

TEXAS UPDATES EDUCATOR PREPARATION REQUIREMENTS TO SUPPORT NEW TEACHERS

The SBOE has the opportunity to strengthen teacher training and elevate student success.

The State Board for Educator Certification's (SBEC) revisions to educator preparation requirements in Chapters 228 and 230 are a step towards strengthening teacher candidate support, enhancing transparency to school districts and parents, and slowing the revolving door of teachers coming into and leaving the profession. Informed extensively by stakeholder input, these updates enhance teacher preparation, promoting effective educators and better student outcomes. The State Board of Education (SBOE) now has the opportunity to approve these revisions, paving the way for a more effective teacher workforce in Texas.

KEY RULE PROVISIONS



Creates Residency Pathway and Enhanced Standard Certificate



Allows Flexibilities for Preparation Programs to Meet New Requirements



Provides Greater Opportunities for Hands-On, Practice-Based Training During Preparation



Strengthens Supports for All Candidates, Especially for Candidates Lacking Pre-Service Training

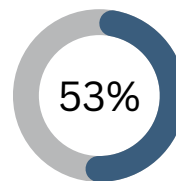
WHY THESE CHANGES MATTER

Texas students need exceptional teachers. Last year, only 53% of students performed at grade level in reading, and only 45% in math.¹ Hands-on teacher preparation routes, such as teacher residencies, produce candidates who have a greater impact on student outcomes and are more likely to remain in the classroom. But the reality remains stark: in the 2023-2034 school year, 34% of newly hired teachers entered the classrooms without certification or adequate preparation, perpetuating a cycle of unprepared educators leaving the profession quickly, thus widening learning disparities.² Approving the updates outlined Chapters 228 and 230 are worthwhile steps the SBOE can take to attract, train, and retain top-tier educators to serve every Texas student.

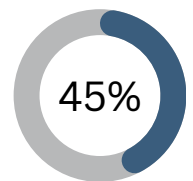
Insufficient Numbers of Quality Teachers is a Major Barrier to Improving Student Outcomes



1 in 3 newly hired teachers had NO certification.



Students who perform at grade level in READING



Students who perform at grade level in MATH

1. Texas Education Agency, [Annual Report Pocket Edition, 2022-2023 Texas Public School Statistics](#).

2. [Newly Certified and New Teacher Hires Dashboard](#), Texas Education Agency, 2024.

CHAPTER 228 SECTION SUMMARIES

| Sections | Board Book Page Number | PDF Page Number | Key Provisions of Chapter 228 |
|--|---|------------------------------------|---|
| <p>Enhanced Standard (Residency) Certification</p> <p>See §228.65</p> | <p>IV-125</p> | <p>Page 20</p> | <ul style="list-style-type: none"> • Requires residency candidates to engage during the full academic year, including first and last day of school, and a minimum of 21 hours per week, 750 hours per year of practice in a co-teaching setting with host teacher • Requires observation and feedback four times per semester for incremental skill development • Establishes four embedded performance checkpoints per year that measure a candidate's progress |
| <p>Field-Based Experiences and Program Coursework</p> <p>See §228.41</p> | <p>IV-118</p> | <p>Page 13</p> | <ul style="list-style-type: none"> • Increases the hours required for field-based experiences from 30 to 50 to provide candidates with more experience in a classroom • Requires explicit connection between coursework and field-based experiences • Adds summer school, substitute teaching, District of Innovation/waiver teacher placement, and educational aide services as optional settings for 50% of preservice field-based experiences |
| <p>Informal Observations</p> <p>See §228.101(b)(5)-(12)</p> | <p>IV-135</p> | <p>Page 30</p> | <ul style="list-style-type: none"> • Requires that at a minimum, field supervisors must provide informal observations and ongoing coaching, informed by the areas identified for improvement in the formal post-observation conference, at least three times per semester for at least 15 minutes for candidates in clinical teaching, internships, and practicum assignments, and must include observation and feedback on targeted skills • Requires the first informal observation to occur within the first six weeks of the clinical teaching or internship assignment and must be in person <ul style="list-style-type: none"> ○ Allows remainder of informal observations to be conducted in person or virtually |

CHAPTER 228 SECTION SUMMARIES

Continued

| Sections | Board Book Page Number | PDF Page Number | Key Provisions of Chapter 228 |
|--|---|------------------------------------|---|
| <p>Late Hire Candidate Support</p> <p>See §228.55 and §228.101(b)(6)</p> | <p>IV-121 and IV-135</p> | <p>Page 16 and Page 30</p> | <ul style="list-style-type: none"> • Establishes accountability for preparation programs to support late hire candidates in first 90 days of placement • Requires the first two informal observations for late hire candidates to be conducted in person within the first eight weeks of the candidate's start date to ensure early responsive support for teacher candidates who are entering the classroom as a teacher of record with limited previous preparation |
| <p>Clinical Teaching (Student Teaching)</p> <p>See §228.67</p> | <p>IV-127</p> | <p>Page 22</p> | <ul style="list-style-type: none"> • Adds flexibility in clinical teaching duration by shifting time requirement to 490 hours to accommodate changes to school calendars (i.e. four-day school weeks) • Requires co-teaching during clinical experience • Requires all clinical teachers receive four formal observations |
| <p>Additional Provisions and Flexibilities</p> | <p>Throughout</p> | <p>Throughout</p> | <ul style="list-style-type: none"> • Exempts educator preparation program field supervisors who maintain valid T-TESS certification from the TEA-approved field supervisor training requirement • Adds flexibility that field supervisors can be certified in the same certificate class versus certification field • Adds conference/planning periods to list of approved clinical experience activities • Requires field supervisor re-training every three years or maintenance of a valid T-TESS certification • Increases the number of formal observations conducted for candidates holding Probationary certificates from three to five |

CHAPTER 230 SECTION SUMMARIES

| Sections | Board Book Page Number | PDF Page Number | Key Provisions of Chapter 230 |
|---|---|------------------------------------|---|
| <p>New Residency Route Certificate: Enhanced Standard Certificate</p> <p>See §230.39(b)</p> | IV-59 | Page 7 | <ul style="list-style-type: none"> • Adds new Enhanced Standard Certificate section to describe general provisions of requirements for issuance/renewal post-residency • Includes fees related to Enhanced Standard Certificates |
| <p>Certification Redesign: Updates to Pedagogy and Content Pedagogy Exam Requirement</p> <p>See Figure 19: TAC §230.21(e)</p> | IV-63 | See Attachment II | <ul style="list-style-type: none"> • Adds additional edTPA portfolios as options for specific certification fields • Updates requirement for JROTC/CTE fields to Pedagogy and Professional Responsibilities Exam for Trade and Industrial • Adds new certificates and aligned certification exams for implementation 2024-2028 • Adds new language certification exam (Tamil) • Includes technical edits |
| <p>Updates to Uses of Certification Exams and Certification by Exam (CBE) Requirements</p> <p>See §230.105</p> | IV-61 | Page 9 | <ul style="list-style-type: none"> • Allows for use of one pedagogy exam for issuance of multiple certificates • Adds Enhanced Standard to types of eligible certificates to add CBE and includes Deafblind EC-12 to list of certificate categories not eligible for CBE |
| <p>Additional Updates</p> <p>See §230.1(18), §230.21(a)(5)(D), and §230.21(f)</p> | IV-54, IV-56, and IV-57 | Page 2, Page 4, and Page 5 | <ul style="list-style-type: none"> • Updates definition of pilot exam • Shortens Test Limit Waiver waiting periods • Clarifies timeframe during which an exam can be used for recommendation of certification after the last operational date |