

Item 10:**Proposed Revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, and Proposed Repeal of 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter G, Certification Requirement for Classroom Teachers, §230.191, Preparation Required in All Programs****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs. The proposed revisions would update the rules to reflect current law, add minimum standards for all educator preparation programs, while still allowing flexibility, and ensure consistency among the educator preparation programs in the state. This item also proposes additional changes to incorporate recommendations following the May 9, 2008, SBEC meeting. In addition, this item provides the SBEC an opportunity to discuss and propose the repeal of 19 TAC §230.191, Preparation Required in All Programs. Program preparation requirements in this rule have been incorporated into the proposed revisions to 19 TAC Chapter 228 or have an expiration date in rule of September 1, 2007.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 228 is the Texas Education Code (TEC), §§21.031(a), 21.044, 21.045(a), 21.050(a), and 21.051. The statutory authority for 19 TAC §230.191 is the TEC, §21.031(a) and §21.041(b)(1), (2), and (3).

EFFECTIVE DATE: If approved for filing as proposed in July 2008, the proposed effective date of the proposed revisions to 19 TAC Chapter 228 and proposed repeal of 19 TAC §230.191 would be December 21, 2008 (20 days after filing as adopted with the *Texas Register*). The proposed effective date is also based on the SBEC and State Board of Education meeting schedules.

PREVIOUS BOARD ACTION: At the May 2008 SBEC meeting, the SBEC adopted the review of 19 TAC Chapter 228, finding that the reasons for initially adopting the rules continue to exist. The SBEC last adopted 19 TAC Chapter 228 to be effective July 11, 1999. Sections 228.2 and 228.30 were last amended to be effective October 12, 2003. Section 228.10 was last amended to be effective August 9, 2007. Section 230.191 was last amended to be effective June 4, 2006.

A discussion item on the rule review of and proposed revisions to 19 TAC Chapter 228 and proposed repeal of 19 TAC §230.191 was presented to the SBEC at the March 2008 meeting. At that time, the SBEC requested that staff address public input received at the March 2008 SBEC meeting. The public input was addressed and a discussion and action item on the adoption of the review and proposed revisions to 19 TAC Chapter 228 and proposed repeal of 19 TAC §230.191 was presented to the SBEC at the May 2008 meeting. At the May 2008 meeting, the SBEC requested that staff address additional public input received at the meeting. The public input has been addressed, resulting in staff recommending consideration of this item for filing as proposed with the *Texas Register*.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The SBEC rules in 19 TAC Chapter 228 establish requirements for educator preparation programs. The TEC, §21.049, authorizes the

SBEC to adopt rules providing for educator certification programs as an alternative to traditional educator preparation programs. The TEC, §21.031, states that the SBEC is established to oversee all aspects of the certification and continuing education of public school educators and to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

The proposed revisions to 19 TAC Chapter 228, shown in Attachment II, would update the rules to reflect current law and provide minimum standards with flexibility for all educator program candidates. These proposed revisions reflect discussions held during the November 9, 2007, Educator Preparation Advisory Committee meeting and the January 24-25, 2008, and June 12, 2008, stakeholder meetings. Additional changes also reflect public input received at the March 2008 and May 2008 SBEC meetings.

General Provisions

Language in §228.1 would be amended to update the term "pre-kindergarten" to "early childhood" and delete the references to the "Centers for the Professional Development of Teachers," as they no longer exist. The reference to "alternative routes to certification" would also be deleted, as the rules apply to all educator preparation programs in the state.

Definitions

The proposed revisions to §228.2 would update terms to be used by all programs in the state to ensure effective communication among and with all educators and stakeholders in the state. Specifically, the proposed revisions would specify in new paragraphs (4), (12) and (17) that clinical teaching, internship, or student teaching would occur at a public school accredited by the Texas Education Agency (TEA) or a TEA-recognized private school; specify in proposed new paragraph (9) that field-based experiences must be conducted face-to-face in order to provide interaction with students and faculty; amend paragraph (18) to include the definition for teacher of record and specify that instruction occur for the majority of the instructional day instead of at least one class period; and clarify in proposed new paragraph (20) that the state curriculum is for Kindergarten-Grade 12.

As a result of public input received at the May 2008 SBEC meeting and a June 12, 2008, stakeholder meeting, language in §228.2, as shown in Attachment II, has been modified to:

- specify in proposed new paragraph (13) that "a late hire" would refer to an individual hired for a teaching assignment by a school after June 15 instead of July 1 to allow the individual time to complete the 30 clock-hours of field-based experiences while school is still in session.

Approval Process

The proposed changes to §228.10 would clarify in new subsection (a) that public university programs must have an approved degree plan from the Texas Higher Education Coordinating Board prior to applying to be an approved educator preparation program. Language would be added in subsection (b) to specify the program components to be incorporated into a proposal. Subsection (c) would be modified to delete the reference to the Texas State Partnership since it is a voluntary national accreditation process with standards that are not the same as the state. In addition, language would be added to specify that an entity approved by the SBEC before September 1, 2008, would be required to submit a status report and be reviewed at least once every five years, and that an entity approved after August 31, 2008, would be approved only for a term of 10 years and must reapply every 10 years thereafter. Proposed new subsection (d) would incorporate into rule the process for alternative certification programs to add a clinical teaching component. Language in subsection (e) would be amended to specify the requirements

for adding additional certification fields and new classes of certificates. Proposed new subsection (f) would be added to require SBEC approval for new program locations. Also, current subsection (e) would be repealed since this provision is incorporated in proposed changes to §228.10.

As a result of public input received at the May 2008 SBEC meeting and a June 12, 2008, stakeholder meeting, language in §228.10, as shown in Attachment II, has been modified to:

- allow in subsection (e)(1) that an "accredited" educator preparation program may submit a modified curriculum matrix for adding a certification field when the SBEC changes the grade level of a certificate if the educator preparation program was previously approved by the SBEC for the certification field of a similar grade level.

Governance of Educator Preparation Programs

Language in §228.20 would be amended in subsection (a) to allow an educator preparation program to be delivered by identified providers. Language in subsection (b) would be amended to specify a minimum requirement of at least two advisory meetings during the academic year to promote collaboration with the school districts that the educator preparation programs serve. In proposed new subsections (d) and (e) language would be added to ensure communication, clarity, and intent of programs.

As a result of public input received at the May 2008 SBEC meeting and a June 12, 2008, stakeholder meeting, language in §228.20, as shown in Attachment II, has been modified to:

- add the word "or" in subsection (b) for clarification, and also provide in subsection (b) that the advisory committee must include members representing as many as possible of the groups identified as collaborators in that subsection; and
- delete previously proposed subsection (f) relating to ownership interest, which would be addressed elsewhere in SBEC rule at a later date.

Educator Preparation Curriculum

The proposed revisions to §228.30 would include reorganizing provisions in current subsections (a), (b), and (c) to other sections for clarification. Also, proposed new subsection (b) would be added to specify that the curriculum listed refers to programs for candidates seeking initial certification, and add language to provide specificity to the rule to ensure more consistency among the programs in the state.

Preparation Program Coursework and/or Training

Proposed new §228.35 would establish minimum preparation program coursework and/or training requirements. Language is proposed in new subsection (a) that would clarify coursework and/or training requirements for initial teacher certification and specify that all educator preparation programs in the state require a minimum of 300 clock-hours of training. Language in proposed new subsection (b) would be added to set out the coursework and/or training requirements for professional certification. In proposed new subsection (c), language would be added to allow for greater flexibility by permitting the required training to be done within a reasonable time in order to allow the district to hire a candidate on short notice, and language would be added to clarify that "late hire" refers to a candidate for a teaching position. Proposed new subsection (d) would set out the different types of field experiences that may be available through a program, and establish the expectations for each type of experience. Proposed new subsection (e) would add the requirement that each new educator preparation program candidate be assigned a campus mentor and the requirement that a program provide training for the mentor. In

proposed new subsection (f), language would be added to provide specificity for program supervision with minimum formal observations each semester to ensure support and instructional feedback.

As a result of public input received at the May 2008 SBEC meeting and a June 12, 2008, stakeholder meeting, language in proposed new §228.35, as shown in Attachment II, has been modified to:

- increase in proposed new subsection (a)(5) from 30 clock-hours to 50 clock-hours the training that may be provided by a school district;
- replace in proposed new subsection (c) the phrase, "by the end of the first semester," with the phrase, "within 90 school days," for clarification;
- clarify in proposed new subsection (d)(2)(C)(i)(III) that authorized internships or teaching experiences completed through Head Start programs must be affiliated with a public school, instead of housed in a public school;
- delete language in proposed new subsection (e) regarding compensation because an educator preparation program cannot mandate a school to offer release time for a teacher who is serving as a mentor; and
- specify in proposed new subsection (f) that two formal observations must be completed during the first semester and one formal observation must be completed during the second semester since a campus administrator also conducts at least one observation.

Assessment and Evaluation of Candidates for Certification and Program Improvement

The proposed revisions to §228.40 would update terminology and specify that programs shall not grant test approval until after a candidate has been fully accepted into the program. Also, current subsections (c) and (e) would be removed since these provisions are included in other SBEC rules.

Language in §228.40 has been added in proposed new subsection (d) to specify a five-year record retention requirement for documents that evidence a candidate's completion of all program requirements.

Implementation Date

Language in §228.60 would be amended to specify that all educator preparation programs must implement the changes for all candidates entering into student teaching, clinical teaching, an internship, or practicum for the 2009-2010 school year.

In response to public comment received on the proposed amendment to 19 TAC §232.5, Temporary Teacher Certificates, language has been added to §228.60 that would specify that provisions in 19 TAC Chapter 228, Requirements for Educator Preparation Programs, shall apply to §232.5, upon the effective date of the rule actions adopted in Chapter 228.

As a result of public input received at the May 2008 SBEC meeting and a June 12, 2008, stakeholder meeting, language in §228.60, as shown in Attachment II, has been modified to:

- specify in proposed new subsection (b) that 380 clock-hours of training would be required as included in the proposed amendment to §232.5, Temporary Teacher Certificates.

Technical Changes

Throughout Chapter 228, numerous grammatical and technical changes are recommended, such as the term "Board" would be replaced by the term "State Board for Educator Certification." Also, statutory

citation references would be updated and standardized to reflect current law and Texas Register formatting requirements. Sections would also be restructured for consistency and readability.

Preparation Required in All Programs

This item also presents the proposed repeal of 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter G, Certification Requirement for Classroom Teachers, §230.191, Preparation Required in All Programs, shown in Attachment III. The proposed repeal of 19 TAC §230.191 is necessary since the program preparation requirements in this rule have been incorporated into the proposed revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, or have an expiration date in rule of September 1, 2007.

FISCAL IMPACT: The TEA staff has determined that for the first five-year period the revisions to 19 TAC Chapter 228 are in effect there may be fiscal implications for educator preparation programs and persons as a result of enforcing or administering the proposed revisions. Educator preparation programs that are not already meeting the proposed new minimum standards may have additional costs, such as an increase in staffing for supervision of program candidates and costs related to additional training hour requirements. The majority of educator preparation programs that already meet the proposed new minimum standards would not be affected.

There may be an anticipated economic cost to small businesses and microbusinesses that serve as educator preparation entities with alternative certification programs. It is estimated that the proposed rule actions will affect between 1-100 small businesses and 1-100 microbusinesses (businesses with fewer than 20 employees). The projected economic impact will be for compliance costs, such as an increase in staffing for supervision of program candidates and additional training hour requirements.

There may be an unknown economic cost to persons who are required to comply with the proposed revisions since some educator preparation programs may incur additional costs in meeting the proposed new minimum standards that may be passed on to candidates for certification.

The TEA staff assessed alternatives to the proposed rule actions that would diminish the impact on small businesses and microbusinesses; however, it is not possible to provide regulatory flexibility on this matter. One alternative would be to not adopt the proposed rules. This is not a viable option because establishment of minimum standards for educator preparation programs is necessary to ensure that Texas educators are adequately prepared and meet the standards of the federal No Child Left Behind Act. Another alternative would be to exempt small businesses or microbusinesses from the proposed rules. This is also not a viable option because the purpose of the proposed rules is to ensure that all educator preparation programs meet the same minimum standards. A third alternative considered was to reduce compliance or reporting requirements for small businesses or microbusinesses. This is not a viable option because there are no burdensome requirements to reduce, merely the establishment of minimum standards that are already exceeded by most educator preparation programs. Therefore, the TEA staff has considered several alternative methods and that analysis resulted in no viable alternatives.

The TEA staff has determined that there are no fiscal implications as a result of the proposed repeal of 19 TAC §230.191. In addition, there is no economic impact for small businesses and microbusinesses; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required.

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

PROCEDURAL AND REPORTING IMPLICATIONS: An educator preparation program would be responsible for tracking the educator preparation program requirements for each educator preparation program candidate.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed amendment to §228.40 would require in new subsection (d) that an educator preparation program retain documents relating to a candidate's completion of all program requirements for a period of five years after program completion.

PUBLIC COMMENTS: The official public comment period for the proposed revisions to 19 TAC Chapter 228 will begin when the revisions are published as proposed in the *Texas Register* following SBEC approval of the revisions for filing as proposed.

ALTERNATIVES: No viable alternatives.

OTHER COMMENTS AND RELATED ISSUES: None.

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

Approve the proposed revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, and proposed repeal of 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter G, Certification Requirement for Classroom Teachers, §230.191, Preparation Required in All Programs, for filing as proposed with the *Texas Register*.

Respectfully submitted,

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Attachments: I. Statutory Citations
II. Text of Proposed Revisions to 19 TAC Chapter 228, Requirements for Educator Preparation Programs
III. Text of Proposed Repeal of 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter G, Certification Requirement for Classroom Teachers, §230.191, Preparation Required in All Programs

ATTACHMENT I**Statutory Citations Relating to Proposed Revisions to 19 TAC
Chapter 228, Requirements for Educator Preparation Programs, and Proposed Repeal of 19 TAC
Chapter 230, Professional Educator Preparation and Certification, Subchapter G, Certification
Requirement for Classroom Teachers, §230.191, Preparation Required in All Programs****19 TAC Chapter 228, Requirements for Educator Preparation Programs****Texas Education Code, §21.031, Purpose:**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

Texas Education Code, §21.044, Educator Preparation:

The board shall propose rules establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program. The board shall specify the minimum academic qualifications required for a certificate.

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

- (a) The board shall propose rules establishing standards to govern the approval and continuing accountability of all educator preparation programs based on information that is disaggregated with respect to sex and ethnicity and that includes:
- (1) results of the certification examinations prescribed under Section 21.048(a); and
 - (2) performance based on the appraisal system for beginning teachers adopted by the board.

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

- (a) A person who applies for a teaching certificate for which board rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under Subchapter A, Chapter 28.

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

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

19 TAC §230.191, Preparation Required in All Programs**Texas Education Code, §21.031, Purpose:**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

Texas Education Code, §21.041, Rules; Fees (excerpts):

- (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;

ATTACHMENT II
Text of Proposed Revisions to 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 ~~both~~ educator preparation programs and the Early Childhood [Prekindergarten] -Grade 12 public and private schools of Texas. Collaboration in the development, delivery, and evaluation of educator preparation is ~~is~~ will be required.
- (b) Consistent with the Texas Education Code ~~[(TEC) §21.047 and]~~ §21.049, the SBEC's rules governing educator preparation are designed to promote flexibility and creativity in the design of educator preparation programs ~~[including Centers for the Professional Development of Teachers and alternative routes to certification.]~~ to accommodate the unique characteristics and needs of different regions of the state ~~[State]~~ as well as the diverse population of potential educators.
- (c) All educator preparation programs are ~~are~~ will be subject to the same standards of accountability ~~[performance]~~, as required under Chapter 229 of this title (relating to ~~the~~ Accountability System for Educator Preparation).

§228.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise. ~~[(2)]~~

- (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.
- ~~[(1) Ongoing experiences--experiences that are continued and built upon throughout the entire preparation program of study.]~~
- ~~[(2) Relevant experiences--experiences that directly relate to the certificate sought.]~~
- ~~[(3) Field-based experiences--experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with pre-kindergarten-Grade 12 students and teachers and entity faculty/staff members in a school-related setting. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant.]~~
- ~~[(4) Teaching practicum--supervised student teaching or internship with related duties and responsibilities.]~~
- (2) ~~[(5)]~~ Alternative certification program-- An [an] approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs) [chapter], specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a baccalaureate degree.
- (3) Candidate--A participant in an educator preparation program seeking certification.
- (4) Clinical teaching--A 12-week full-day teaching practicum in an alternative certification program at a public school accredited by the Texas Education Agency (TEA) or a TEA-recognized private school that may lead to completion of a standard certificate.
- (5) Clock-hours--Fifteen clock-hours at an accredited university is equal to one semester credit hour.
- (6) Cooperating teacher--The campus-based mentor teacher for the student teacher or clinical teacher.
- (7) Educator preparation program--An entity approved by the State Board for Educator Certification (SBEC) to recommend candidates in one or more educator certification fields.

- (8) Entity--The legal entity that is approved to deliver an educator preparation program.
- (9) Field-based experiences--Face-to-face experiences in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with Early Childhood-Grade 12 students, teachers, and faculty/staff members in a school setting that is part of regular classroom instruction. The professional activities include more than observation within a classroom. The interaction with students, teachers, and entity faculty/staff must be ongoing and relevant.
- (10) Field supervisor--A certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor his or her performance, and provide constructive feedback to improve his or her professional performance.
- (11) Head Start Program--The federal program established under the Head Start Act (42 United States Code, §9801 et seq.) and its subsequent amendments.
- (12) Internship--A one-year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.
- (13) Late hire--An individual hired for a teaching assignment by a school after June 15 or after the school's academic year has begun.
- (14) Mentor--For a classroom teacher, a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher's progress to that teacher's educator preparation program.
- (15) Pedagogy--The art and science of teaching, incorporating instructional methods that are developed from scientifically-based research.
- (16) Practicum--Practical work in a particular field; refers to student teaching, clinical teaching, internship, or practicum for a professional certificate that is in the school setting.
- (17) Student teaching--A 12-week full-day teaching practicum in a program provided by an accredited university at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.
- (18) ~~(6)~~ Teacher of record-- An ~~an~~ educator employed by a school district who teaches the majority of the instructional day ~~[at least one class period]~~ in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.
- (19) Texas Education Agency staff--Staff of the TEA assigned by the commissioner of education to perform the SBEC's administrative functions and services.
- (20) Texas Essential Knowledge and Skills (TEKS)--The Kindergarten-Grade 12 state curriculum in Texas adopted by the State Board of Education and used as the foundation of all state certification examinations.

§228.10. Approval Process.

- (a) Approval to Operate. A public institution of higher education must provide documentation to the Texas Education Agency (TEA) from the Texas Higher Education Coordinating Board (THECB) of approval to operate in Texas prior to submitting a proposal to offer an educator preparation and/or alternative certification program.
- (b) ~~(a)~~ New Entity Approval. An entity ~~[Entities]~~ seeking initial approval to deliver an educator preparation program shall submit an application and ~~[a]~~ proposal ~~[in accordance with guidelines established by the Texas Education Agency (TEA) staff,]~~ with evidence indicating the ability to comply with the provisions of this chapter and Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates ~~[Students]~~). The proposal shall include the following program approval components: entity commitment to adequate preparation of certification candidates, program standards, and community collaboration; criteria for admission to an educator preparation program; curriculum; program delivery and evaluation; and a plan

~~for ongoing support of the candidates.~~ The proposal must also identify the certificates proposed to be offered by the entity ~~and meet applicable federal statutes or regulations.~~ The proposal will be reviewed ~~[under procedures approved]~~ by the TEA staff ~~and a pre-approval site visit will be conducted.~~ ~~[, and the]~~ ~~The TEA staff shall recommend to the State Board for Educator Certification (SBEC) whether the entity should be approved [or denied accreditation pursuant to §229.3(e) of this title (relating to The Accreditation Process)].~~

(c) ~~(b)~~ Continuing Entity Approval. ~~An entity [Entities]~~ approved by the SBEC under this chapter ~~prior to September 1, 2008,~~ shall be reviewed at least once every five years under procedures approved by the TEA staff; however, a review may be conducted at any time at the discretion of the TEA staff. ~~At the time of the review, the entity shall submit to the SBEC a status report regarding its compliance with existing standards for educator preparation programs and the entity's original proposal. An entity approved by the SBEC under this chapter after August 31, 2008, shall be approved for a term of ten years and must reapply every ten years thereafter for approval by the SBEC in the same manner as a new educator preparation program seeking approval. [Entities accredited under a Texas State Partnership Agreement with a national accrediting body shall be considered to have met the cyclical review requirements, unless the TEA staff determines that a review is appropriate.]~~

(d) Approval of Clinical Teaching for an Alternative Certification Program. An alternative certification program seeking approval to implement a clinical teaching component shall submit a description of the following elements of the program for approval by the TEA staff:

- (1) ~~general clinical teaching program description, including conditions under which clinical teaching may be implemented;~~
- (2) ~~selection criteria for clinical teachers;~~
- (3) ~~selection criteria for mentor teachers;~~
- (4) ~~description of support and communication between candidates, mentors, and the alternative certification program;~~
- (5) ~~description of program supervision; and~~
- (6) ~~description of how candidates are evaluated.~~

(e) ~~(c)~~ Addition of Certificate Fields.

- (1) ~~An educator preparation program that is rated "accredited," as provided in §229.3 of this title (relating to The Accreditation Process), [Preparation programs which are fully accredited] may request additional certificate fields be approved by TEA staff, by submitting [appropriate documentation to meet] the curriculum matrix; a description of how the standards for Texas educators are incorporated into the educator preparation program; and documentation showing that the program has the staff knowledge and expertise to support individuals participating in each certification field being requested [and staff support criteria established by the TEA staff]. The curriculum matrix must include the standards, framework competencies, applicable Texas Essential Knowledge and Skills, course and/or module names, and the benchmarks or assessments used to measure successful program progress. An educator preparation program rated "accredited," as provided in §229.3 of this title, and currently approved to offer a content area certificate for which the SBEC is changing the grade level of the certificate may request to offer the preapproved content field at different grade levels by submitting a modified curriculum matrix that includes the standards, course and/or module names, and the benchmarks or assessments used to measure successful program progress. The requested additional certificate fields must be within the classes of certificates for which the educator preparation program has [entities have] been previously approved by the SBEC. An educator preparation program that is not rated "accredited" may not apply to offer additional certificate fields or classes of certificates.~~
- (2) ~~An educator preparation program that is rated "accredited" [Preparation programs which are fully accredited] may request the addition of certificate fields in a class of certificates that has not been previously approved by the SBEC, but [Under guidelines established by the TEA staff, the entity] must present a full proposal for consideration and approval by the SBEC.~~

~~[(3) For purposes of this section, "TEA staff" means staff of the Texas Education Agency assigned by the commissioner of education to perform the SBEC's administrative functions and services.]~~

- (f) ~~Addition of Program Locations. An educator preparation program that proposes to provide educator preparation in a different geographic location from that contained in its approved proposal shall present a new proposal for consideration and approval by the SBEC that includes provisions for meeting all program requirements at the new location.~~
- (g) ~~[(d)] Contingency of Approval. Approval of all educator preparation programs by the SBEC or by the TEA staff, including each specific certificate field, is contingent upon approval by other lawfully established governing bodies, such as the THECB [Texas Higher Education Coordinating Board], boards of regents, or school district boards of trustees. Continuing educator preparation program approval is contingent upon compliance with superseding state and [or] federal law [or both].~~
- ~~[(e) Denial of Approval. Entities that fail to meet the requirements of this chapter; Chapter 227 of this title; or Chapter 229 of this title (relating to Accountability System for Educator Preparation), will not be approved to deliver educator preparation.]~~

§228.20. Governance [~~Design, and Delivery~~] of Educator Preparation Programs.

- (a) Preparation for the certification of educators may ~~shall~~ be delivered by an institution [~~institutions~~] of higher education, regional education service center [~~centers~~], public school district [~~districts~~], or other entity [~~entities~~] approved by the State Board for Educator Certification (SBEC) [~~Board~~] under §228.10 of this title (relating to Approval Process).
- (b) The preparation of educators shall be a collaborative effort among public schools accredited [~~public schools~~] by the Texas Education Agency (TEA) and/or TEA-recognized private schools [~~as defined by Chapter 230, Subchapter Y of this title (relating to Definitions)~~]; regional education service centers; institutions of higher education; and/or [~~and~~] business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA [~~public schools~~] and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection [~~each of the above~~] shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program. The approved educator preparation program [~~entity~~] shall approve the roles and responsibilities of each member of the advisory committee and shall meet a minimum of twice during each academic year.
- (c) The governing body and chief operating officer of an entity approved to deliver educator preparation [~~Executives at the entities' highest levels~~] shall provide sufficient support [~~for educator preparation~~] to enable the educator preparation program [~~all programs~~] to meet all standards set by the SBEC, and shall be accountable for the quality of the educator preparation program [~~programs~~] and the candidates whom the program recommends [~~recommended~~] for certification.
- (d) ~~All educator preparation programs must be implemented as approved by the SBEC as specified in §228.10 of this title. An approved educator preparation program may not expand to other geographic locations without prior approval of the SBEC.~~
- (e) ~~Proposed amendments to an educator preparation program shall be submitted to the TEA staff and approved prior to implementation. Significant amendments, related to the five program approval components specified in §228.10(b) of this title, must be approved by the SBEC.~~

§228.30. Educator Preparation Curriculum.

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) [~~board~~] shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS). [~~knowledge and skills adopted by the State Board of Education pursuant to the Texas Education Code (TEC) §28.002(c) - (d). In addition, the preparation of all candidates for certification must include the specified requirements for reading instruction adopted by the Board for each certificate. Entities shall ensure that all preparation, including field-based experiences, comply with this subsection.~~]

- (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:
- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
 - (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) child development;
 - (4) motivation;
 - (5) learning theories;
 - (6) TEKS organization, structure, and skills;
 - (7) TEKS in the content areas;
 - (8) state assessment of students;
 - (9) curriculum development and lesson planning;
 - (10) classroom assessment for instruction/diagnosing learning needs;
 - (11) classroom management/developing a positive learning environment;
 - (12) special populations;
 - (13) parent conferences/communication skills;
 - (14) instructional technology;
 - (15) pedagogy/instructional strategies;
 - (16) differentiated instruction; and
 - (17) certification test preparation.
- ~~[(b) Educator preparation entities shall provide evidence of on-going and relevant field-based experiences throughout the program, as determined by the collaborative, in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of promising practices to improve student learning.]~~
- ~~[(c) Prior to issuance of the Standard Certificate under Chapter 232, Subchapter A of this title (relating to the Types and Classes of Certificates Issued), the preparation program shall require all candidates for certification to complete a field-based practicum in the area and at the level for which the certificate is sought.]~~
- ~~[(1) Undergraduate teacher certification candidates, shall complete a minimum of 12 weeks of full-day teaching practicum. Supervision shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a mentor.]~~
 - ~~[(2) Alternative routes to teacher certification shall provide a field-based practicum or internship that allows the candidate either to serve as teacher of record on a probationary certificate, in accordance with the conditions and requirements stipulated in §232.4 of this title for at least one school year, or to complete a teaching practicum comparable to that required in an undergraduate teacher certification program as described in this section. The internship shall include high quality professional development that is sustained, intensive, and classroom focused. Supervision shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a mentor.]~~
 - ~~[(3) Programs preparing candidates for classes of certificates other than classroom teacher shall provide either a supervised field-based practicum or an internship that allows the candidate to serve as an educator on a probationary certificate in accordance with the conditions and~~

~~requirements stipulated in §232.4 of this title, for candidates to develop and to demonstrate the knowledge and skills related to the certificate sought.]~~

§228.35. Preparation Program Coursework and/or Training.

- (a) Coursework and/or Training for Candidates Seeking Initial Certification.
- (1) An educator preparation program shall provide coursework and/or training to ensure the educator is effective in the classroom.
 - (2) Professional development should be sustained, intensive, and classroom focused.
 - (3) An educator preparation program shall provide each candidate with a minimum of 300 clock-hours of coursework and/or training that includes the following:
 - (A) 30 clock-hours of field-based experience to be completed prior to student teaching, clinical teaching, or internship;
 - (B) 80 clock-hours of training prior to student teaching, clinical teaching, or internship; and
 - (C) six clock-hours of test preparation.
 - (4) All coursework and training shall be completed prior to educator preparation program completion and standard certification.
 - (5) With appropriate documentation, 50 clock-hours of training may be provided by a school district and/or campus that is an approved Texas Education Agency (TEA) continuing professional education provider.
 - (6) Each educator preparation program must develop and implement specific criteria and procedures that allow candidates to substitute experience and/or professional training directly related to the certificate being sought for part of the educator preparation requirements.
- (b) Coursework and/or Training for Professional Certification (i.e. superintendent, principal, school counselor, school librarian, educational diagnostician, reading specialist, and/or master teacher). An educator preparation program shall provide coursework and/or training to ensure that the educator is effective in the professional assignment. An educator preparation program shall provide a candidate with a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the state standards for the applicable certification field.
- (c) Late Hires. A late hire for a teaching position shall complete 30 clock-hours of field-based experience as well as 80 clock-hours of initial training within 90 school days of assignment.
- (d) Educator Preparation Program Delivery. An educator preparation entity shall provide evidence of on-going and relevant field-based experiences throughout the educator preparation program, as determined by the advisory committee as specified in §228.20 of this title (relating to Governance of Educator Preparation Programs), in a variety of educational settings with diverse student populations, including observation, modeling, and demonstration of effective practices to improve student learning.
- (1) For initial certification, each educator preparation program shall provide field-based experience, as defined in §228.2 of this title (relating to Definitions), for a minimum of 30 clock-hours. The field-based experience must be completed prior to assignment in an internship, student teaching, clinical teaching, or practicum.
 - (2) For initial certification, each educator preparation program shall also provide one of the following:
 - (A) student teaching, as defined in §228.2 of this title, for a minimum of 12 weeks;
 - (B) clinical teaching, as defined in §228.2 of this title, for a minimum of 12 weeks; or
 - (C) internship, as defined in §228.2 of this title, for a minimum of one academic year (or 180 school days) for the assignment that matches the certification field for which the individual is accepted into the educator preparation program. The individual would hold a probationary certificate and be classified as a "teacher" as reported on the campus Public

Education Information Management System (PEIMS) data. An educator preparation program may permit an internship of up to 30 school days less than the minimum if due to maternity leave, military leave, illness, or late hire date.

- (i) An internship, student teaching, or clinical teaching for an Early Childhood-Grade 4 and Early Childhood-Grade 6 candidate may be completed at a Head Start Program with the following stipulations:
 - (I) the Head Start program is participating in either the School Readiness Integration (SRI) or the Texas Early Education Model (TEEM);
 - (II) a certified teacher is available as a trained mentor;
 - (III) the Head Start program is affiliated with a public school accredited by the TEA;
 - (IV) the Head Start program teaches three and four-year-old students; and
 - (V) the state's pre-kindergarten curriculum guidelines are being implemented.
- (ii) An internship, student teaching, or clinical teaching experience may not be held in a distance learning lab setting.
- (3) For candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or an educational diagnostician, each educator preparation program shall provide a practicum, as defined in §228.2 of this title, for a minimum of 160 clock-hours.
- (e) Campus Mentors and Cooperating Teachers. In order to support a new educator and to increase teacher retention, an educator preparation program shall collaborate with the campus administrator to assign each candidate a campus mentor during his or her internship or assign a cooperating teacher during the candidate's student teaching or clinical teaching experience. The educator preparation program is responsible for providing mentor and/or cooperating teacher training that relies on scientifically-based research, but the program may allow the training to be provided by a school district, if properly documented.
- (f) On-Going Educator Preparation Program Support. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact with the assigned candidate must occur within the first three weeks of assignment. The program must provide a minimum of two formal observations during the first semester and one formal observation during the second semester. Each observation must be at least 45 minutes in duration and must be conducted by the field supervisor. The first observation must occur within the first six weeks of assignment. The field supervisor shall document instructional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's campus administrator. Informal observations and coaching shall be provided by the field supervisor as appropriate.

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

- (a) To ensure [assure] that a candidate for educator [candidates for] certification is [are] prepared to receive the standard certificate, the entity [Standard Certificate, entities] delivering educator preparation shall establish benchmarks and structured assessments of the candidate's progress throughout the educator preparation program.
- (b) An [Entities delivering] educator preparation program shall determine the readiness of each candidate [its candidates] to take the appropriate certification assessment(s), including assessments of knowledge of content, pedagogy and professional responsibilities [development], and professional ethics and standards of conduct. An educator preparation program shall not grant test approval until a candidate has met all of the requirements for admission to the program and has been fully accepted into the educator preparation program.

- ~~[(c) — Entities shall not recommend individuals to enter an induction period unless those individuals hold at least the baccalaureate degree, unless specifically exempted in rules adopted by the board.]~~
- (c) ~~[(d)]~~ For the purposes of educator preparation program improvement, an entity [entities] shall continuously evaluate the design and delivery of the educator preparation curriculum based on performance data, scientifically-based research [research-based promising] practices, and the results of internal and external assessments.
- ~~(d) — An educator preparation program shall retain documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after program completion.~~
- ~~[(e) — Entities shall regularly and substantively participate in induction efforts for beginning educators. Observations and results from this participation shall be used in the evaluations conducted under subsection (d) of this section.]~~

§228.50. Professional Conduct.

During the period of preparation, the educator preparation entity shall ensure that the individuals preparing candidates and the candidates themselves demonstrate adherence to Chapter 247 of this title (relating to Educators' Code of Ethics [and Standard Practices for Texas Educators]).

§228.60. Implementation Date.

- (a) All approved educator preparation programs must implement this chapter for all candidates participating in clinical teaching, student teaching, internship, or practicum for the 2009-2010 school year [Not later than January 1, 2000, all approved educator preparation programs shall affirm compliance with the provisions of this chapter under procedures approved by the executive director] .
- ~~(b) — All provisions in this chapter shall apply to §232.5 of this title (relating to Temporary Teacher Certificates) upon the effective date of the rule actions adopted in this chapter, except that a certificate issued under §232.5 of this title shall require 380 total clock-hours of training.~~

ATTACHMENT III
Text of Proposed Repeal of 19 TAC

Chapter 230. Professional Educator Preparation and Certification

Subchapter G. Certification Requirement for Classroom Teachers

§230.191. Preparation Required in All Programs.

- ~~[(a) In addition to the specific requirements of this subchapter, individuals are subject to the provisions of Chapters 227 and 228 of this title (relating to Admission to an Educator Preparation Program and Requirements of Educator Preparation Programs).]~~
- ~~[(b) The semester credit hours, or their equivalents, specified in this title are not to be interpreted as absolute requirements but are intended to provide guidance to an approved teacher preparation program in the design and delivery of individual program requirements. Preparation programs leading to the award of the baccalaureate degree must comply with Texas Education Code §21.050 and all applicable rules adopted by the Texas Higher Education Coordinating Board regarding the required academic major and limitations on education coursework.]~~
- ~~[(c) The teacher education program shall include academic specializations and teaching fields in subjects approved to be taught in the public schools of Texas or delivery systems authorized by the State Board of Education under the Texas Education Code (TEC), §28.002(b), for use in the public schools of Texas.]~~
- ~~[(1) In addition to the teaching certificates specified in this subchapter and Chapter 233 of this title (relating to Categories of Classroom Teaching Certificates), educator preparation entities operating as alternative certification programs under TEC, §21.049, relating to alternative certification, may recommend candidates for certification in the following areas: prekindergarten-Grade 12 English as a second language and prekindergarten-Grade 12 generic special education. The provisions of this paragraph expire on September 1, 2004.]~~
- ~~[(2) For the teacher certificates, each academic specialization, teaching field, and delivery system shall comply with one or more of the options in this paragraph. In accordance with the TEC, §21.050(b), additional semester hours in education are permissible for certification in bilingual education, English as a second language, early childhood education, and special education. For all other certificates based on college approved teacher education programs, reading shall be included in the approved program. Reading instruction shall be developmental and corrective and include study relating to the phonetic structure of the English language; knowledge of reading instruction such as language-based, phonics-based, and meaning-based instruction; demonstration and application of reading theories; and identification of and teaching strategies and resources for dyslexia and other reading disorders. Reading courses that fulfill these requirements may be offered beyond the 18 semester hours of professional development courses.]~~
- ~~[(A) The options for teacher certificate—secondary include the following:]~~
- ~~[(i) Option I (Grades 6-12) requires one 36 semester hour (including 21 semester hours of upper division courses) teaching field, with an additional 12 semester hours in a directly supporting field(s).]~~
- ~~[(ii) Option II (Grades 6-12) requires two 24 semester hour (including 12 semester hours of upper division courses in each) teaching fields, delivery systems, or a combination of a teaching field and a delivery system.]~~
- ~~[(iii) Option III (Grades 6-12) requires one 48 semester hour (including 24 semester hours of upper division courses) broad teaching field.]~~
- ~~[(iv) Option IV (Grades 6-12) requires one 48 semester hour (including 24 semester hours of upper division courses, 12 of which are in a single area) composite teaching field. A minimum of six semester hours shall be required in each area.]~~
- ~~[(v) The provisions of this subparagraph expire on September 1, 2007.]~~

- ~~[(B) — The options for teacher certificate all level include the following:]~~
- ~~[(i) — Option I (prekindergarten Grade 12) requires one 48 semester hour (including 24 semester hours of upper division courses) academic specialization, which includes six semester hours designed for elementary level and six semester hours designed for secondary level.]~~
- ~~[(ii) — Option II (prekindergarten Grade 12) requires one 36 semester hour (including 18 semester hours of upper division courses) academic specialization, which includes six semester hours designed for elementary level and six semester hours designed for secondary level. Option II is only available for the physical education academic specialization.]~~
- ~~[(iii) — The provisions of this subparagraph expire on September 1, 2007.]~~
- ~~[(d) — The professional development sequence for the initial teacher certificate shall consist of 18 semester hours of upper division courses. The following components must be included:]~~
- ~~[(1) — Core requirements common to all grade level options include studies of:]~~
- ~~[(A) — teaching learning processes, including measurement and evaluation of student achievement;]~~
- ~~[(B) — human growth and development;]~~
- ~~[(C) — knowledge and skills concerning the unique needs of special learners, such as:]~~
- ~~[(i) — multicultural education: the impact of cultural, ethnic, language, and social differences upon instructional processes;]~~
- ~~[(ii) — the characteristics, assessment, least restrictive alternatives, and admission, review, and dismissal processes for students requiring individualized or specialized education programs; and]~~
- ~~[(iii) — the characteristics, identification, and needs of gifted and talented students;]~~
- ~~[(D) — legal and ethical aspects of teaching to include the recognition of and response to signs of abuse and neglect in children;]~~
- ~~[(E) — structure, organization, and management of the American school system, with emphasis upon the state and local structure in Texas; and]~~
- ~~[(F) — educational computing, media, and other technologies;]~~
- ~~[(2) — Methodology requirements specifically designed for the grade level option selected shall include studies of the following:]~~
- ~~[(A) — instructional methods and strategies that emphasize practical applications of the teaching-learning processes;]~~
- ~~[(B) — curriculum organization, planning, and evaluation;]~~
- ~~[(C) — basic principles and procedures of classroom management with emphasis on classroom discipline, using group and individual processes as well as different techniques and procedures adapted to the personality of the teacher; and]~~
- ~~[(D) — the scope and sequence of the essential knowledge and skills for all subjects required in the elementary course of study that are not included in the academic specializations when elementary options are selected.]~~
- ~~[(e) — The professional development sequence for the teacher certificate all level shall include a minimum of three semester hours designed for the elementary level and three semester hours designed for the secondary level.]~~
- ~~[(f) — The provisions of subsections (d) and (e) of this section expire on September 1, 2007.]~~