

Item 21:

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

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs. The proposed amendments would implement the statutory requirements of Senate Bills (SBs) 7 and 1839 and House Bills (HBs) 2039, 3349, and 1963, 85th Texas Legislature, Regular Session, 2017. The proposed amendments would also implement changes based on stakeholder input and Texas Education Agency (TEA) staff recommendations.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 228 is the Texas Education Code (TEC), §§21.031; 21.041(b)(1); 21.044, as amended by SB 7, SB 1839, and SB 1963, 85th Texas Legislature, Regular Session, 2017; 21.0442(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017; 21.0443; 21.0453; 21.0454; 21.0455; 21.046(b); 21.0487(c); 21.0489(c), as added by SB 1839, and HB 2039, 85th Texas Legislature, Regular Session, 2017; 21.049(a); 21.050(b) and (c); 21.051, as amended by SB 1839; and the Texas Occupations Code, §55.007.

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, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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.

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, §21.044, 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, §21.0442(c), requires the SBEC to ensure that an EPP requires at least 80 hours of instruction for a candidate seeking a Trade and Industrial Workforce Training certificate.

TEC, §21.0443,

TEC, §21.0455, requires the SBEC to propose rules necessary to establish a process for complaints to be directed against an EPP.

TEC, §21.046(b), states that 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.

TEC, §21.0487(c), states that because an effective principal is essential to school improvement, the SBEC shall ensure that each candidate for certification as a principal is of the highest caliber and that 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.

TEC, §21.0489(c), states the eligibility for an Early Childhood: Prekindergarten-Grade 3 certificate.

TEC, §21.049(a), authorizes the SBEC to adopt rules providing for educator certification programs as an alternative to traditional EPPs.

TEC, §21.050(b), states that the SBEC may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate.

TEC, §21.050(c), states that 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, §21.051, provides a requirement that before a school may employ a certification candidate as a teacher of record, the candidate must have completed at least 15 hours of field-based experience in which the candidate was actively engaged at an approved school in instructional or educational activities under supervision.

TOC, §55.007, provides that verified military service, training, and education be credited toward licensing requirements.

FUTURE ACTION EXPECTED: TEA staff anticipates bringing this item back for proposal in March 2018 after receiving input from the Board at the December 2017 meeting and collecting

§228.1. General Provisions.

New subsection (d) is being proposed to address deadlines in this chapter that cannot be met because of a disaster that results in the governor declaring a state of disaster. This amendment would allow TEA staff to extend deadlines in this chapter for up to 90 days to accommodate

§228.2. Definitions.

The definitions of *clinical teaching*, *internship*, and *practicum* in §228.2(9), (21) and (26) would be amended to include the criteria for a successful assignment. The criteria for a successful assignment would include that the candidate demonstrates proficiency in each of the educator standards for the certificate class being sought. The criteria for a successful assignment would also include that

§228.30. Educator Preparation Curriculum.

higher education if the candidate teaches not less than an average of four hours each day, including intermissions and recesses, in a dual credit career and technical instructional setting. A dual credit career and technical instructional setting would be defined by Part 1, Chapter 4, Subchapter D of this title (relating to Dual Credit Partnerships Between Secondary Schools and Public Schools).

Language would be amended in §228.35(g)(7) to define the observation requirements for a 14-week clinical teaching option for candidates who are employed as a certified educational aide. A field supervisor from an EPP would need to provide at least one formal observation during the first third of the assignment, one formal observation during the second third of the assignment, and one formal observation during the final third of the assignment. This change would provide consistency among EPPs.

Language would be amended in §228.35(g)(8) to define the observation requirements for a full-day clinical teaching assignment that exceeds 14 weeks and extends beyond one semester. A field supervisor from an EPP would need to

a pre- and post-conference, the observations must be at least 135 minutes in duration in total, and the observations must occur throughout the clinical experience. A clinical experience is successful when a field supervisor from the EPP recommends that the candidate should be recommended for a TVI supplemental certificate. This change would clarify the rules required to implement the TEC, §21.0485, as enacted by SB 54, 82nd Texas Legislature, Regular Session, 2011. This change would also provide consistency among EPPs.

PUBLIC AND STUDENT BENEFIT: The proposed amendments to 19 TAC Chapter 228 will result in clear guidance for EPPs on requirements for providing preparation to individuals seeking certification as an educator.

Staff Member Responsible: Tim Miller, Director

ATTACHMENT I

**Statutory Citations Relating to 19 TAC Chapter 228, Requirements for Educator
Preparation Programs**

Texas Education Code, §21.031, Purpose:

(a)

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- (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, 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; and
 - (3) 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:

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

**Texas Education Code, §21.0442, Educator Preparation Program for Probationary and Standard Trade and Industrial Workforce Training Certificates, as added by HB 3349, 85th
fi. Certificates**

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- (3) the current supply of and demand for teachers in this state;
 - (4) the importance of developing classroom management skills; and
 - (5) the state's framework for appraisal of teachers and principals.
- (b) The board may propose rules as necessary for administration of this section, including rules to ensure that accurate and consistent information is provided by all educator preparation programs.

Texas Education Code, §21.0454, Risk Factors for Educator Preparation Programs; Risk-Assessment Model:

- (a) The board shall propose rules necessary to develop a set of risk factors to use in assessing the overall risk level of each educator preparation program. The set of risk factors must include:
- (1) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
 - (A) the seriousness of any violation of a rule, standard or procedure;
 - (B) whether the violation resulted in an action being taken against the program;
 - (C) whether the violation was promptly remedied by the program;
 - (D) the number of alleged violations; and
 - (E) any other matter considered to be appropriate in evaluating the program's compliance history; and
 - (2) whether the program meets the accountability standards under Section 21.045.
- (b) The set of risk factors developed by the board may include whether an educator preparation program is accredited by other organizations.
- (c) The board shall use the set of risk factors to guide the agency in conducting monitoring, inspections, and compliance audits of educator preparation programs, including evaluations associated with renewals under Section 21.0443.

Texas Education Code, §21.0455, Complaints Regarding Educator Preparation Programs:

- (a) The board shall propose rules necessary to establish a process for a candidate for teacher certification to direct a complaint against an educator preparation program to the agency.
- (b) The board by rule shall require an educator preparation program to the

- (d) The board has no authority to arbitrate or resolve contractual or commercial issues between an educator preparation program and a candidate for teacher certification.

Texas Education Code, §21.046, Qualifications for Certification as Superintendent or Principal (excerpts):

- (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;
 - (2) administration, supervision, and communication skills;
 - (3) curriculum and instruction management;
 - (4) performance evaluation;
 - (5) organization; and
 - (6) fiscal management.

Texas Education Code, §21.0487, Junior Reserve Officer Training Corps Teacher Certification (excerpts):

- (c) The board shall propose rules to:
- (1) approve educator preparation programs to prepare a person as a teacher for certification under this section; and
 - (2) establish requirements under which:
 - (A) a person's training and experience acquired during the person's military service serves as proof of the person's demonstration of subject matter knowledge if that training and experience is verified by the branch of service in which the person served; and
 - (B) a person's employment by a school district as a Junior Reserve Officer Training Corps instructor before the person was enrolled in an educator preparation program or while the person is enrolled in an educator preparation program is applied to satisfy any student teaching, internship, or field-based experience program requirement.

Texas Education Code, §21.0489, Early Childhood Certification, as added by SB 1839 and HB 2039, 85th Texas Legislature, Regular Session, 2017 (excerpt):

- (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:

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- (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.

Texas Education Code, §21.049, Alternative Certification (excerpt):

- (a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. The rules may not provide that a person may be certified under this section only if there is a demonstrated shortage of educators in a school district or subject area.

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

- (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 internship to be included in the hours

based experience in which the candidate is actively engaged in instructional or educational activities under supervision at:

- (1) a public school campus accredited or approved for the purpose by the agency; or
- (2) a private school recognized or approved for the purpose by the agency.

(b-1) A candidate may satisfy up to 15 hours of the field-based experience requirement under Subsection (b) by serving as a long-term substitute teacher as prescribed by board rule. Experience under this subsection may occur after the candidate's admission to an educator preparation program or during the two years before the date the candidate is admitted to the program. The candidate's experience in instructional or educational activities must be documented by the educator preparation program and must be obtained at:

- (1) a public school campus accredited or approved for the purpose by the agency; or
- (2) a private school recognized or approved for the purpose by the agency.

- (c) Subsection (b) applies only to an initial certification issued on or after September 1, 2012. Subsection (b) does not affect:
- (1) the validity of a certification issued before September 1, 2012; or
 - (2) the eligibility of a person who holds a certification issued before September 1, 2012, to obtain a subsequent renewal of the certification in accordance with board rule.
- (d) Subsection (b) does not affect the period within which an individual must complete field-based experience hours as determined by board rule if the individual is not accepted into an educator preparation program before the deadline prescribed by board rule and is hired for a teaching assignment by a school district after the deadline prescribed by board rule.
- (e) The board shall propose rules relating to the field-based experience required by Subsection (b). The commissioner by rule shall adopt procedures and standards for recognizing a private school under Subsection (b)(2).
- (f) The board shall propose rules providing flexible options for persons for any field-based experience or internship required for certification.

Texas Occupations Code, §55.007, License Eligibility requirements for Applicants with Military Experience:

- (a) Notwithstanding any other law, a state agency that issues a license shall, with respect to an applicant who is a military service member or military veteran, credit verified military service, training, or education toward the licensing requirements, other than an examination requirement, for a license issued by the state agency.
- (b) The state agency shall adopt rules necessary to implement this section.
- (c) Rules adopted under this section may not apply to an applicant who:
 - (1) holds a restricted license issued by another jurisdiction; or
 - (2) has an unacceptable criminal history according to the law applicable to the state agency.

ATTACHMENT II

Draft Text of Proposed Rules for 19 TAC Chapter 228 Requirements for Educator Preparation Programs

§228.1. General Provisions.

- (a) To ensure the highest level of educator preparation and practice, the State Board for Educator Certification (SBEC) recognizes that the preparation of educators must be the joint responsibility of educator preparation programs (EPPs) and the Early Childhood and Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is required.
- (b) Consistent with the Texas Education Code, §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of EPPs to accommodate the unique characteristics and needs of different regions of the state as well as the diverse population of potential educators.
- (c) All EPPs are subject to the same standards of accountability, as required under Chapter 229 of this title (relating to Accountability System for Educator Preparation Programs).
- (d) ~~If the governor declares a state of disaster consistent with the Texas Government Code, §418.014, the Texas Education Agency staff may extend deadlines in this chapter for up to 90 days and decrease clinical teaching, internship and practicum assignment minimum by up to 20 percent as necessary to accommodate persons in the affected disaster areas.~~

§228.2. Definitions.

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

- (1) Academic year—If not referring to the academic year of a particular public, private, or charter school or institution of higher education, September 1 through August 31.
- (2) 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) Alternative certification program—An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate teacher education program, for individuals already holding at least a bachelor's degree from an accredited institution of higher education.
- (4) Benchmarks

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- (9) ~~Clinical teaching-A supervised educator assignment through an educator preparation program at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.~~ Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the certificate being sought and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate.
- (10) ~~Clock-hours-The actual number of hours of coursework or training provided; for purposes of calculating the training and coursework required by this chapter, one semester credit hour at an accredited institution of higher education is equivalent to 15 clock hours. Clockhours of field based experiences, clinical teaching, internship, and practicum are actual hours spent in the required educational activities and experiences.~~
- (11) ~~Contingency admission-Admission as described in §227.15 of this title (relating to Contingency Admission).~~
- (12) ~~Cooperating teacher-For a clinical teacher candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification category for the clinical teaching assignment for which the clinical teacher candidate is seeking certification; who, assists, and supports the candidate during the candidate's clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to the candidate's field supervisor.~~
- (13) ~~Educator preparation program-An entity that must be approved by the State Board for Educator Certification to recommend candidates in one or more educator certification classes.~~
- (14) ~~Entity--The legal entity that is approved to de 0.00c392 re W* n BT /F7 10.02 Tf 1 0 0 1 144.02 462.64 Tr~~

- assigned as required by §228.35(e) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's ~~field~~ supervisor.
- (17) ~~Formal admission~~ Admission as described in §227.17 of this title (relating to Formal Admission).
- (18) ~~Head Start Program~~ The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (19) Initial certification-The first Texas certificate in a class of certificate issued to an individual based on participation in an approved educator preparation program.
- (20) Intern certificate-A type of certificate as specified in §230.36 of this title (relating to Intern Certificates) that is issued to a candidate who has pass all required content certification examinations and is completing initial requirements for certification through an approved educator preparation program.
- (21) Internship-A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate ~~internship is successful when the candidate demonstrates proficiency in each of the educator standards for the certificate class being sought and the field supervisor and supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate.~~
- (22) Late hire-An individual who has not been accepted into an educator preparation program before the 45th day before the first day of instruction and who is hired for a teaching assignment by a school after the 45th day before the first day of instruction or after the school's academic year has begun.
- (23) Mentor-For an internship candidate, an educator who is collaboratively assigned by the campus administrator and the educator preparation program (EPP) ~~has~~ at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed mentor training by an EPP within three weeks of being assigned to the intern; who is currently certified in the certification ~~at~~ 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.
- (24) Pedagogy-The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- (25) Postbaccalaureate program-An educator preparation program, delivered by an accredited institution of higher education and approved by the State Board for Educator Certification to recommend candidates for certification, that is designed for individuals who already ~~hold~~ hold a bachelor's degree and are seeking an additional degree.
- (26) Practicum-A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought. A practicum is successful when the candidate demonstrates proficiency in each of the educator standards for the certificate class being sought and the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate.
- (27) Probationary certificate-A type of certificate as specified in §230.37 of this title (relating to Probationary Certificates) that is issued to a candidate who has passed all required certification examinations and is completing requirements for certification through an approved educator preparation program.
- (28) School day-If not referring to the school day of a particular public or private school, a school day shall be at least seven hours (420 minutes) each day, including intermissions and recesses.

- (29) School year: If not referring to the school year of a particular public or private school, a school year shall provide at least 180 days (75,600 minutes) of instruction for students.
- (30) Site supervisor: For a practicum candidate, an educator who has at least three years of experience

Figure: 19 TAC §228.10(b)(1)

- (2) Unless specified otherwise, the entity must retain evidence of compliance described in the figure in paragraph (1) of this subsection for a period of five years.
- (3) TEA staff shall, at the minimum, use the following risk factors to determine the need for discretionary reviews and the type of year reviews:
 - (A) a history of the program's compliance with state law and board rules, standards, and procedures, with consideration given to:
 - (i) the seriousness of any violation of a rule, standard, or procedure;
 - (ii) whether the violation resulted in an action being taken against the program;
 - (iii) whether the violation was promptly remedied by the program;

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- (3) An EPP that is not rated "accredited" may not apply to offer additional certificate categories or classes of certificates.
 - (4) An EPP that is rated "accredited" may request the addition of a certificate class that has not been previously approved by the SBEC, but must present a full proposal on an application in a form developed by the TEA staff for consideration and approval by the SBEC.
 - (e) Addition of program locations. An EPP that is rated "accredited," may open additional locations, provided the program informs the SBEC of any additional locations at which the program is providing educator preparation 60 days prior to providing educator preparation at the location. Additional program locations must operate in accordance with the program components under which the program has been approved to operate.
 - (f) Contingency of approval. Approval of an EPP by the SBEC, including each specific certificate class and category, is contingent upon approval by other lawfully established governing bodies such as the Texas Higher Education Coordinating Board, boards of regents, or school district boards of trustees. Continuing EPP approval is contingent upon compliance with superseding state and federal law.

§228.15. Program Consolidation or Closure.

- (a)

- (3) executive leadership;
 - (4) school culture; and
 - (5) strategic operations.
- (f) The following educator standards from 19 TAC Chapter standards

- (b) Coursework and/or training for candidates seeking initial certification in the classroom teacher certification class. An EPP shall provide each candidate with a minimum of 300 clock hours of coursework and/or training. An EPP shall provide a minimum of 200 clock hours of coursework and/or training for a candidate seeking a Trade and Industrial Workforce Training certificate as defined by §233.14 (relating to Trade and Industrial Workforce Training: Grades 26 certificate) of this title. Unless a candidate qualifies as a late hire, a candidate shall complete the following prior to clinical teaching or internship:
- (1) a minimum of 30 clock hours of fieldbased experience. Up to 15 clock hours of this fieldbased experience may be provided by use of electronic transmission or other video or technology method; and
 - (2) 150 clock hours of coursework and/or training that allows candidates to demonstrate proficiency in:
 - (A) designing clear, well organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher order thinking, persistence, and achievement;
 - (B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;
 - (C) ensuring high levels of learning, social emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
 - (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;
 - (E) organizing a safe, accessible, and efficient classroom;
 - (F) establishing, communicating, and maintaining clear expectations for student behavior;
 - (G) leading a mutually respectful and collaborative class of actively engaged learners;
 - (H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
 - (I) reflect on his or her practice; and
 - (J) effectively communicating with students, families, colleagues, and community members.
- (c) Coursework and/or training for candidates seeking initial certification in a certification class other than classroom teacher. An EPP shall provide coursework and/or training to ensure that the educator is effective in the assignment. An EPP shall provide each candidate with a minimum of 200 clock hours of coursework and/or training that is directly aligned to the educator standards for the applicable certification class.
- (d) Late hire provisions. A late hire for a school district teaching position may begin employment under an intern or probationary certificate before completing the internship requirements of subsection (b) of this section, but shall complete these requirements within 90 school days of assignment.
- (e) Educator preparation program delivery. An EPP shall provide evidence of ongoing and relevant field experiences throughout the EPP in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.
- (1) For initial certification in the classroom teacher certification class, each EPP shall provide field based experiences, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The fieldbased experiences must be completed prior to assignment in an internship or clinical teaching.
 - (A) Field-based experiences must include 15 clock hours in which the candidate, under the direction of the EPP, is actively engaged in instructional or educational activities include:
 - (i) authentic school settings in a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose;

- (B) is related to the field supervisor, mentor, or cooperating teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (6) For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock hours whereby a candidate must demonstrate proficiency in each of the educator standards for the ~~class~~ ~~class~~ class being sought.
- (A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.
- (B) A practicum shall not take place in a setting where the candidate:
- (i) has an administrative role over the site supervisor; or
 - (ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- (C) An intern or probationary certificate may be issued to a candidate for a certification class other than classroom teacher who meets the requirements and conditions, including the subject matter knowledge requirement, prescribed in §230.37 of this title.
- (i) A candidate for an intern or probationary certificate certification class other than classroom teacher must meet all requirements established by the recommending EPP, which shall be based on the qualifications and requirements for the class of certification sought and the duties to be performed by ~~the~~ ~~the~~ h of a probationary certificate in that class.
 - (ii) An EPP may recommend an additional practicum under a probationary certificate if:
 - (I) the EPP certifies that the first practicum was not successful, the EPP has developed a plan to address any ~~deficiencies~~ ~~deficiencies~~ identified by the candidate and the candidate's field supervisor, and the EPP implements the plan during the additional practicum; or
 - (II) the EPP certifies that the first practicum was successful and that the candidate is making satisfactory ~~progress~~ ~~progress~~ forward completing the EPP before the end of the additional practicum.
- ~~(D) A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate.~~
- (7) Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for ~~filed~~ ~~filed~~ experience, internship, clinical teaching, and/or practicum.
- (A) All Department of Defense Education Activity (DDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of ~~filed~~ ~~filed~~ experience, internship, clinical teaching, and/or practicum.
- (B) An EPP may file a

(1)

- (1) Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
- ~~[(2) At least one of the formal observations must be on the candidate's site in a face-to-face setting.~~
- ~~[(3)](2) If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidate's site in a face-to-face setting must include a pre and post conference.~~
- ~~[(4)](3) An EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.~~
- (i) ~~Coursework and/or training for candidates seeking Early Childhood: Prekindergarten-Grade 3 certification. An EPP shall provide each candidate who holds a valid standard, provisional, or nonclassroom teacher certificate specified in §230.31 (relating to Types of Certificates) and §227.10(f) (relating to Admission Criteria) of this title with a minimum of 150 clock hours of coursework and/or training.~~
- (j) ~~A candidate seeking Teacher of Students with Visual Impairment (TVI) Supplemental: Early Childhood Grade 1-2 certificate must complete clinical experience of at least 350 clock-hours in a supervised educator assignment in a public school accredited by the TEA or a charter school approved by the TEA for this purpose. A TVI certification candidate must demonstrate proficiency in each of the educator standards for the certificate being sought during the clinical experience. A clinical experience is successful when the field supervisor recommends to the EPP that the TVI certification candidate should be recommended for a TVI Supplemental certification.~~
 - (1) ~~The EPP will provide guidance, assistance, and support for the TVI certification candidate by assigning a cooperating teacher and/or providing individual or group consultation. The EPP is responsible for providing training to cooperating teachers and/or consultation providers.~~
 - (2) ~~The EPP will collaborate with the program coordinator for the Texas School for the Blind and Visually Impaired Statewide Mentor Program to assign a TVI mentor for the TVI certification candidate. The Statewide Mentor Program is responsible for providing training for all TVI mentors.~~
 - (3) ~~The EPP will provide ongoing support for the TVI certification candidate. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an~~

of the clinical experience and one formal observation within the final third of the clinical experience

(k) [(+)] Exemptions.

- (1) Under the TEC, §21.050(c), a candidate who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, is exempt from the requirements of this chapter relating to field-based experience, internship, or

- (b) EPP responsibilities.
 - (1) The EPP shall adopt and send to TEA staff, for inclusion in the EPP's records, a

Figure: 19 TAC §228.10(b)(1)

Component I: Governance	Evidence
19 TAC §228.20(b): The representative nature of an advisory committee.	Records of advisory committee membership reflecting at least three of the groups listed in this subsection; and Advisory committee meeting attendance records.
19 TAC §228.20(b): Input provided by an advisory committee.	Advisory committee member input reflected in the advisory committee minutes.
19 TAC §228.20(b): EPP informed advisory committee members of their roles and responsibilities.	Advisory committee training materials, date(s), attendance records; or Advisory committee handbook with acknowledgment of receipt by advisory committee member; or Letter of invitation with roles and responsibilities outlined and acknowledged by invitee as to accept or decline; or Bylaws acknowledged receipt by advisory committee member.
19 TAC §228.20(b): Advisory committee meeting.	Dated minutes of each advisory committee meeting.
19 TAC §228.20(e): The EPP provided notice of amendments to its approved program.	Record of notification to TEA.
19 TAC §228.20(f): The EPP provided notice and received approval of amendments to its approved program.	Record of approval or denial from TEA.
19 TAC §228.20(g): The EPP published a calendar of activities.	Calendar posted on EPP website.
19 TAC §228.10(a): The EPP has met the requirements for approval.	EPP accreditation status on file with TEA.
19 TAC §228.10(b): The EPP has met the requirements for continuing approval.	EPP accreditation status on file with TEA.
19 TAC §228.10(c): The EPP has met the requirements to offer clinical teaching.	EPP clinical teaching status on file with TEA.
19 TAC §228.10(d): The EPP has met the requirements to offer a certification class and/or category.	EPP certification class and/or category status on file with TEA.
19 TAC §228.10(e): The EPP provided notice of an additional location.	Record of letter(s) on letterhead signed by an EPP's legally authorized agent or representative by email or regular mail.
19 TAC §228.15: The EPP has met the requirements for consolidation or closure.	EPP notice of consolidation or closure; and EPP notification of candidates; and EPP completion of required SBEC and TEA actions If closing, EPP notification of representative.
19 TAC §228.17: The EPP has met the requirements for changing ownership.	EPP notice of change of ownership.

Component II: Admission

Evidence

Component II: Admission	Evidence
19 TAC §227.10(b): Applicants have met additional admission requirements.	Records of admission requirements; and Documentation of published requirements in candid records; and Admission requirements are published on website, catalogues, or brochures, or orientation materials.
19 TAC §227.10(c): The EPP has appropriately admitted applicants who have transferred from other EPPs.	Transfer form; and Application for admission; and Official transcripts.
19 TAC §227.10(d): Career and Technical Education applicants have been admitted with the required documentation of licensure and experience.	License and/or other supporting documentation of work experience; and Statement of qualifications; and Diploma or Transcript.
19 TAC §227.17(a): Applicants have been formally admitted to the EPP.	Required admission documents; and Written formal admission offer letter; and Written and dated formal admission acceptance letter.
19 TAC §227.17(e) and (f): Candidates were admitted prior to beginning coursework and training or receiving approval to test.	Written and dated formal admission acceptance letter; and Coursework record with start and completion dates; and Testing history.
19 TAC §227.15(a): Applicants admitted on a contingency basis met all admission requirements relating to contingency admission.	Written contingency admission offer letter; and Written and dated contingency admission acceptance letter; and Required admission documents; and Official transcripts; and Information from university confirming date of graduation; and Program records indicating which semester admission applies.
19 TAC §241.5(c)Principal, and 19 TAC §242.5(c), Superintendent: Candidates admitted met all admission requirements.	Screening instrument with rubric and cut score.
19 TAC §242.5(a)Superintendent: Applicants were admitted with required degree requirements.	Official transcript.

Component III: Curriculum	Evidence
19 TAC §228.30(a): The curriculum is based on approved educator standards.	Charts identifying alignment of educator standards in curriculum; and Application of educator standards identified in syllabi/course outlines; or Application of educator standards identified in course/training lesson plans.
19 TAC §228.30(a): The curriculum addresses the relevant Texas Essential Knowledge and Skills (TEKS).	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines identifying training in using TEKS to inform instruction and assessment; or Instructor lesson plans reflecting instruction and use of TEKS.
19 TAC §228.40(a): The EPP uses assessments to measure candidate progress.	Syllabi/course outlines reflecting assessments of knowledge and skills; and Assessments that measure mastery of educator standards.
19 TAC §228.30(b): The curriculum is research-based.	Syllabi/course outlines with bibliographies/reference lists.
19 TAC §228.30(c)-(e)(f): The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class.	Charts identifying alignment of educator standards in curriculum; and Syllabi/course outlines; or Coursework.

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
<p>19 TAC §228.35(e)(2)(C)(iii): Candidates complete additional internship assignments that meet requirements for an internship and are appropriately supervised by the EPP.</p>	<p>Record of coursework completed; and Completed statement of eligibility; and Internship placement lists with placement information including tests passed, start and end dates, start and end times, district, campus, grade level, subject areas, mentor, and field supervisor assigned; and Intern or probationary certificates; and Field supervisor observation logs; and Letter from school district.</p>
<p>19 TAC §228.35(e)(2)(C)(iv): Candidates hold probationary or intern certificates while completing internship assignments.</p>	<p>Intern or probationary certificate.</p>
<p>19 TAC §228.35(e)(2)(C)(v): Additional internships recommended by the EPP have met the requirements for allowing candidates to complete additional internships.</p>	<p>Record of successful or unsuccessful internship; and Deficiency plan; and Benchmarks.</p>
<p>19 TAC §228.35(e)(2)(C)(vi)(I): The EPP supports the candidate during an additional internship unless the internship is ended early due to issuance of a standard certificate. 19 TAC §228.35(e)(2)(C)(vi)(II) The EPP supports the candidate during an additional internship unless the internship is ended early because the candidate is renewed by, resigns from, or is terminated by the employer.</p>	<p>Standard certificate. Written notice from candidate and Written notice to candidate; and</p>

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Component IV: Coursework, Training, Program

Component IV: Coursework, Training, Program Delivery, and Ongoing Support	Evidence
19 TAC §228.35(g): The field supervisor has provided a copy of the written observation feedback to the required individuals.	Observation instrument with cooperating teacher, mentor, and/or campus supervisor signature; or Email with delivery/read receipt; or Dated copy of letter on program letterhead sent with observation results.
19 TAC §228.35(g): The candidate receives informal observations and ongoing coaching as appropriate.	Field supervisor log; or Email records with delivery/read receipts; or Phone records; or Observation forms; or Other electronic records of observation and coaching.
19 TAC §228.35(g): The field supervisor collaborates with the required individuals.	Field supervisor log; or Email records with delivery/read receipts; or Phonerecords; or Signed observation forms.
19 TAC §228.35(g)(1)(8): Formal observations conducted by field supervisors meet the requirements for duration, frequency, and format. 19 TAC §228.35(h): Candidates seeking certification in a class other than Classroom Teacher are assigned field supervisors who have the required education and credentials.	Observation forms signed by candidate and field supervisor with date, start and stop time, subject, and grade level with record of instructional strategies observed. Candidate placement information showing date of placement and instructional strategies.

Component IV: Coursework, Training, Program
Delivery, and Ongoing Support

Evidence

Component VIII: Certification Procedures	Evidence
19 TAC §230.13(a)(1): The candidate has met the appropriate degree and/or experience requirements	Official transcripts; and/or Documentation of experience.
19 TAC §230.13(b)(2): The candidate has met the appropriate preparation, experience, and/or licensure certification, or registration requirements.	Documentation of preparation, experience, and/or licensure certification, or registration requirements.
19 TAC §230.13(a)(2) and (b)(3): The candidate has	

Component VIII: Certification Procedures	Evidence
19 TAC §239.103, Master Technology Teacher: Candidates either 1) hold the Technology Applications Certificate or the Technology Education Certificate, and complete an EPP; OR 2) hold a valid teaching certificate with the required creditable years of teaching experience and complete an EPP.	Technology Application or Technology Education Certificate; and Record of EPP completion; or Valid teaching certificate; and Official service records; and Record of EPP completion.
19 TAC §239.104, Master Science Teacher: Candidates hold a valid teaching certificate with the required creditable years of teaching experience, and complete an EPP.	Valid teaching certificate; and Official service records; and Record of EPP completion.

Component IX: Integrity of Data Submission

Evidence