for Educator Preparation Programs		Educator Preparation	December 2021
Chapter 247. Educators' Code of Ethics		Educator Investigations	December 2021
Chapter 250. Administration	<i>Subchapter A. Purchasing</i>	Administration	December 2021
	<i>Subchapter B. Rulemaking Procedures</i>		

Review Period: 2022			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 235. Classroom Teacher Certification Standards	<i>Subchapter A. General Provisions</i>	Educator Certification	February 2022
	<i>Subchapter B. Elementary School Certificate Standards</i>		
	<i>Subchapter C. Middle School Certificate Standards</i>		
	<i>Subchapter D. Secondary School Certificate Standards</i>		
Chapter 241. Certification as Principal	<i>Subchapter A. Principal as Instructional Leader Certificate and Endorsement</i>	Educator Certification	February 2022
	<i>Subchapter B. Principal Certificate</i>		
Chapter 242. Superintendent Certificate		Educator Certification	February 2022

Item 27

Adjournment

[\(Back to Agenda\)](#)

Item 28

Statutory Citations

[\(Back to Agenda\)](#)

STATUTORY AUTHORITY REFERENCE

SECTION: TEXAS CONSTITUTION ARTICLE XVI

TEXAS EDUCATION CODE (TEC)

TEXAS GOVERNMENT CODE (TGC)

TEXAS OCCUPATIONS CODE (TOC)

THE TEXAS CONSTITUTION
ARTICLE 16. GENERAL PROVISIONS
SECTION 17

Sec. 17. SERVICE OF PUBLIC OFFICER PENDING QUALIFICATION OF SUCCESSOR.

- (a) Except as provided by Subsection (b) of this section, all officers of this State shall continue to perform the duties of their offices until their successors shall be duly qualified.
- (b) Following the expiration of a term of an appointive office that is filled by appointment of the Governor with the advice and consent of the Senate and that is not an office for which the officer receives a salary, the period for which the officer shall continue to perform the duties of office under Subsection (a) of this section ends on the last day of the first regular session of the Legislature that begins after the expiration of the term.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER A. GENERAL PROVISIONS

TEC, §21.003. CERTIFICATION REQUIRED.

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.
- (b) Except as otherwise provided by this subsection, a person may not be employed by a school district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession and may perform specific services within those professions for a school district only if the person holds the appropriate credential from the appropriate state agency. As long as a person employed by a district before September 1, 2011, to perform marriage and family therapy, as defined by Section 502.002, Occupations Code, is employed by the same district, the person is not required to hold a license as a marriage and family therapist to perform marriage and family therapy with that district.
- (c) The commissioner may waive the requirement for certification of a superintendent if requested by a school district as provided by Section 7.056. A person who is not certified as a superintendent may not be employed by a school district as the superintendent before the person has received a waiver of certification from the commissioner. The commissioner may limit the waiver of certification in any manner the commissioner determines is appropriate. A person may be designated to act as a temporary or interim superintendent for a school district, but the district may not employ the person under a contract as superintendent unless the person has been certified or a waiver has been granted.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER A. GENERAL PROVISIONS

TEC, §21.0031. FAILURE TO OBTAIN CERTIFICATION; CONTRACT VOID.

- (a) An employee's probationary, continuing, or term contract under this chapter is void if the employee:
 - (1) does not hold a valid certificate or permit issued by the State Board for Educator Certification;
 - (2) fails to fulfill the requirements necessary to renew or extend the employee's temporary, probationary, or emergency certificate or any other certificate or permit issued under Subchapter B; or
 - (3) fails to comply with any requirement under Subchapter C, Chapter [22](#), if the failure results in suspension or revocation of the employee's certificate under Section [22.0831\(f\)\(2\)](#).
- (b) If a school district has knowledge that an employee's contract is void under Subsection (a):
 - (1) the district may, except as provided by Subsection (b-1):
 - (A) terminate the employee;
 - (B) suspend the employee with or without pay; or
 - (C) retain the employee for the remainder of the school year on an at-will employment basis in a position other than a position required to be held by an employee under a contract under Section [21.002](#) at the employee's existing rate of pay or at a reduced rate; and
 - (2) the employee is not entitled to the minimum salary prescribed by Section [21.402](#).
- (b-1) A school district may not terminate or suspend under Subsection (b) an employee whose contract is void under Subsection (a)(1) or (2) because the employee failed to renew or extend the employee's certificate or permit if the employee:
 - (1) requests an extension from the State Board for Educator Certification to renew, extend, or otherwise validate the employee's certificate or permit; and
 - (2) not later than the 10th day after the date the contract is void, takes necessary measures to renew, extend, or otherwise validate the employee's certificate or permit, as determined by the State Board for Educator Certification.
- (c) A school district's decision under Subsection (b) is not subject to appeal under this chapter, and the notice and hearing requirements of this chapter do not apply to the decision.
- (d) This section does not affect the rights and remedies of a party in an at-will employment relationship.
- (e) This section does not apply to a certified teacher assigned to teach a subject for which the teacher is not certified.

- (f) For purposes of this section, a certificate or permit is not considered to have expired if:
- (1) the employee has completed the requirements for renewal of the certificate or permit;
 - (2) the employee submitted the request for renewal prior to the expiration date; and
 - (3) the date the certificate or permit would have expired is before the date the State Board for Educator Certification takes action to approve the renewal of the certificate or permit.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.035. DELEGATION AUTHORITY; ADMINISTRATION BY AGENCY.

- (a) The board is permitted to make a written delegation of authority to the commissioner or the agency to informally dispose of a contested case involving educator certification.
- (b) The agency shall provide the board's administrative functions and services.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.036. OFFICERS.

The board shall elect one of its members to serve as presiding officer for a term of two years. The presiding officer is entitled to vote on all matters before the board. The board may elect other officers from among its membership.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.040. GENERAL POWERS AND DUTIES OF BOARD.

The board shall:

- (1) appoint the members of any advisory committee to the board;
- (2) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;
- (3) provide to its members and employees, as often as necessary, information regarding their qualifications for office or employment under this chapter and their responsibilities under applicable laws relating to standards of conduct for state officers or employees; and
- (4) develop and implement policies that clearly define the respective responsibilities of the board and the board's staff.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.041. RULES; FEES.

- (a) The board may adopt rules as necessary for its own procedures.
- (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;
 - (3) specify the period for which each class of educator certificate is valid;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;
 - (5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;
 - (6) provide for special or restricted certification of educators, including certification of instructors of American Sign Language;
 - (7) provide for disciplinary proceedings, including the suspension or revocation of an educator certificate, as provided by Chapter 2001, Government Code;
 - (8) provide for the adoption, amendment, and enforcement of an educator's code of ethics;
 - (9) provide for continuing education requirements; and
 - (10) provide for certification of persons performing appraisals under Subchapter H.
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.
- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.043. ACCESS TO PEIMS DATA.

- (a) The agency shall provide the board with access to data obtained under the Public Education Information Management System (PEIMS).
- (b) The agency shall provide educator preparation programs with data based on information reported through the Public Education Information Management System (PEIMS) that enables an educator preparation program to:
 - (1) assess the impact of the program; and
 - (2) revise the program as needed to improve the design and effectiveness of the program.
- (c) The agency in coordination with the board shall solicit input from educator preparation programs to determine the data to be provided to educator preparation programs.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER A. GENERAL PROVISIONS

TEC, §21.044. EDUCATOR PREPARATION.

- (a) The board shall propose rules:
 - (1) specifying what each educator is expected to know and be able to do, particularly with regard to students with disabilities;
 - (2) establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program; and
 - (3) specifying the minimum academic qualifications required for a certificate.
- (a-1) Any training requirements for a certificate specified under Subsection (a) must require that the person demonstrate:
 - (1) basic knowledge of:
 - (A) each disability category under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) and how each category can affect student learning and development; and
 - (B) conditions that may be considered a disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), and how a condition covered by that section can affect student learning and development;
 - (2) competence in the use of proactive instructional planning techniques that:
 - (A) provide flexibility in the ways:
 - (i) information is presented;
 - (ii) students respond or demonstrate knowledge and skills; and
 - (iii) students are engaged;
 - (B) reduce barriers in instruction;
 - (C) provide appropriate accommodations, supports, and challenges; and
 - (D) maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
 - (3) competence in the use of evidence-based inclusive instructional practices, including:
 - (A) general and special education collaborative and co-teaching models and approaches;
 - (B) multitiered systems of support, including response to intervention strategies, classroom and school level data-based collaborative structures, and evidence-based strategies for intervention and progress monitoring systems in academic areas;

- (C) classroom management techniques using evidence-based behavioral intervention strategies and supports; and
 - (D) appropriate adaptation strategies, including accommodations, modifications, and instruction in the use of assistive technology for instruction.
- (b) The minimum academic qualifications for a certificate specified under Subsection (a) must require that the person receive, as part of the training required to obtain that certificate, instruction in detection and education of students with dyslexia.
- (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) The minimum academic qualifications for a certificate specified under Subsection (a) must 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) a program selected from the list of recommended best practice-based programs and research-based practices established under Section [38.351](#); or
 - (B) a course offered by any accredited public or private postsecondary educational institution as part of a degree program; and
 - (2) include effective strategies, including de-escalation techniques and positive behavioral interventions and supports, for teaching and intervening with students with mental health conditions or who engage in substance abuse.
- (c-2) 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 in digital learning, virtual learning, and virtual instruction, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
 - (1) be aligned with the International Society for Technology in Education's standards for teachers;
 - (2) provide effective, evidence-based strategies to determine a person's degree of digital

- literacy;
- (3) cover best practices in:
 - (A) assessing students receiving virtual instruction, based on academic progress; and
 - (B) developing a virtual learning curriculum; and
 - (4) include resources to address any deficiencies identified by the digital literacy evaluation.
- (d) In proposing rules under this section, the board shall specify that to obtain a certificate to teach an "applied STEM course," as that term is defined by Section [28.027](#), at a secondary school, a person must:
- (1) pass the certification test administered by the recognized national or international business and industry group that created the curriculum the applied STEM course is based on; and
 - (2) have at a minimum:
 - (A) an associate degree from an accredited institution of higher education; and
 - (B) three years of work experience in an occupation for which the applied STEM course is intended to prepare the student.
- (e) In proposing rules under this section for a person to obtain a certificate to teach a health science technology education course, the board shall specify that a person must have:
- (1) an associate degree or more advanced degree from an accredited institution of higher education;
 - (2) current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and
 - (3) at least two years of wage earning experience utilizing the licensure requirement.
- (f) The board may not propose rules for a certificate to teach a health science technology education course that specify that a person must have a bachelor's degree or that establish any other credential or teaching experience requirements that exceed the requirements under Subsection (e).
- (f-1) Board rules addressing ongoing educator preparation program support for a candidate seeking certification in a certification class other than classroom teacher may not require that an educator preparation program conduct one or more formal observations of the candidate on the candidate's site in a face-to-face setting. The rules must permit each required formal observation to occur on the candidate's site or through use of electronic transmission or other video-based or technology-based method.
- (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 all students, including students with disabilities, 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;
- (5) the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H; and
- (6) appropriate relationships, boundaries, and communications between educators and students.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.0441. ADMISSION REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS .

- (a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:
 - (1) except as provided by Subsection (b), satisfies the following minimum grade point average requirements:
 - (A) an overall grade point average of at least 2.50 on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or
 - (B) a grade point average of at least 2.50 on a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and
 - (2) if the person is seeking initial certification:
 - (A) has successfully completed at least:
 - (i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or
 - (ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or
 - (B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.
- (b) The board's rules must permit an educator preparation program to admit in extraordinary circumstances a person who fails to satisfy a grade point average requirement prescribed by Subsection (a)(1)(A) or (B), provided that:

- (1) not more than 10 percent of the total number of persons admitted to the program in a year fail to satisfy the requirement under Subsection (a)(1)(A) or (B);
 - (2) each person admitted as described by this subsection performs, before admission, at a satisfactory level on an appropriate subject matter examination for each subject in which the person seeks certification; and
 - (3) for each person admitted as described by this subsection, the director of the program determines and certifies, based on documentation provided by the person, that the person's work, business, or career experience demonstrates achievement comparable to the academic achievement represented by the grade point average requirement.
- (c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:
- (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
 - (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.
- (d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.0442. EDUCATOR PREPARATION PROGRAM FOR PROBATIONARY AND
STANDARD TRADE AND INDUSTRIAL WORKFORCE TRAINING
CERTIFICATES.**

- (a) The board shall propose rules under this subchapter to create an abbreviated educator preparation program for a person seeking certification in trade and industrial workforce training.
- (b) A person is eligible for admission to an educator preparation program created under this section only if the person:
 - (1) has been issued a high school diploma or a postsecondary credential, certificate, or degree;
 - (2) has seven years of full-time wage-earning experience within the preceding 10 years in an approved occupation for which instruction is offered;
 - (3) holds with respect to that occupation a current license, certificate, or registration, as applicable, issued by a nationally recognized accrediting agency based on a recognized test or measurement; and
 - (4) within the period described by Subdivision (2), has not been the subject of a complaint filed with a licensing entity or other agency that regulates the occupation of the person, other than a complaint that was determined baseless or unfounded by that entity or agency.
- (c) In proposing rules for an educator preparation program under this section, the board shall ensure that the program requires at least 80 hours of classroom instruction in:
 - (1) a specific pedagogy;
 - (2) creating lesson plans;
 - (3) creating student assessment instruments;
 - (4) classroom management; and
 - (5) relevant federal and state education laws.

Text of section effective on June 15, 2017, but only if a specific appropriation is provided as described by Acts 2017, 85th Leg., R.S., Ch. 1077 (H.B. [3349](#)), Sec. 3, which states: This Act takes effect only if a specific appropriation for the implementation of the Act is provided in a general appropriations act of the 85th Legislature.

Added by Acts 2017, 85th Leg., R.S., Ch. 1077 (H.B. [3349](#)), Sec. 1, eff. June 15, 2017.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.0443. EDUCATOR PREPARATION PROGRAM APPROVAL AND RENEWAL.

- (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:
 - (1) incorporate proactive instructional planning techniques throughout course work and across content areas using a framework that:
 - (A) provides flexibility in the ways:
 - (i) information is presented;
 - (ii) students respond or demonstrate knowledge and skills; and
 - (iii) students are engaged;
 - (B) reduces barriers in instruction;
 - (C) provides appropriate accommodations, supports, and challenges; and
 - (D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency;
 - (2) integrate inclusive practices for all students, including students with disabilities, and evidence-based instruction and intervention strategies throughout course work, clinical experience, and student teaching;
 - (3) adequately prepare candidates for educator certification; and
 - (4) 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.

Added by Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. [2205](#)), Sec. 5, eff. September 1, 2015.

Amended by:

Acts 2021, 87th Leg., R.S., Ch. 215 (H.B. [159](#)), Sec. 3, eff. September 1, 2021.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.045. ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.

- a) The board shall propose rules necessary to establish standards to govern the 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 all students, including students with disabilities, taught by beginning teachers for the first three years following certification, to the extent practicable;
 - (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.
- (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) the following information, disaggregated by race, sex, and ethnicity:
 - (A) the number of candidates who apply;
 - (B) the number of candidates admitted;
 - (C) the number of candidates retained;
 - (D) the number of candidates completing the program;

- (E) the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of 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) the number of candidates retained in the profession; and
 - (H) 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 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).
 - (d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 723 (S.B. [174](#)), Sec. 2, eff. June 19, 2009.

Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. [2205](#)), Sec. 6, eff. September 1, 2015.

Acts 2017, 85th Leg., R.S., Ch. 757 (S.B. [1839](#)), Sec. 4, eff. June 12, 2017.

Acts 2021, 87th Leg., R.S., Ch. 215 (H.B. [159](#)), Sec. 4, eff. September 1, 2021.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.0451. SANCTIONS UNDER ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.

- (a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:
- (1) shall provide for the assignment of the following accreditation statuses:
 - (A) not rated;
 - (B) accredited;
 - (C) accredited-warned;
 - (D) accredited-probation; and
 - (E) not accredited-revoked;
 - (2) may provide for the agency to take any necessary action, including one or more of the following actions:
 - (A) requiring the program to obtain technical assistance approved by the agency or board;
 - (B) requiring the program to obtain professional services under contract with another person;
 - (C) appointing a monitor to participate in and report to the board on the activities of the program; and
 - (D) if a program has been rated as accredited-probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided the opportunity for a contested case hearing;
 - (3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited-probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency has provided the opportunity for a contested case hearing; and
 - (4) shall provide the board procedure for changing the accreditation status of a program that:

- (A) does not meet the accreditation standards established under Section [21.045\(a\)](#); or
 - (B) violates a board or agency regulation.
- (b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.
- (c) A revocation must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.
- (d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the educator preparation program.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.4514. CONTINUING EDUCATION AND TRAINING CLEARINGHOUSE; ADVISORY GROUP.

- (a) In this section:
 - (1) "Board" means the State Board for Educator Certification.
 - (2) "Clearinghouse advisory group" means the clearinghouse advisory group established under Subsection (d).
- (b) The board shall publish a comprehensive clearinghouse of information regarding continuing education and training requirements for:
 - (1) educators; and
 - (2) other school personnel.
- (c) The clearinghouse must:
 - (1) include best practices and industry recommendations for the frequency for training of educators and other school personnel; and
 - (2) be published in consultation with the clearinghouse advisory group.
- (d) The board shall establish a clearinghouse advisory group consisting of educators, including classroom teachers, and representatives of organizations that represent educators to review and provide input regarding the best practices and industry recommendations included in the clearinghouse. In publishing the clearinghouse, the board shall ensure the clearinghouse reflects input provided by the clearinghouse advisory group.
- (e) Not later than December 1 of each even-numbered year, the clearinghouse advisory group shall complete a review of the clearinghouse and submit a report to the legislature of the group's recommendations regarding whether any required continuing education or training may be reduced, eliminated, or consolidated with other existing continuing education or training.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.0452. CONSUMER INFORMATION REGARDING EDUCATOR PREPARATION PROGRAMS.

- (a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website.
- (b) The board shall make available at least the following information regarding each educator preparation program:
 - (1) the information specified in Sections [21.045](#)(a) and (b);
 - (2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:
 - (A) average overall grade point average and average grade point average in specific subject areas; and
 - (B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;
 - (3) the degree to which persons who complete the program are successful in obtaining teaching positions;
 - (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
 - (A) students with disabilities; and
 - (B) emergent bilingual students, as defined by Section [29.052](#);
 - (5) the activities offered by the program that are designed to prepare teachers to:
 - (A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
 - (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
 - (6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
 - (7) the perseverance of beginning teachers in the profession, based on information reported through the Public Education Information Management System (PEIMS) providing the

- number of beginning teachers employed as classroom teachers for at least three years after certification in comparison to similar programs;
- (8) the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom;
 - (9) the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants; and
 - (10) the results of teacher satisfaction surveys developed under Section [21.045](#) and given to program participants at the end of the first year of teaching.
- (c) For purposes of Subsection (b)(9), the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.
 - (d) For purposes of Subsections (b)(9) and (10), the board shall develop surveys for distribution to program participants and school principals.
 - (e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.
 - (f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.
 - (g) The board may require any person to provide information to the board for purposes of this section.

Added by Acts 2009, 81st Leg., R.S., Ch. 723 (S.B. [174](#)), Sec. 2, eff. June 19, 2009.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. [2205](#)), Sec. 8, eff. September 1, 2015.

Acts 2019, 86th Leg., R.S., Ch. 573 (S.B. [241](#)), Sec. 1.01, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 597 (S.B. [668](#)), Sec. 1.02, eff. June 10, 2019.

Acts 2021, 87th Leg., R.S., Ch. 973 (S.B. [2066](#)), Sec. 1, eff. September 1, 2021.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.046. QUALIFICATIONS FOR CERTIFICATION AS SUPERINTENDENT OR PRINCIPAL.

- (a) The qualifications for superintendent must permit a candidate for certification to substitute management training or experience for part of the educational experience.
- (b) The qualifications for certification as a principal must be sufficiently flexible so that an outstanding teacher may qualify by substituting approved experience and professional training for part of the educational requirements. Supervised and approved on-the-job experience in addition to required internship shall be accepted in lieu of classroom hours. The qualifications must emphasize:
 - (1) instructional leadership, including the ability to create an inclusive school environment and to foster parent involvement;
 - (2) administration, supervision, and communication skills;
 - (3) curriculum and instruction management, including curriculum and instruction management for students with disabilities;
 - (4) performance evaluation;
 - (5) organization; and
 - (6) fiscal management.
- (c) Because an effective principal is essential to school improvement, the board shall ensure that:
 - (1) each candidate for certification as a principal is of the highest caliber; and
 - (2) multi-level screening processes, validated comprehensive assessment programs, and flexible internships with successful mentors exist to determine whether a candidate for certification as a principal possesses the essential knowledge, skills, and leadership capabilities necessary for success.
- (d) In creating the qualifications for certification as a principal, the board shall consider the knowledge, skills, and proficiencies for principals as developed by relevant national organizations and the State Board of Education.
- (e) For purposes of satisfying eligibility requirements for certification as a principal, a teacher who is certified under Section [21.0487](#):
 - (1) is considered to hold a classroom teaching certificate; and
 - (2) may apply as creditable years of teaching experience as a classroom teacher any period during which the teacher was employed by a school district as a Junior Reserve Officer Training Corps instructor before or after the teacher was certified under Section [21.0487](#).

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 1194 (S.B. [1309](#)), Sec. 2, eff. June 19, 2015.

Acts 2021, 87th Leg., R.S., Ch. 215 (H.B. [159](#)), Sec. 6, eff. September 1, 2021.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.048. CERTIFICATION EXAMINATIONS.

- (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) The board shall adopt rules that provide that in order to teach any grade level from prekindergarten through grade six a person must demonstrate proficiency in the science of teaching reading on a certification examination for each class of certificate issued by the board after January 1, 2021.~~
- ~~(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 the disclosure is regarding notification to a parent of the assignment of an uncertified teacher to a classroom as required by Section 21.057.
- (d) In this section:
- (1) "Hearing impairment" means a hearing impairment so severe that the person cannot process linguistic information with or without amplification.
 - (2) "Reliability" means the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials.
 - (3) "Validity" means being:
 - (A) well-grounded or justifiable;
 - (B) relevant and meaningful;
 - (C) correctly derived from premises or inferences; and
 - (D) supported by objective truth or generally accepted authority.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.0489. EARLY CHILDHOOD CERTIFICATION.

- (a) To ensure that there are teachers with special training in early childhood education focusing on prekindergarten through grade three, the board shall establish an early childhood certificate.
- (b) A person is not required to hold a certificate established under this section to be employed by a school district to provide instruction in prekindergarten through grade three.
- (c) To be eligible for a certificate established under this section, a person must:
 - (1) either:
 - (A) satisfactorily complete the course work for that certificate in an educator preparation program, including a knowledge-based and skills-based course of instruction on early childhood education that includes:
 - (i) teaching methods for:
 - (a) using small group instructional formats that focus on building social, emotional, and academic skills;
 - (b) navigating multiple content areas; and
 - (c) managing a classroom environment in which small groups of students are working on different tasks; and
 - (ii) strategies for teaching fundamental academic skills, including reading, writing, and numeracy; or
 - (B) hold an early childhood through grade six certificate issued under this subchapter and satisfactorily complete a course of instruction described by Paragraph (A);
 - (2) perform satisfactorily on an early childhood certificate examination prescribed by the board; and
 - (3) satisfy any other requirements prescribed by the board.
- (d) The criteria for the course of instruction described by Subsection (c)(1)(A) shall be developed by the board in consultation with faculty members who provide instruction at institutions of higher education in educator preparation programs for an early childhood through grade six certificate.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.04891. BILINGUAL SPECIAL EDUCATION CERTIFICATION.

- (a) In this section, "limited English proficiency" has the meaning assigned by Section 29.052.
- (b) To ensure that there are teachers with special training in providing instruction to students of limited English proficiency with disabilities, the board shall establish a bilingual special education certificate.
- (c) To be eligible for a certificate established under this section, a person must:
 - (1) satisfactorily complete the coursework for that certificate in an educator preparation program, including a skills-based course of instruction on providing instruction to students of limited English proficiency with disabilities, which must include instruction on:
 - (A) the foundations of bilingual, multicultural, and second language special education;
 - (B) providing individualized education programs for students of limited English proficiency with disabilities;
 - (C) providing assessment of students of limited English proficiency with and without disabilities;
 - (D) developing teaching methods to recognize the intellectual, developmental, and emotional needs of students in dual language and transitional bilingual education settings;
 - (E) teaching fundamental academic skills, including reading, writing, and mathematics, to students of limited English proficiency; and
 - (F) creating partnerships with families and school professionals;
 - (2) perform satisfactorily on a bilingual special education certificate examination prescribed by the board; and
 - (3) satisfy any other requirements prescribed by the board.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.050. ACADEMIC DEGREE REQUIRED FOR TEACHING CERTIFICATE; FIELD-BASED EXPERIENCE OR INTERNSHIP.

- (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.
- (b) ~~[The board may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate.]~~ The board shall provide for a minimum number of semester credit hours of field-based experience or internship to be included in the credit hours needed for certification. The board may propose rules requiring additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.
- (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
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.054. CONTINUING EDUCATION.

- (a) The board shall propose rules establishing a process for identifying continuing education courses and programs that fulfill educators' continuing education requirements, including opportunities for educators to receive micro-credentials in fields of study related to the educator's certification class as provided by Subsection (i).
- (a-1) Continuing education requirements for educators must include training regarding educating students with disabilities.
- (b) Continuing education requirements for an educator who teaches students with dyslexia must include training regarding new research and practices in educating students with dyslexia.
- (c) The training required under Subsection (b) may be offered in an online course.

Text of subsection as amended by Acts 2021, 87th Leg., R.S., Ch. 1045 (S.B. [1267](#)), Sec. 3

- (d) Continuing education requirements for a classroom teacher must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) collecting and analyzing information that will improve effectiveness in the classroom;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) digital learning, digital teaching, and integrating technology into classroom instruction;
 - (4) educating diverse student populations, including:
 - (A) students who are educationally disadvantaged; and
 - (B) students at risk of dropping out of school; and
 - (5) understanding appropriate relationships, boundaries, and communications between educators and students.

Text of subsection as amended by Acts 2021, 87th Leg., R.S., Ch. 973 (S.B. [2066](#)), Sec. 2

- (d) Continuing education requirements for a classroom teacher must provide that at least 25 percent of the training required every five years include instruction regarding:
 - (1) collecting and analyzing information that will improve effectiveness in the classroom;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) digital learning, digital teaching, and integrating technology into classroom instruction;
 - (4) educating diverse student populations, including:

- Subchapter (A) students who are eligible to participate in special education programs under [A](#), Chapter [29](#);
- 504, (B) students who are eligible to receive educational services required under Section Rehabilitation Act of 1973 (29 U.S.C. Section 794);
- (C) students with mental health conditions or who engage in substance abuse;
- (D) students with intellectual or developmental disabilities;
- (E) students who are educationally disadvantaged;
- (F) emergent bilingual students; and
- (G) students at risk of dropping out of school;
- (5) understanding appropriate relationships, boundaries, and communications between educators and students; and
- (6) how mental health conditions, including grief and trauma, affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
- (d-1) The instruction required under Subsection (d) may include two or more listed topics together.
- (e) Continuing education requirements for a principal must provide that not more than 25 percent of the training required every five years include instruction regarding:
 - (1) effective and efficient management, including:
 - (A) collecting and analyzing information;
 - (B) making decisions and managing time; and
 - (C) supervising student discipline and managing behavior;
 - (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
 - (3) digital learning, digital teaching, and integrating technology into campus curriculum and instruction;
 - (4) effective implementation of a comprehensive school counseling program under Section [33.005](#);
 - (5) mental health programs addressing a mental health condition;
 - (6) educating diverse student populations, including:
 - (A) students who are educationally disadvantaged;
 - (B) emergent bilingual students; and
 - (C) students at risk of dropping out of school; and
 - (7) preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under Section [21.12](#), Penal Code, or for which reporting is required under Section [21.006](#) of this code.

- (f) Continuing education requirements for a counselor must provide that not more than 25 percent of training required every five years include instruction regarding:
 - (1) assisting students in developing high school graduation plans;
 - (2) implementing dropout prevention strategies;
 - (3) informing students concerning:
 - (A) college admissions, including college financial aid resources and application procedures; and
 - (B) career opportunities;
 - (4) counseling students concerning mental health conditions and substance abuse, including through the use of grief-informed and trauma-informed interventions and crisis management and suicide prevention strategies; and
 - (5) effective implementation of a comprehensive school counseling program under Section [33.005](#).
- (g) The board shall adopt rules that allow an educator to fulfill continuing education requirements by participating in an evidence-based mental health first aid training program or an evidence-based grief-informed and trauma-informed care program. The rules adopted under this subsection must allow an educator to complete a program described by this subsection and receive credit toward continuing education requirements for twice the number of hours of instruction provided under that program, not to exceed 16 hours. The program must be offered through a classroom instruction format that requires in-person attendance.
- (h) Continuing education requirements for a superintendent must include at least 2-1/2 hours of training every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children. For purposes of this subsection, "other maltreatment" has the meaning assigned by Section [42.002](#), Human Resources Code.
- (i) The board shall propose rules establishing a program to issue micro-credentials in fields of study related to an educator's certification class. The agency shall approve continuing education providers to offer micro-credential courses. A micro-credential received by an educator shall be recorded on the agency's Educator Certification Online System (ECOS) and included as part of the educator's public certification records.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2005, 79th Leg., Ch. 675 (S.B. [143](#)), Sec. 2, eff. June 17, 2005.

Acts 2009, 81st Leg., R.S., Ch. 596 (H.B. [200](#)), Sec. 1, eff. September 1, 2009.

Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. [3](#)), Sec. 67(a), eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 635 (S.B. [866](#)), Sec. 2, eff. June 17, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 638 (H.B. [642](#)), Sec. 1, eff. September 1, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1306 (H.B. [3793](#)), Sec. 1, eff. September 1, 2013.

Acts 2015, 84th Leg., R.S., Ch. 1236 (S.B. [1296](#)), Sec. 21.001(9), eff. September 1, 2015.

Acts 2017, 85th Leg., R.S., Ch. 178 (S.B. [7](#)), Sec. 9, eff. September 1, 2017.

Acts 2017, 85th Leg., R.S., Ch. 522 (S.B. [179](#)), Sec. 8, eff. September 1, 2017.

Acts 2017, 85th Leg., R.S., Ch. 757 (S.B. [1839](#)), Sec. 8, eff. June 12, 2017.

Acts 2019, 86th Leg., R.S., Ch. 214 (H.B. [403](#)), Sec. 2, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. [18](#)), Sec. 1.04, eff. December 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 464 (S.B. [11](#)), Sec. 4, eff. June 6, 2019.

Acts 2019, 86th Leg., R.S., Ch. 1123 (H.B. [2424](#)), Sec. 1, eff. June 14, 2019.

Acts 2021, 87th Leg., R.S., Ch. 973 (S.B. [2066](#)), Sec. 2, eff. September 1, 2021.

Acts 2021, 87th Leg., R.S., Ch. 1045 (S.B. [1267](#)), Sec. 3, eff. June 18, 2021.

Acts 2021, 87th Leg., R.S., Ch. 1045 (S.B. [1267](#)), Sec. 24(1), eff. June 18, 2021.

Acts 2021, 87th Leg., R.S., Ch. 1045 (S.B. [1267](#)), Sec. 24(2), eff. June 18, 2021.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

**TEC, §21.0541. CONTINUING EDUCATION CREDIT FOR INSTRUCTION RELATED TO
USE OF AUTOMATED EXTERNAL DEFIBRILLATOR.**

The board shall adopt rules allowing an educator to receive credit towards the educator's continuing education requirements for completion of an instructional course on the use of an automated external defibrillator that meets any guidelines for automated external defibrillator training approved by the board.

Added by Acts 2015, 84th Leg., R.S., Ch. 1143 (S.B. [382](#)), Sec. 1, eff. June 19, 2015.

Amended by:

Acts 2021, 87th Leg., R.S., Ch. 545 (S.B. [199](#)), Sec. 3, eff. September 1, 2021.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.0543. CONTINUING EDUCATION CREDIT FOR INSTRUCTION RELATED TO DIGITAL TECHNOLOGY.

The board shall propose rules allowing an educator to receive credit toward the educator's continuing education requirements for completion of education courses that:

- (1) use technology to increase the educator's digital literacy; and
- (2) assist the educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.061. REVIEW AND UPDATING OF EDUCATOR PREPARATION PROGRAMS.

The board shall, after consulting with appropriate higher education faculty and public school teachers and administrators and soliciting advice from other interested persons with relevant knowledge and experience, develop and carry out a process for reviewing and, as necessary, updating standards and requirements for educator preparation programs.

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS
SUBCHAPTER B. CERTIFICATION OF EDUCATORS

TEC, §21.064. LEGACY MASTER TEACHER CERTIFICATIONS.

- (a) The board shall recognize a master teacher certificate issued under former Section 21.0481, 21.0482, 21.0483, or 21.0484 until the certificate expires. The board shall note a designation of "legacy" on the certificate.
- (b) A master teacher certificate described by Subsection (a) is not eligible for funding under the teacher incentive allotment under Section [48.112](#).

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 22. SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
SUBCHAPTER C. CRIMINAL HISTORY RECORDS

**TEC, §22.082. ACCESS TO CRIMINAL HISTORY RECORDS BY STATE BOARD FOR
EDUCATOR CERTIFICATION.**

The State Board for Educator Certification shall subscribe to the criminal history clearinghouse as provided by Section [411.0845](#), Government Code, and may obtain from any law enforcement or criminal justice agency all criminal history record information and all records contained in any closed criminal investigation file that relate to a specific applicant for or holder of a certificate issued under Subchapter B, Chapter [21](#).

TEXAS EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 22. SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
SUBCHAPTER C. CRIMINAL HISTORY RECORDS

TEC, §22.0831. NATIONAL CRIMINAL HISTORY RECORD INFORMATION REVIEW OF CERTIFIED EDUCATORS .

- (a) In this section, "board" means the State Board for Educator Certification.
- (b) This section applies to a person who is an applicant for or holder of a certificate under Subchapter B, Chapter [21](#), and who is employed by or is an applicant for employment by a school district, open-enrollment charter school, or shared services arrangement.
- (c) The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review.
- (d) The board shall place an educator's certificate on inactive status for failure to comply with a deadline for submitting information required under this section.
- (e) The board may allow a person who is applying for a certificate under Subchapter B, Chapter [21](#), and who currently resides in another state to submit the person's fingerprints and other required information in a manner that does not impose an undue hardship on the person.
- (f) The board may propose rules to implement this section, including rules establishing:
 - (1) deadlines for a person to submit fingerprints and photographs in compliance with this section; and
 - (2) sanctions for a person's failure to comply with the requirements of this section, including suspension or revocation of a certificate or refusal to issue a certificate.
- (g) Expired.

TEXAS GOVERNMENT CODE
TITLE 10. GENERAL GOVERNMENT
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE
CHAPTER 2001. ADMINISTRATIVE PROCEDURE
SUBCHAPTER B. RULEMAKING

TGC, §2001.021. PETITION FOR ADOPTION OF RULES.

- (a) An interested person by petition to a state agency may request the adoption of a rule.
- (b) A state agency by rule shall prescribe the form for a petition under this section and the procedure for its submission, consideration, and disposition. If a state agency requires signatures for a petition under this section, at least 51 percent of the total number of signatures required must be of residents of this state.
- (c) Not later than the 60th day after the date of submission of a petition under this section, a state agency shall:
 - (1) deny the petition in writing, stating its reasons for the denial; or
 - (2) initiate a rulemaking proceeding under this subchapter.
- (d) For the purposes of this section, an interested person must be:
 - (1) a resident of this state;
 - (2) a business entity located in this state;
 - (3) a governmental subdivision located in this state; or
 - (4) a public or private organization located in this state that is not a state agency.

TEXAS GOVERNMENT CODE
TITLE 10. GENERAL GOVERNMENT
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE
CHAPTER 2001. ADMINISTRATIVE PROCEDURE
SUBCHAPTER B. RULEMAKING

TGC, §2001.039. AGENCY REVIEW OF EXISTING RULES.

- (a) A state agency shall review and consider for readoption each of its rules in accordance with this section.
- (b) A state agency shall review a rule not later than the fourth anniversary of the date on which the rule takes effect and every four years after that date. The adoption of an amendment to an existing rule does not affect the dates on which the rule must be reviewed except that the effective date of an amendment is considered to be the effective date of the rule if the agency formally conducts a review of the rule in accordance with this section as part of the process of adopting the amendment.
- (c) The state agency shall readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule under this section.
- (d) The procedures of this subchapter relating to the original adoption of a rule apply to the review of a rule and to the resulting repeal, readoption, or readoption with amendments of the rule, except as provided by this subsection. Publishing the Texas Administrative Code citation to a rule under review satisfies the requirements of this subchapter relating to publishing the text of the rule unless the agency readopts the rule with amendments as a result of the review.
- (e) A state agency's review of a rule must include an assessment of whether the reasons for initially adopting the rule continue to exist.

TEXAS GOVERNMENT CODE
TITLE 10. GENERAL GOVERNMENT
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE
CHAPTER 2001. ADMINISTRATIVE PROCEDURE
SUBCHAPTER C. CONTESTED CASES: GENERAL RIGHTS AND PROCEDURES

TGC, §2001.056. INFORMAL DISPOSITION OF CONTESTED CASE.

Unless precluded by law, an informal disposition may be made of a contested case by:

- (1) stipulation;
- (2) agreed settlement;
- (3) consent order; or
- (4) default.

TEXAS OCCUPATIONS CODE
TITLE 2. GENERAL PROVISIONS RELATING TO LICENSING
CHAPTER 54. EXAMINATION ON RELIGIOUS HOLY DAY;
EXAMINATION ACCOMMODATIONS FOR PERSON WITH DYSLEXIA

TOC, §54.003. EXAMINATION ACCOMMODATIONS FOR PERSON WITH DYSLEXIA.

- (a) In this section, "dyslexia" has the meaning assigned by Section [51.970](#), Education Code.
- (b) For each licensing examination administered by a state agency, the agency shall provide reasonable examination accommodations to an examinee diagnosed as having dyslexia.
- (c) Each state agency shall adopt rules necessary to implement this section, including rules to establish the eligibility criteria an examinee must meet for accommodation under this section.

TEXAS OCCUPATIONS CODE
TITLE 2. GENERAL PROVISIONS RELATING TO LICENSING
CHAPTER 55. LICENSING OF MILITARY SERVICE MEMBERS, MILITARY VETERANS, AND
MILITARY SPOUSES

TOC, §55.002. EXEMPTION FROM PENALTY FOR FAILURE TO RENEW LICENSE.

A state agency that issues a license shall adopt rules to exempt an individual who holds a license issued by the agency from any increased fee or other penalty imposed by the agency for failing to renew the license in a timely manner if the individual establishes to the satisfaction of the agency that the individual failed to renew the license in a timely manner because the individual was serving as a military service member.

TEXAS OCCUPATIONS CODE
TITLE 2. GENERAL PROVISIONS RELATING TO LICENSING
CHAPTER 55. LICENSING OF MILITARY SERVICE MEMBERS, MILITARY VETERANS, AND
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TOC, §55.003. EXTENSION OF LICENSE RENEWAL DEADLINES FOR MILITARY SERVICE MEMBERS.

A military service member who holds a license is entitled to two years of additional time to complete:

- (1) any continuing education requirements; and
- (2) any other requirement related to the renewal of the military service member's license.